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Trinity College
HARTFORD CONNECTICUT

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Trinity College Bulletin



atalogue Issue 1969-1970

September 1969

College Calendar

1969

Sept. 3	<i>Wednesday</i>	Freshman Orientation begins
Sept. 5	<i>Friday</i>	Registration for Upperclassmen
Sept. 6	<i>Saturday</i>	Registration for Freshmen
Sept. 8	<i>Monday</i>	Christmas Term of 147th Academic Year begins
Sept. 23	<i>Tuesday</i>	Last day to change registration in courses
Oct. 13-17	<i>Monday-Friday</i>	Open Period
Nov. 13	<i>Thursday</i>	Last day to drop courses
Nov. 21	<i>Friday</i>	Thanksgiving Vacation begins (after last class)
Dec. 1	<i>Monday</i>	Classes resume
Dec. 19	<i>Friday</i>	Last day for acceptance of all course assignments for the Christmas Term
Dec. 19	<i>Friday</i>	Christmas Vacation begins (after last class)

1970

Jan. 5-9	<i>Monday-Friday</i>	Review Days
Jan. 10	<i>Saturday</i>	Final Examinations begin
Jan. 17	<i>Saturday</i>	Last day of Final Examinations
Jan. 23	<i>Friday</i>	Registration for the Trinity Term
Jan. 26	<i>Monday</i>	Trinity Term classes begin
Feb. 13	<i>Friday</i>	Last day to change registration in courses
Feb. 25-27	<i>Wednesday-Friday</i>	Open Period
March 26	<i>Thursday</i>	Last day to drop courses
March 26	<i>Thursday</i>	Spring Vacation begins (after last class)
April 13	<i>Monday</i>	Classes resume
May 4	<i>Monday</i>	Last day for acceptance of term papers for the Trinity Term
May 6-7	<i>Wednesday-Thursday</i>	Pre-Registration
May 15	<i>Friday</i>	Last day of classes in the Trinity Term
May 18	<i>Monday</i>	Senior grades due
May 18-22	<i>Monday-Friday</i>	Review Days
May 20-21	<i>Wednesday-Thursday</i>	General Examinations for Seniors
May 23	<i>Saturday</i>	Final Examinations begin
May 29	<i>Friday</i>	Final Faculty meeting
May 30	<i>Saturday</i>	Last day of Final Examinations
May 31	<i>Sunday</i>	Commencement Exercises of the 147th Academic Year

Trinity College Bulletin



Catalogue Issue 1969-1970

Catalogue Number 236

One Hundred Forty-seventh Year of the College

September 1969

HARTFORD • CONNECTICUT



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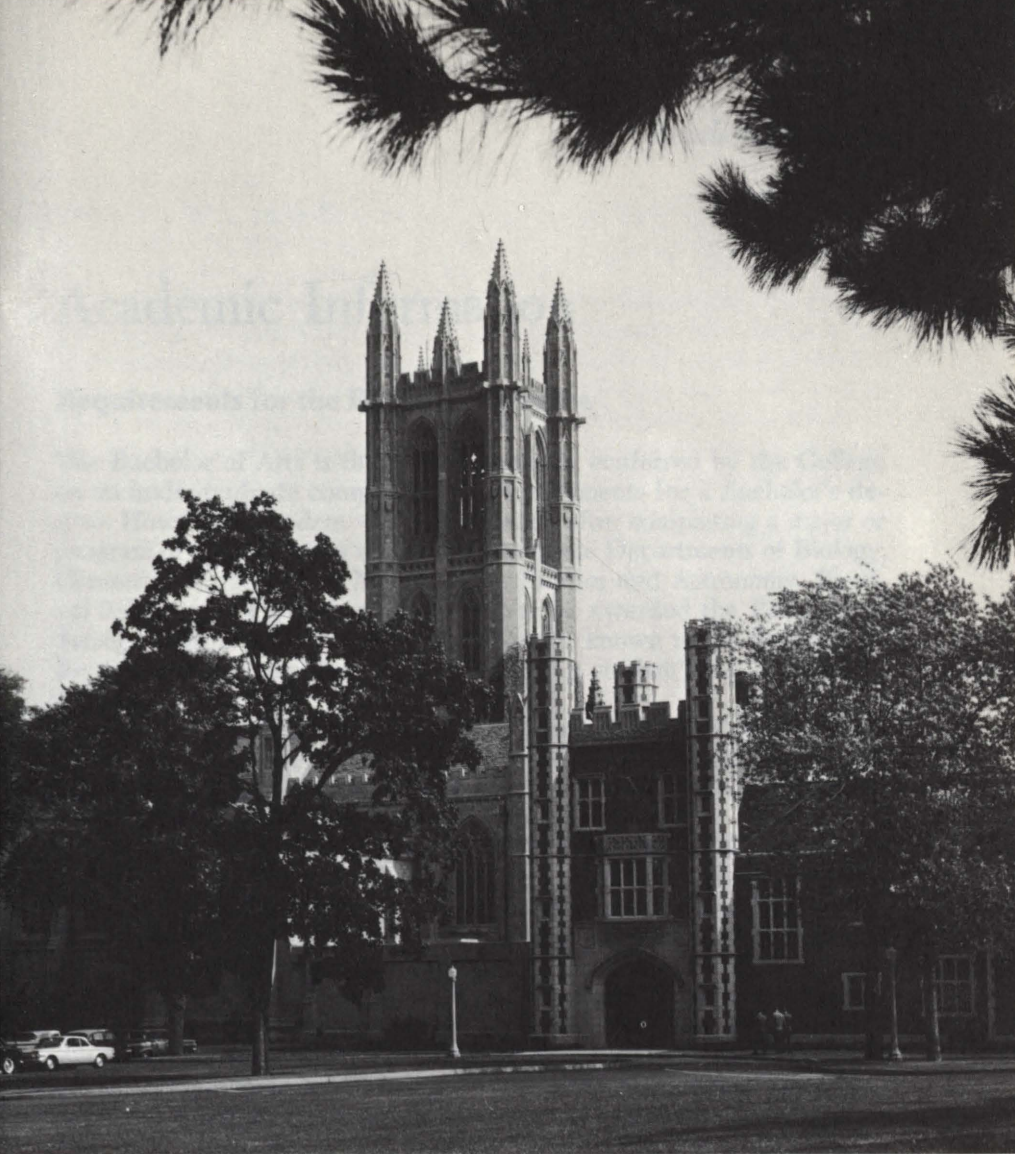
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The Purpose of a Trinity Education

"A Trinity education is designed to give each student that kind of understanding of human experience which will equip him for life in a free society. In order to do this, it must help the student to discover those particular modes of learning which will increase his awareness of himself and of his environment; it must enable him to extend his knowledge within a chosen discipline; and it must encourage him to use the knowledge which he gains to deal responsibly with the problems of a rapidly changing world. The curriculum embodies these aspects of a liberal education.

"A student should be self-motivated in his intellectual life, and these motives ought to operate ultimately on a subject matter that has an enduring importance. This sets for the curriculum a dual task. That part of the curriculum which covers the first three or four semesters addresses itself primarily to the exigencies of the student condition. It provides a framework within which students can receive individual attention, discover their principal interests, and have repeatedly demonstrated to them that what they are doing in the College is worth the effort. The other part of the curriculum focuses on a more strictly defined body of knowledge, structured and organized so that faculty and students alike are forced to make judgments about the most important ways to pursue their academic careers. While there can be no neat compartmentalization of these two aspects, and no abrupt transition from one to the other, there will in fact be a shift in emphasis which coincides roughly with the choice of a major. Throughout the whole curriculum, attention will be given to the objective of preparing the student for the continuing education which a rewarding and constructive life will require of him."

*A statement from the
Trinity College Faculty, 1969*



Academic Information

Academic Information

Requirements for the Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in one or more of the Departments of Biology, Chemistry, Engineering, Mathematics, Physics and Astronomy, Physical Sciences, or Psychology, may elect to be awarded the Bachelor of Science degree. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester in college.

Trinity, in cooperation with the RPI Graduate Center, offers a combined five-year engineering program which enables students to earn the Bachelor's degree from Trinity and the Master of Engineering degree from RPI (ECPD accredited).

The college calendar consists of three terms: the Christmas Term and the Trinity Term, which comprise the regular academic year, and a Summer Term of shorter duration. Normally, all students attend the Christmas and Trinity Terms, and they may proceed at an accelerated pace by attending one or more Summer Terms.

A candidate for the Bachelor's degree must receive 36 course credits, including all the requirements for a major. A "course credit" is the equivalent of three or four "semester hours credit." One semester hour represents one classroom meeting per week for one semester (or term). A course normally meets throughout one semester, but some courses may meet on a more or less intensive schedule and carry correspondingly more or less credit.

The normal schedule for freshmen and seniors consists of four courses a semester. For sophomores and juniors the normal schedule consists of five courses a semester.

It is possible to qualify for the Bachelor's degree in three calendar years by utilizing a combination of Trinity's Transition to College Plan (described in a separate publication), Advanced Placement credit, and summer study. Similarly, it is possible to qualify in some subjects to receive the Bachelor's degree and the Master's degree at the conclusion of four years of study.

A. THE FRESHMAN SEMINAR AND THE NON-MAJOR PROGRAM OF STUDY

One of the problems faced by any college is that of convincing incoming freshmen, by course offerings and methods of teaching, that hard work is worth the trouble. This is also in good part a problem of motivation.

The students who enter Trinity College are invariably intelligent and eager to learn. But too many fail to realize their own ambition. Trinity, however, assumes that one of its obligations is to encourage the realization of that promise and the full exercise of those native capacities.

To accomplish this, one must start early, and with fundamentals. As an entering freshman, a student must discover what it is to think. Thinking is hard work, and most people avoid it with great ingenuity. Two things seem to be necessary to bring this discovery to pass: the student must be engaged in material which is of importance and of interest to *him*, and he must express himself in writing or in some other medium more appropriate to the given content. In this way a student can come to express his thoughts with clarity, coherence and precision. What is more, if the subject is one in which a student expresses an interest or competence, then the work will seem less of an imposed task and more of an opportunity to work through his own particular ideas.

Trinity therefore expects each freshman to take a Freshman Seminar, in which the material of the course is determined during the first few meetings by the students in consultation with the instructor. Students will be assigned in groups of eight to ten to a single instructor. Their obligations are not to him alone but to the whole group. The seminar is not a loose collection of people, each member engaged in "independent research." The purpose of the seminar program is to show each freshman that he has ideas that are worth discussing, that he has peers who are worth listening to, and that he has teachers who understand what learning is.

The non-major aspect of the curriculum deals with the problem of linking a student's interests and energies to some appropriate subject matter. This problem is met in two ways: by the Freshman Seminar; and by a set of Non-Major Guidelines.

The faculty conceives as one of its tasks that it should confront each student with a conception of what it means to be broadly and humanely educated. A first step toward the realization of the conception is taken by the Freshman Seminar, which breaks the usual secondary school pattern of education, and sets the stage for new attitudes toward learning. These steps are continued as the student constructs his program of study in accordance with the Non-Major Guidelines. The rationale for

these Guidelines, like that of the Freshman Seminar, is to demonstrate to the student that his personal interests and private attachments are bound up with a larger world of human culture, science and technology, and social and political institutions, in such a way that to consider either in abstraction from the other is a sure recipe for personal frustration and social irresponsibility. Every student, if he is to meet the criteria of a liberally educated man, should possess competence in ways described by each of the four Guidelines. This competence will ordinarily be gained by a selection of courses within each area which will give his program breadth, cohesion, and applicability to his personal orientation. The body of work taken in each area should exhibit internal coherence and rationality. It is not to be expected that the competence in, and insights into, the areas indicated by the Guidelines will have been achieved by the student in his preparatory school courses; it is to be expected that the College will provide in each of these areas courses that are significantly different from high school courses.

These Guidelines are used by the advisee and the adviser in planning the student's non-major course of study. They are of necessity somewhat general in nature, and cannot be construed as requirements from which a given pattern of courses can be deduced. They constitute the context within which the student and his adviser conduct their deliberations. The selection of a student's academic program is the outcome of an interaction between the particular student, the particular instructor, and the statement of Guidelines, but the student himself is ultimately responsible for choosing his academic program.

It needs to be emphasized that the following descriptions do not coincide with departmental boundaries; nor do they coincide with the more traditional division of courses into Natural Sciences, Social Sciences and Humanities. The Trinity curriculum is distinctive and innovative at precisely this point; it is a framework within which a student's work is distributed among courses which are not exclusively departmental in character. In part, therefore, the coherence of the curriculum outside the major is provided by the ways of knowing described in the Guidelines, which in many cases overlap the usual boundaries. However, this coherence will not be experienced in the same way by all students, so that each individual is encouraged to make that selection, in consultation with his adviser, which makes the most sense to him. He should seek out connection between courses in different areas, as well as move into greater depth in one or more directions.

1. LANGUAGE AND OTHER SYMBOLIC SYSTEMS

Intellectual and social maturity is impossible without an effective mastery of symbolic systems. We all possess this mastery to some

degree; the function of education should be to make this mastery sophisticated and then to accomplish something new; to provide an understanding of the nature and structure of those systems. We speak with our languages; they also speak for us. An understanding of the constraints inherent in a given mode of communication is the only safeguard against a tyranny imposed by that mode. Included within this area, of course, are the traditional skills: facility in the English language, both in writing and in speech; mastery of a foreign language. However, many of the possible courses in this area represent a non-traditional attempt to understand the process of symbolization and the structure of language itself.

2. MAN'S INTERACTION WITH THE NATURAL WORLD

The enterprise of science not only affects those who practice it, but also defines a way of life and type of perception that affects all of us. Modern science represents a monumental achievement of the human intellect, and to recount its successes would be tedious and unnecessary. The effects of this enterprise will certainly not be less in the future than in the past, and for this reason it is important that each of us have some understanding not only of the substantive accomplishments of science, but also of the historical reconstruction and philosophical interpretations of scientific advances. This area includes, but is not restricted to, designated courses in the Natural Sciences and Mathematics.

3. MAN'S SOCIAL INSTITUTIONS

The habits of mankind are enshrined in social, political, and economic institutions. Within the social sciences, but also within other disciplines, empirical research and theoretical constructs provide us with new tools for understanding this matrix of human activity, and in some cases provide us as well with the means of applying this understanding in consciously determined ways. Many of the courses in this area explore the methods and principles underlying the development of social scientific inquiry by acquainting the students with basic concepts and by introducing them to the formulation of theories. On the other hand, some of the most exciting insights into the contemporary world come through exposure to the more historically oriented disciplines. Courses of this kind illuminate the way in which we retain a sense of the past or the way in which we try to "re-imagine" what others did and why, thus providing us with conceptual models for understanding the present.

4. FORMS OF CULTURE

It is through the literature, the arts forms, and the other forms of our heritage which we call "culture," that we gain a better understanding of ourselves and our world. Through these media, including the creative and performing arts, the student is exposed not only to abstract forms but also to some of the most vivid interpretations of human experience. Also, important opportunities are offered within this area for exposure to Non-Western forms of culture.

5. PHYSICAL EDUCATION

The aim of physical education is to enrich a student's understanding of himself, to provide him with means for a thoughtful administration of his own life, and to aid him in accepting himself. The playing fields, gymnasias, and pools are not laboratories where bridges are planned or formulae tested. They are places where changes in personality take place, and where human resources are cultivated.

Colleges and universities continually emphasize their dual role of meeting the need for broadening the individual, and at the same time preparing him for useful service to mankind. Meeting the first responsibility requires a complex of curricular and extra-curricular endeavors – participation within which is likely to enrich the scope of one's sympathies, broaden one's outlook, and encourage the exercise of a liberal and generous spirit. The need for growth is not terminal, but is continuous, varied, and involves physical as well as intellectual activity. Physical education demonstrates to the student that this growth and the personal satisfaction that attends it is not solely an affair of the mind.

B. CONCENTRATION IN MAJOR FIELDS AND INTER-DISCIPLINARY PROGRAMS

Every candidate for the Bachelor's Degree shall complete a major. A student's choice of concentration or major shall be made at any time after the completion of the first year of study and up to the end of the period of the student's sophomore status.

In the selection of a major a student must consult the chairman of the department (or his deputy) or the director of the interdisciplinary program. He should discuss the suitability of his intended major and obtain the chairman's approval in writing, and he should outline a proper program of courses for the satisfactory completion of this major.

No more than twelve courses in a single department will be required

by a department or interdisciplinary major. Normally, the total courses required for a major, including cognates, will not exceed eighteen. A student should not take more than fourteen courses in a single department.

Majors presently established at Trinity College include:

Biology	Government	Philosophy
Chemistry	History	Physics
Classical Languages	Mathematics	Psychology
Economics	Modern Languages	Religion
Engineering	(French or German	Sociology
English	or Spanish)	Theatre Arts
Fine Arts	Music	

Interdisciplinary majors include:

- Comparative Literature
- Non-Western Studies
- Physical Sciences

Interdisciplinary majors in process of formulation:

- American Studies
- Urban & Environmental Studies

Fundamental to the Trinity philosophy is the belief that men and women can best be educated when the twin conditions of freedom and responsibility are present. The curriculum provides for the imaginative student the option of developing an individually-structured major program through his own initiative and resourcefulness.

A student wishing to construct his own interdisciplinary major must, in consultation with a faculty member and with the advice of the department chairmen of the disciplines involved in the program, prepare a program of study which would constitute his major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with his faculty sponsor, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval. All procedures necessary to establish such a program should be completed prior to pre-registration in the spring of the student's Freshman year or prior to pre-registration in the spring of his Sophomore year.

C. SPECIFIC REQUIREMENTS

Before being admitted to his third year at Trinity, a student must attain a grade of at least C- in ten courses.

A candidate for the Bachelor's degree must:

1. Receive 36 course credits.
2. Complete the qualitative and quantitative requirements for a major.
3. Attain a grade of at least C— in 26 of the 36 courses, or grades of at least B— in enough courses to offset any excess of grades below C—.
4. Pass a General Examination if it is required in his major. (Students taking General Examinations in January or in May are exempt from all final course examinations in those respective periods.)

A student who has failed the General Examination will be offered one opportunity for re-examination. Should he fail on that occasion he may petition his department's chairman and the Dean of the Faculty to take a second and final re-examination no sooner than one year after his second failure. It is expected that such a petition will include evidence of adequate preparation completed, or to be completed, prior to the final re-examination.

5. General Examinations will be graded with one of the following terms: "Distinction," "High Pass," "Pass," or "Fail."

Special Academic Opportunities

A. OPPORTUNITIES FOR STUDENT-DESIGNED STUDY

Students arrive at Trinity College well prepared from programs in secondary schools which have been transformed through curricular revision and new teaching techniques. The Freshman Seminar and the opportunities of the Trinity curriculum enumerated in this section are provided to serve the students' need for fresh, imaginative approaches to learning.

In the Freshman Seminar the student is engaged in learning which is important and interesting to him. His search for truth will have been accompanied by an appreciation of different modes of learning and by the pleasure of discovery. The critical element of personal motivation will be awakened or nurtured to the end that the student will be encouraged to expend whatever effort is necessary in the achievement of his own intellectual goals. He may use the curriculum, and particularly the following opportunities, as a resource in constructing an academic program which fits his needs.

1. INDEPENDENT STUDY

Any student or group of students may, after the Freshman year and upon receiving approval of a faculty member and the faculty member's department chairman, undertake an independent study program outside the major. Except in unusual cases, a student may take no more than one such course with a given instructor. Such independent study shall not preclude the opportunity for a student or students to undertake an approved independent study program in his major field of concentration.

2. OPEN SEMESTER

The Open Semester program will provide opportunity for the undertaking of independent study or an internship. Under this program, each student may apply to participate in some form of independent research or study, study on the campus or elsewhere, or serve as an intern with either a government agency or private organization. Application is made by securing a faculty member as Open Semester Adviser and by making appropriate arrangements through the Associate Dean for Educational Services.

The program consists of one semester, usually in the student's Sophomore or Junior year. A member of the Trinity College faculty will supervise and evaluate each Open Semester project. Credit for not more than four courses toward meeting graduation requirements will be granted upon successful completion of the Open Semester work. In exceptional cases, this program of research, study, or internship might be undertaken during the summer vacation period.

The Open Semester shall provide opportunity for a group of Trinity students and faculty to undertake an independent foreign study program or participate in a similar program with other co-operating institutions. In all instances, students undertaking the Open Semester program should have a clearly defined educational objective to be achieved.

Open Semester programs for 1969-70 include a project of assisting an United States senator, a social action research project for a national church, a study of the history and effects of the use of group dynamics in our society, and an examination of the theory and practice of reference librarianship from the non-professional point of view.

3. TEACHING ASSISTANT IN THE FRESHMAN SEMINAR

Each Freshman Seminar instructor shall be permitted to enlist the services of a Junior or a Senior to assist the instructor in the

seminar. The student assistant may receive up to one course credit for such assistance. Interested students should consult one of the Freshman Seminar instructors.

4. TRINITY - HIGH SCHOOL SEMINAR PROGRAM

One course credit shall be given to any student who successfully completes one semester of faculty approved teaching in the High School Seminar Program. One member of the faculty shall be free to work with approximately ten seminar leaders. His evaluation of the students' work shall be based on visitations to the classroom and student response to the course content and effectiveness of the teaching student.

The adventuresome student may use this provision to devise an educationally valuable experience in which he himself acts as teacher in conceiving, constructing and conducting academic courses. A further purpose of this program (approved by the local Secondary School Principals' Association) is to stimulate the intellectual interests of local high school students.

Any student who wishes to undertake work in this program should consult with the Associate Dean for Educational Services.

5. STUDENT-TAUGHT COURSES

It is less important who is formally responsible for the lesson plan than it is that intellectual excitement occur.

The student with particular competence can add considerably to his own education and to the educational process within the College through devising and teaching a formal course. Juniors or Seniors desiring to offer an experimental course must first secure the approval of a faculty supervisor. The student and faculty supervisor will then present the course plan to the Faculty Curriculum Committee for its formal approval. Such courses shall be open to Trinity students and faculty.

This program should not be confused with the separate program of practice teaching offered by the Education Department.

6. INTERDISCIPLINARY MAJORS

A student wishing to construct his own interdisciplinary major must, in consultation with a faculty member and with the advice of the department chairman of the disciplines involved in the program, prepare a program of study which would constitute his major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or

research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with his faculty sponsor, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval. All procedures necessary to establish such a program should be completed prior to pre-registration in the spring of the student's Freshman year or prior to pre-registration in the spring of his Sophomore year.

7. THE ACADEMIC CALENDAR - OPEN PERIODS

In order to provide relief from the pace and intensity of the educational process and to provide occasions for work on projects requiring blocks of time, two periods during which no classes are held are provided in October and February. During these five days in October and three or four days in February, the operation of the College will be similar in nearly every respect to its operation during those weeks when classes are in session. They are not vacation times, and faculty members will continue to be available.

During the February Open Period the faculty of each department will meet with majors and other interested students to review the department's course offerings and discuss the department's program for the following year. This time will also provide opportunity for advisers to meet with majors and prospective majors to review and plan their individual programs of study.

B. INTERINSTITUTIONAL PROGRAMS

The resources of any one educational institution are limited, and Trinity has concluded arrangements with a number of other colleges and universities which offer students a wider choice of educational opportunities than can be available on one campus. Further information is available in the Office of the Associate Dean for Educational Services.

1. ELEVEN - COLLEGE EXCHANGE PROGRAM

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wesleyan, Wheaton, and Williams. Students may apply, through the Associate Dean for Educational Services, to spend one or two semesters at one of these institutions. Any student electing this option should consult his major adviser to determine whether his proposed program is acceptable toward fulfilling major requirements.

2. TRINITY – HARTT COLLEGE PROGRAM IN MUSIC

Hartt College of Music of the University of Hartford and Trinity have inaugurated a cooperative program in music which provides the Trinity student with one of the nation's strongest liberal arts music programs, combining the resources of the two institutions. Faculties of both institutions are appointed to teach courses on each campus. The Trinity student may participate in extracurricular activities in music at both colleges. Interested students should consult the Coordinator of the Trinity-Hartt Program in Music.

A number of general music courses and electives are offered on the Trinity campus. However, most of the work of the major and advanced courses are conducted at Hartt College. Under special conditions a student may apply for admission to a five-year program including both the B.A. and B.M. degrees. The Trinity music major may continue with graduate work towards the M.A. in music under the supervision of both institutions. Opportunity is also provided for gaining teacher certification in music.

3. GREATER HARTFORD INTERCOLLEGIATE COOPERATIVE REGISTRATION PROGRAM

In cooperation with the Hartford Seminary Foundation, St. Joseph's College and the University of Hartford, Trinity offers its students the opportunity to register in these nearby institutions for courses not offered at Trinity. There is no additional expense above Trinity's tuition to the student who takes a course in one of these institutions as part of his regular program. Applications should be made through the Registrar of Trinity College.

4. CONNECTICUT COLLEGE AND WESLEYAN UNIVERSITY

Arrangements similar to those of the Greater Hartford Intercollegiate Cooperative Registration Program exist with Connecticut College and Wesleyan University for Trinity students who wish to take one course offered in one of these institutions but not at Trinity. Applications should be made through the Registrar.

5. PROGRAMS IN CLASSICAL STUDIES

The Intercollegiate Center for Classical Studies at Rome

The Intercollegiate Center is located on the Janiculum (via Ulisse Seni 2) in Rome. The curriculum consists of reading both Greek and Latin authors, the study of Greek and Roman history, and a course in art and archaeology stressing the topology and buildings of

Rome and the monuments of ancient art in Rome, Naples, Paestum, and Sicily. Undergraduate credit for successful completion of work at the Center will be granted by the College. Prior to participating in this program, the student should consult with the Registrar.

The American School of Classical Studies in Athens

Qualified graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies in Athens or take graduate work during the regular academic year. The Greek authors are studied under visiting professors from participating American colleges and universities. Archaeological trips and participation by qualified students in archaeological excavations are some of the opportunities offered.

Further information may be obtained from the Chairman of the Department of Classical Languages at Trinity. Applications for admission to these programs may be made upon his recommendation.

6. PROGRAMS SPONSORED BY OTHER INSTITUTIONS

A number of opportunities exist for Trinity students to study abroad, in the field or at centers in this country which are administered and staffed by other colleges and universities. These include, but are not limited to, the Sweet Briar Junior Year in France, several programs of the Associated Colleges of the Midwest, projects sponsored by the Union for Research and Experimentation in Higher Education and a special arrangement with Trinity College, Quezon City, the Philippines.

The student electing study under one of these options should consult his major adviser to determine whether his proposed program is acceptable toward the fulfillment of major requirements. During his enrollment in a program sponsored by another institution, the student will be on a leave of absence from Trinity. Upon his return he will be responsible for having a transcript of his work sent to Trinity College to be evaluated by the Registrar. Credit at Trinity will be granted only for grades which correspond to Trinity's grade of C- and which are attained in a program approved by Trinity.

Before taking a leave of absence to study elsewhere, the student should discuss his program with the Associate Dean for Educational Services. Information about various opportunities is available in his office.

C. SPECIAL POLICIES AND PROGRAMS

1. COLLEGE COURSES

Each year Trinity offers a number of extraordinary courses known as "College Courses." These courses reflect the current scholarly concerns and special interests of individual faculty members. They also allow the faculty to respond quickly to student interest in subjects which are not regularly offered in the curriculum. These courses are listed at the beginning of the section, *Courses of Instruction*, and they may be elected by students through securing the "Permission of the Instructor."

2. ACCELERATED STUDY

Students may elect to accelerate their undergraduate program. Through a combination of winter and summer study, undergraduates may plan a program of studies which will allow them to earn either the Bachelor's degree in three years or the Bachelor's and Master's degrees in four years.

3. GRADUATE COURSES

Juniors and seniors with honor records may, subject to regulations established by their major departments and by the Office of Graduate Studies, elect as a part of their undergraduate program graduate courses in the departments in which such courses are available. The departments have listed these courses after the undergraduate courses in the section, *Courses of Instruction*. For full course descriptions see the current *Graduate Studies Bulletin*.

4. AUDITING COURSES

With the permission of the instructor concerned students may audit without credit any course or individual course meetings in the College. Audited courses will not be recorded on the student's permanent academic record.

5. THE DEPARTMENT OF ENGINEERING

Trinity College offers its students the opportunity to major in the field of engineering, and, in conjunction with the Hartford Graduate Center of the Rensselaer Polytechnic Institute, to earn both a B.S. degree and a professional degree, Master of Engineering. The College firmly believes that a liberal arts environment is essential to the education of the modern engineer. The College also believes that study beyond the B.S. degree level is necessary for adequate preparation for a career in engineering. For these reasons, a combined

program has been instituted with Rensselaer which permits integration of upper-level undergraduate and graduate course work in the fourth and fifth years. In this way continuity of both the technical and the humanistic facets of the program is maintained while, at the same time, an opportunity for both diversity and depth is offered in the field of specialization. The close proximity of Trinity and the Hartford Graduate Center of RPI permits an orderly mixture of work on the two campuses without physical change of student residence.

1. **ENGINEERING MAJOR.** Students wishing to undertake a career in engineering should enroll in an *Engineering Major*. (A *pre-architecture* plan is available for those who wish to pursue graduate study in architecture.) The Engineering Major is one of the majors offered by the College which leads to the Bachelor of Science degree. It is designed for those who wish to enter the Master of Engineering Degree Program, and also for those who plan to do post-graduate work in Business Administration, Industrial Management, or those who desire a general knowledge of Engineering as a background for an engineering-related career in business or industry. Detailed requirements for the four-year Engineering Major are to be found in the section *Courses of Instruction, Engineering*.

The typical program which fulfills the requirements of the Engineering Major is:

First Year

Chemistry 111
Engineering 122
Guide-line Electives
Mathematics 105 and 106
Physics 121 and 122
Physical Education (optional)

Second Year

Engineering 223 and 232
Guide-line Electives
Mathematics 201 and 202
Physics 221 and 222
Free Electives

Third Year

Engineering 323 and 324
Engineering Electives
Mathematics 301 and 302*
Technical Electives
Non-technical Electives

Fourth Year

Engineering 337 and 338
Engineering Electives
Non-technical Electives
Free Electives

2. **MASTER OF ENGINEERING DEGREE.** The Master of Engineering Degree Program is a plan for those who wish to obtain an accredited, professional degree in engineering. A student electing this Program will receive a B.S. degree from Trinity College upon satis-

* Mathematics 302 is not required for the Engineering Major.

factory fulfillment of the degree requirements. He will, in addition, take courses at Trinity and the RPI Hartford Graduate Center as outlined below, the successful completion of which will enable him to receive the Master of Engineering degree from Rensselaer Polytechnic Institute.

Admission to the Master of Engineering Program is determined towards the conclusion of the third year, and is based upon recommendation to RPI by Trinity's Department of Engineering. An integrated course plan is worked out at that time for the final two years of the Program.

Thirty semester hours' credit (roughly, ten courses) are required in addition to satisfaction of the Trinity B.S. degree requirements. A minimum of 24 of these 30 credit hours must be earned at the RPI Hartford Graduate Center during the two-year period. Normally, from six to nine of these credits will be taken during the first year of the Master's Program, with the remainder taken during the second year so as to foster integration of the work at Trinity and RPI. A sample program of study is outlined below.

Fourth Year – First Year of Master's Degree Program

	Trinity Courses	RPI Credits
Engineering 451, Engineering Analysis	1	–
Engineering 472, Engineering Design	1	–
Advanced Calculus (graduate level)	–	6
Engineering Electives in Specialization Area	1	3
Non-technical Electives	2	–
Seminar	–	–

Fifth Year – Second Year of Master's Degree Program

	Trinity Courses	RPI Credits
Engineering Specialty Area	–	9
Engineering Secondary Area	1	6
Math or Physics Elective (graduate)	1 or	3
Non-technical Electives	2	–
Thesis or Design Project	–	3–6

A number of areas of specialization are available in the Master's Degree Program. In keeping with a growing trend in graduate study, they are given functional rather than departmental designations. They include: 1. Thermodynamics & Heat Transfer; 2. Fluid Dynamics; 3. Electronics; 4. Automatic Control; 5. Engineering Design.

6. PRE-MEDICAL STUDIES

Trinity College is genuinely interested in preparing men for medicine and allied professions. An increasingly large number of stu-

dents annually enter schools of medicine, dentistry and the medical sciences. Indeed, pre-medical education at Trinity involves over ten percent of the student body making it one of the single largest areas of preparation.

Currently a student desiring to enter medical school may elect the academic major of his choice. However, for acceptance by a medical school it is necessary that a student complete with good grades a number of courses in the natural sciences. On the average, medical schools strongly suggest that the following courses in science be taken by undergraduates: one year of mathematics, one year of physics, two years of biology, and courses in chemistry through Organic. The quality of the student's work in these areas (and to a lesser extent the academic proficiency the student demonstrates in his major if it is not in one of the sciences) is one of the main factors considered by medical school admissions committees.

Of various degrees of importance to different medical schools is the result of the MCAT test (Medical College Admission Test). This is a nationally administered aptitude and achievement test. Because this examination is of great importance in the selection process, because it is an *achievement test as well as an aptitude test*, and because medical schools make the bulk of their selections in the fall of the student's senior year, they insist that his record be sufficiently advanced so that they can form a judgment on his potential in science. Medicine is a demanding profession. There is no escape from a student's demonstrated capacity for disciplined application.

With this in mind, it is in the student's best interest normally to take in his freshman year mathematics, physics and chemistry. This will place good students on the proper track or help students with ability or interest not equal to the task to quickly identify that fact. In either case, there will be ample time to undertake and complete studies in his academic major.

All Trinity students have the benefit of personal and academic guidance from the College's faculty and administrative personnel. Additionally, the Pre-Medical Advisory Committee is specifically charged with giving counsel to and making recommendations for students particularly interested in medicine and related fields.

It is not the policy of this committee arbitrarily to determine which student may or may not proceed with pre-medical education. It is, however, important that an undergraduate show by his achievement, especially in natural sciences, that he is nationally competitive for a place in medical school.

7. DEPARTMENT OF AEROSPACE STUDIES

The Department of Aerospace Studies offers a two-year Air Force ROTC program leading to a Reserve Commission as a Second Lieutenant in the United States Air Force. The AFROTC course at Trinity College is voluntary and is open to students who can meet the requirements of standard officer written and physical examinations.

The two years of AFROTC training are normally scheduled during a student's last two years on the campus. This may mean his junior and senior years as an undergraduate, or this could be accomplished by a student in Trinity's Graduate School. In either case, the six-weeks summer training program is accomplished prior to formal enrollment and classroom study in the Aerospace Studies program at Trinity College. The student may receive the qualifying physical and written examinations during his freshman or sophomore years, or, in the case of graduate students, before beginning graduate school.

While in the AFROTC program, the student is furnished, free of charge, necessary uniforms, textbooks, and any required academic equipment. The student will receive a retainer pay at the rate of \$50.00 a month for ten months a year for each of his two years in AFROTC. He will be paid approximately \$120.00 for his attendance at summer training. Students meeting certain physical standards may receive, free of charge, ground and flight training leading to a private pilot's certificate.

Instruction is given by active duty Air Force officers, faculty members of other Trinity College departments, and by guest lecturers. Integral in the AFROTC training program are field trips to nearby facilities of interest, trips by military aircraft to distant Air Force bases, formal military dinners, and guest speakers.

Academic Advising

The Freshman Seminar constitutes the core of the advising system. Each freshman taking a Freshman Seminar will be assigned his seminar instructor as an adviser. All other freshmen will also be assigned advisers. Each student will remain under the guidance of this adviser until he has selected his major or area of concentration, at which time he will be assigned his departmental adviser.

Because his selection of courses is not prescribed in detail by the curriculum, the student is presented with the opportunity and the challenge to do his own academic planning. The adviser is provided in order that the student will have competent guidance as he makes the important decisions concerning his course of study.

Effective advising involves a maximum of contact between student and teacher. Since the Freshman Seminars provide this kind of relationship, they offer the natural basis for academic advising with regard to the non-major programs of study prior to the student's selection of a major field of concentration.

The adviser and the advisee will discuss the student's program in relation to the educational goals of the College. It is at this point that the Non-Major Guidelines serve to embody a collective judgment on those matters which are worth the investment of intellectual effort. Thus, the selection of a student's academic program will be the outcome of an interaction among the particular student, the particular instructor, and the College's statement of the Guidelines.

Each academic department of the College maintains its own system for advising students who have elected to major in that department. This information is available from Freshman Seminar instructors, department chairmen (for their respective departments) and interdisciplinary program directors (see section, *Courses of Instruction*, for names).

The academic adviser will provide information about the College's general education program and alternative opportunities available in the curriculum. He also may act as a counselor, encouraging the student in the confirmation of his personal interests. The adviser serves as a link between the student and the administration. He will, when appropriate, refer students to sources of information, counseling and other personal help which are available in the College and the community.

Academic Standards and Regulations

ENROLLMENT IN COURSES

In making his selections for a given semester a student should take into account the choices which the schedule allows for the following semester as well as the subjects specifically required for his major.

A statement of the subjects and number of each course and the period in which it belongs must be presented in writing to the Registrar. No student in regular standing should enroll during any one semester in less than three courses. Payment of the tuition fee entitles a student to register for a program of either four or five courses. With the consent of his faculty adviser and after notification to the Registrar, a student may enroll in an extra course. An additional charge will be made for a sixth course.

Regular students may, with the permission of the instructor, audit a course in which they are not enrolled. No examinations or credit will

be given to such auditors and no entry made on the students' permanent academic record.

Permission to change courses is given during the first three weeks of the term. Arrangements for changes must be made with the student's adviser and must be reported by the student to the Registrar.

A student may drop a course without its being entered on his permanent record card any time during the first three weeks of the semester. Any course dropped after the first three weeks of the semester and up to the end of the second third of the semester will be recorded on the student's permanent record card with either a "Dropped-Pass," if the student's work in the course was at passing level at that time, or "Dropped-Fail," if the work was below passing level. No student shall be permitted to drop a course during the final one-third of the semester.

All arrangements for making changes in a student's program of study must be made with the student's adviser and the instructors of any courses involved and must be reported by the student to the Registrar. Credit will not be granted for any course in which a student is not properly enrolled.

In computing averages a "Dropped-Pass" course will not be included, while a "Dropped-Fail" course will be averaged as a grade of F.

ATTENDANCE

While students are expected to attend regularly and promptly all their classes, college appointments and exercises, attendance at classes shall be evaluated in terms of its effects on adequate learning within the academic setting of classroom and laboratory. Therefore, the instructor will define the attendance requirements of each course and will announce them to the class at the beginning of the semester.

Absences from class of freshmen and students on academic probation will be reported to the Office of the Associate Dean for Community Life, there to be available only for use in student counseling.

Penalties for excessive cutting will be determined by the course instructor and may, at his discretion, include dropping the student from the course with a failing grade.

MATRICULATION

Students are matriculated to the rights and privileges of official membership in the College Body at the annual Matriculation Ceremony held in early autumn, after which students must sign the following oath:

"I promise to observe the Statutes of Trinity College; to obey all its Rules and Regulations; to discharge faithfully all

scholastic duties imposed upon me; and to maintain and defend all the rights, privileges, and immunities of the College, according to my station and degree in the same."

ACADEMIC STANDING

Grades

At the close of each term the student and his parents, or guardian, will receive grade reports.

Passing grades are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-. Grades below C- are unsatisfactory. F denotes failure.

There are two types of provisional grades: "Incomplete" indicates a deficiency; "Absent" means that a student was not present at the final examination. Responsibility for making arrangements to complete course work rests with the student. If such work is not completed by the end of the following term in residence, the course will not be credited toward the degree requirements. Requests for exception to this rule must be submitted by the student to the Associate Dean for Academic Affairs or his deputy before the end of the next term in residence and must bear the recommendation of the instructor.

Pass-Fail Option

At any registration, any regular, full-time student may elect as part of a regular full-time program one course, not offered by his major department, in which he may request to be graded with either "Pass" or "Fail." This election, having once been made, may not subsequently be changed.

Full credit will be granted for a course which has been graded as "Pass." No credit will be granted for a course graded as "Fail," and "Fail" will have the same effects upon academic standing as the regular grade of F.

In the determination of averages, ranks, etc., "Pass" will have no arithmetic value; such determinations will be based upon the regular letter grades received.

The Pass-Fail option is the specified grading system for use in certain of the special academic opportunities: Open Semester, Student-Taught Courses, Trinity-High School Seminar Program.

Freshman, Sophomore, Junior and Senior Status

A student who has credit for less than six courses is classified as a freshman; one who has credit for at least six but less than sixteen courses

is classified as a sophomore; one who has credit for at least sixteen but less than twenty-six is classified as a junior; and one who has received credit for at least twenty-six is classified as a senior. Thirty-six courses are required for graduation.

Admission to the Third Year

Before entering his third year at Trinity College a student must attain a grade of at least C— in ten courses.

The Faculty Language Committee strongly recommends that students who intend to pursue their studies at Graduate School give special consideration to the language requirements for advanced degrees. The Committee suggests that students confer before their junior year with the head of the department in which they are majoring for specific information concerning such requirements.

CREDIT FOR WORK IN OTHER SUMMER SCHOOLS

Trinity undergraduates who must make up deficiencies at summer school are expected to attend the Trinity Summer Term.

Work of C— (70) grade or better done at an accredited summer school may be counted toward satisfying the requirements for a degree. In order to have such work credited, application must be made to the Registrar and his approval secured before taking up the work. If the courses are in the field in which the student is, or will major, then the prior approval of his department chairman is also required. The applicant must identify the courses selected and the institution he proposes to attend. No course will be approved that duplicates other work submitted for degree requirements. The faculty reserves the right to examine the student upon all such work before allowing credit.

IRREGULAR CANDIDATES FOR THE DEGREE

The category of Irregular Candidate is established to aid selected students, who have been admitted to the College as regular candidates for the degree, to adapt to the Trinity curriculum. Irregular Candidates for the degree are certain foreign students and students with severe limiting physical infirmity. Students are placed in this special status only by vote of the Faculty on the recommendation of the Committee on Academic Standing and Discipline.

To be awarded a degree, an Irregular Candidate must complete all degree requirements (see section, *Requirements for the Bachelor's Degree*). The Committee may require that such a student take preparatory or remedial work and may reduce his course load below the normal

load of students in his class. The status of each Irregular Candidate will be reviewed by the Committee and, on request, reported to the Faculty, at the end of each semester. If it appears that a student is unlikely to profit from further work at Trinity, he, like regular students, may be required to withdraw or helped to transfer.

ACADEMIC DISCIPLINE

Academic Probation

An undergraduate will be placed on academic probation if:

1. having been enrolled in three or four courses, he does not pass three courses and receive a grade of C— or better in at least two; or having been enrolled in five courses, he does not pass four courses and receive a grade of C— or better in at least two;
2. he has completed three consecutive terms with term averages below C—;
3. at any time, in the opinion of the faculty, he has neglected his work.

An entry specifying Academic Probation will be made on the student's permanent record card. If the academic probation is solely the consequence of incomplete grades, then the entry will be made temporarily. If the incomplete grades are removed and the final grades are non-probationary, the entry concerning Academic Probation will be removed from the permanent record card. If incomplete courses are not finished during the period allowed (the following term in residence), the entry specifying Academic Probation will be made permanent on the student's academic record.

If Academic Probation caused by incomplete grades is the second Academic Probation in the student's first two years in College or the second Academic Probation thereafter, the student will not be suspended until he has been allowed the prescribed period of time in which to make up the incomplete grades. If the incomplete grades are not completed in that time, then the entry Academic Probation is made permanent and the student will then be considered for required withdrawal from the College.

While he is on probation a student may, with permission of the Associate Dean for Community Life, take part in not more than one extracurricular activity at any one time. Students on probation may engage in intramural sports.

Freshmen and seniors on probation may not carry more than four courses a term; sophomores and juniors may not carry more than five.

Required Withdrawal

An undergraduate will be required to withdraw from the College for at least one calendar year if:

1. he incurs two academic probations during his first two years in College or two academic probations thereafter (See Academic Probation above);
2. at any time, in the opinion of the faculty, neglect of work warrants suspension.

Students required to withdraw for any of these reasons are eligible to apply for readmission. However, each application will be considered on its merits, and readmission will not be automatic.

HONORS AT GRADUATION

The excellence of a student in the general work of his college course, or in the work of individual departments, is recognized at graduation by the award of honor rank in general scholarship, or in subjects in which the student has shown proficiency.

The two members of the senior class having the highest standing are designated, respectively, Valedictorian and Salutatorian.

Honors in the major are awarded at graduation. They are noted on the commencement program of the year in which they are awarded and in the next issue of the *Trinity College Bulletin*, Catalogue Issue. Honors in the major are awarded on the basis of all a student's work completed through and including the General Examination (if required in the particular major).

Students attaining the grade of A— or better in all courses required for the degree are graduated with the title of OPTIMUS.

The distinction of honor rank in general scholarship is awarded at graduation to students who have attained at least a grade of B— in each of thirty-six courses, and a grade of A— in twenty-eight of these courses. Of students who have been in residence less than four years, a proportionate attainment will be required.

Departments and Programs may recommend to the Faculty for Honors students who have achieved excellence in eight designated courses. Special examinations and a satisfactory thesis may also be prescribed. Students are advised to consult the departmental chairmen or program advisers concerning specific requirements.

HONOR SOCIETIES

Phi Beta Kappa, founded in 1776, is an honor society dedicated to humane scholarship. Members are elected from among those students

who have achieved highest general scholastic standing. In addition, the charter of the Chapter stipulates that persons elected to membership "shall be men of honor, probity, and learning." Election to Phi Beta Kappa is widely regarded as a mark of highest distinction. The Trinity Chapter, known as the Beta of Connecticut, was chartered by the Yale Chapter, the Alpha of Connecticut, on June 16, 1845, and is the eighth oldest chapter of Phi Beta Kappa in the United States.

Pi Gamma Mu, a national social science honor society, was founded in 1924. The Trinity College Chapter, known as Connecticut Alpha, received its charter in 1936. The society has as its purpose the recognition of outstanding scholarship in the social sciences. Members are elected by unanimous vote from among graduate students and undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

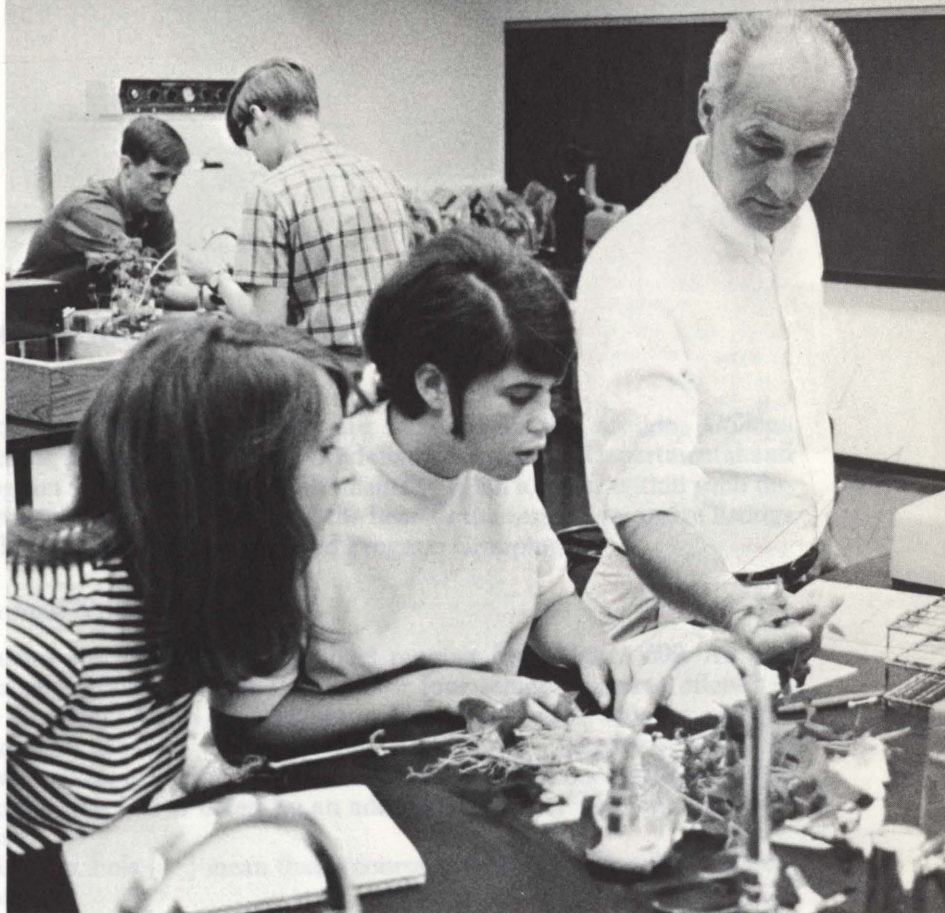
Sigma Pi Sigma is the only national physics honor society. Its chapters are restricted to some 80 colleges and universities of recognized standing which offer a strong major in physics. Membership is restricted to physics students and to a few others in closely related fields. Selection is made on a scholastic basis. Those not meeting the scholastic requirements but interested in the aims of the society may become associates. The objects of the society are: (1) to serve as a means of awarding distinction to students having high scholarship and promise in physics; (2) to promote student interest in physics, and to encourage a professional spirit and friendship among those studying that subject; (3) to interest and inform the college community regarding developments in physics. Trinity became affiliated with the Society in 1949.

Delta Phi Alpha, the national German honorary fraternity, was founded in 1929. The Trinity Chapter, known as Delta Upsilon, was chartered on March 7, 1958. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. In so doing it aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth. To qualify for membership, students must distinguish themselves scholastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

Psi Chi, the national honor society in psychology, was founded in 1929 at the meeting of the International Congress of Psychology. The Trinity Chapter, known as Connecticut Alpha, was chartered and

installed in 1959. The purpose of the organization is to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members in all fields, particularly in psychology. Membership in this honorary society is restricted to advanced undergraduate students who have shown outstanding scholarship in psychology as well as in other departments of the College. The organization sponsors a psychological periodical in the Trinity Library and maintains a small collection of psychology books for use by all students.

Courses of Instruction



Courses of Instruction

The privilege to be admitted to graduate courses is extended to juniors. Permission to register for these courses must be obtained from the student's major adviser, from the instructor, and from the Associate Dean for Academic Affairs. Undergraduates who are admitted to the graduate courses will be expected to complete the same requirements that apply to graduate students. For full descriptions of graduate courses refer to the *Graduate Studies Bulletin*.

Courses of Instruction

FOUR areas of course listings are included in this section: College Courses, Freshman Seminars, Guideline Courses, and Departmental and Program Groupings. The requirements to fulfill a major within each department or program appear at the head of the respective course listings in the section, Departmental and Program Groupings.

COURSE NUMBERING

Courses are identified by numbers ranging from 100 to 699. An odd number represents a course (three or four semester hours) offered in the Christmas Term (September – December), while an even number represents a course offered in the Trinity Term (January – June). In case a course is offered in a term different from the one indicated by its number, the fact is noted by an additional number (1 or 2) in parentheses.

The symbols [] mean that a course is not being offered in the current year.

One course credit is the equivalent of three or four semester hours credit. A course normally meets throughout one semester and carries one credit, but modifications in course length, frequency of meeting and credit are permitted.

The privilege to elect graduate courses (numbered from 500–699) is extended to juniors and seniors whose records have been outstanding. Permission to register for these courses must be obtained from the student's major adviser, from the instructor, and from the Associate Dean for Academic Affairs. Undergraduates who are admitted to the graduate courses will be expected to complete the same requirements that apply to graduate students. For full descriptions of graduate courses refer to the Graduate Studies *Bulletin*.

College Courses

College Course 100. Fundamentals of Investments – An inquiry into the determination of portfolio objectives; the development of techniques for evaluating securities; the structure of securities markets; the role of financial institutions. Prerequisite: Permission of the Instructor. – Mr. Curran.

College Course 101. Seminar in the History of Books and Printing – The production of the printed book in Europe and America from the fifteenth century to the present, with some consideration of the art of the seventeenth and eighteenth century hand-presses, the processes of paper-making and type-founding, and the private press movement, and an introduction to descriptive bibliography – the physical format of the book. Examination of particular problems. Permission of the instructor – Freshmen, Sophomores, Juniors and Seniors. – Mr. Knapp.

College Course 103. Traditional Agrarian Society – A study and criticism of the theory of traditional society as elaborated by Durkheim, Redfield and others. The course will also undertake to explore a number of rural societies through case studies of villages and village life. – Mr. Netting.

College Course 105. Social Change – Investigates the change of social concepts over time. Studies models of change and stability, e.g. Comte, Weber, Ogburn, Fanon, and others. Case studies will include industrialization in various countries, and different emancipation movements. The learning of social concepts will be related to personality variables. – Mr. Haberlandt. (To be offered Christmas Term 1969.)

College Course 107. Introduction to the Film – An orientation to the film medium through study of film history, discussion of film theories, and practical application of the basic techniques of

filmmaking. Readings in the history of cinema. Analysis of various classic and contemporary narrative and documentary films. Practice with eight and sixteen millimeter cameras and videotape. – Mr. Stires.

College Course 109. Black Politics – A study of the black community's historical and contemporary involvement in the political process and its effort to acquire power in American society: black political activity during Reconstruction; an assessment of the black vote as a bloc vote on the national and local levels; case studies of selected black politicians; the inter-action of the civil rights movement and the Black Revolution with black political activity; comparative analyses of the political activity of other ethnic groups; future projections for black political activity as an instrument for integration, a balance of power apparatus or a separatist movement. – Mr. Stone.

College Course 111. Seminar in Evaluation of Educational Process – The basic foundations for evaluation of the educational process will be investigated and various methods for examining the effectiveness of a curriculum will be considered. Particular emphasis will be placed upon the development of a plan for assessing the effectiveness of the new curriculum at Trinity College. – Mr. Decker.

College Course 150. Revolution – An examination of revolutionary political movements (including those that failed) with an eye to testing various propositions and theories that have been advanced concerning them. Among the topics to be considered will be the nature and role of revolutionary leadership, revolutionary organizations, the nature of social movements, and the larger social context in which they occur. – Mr. Miller.

Freshman Seminars

Instructor	Instructor's Department	Instructor	Instructor's Department
Mr. Brown	<i>Philosophy</i>	Mr. Ogden	<i>English</i>
Mr. Burger	<i>Biology</i>	Mr. Olsen	<i>English</i>
Mrs. Butcher	<i>Mathematics</i>	Mr. Oxnam	<i>History</i>
Mr. Curran	<i>Economics</i>	Mr. Painter	<i>History</i>
Mr. Decker	<i>Education</i>	Mr. Perry	<i>Physics</i>
Mr. Egan	<i>Economics</i>	Mr. Potter	<i>English</i>
Mr. Foulke	<i>English</i>	Mr. Pretina	<i>Modern Languages</i>
Mr. Fox	<i>Religion</i>	Mr. Quirk	<i>Modern Languages</i>
Mr. Gronquist	<i>Music</i>	Mr. Smellie	<i>Chemistry</i>
Mr. Hansen	<i>Modern Languages</i>	Mr. Spencer	<i>History</i>
Mr. Heath	<i>Psychology</i>	Mr. Steele	<i>History</i>
Mr. Johnson	<i>Mathematics</i>	Mr. Stewart	<i>Mathematics</i>
Mrs. Jones	<i>Physics and Astronomy</i>	Mr. Tull	<i>Religion</i>
Mr. Lee*	<i>Philosophy</i>	Mr. Van Stone	<i>Biology</i>
Mr. Mattson	<i>Mathematics</i>	Mr. Wheatley	<i>English</i>
Mr. Netting	<i>History</i>	Mr. Williams	<i>Classics</i>
Mr. Newman	<i>Philosophy</i>	Mr. Winer	<i>Psychology</i>
Mr. Nye	<i>Engineering</i>	Mr. Witt	<i>Physics</i>

Guideline Courses

CHRISTMAS TERM 1969-1970

<i>I Language & Symbolic Systems</i>	<i>II Man's Interaction with the Natural World</i>	<i>III Man's Social Institutions</i>	<i>IV Forms of Culture</i>
Engineering 107	Biology 201	Economics 100	Music 111
Mathematics 101	Chemistry 111	Economics 201	Music 211
Mathematics 103	Physics 101	Government 101	Theatre Arts 101
Fine Arts 111	Physics 121	History 101	Fine Arts 101
Fine Arts 211	Astronomy 101	History 201	Fine Arts 303
Fine Arts 213	Psychology 101	History 203	Classics 203
Fine Arts 215	Psychology 161	History 207	College Course 101
Dance 101	Psychology 201	Psychology 101	Spanish 361
Dance 111	Psychology 202	Psychology 131	Philosophy 201
College Course 107	Psychology 221	Psychology 201	Philosophy 202
French 111	Psychology 441	Psychology 202	Philosophy 203
French 211	Philosophy 204	Psychology 221	Philosophy 204
French 221		Religion 261	Religion 211
German 111			English 213
German 211			English 215
German 221			English 241
Greek 101-102			English 243
Italian 111	Spanish 211		
Spanish 111	Spanish 221		

* Coordinator of the Freshman Seminar Program is Mr. Richard T. Lee, Associate Professor of Philosophy.

<i>I Language & Symbolic Systems</i>	<i>II Man's Interaction with the Natural World</i>	<i>III Man's Social Institutions</i>	<i>IV Forms of Culture</i>
Linguistics 101			Comparative Literature 201
Philosophy 205			Comparative Literature 221
Russian 111			
Religion 271			
English 201			
English 211			
English 221			
Economics 203			
Economics 311			

TRINITY TERM 1969-70

<i>I Language & Symbolic Systems</i>	<i>II Man's Interaction with the Natural World</i>	<i>III Man's Social Institutions</i>	<i>IV Forms of Culture</i>
Fine Arts 111	Biology 102	Engineering 402	Music 104
Fine Arts 211	Biology 202	Economics 100	Music 112
Fine Arts 213	Chemistry 112	Economics 202	Fine Arts 102
Fine Arts 215	Physics 102	Government 101	Fine Arts 304
Dance 111	Physics 104	History 101	German 242
French 204	Astronomy 102	History 202	Philosophy 202
French 212	Psychology 101	History 204	Philosophy 203
French 222	Psychology 152	History 208	Philosophy 209
German 204	Psychology 201	Psychology 101	Philosophy 210
German 212	Psychology 202	Psychology 201	Religion 202
German 222	Psychology 222	Psychology 202	Religion 212
Russian 204	Psychology 242	Psychology 222	Religion 236
Russian 212		Psychology 242	Religion 242
Italian 204		Psychology 312	English 242
English 201 (2)			English 246
English 204			Comparative Literature 222
English 206			
English 211 (2)			
English 221			
Engineering 312			
Mathematics 102			
Psychology 313	Spanish 212		
Spanish 204	Spanish 222		

Departmental and Program Groupings

Aerospace Studies

PROFESSORS BRUBAKER, *Chairman*, AND BOKERN;
ASSISTANT PROFESSOR FLYNN

301-302. **Growth and Development of Aerospace Power** - Survey of the nature of military conflict; development of aerospace power in the United States; mission and organization of the Department of Defense. Air Force con-

cepts, doctrine, and employment of aerospace power. The future of manned aircraft. Also, United States space programs, administrative control, vehicles, systems and problems in space exploration. Future development of United States aerospace projects. Technical barriers, cost factors, and economic implications of space exploration. Three classroom hours per week. Prerequisite: Six-week summer training. – Captain Flynn.

401–402. The Professional Officer – A study of Air Force leadership at the junior officer level, including its theoretical, professional, and legal aspects.

Analysis of leadership principles and their practical application to leadership situations through group discussion and case studies. Review of the military justice system. Study of the functions of the Air Force manager including planning, organizing, directing, controlling, and coordinating. Introduction to the management tools, practices, controls, and techniques used by successful managers. Problem-situation exercises. Emphasis is placed on development of the communicative skills. Three classroom hours a week. Prerequisite: Aerospace Studies 301–302. – Major Brubaker.

Biology

PROFESSORS BURGER, *Chairman*, AND VAN STONE; ASSOCIATE PROFESSORS CHILD, CRAWFORD, GALBRAITH; ASSISTANT PROFESSOR BREWER

BIOLOGY MAJOR – A major is not only a vehicle for securing a bachelor's degree but often a basis for a life's work. This later imposes externally the desirability of a certain pattern of preparation. Students whose goals form early naturally can program themselves more easily than those who are undecided. The undecided should not close upon themselves too early, doors of opportunity through the rejection of work in other natural sciences. Specifically, majors are urged to take work in Calculus, Physics, and Organic Chemistry. All members of the staff in Biology are available for aid and counsel in the planning of programs.

The major consists of eight courses in Biology passed with a C– or better. A grade of D or D+ is permitted in one course provided it does not contradict specific course prerequisites. The various prerequisites and recommendations for individual courses are given in the descriptions of courses listed below. A major is expected, except under the most unusual circumstances, to take at least four 300, 400 courses.

Credit toward the major or the waiving of some requirements will be given under the following conditions. Students who secured an Advanced Placement Grade in Biology of 3, 4, 5 will receive two course credits, if they so desire. Students who in secondary school took a college-based course may receive credit for one or two courses at the discretion of a departmental committee. Students who wish credit for this past work should submit to the Department Chairman the syllabus-outline, the amount of time in class and laboratory, and the grade.

At a date to be announced, and before the beginning of classes in the fall, a Placement Examination will be given, open to all students who have had no college Biology. Those passing according to the standards of a department committee may, if they wish, begin their work at Trinity at the 300 level.

Students involved in exchange programs, who wish major credit for work at another college, should follow this procedure: submit to the Department Chairman in writing, the name of the institution, the course number, name and catalogue description. Formal permission before the course is taken is necessary. This pro-

cedure is to insure that the student is taking equivalent work and is fitting it meaningfully into his Trinity major.

Students who chose the Open Semester or Year and wish major credit for the same, must present both orally and in writing, their proposal to the department committee via the Chairman. If approved, the student on his return must submit clear proof that his approved goals were accomplished. Credit will be given or withheld according to the proofs of achievement.

Some students may be engaged in serious work in Biology outside the College. Credit for this work may be given. Students must follow the procedure for the Open Semester given in the paragraph above.

Transfer and summer school credit will be handled according to the general rules of the College in these matters.

For procedures on Interdisciplinary Majors see p. 11 of this Catalogue.

102. Man, Inheritance, and Society –

A consideration of the principles underlying man's individual and collective hereditary endowment, the consequences of its interactions with the environment, and the ethical, social, and political problems revealed by recent advances in biological thought. A guideline course for non-majors. – Mr. Galbraith.

201, 202. Fundamental Concepts in Biology. – Unless exempted by the various provisions given in the description of the major, this course is to be taken by all majors. 201 is a prerequisite for 202, except that passage of the Trinity Placement Examination will waive the requirement, as will various transfer credit considered on an individual basis. The course is organized around a series of topics. Its purpose is to give students with no previous biology, or with a fragmentary background, the ideas, methodology, and vocabulary of biology. In addition, certain blocks will be in areas where the Department has no course, e.g. in 202 the World of Plants will be treated with considerable thoroughness. Open to all students with no college prerequisite. Three class hours, and one laboratory per week. – Mr. Burger.

301. Developmental Biology – A study of developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory. Prerequisite: 201, 202 or exemption. – Mr. Galbraith.

302. Vertebrate Comparative Anatomy – The anatomical evolution of the vertebrates through selected dissections and theory. Biology 301 recommended as a precursor. Laboratory. – Mr. Van Stone.

303. Cell Structure and Microscopic Techniques – Laboratory methods for preparing cells for study, the structure of cells, and their organization into tissues. Laboratory. – Mr. Van Stone.

304. Genetics – Study of the principles of genetics including the transmission and organization of the genetic material, the structure and function of the gene, and population genetics. Laboratory. Prerequisite: 201, 202 or exemption or permission of the instructor. – Mr. Galbraith.

305. Invertebrate Zoology – The correlation between the morphological and functional characteristics exhibited by the major groups of invertebrate animals as revealed by their evolutionary position and their adaptations to their environment, with emphasis on the investigation of feeding mechanisms, locomotory patterns, and behavioral responses. Prerequisite: Biology 201, 202. Laboratory. – Mr. Brewer.

306. Ecology – The study of the structure and function of the natural world: an analysis of population phenomena and the interrelationships which exist between animal populations and their environments with implication for the

human species. Prerequisite: Biology 305 or permission of instructor. 3 lectures; 1 laboratory unit (2 sections) 4 field trips. – Mr. Brewer.

401. Organizational Physiology – The physiology of multicellular organisms, mainly vertebrates, including the evidence for the complex theories of environmental, regulatory and adaptive control of individuals through the actions and interactions of organs and organ systems. Prerequisite: Organic Chemistry or Biology 403 recommended, or permission of instructor. Laboratory. – Mr. Child.

402. Cellular Physiology – The experimental evidence underlying contemporary cell theory, with emphasis on the physiology of subcellular parts, physicochemical organization, and instrumental analysis. Chemistry 306 or Biology 403 recommended, or permission of instructor. Laboratory. – Mr. Child.

403, 404. Biochemistry – A study of the molecular description of living systems. Emphasis is on current developments in both concepts and laboratory techniques. In the first semester, discussion centers on proteins, enzymology, bioenergetics, and molecular genetics. In the second semester attention is given to metabolism and its control. Prerequisite: Organic Chemistry or consent of the instructor. Laboratory. – Mr. Crawford.

405, 406. Advanced Study (Research) – The student will work on laboratory problems with the staff. Only in unusual circumstances will a library project be approved. Open to seniors who will be selected after written application. Work will be spread over the two terms. Students will register for either 405 or 406 depending on which term they wish the course registered. Only in unusual cases will credit be given for both 405 and 406. – The Staff.

Chemistry

PROFESSORS SMELLIE,* *Chairman*, AND BOBKO; ASSOCIATE PROFESSORS
HEEREN, AND DE PHILLIPS;†

ASSISTANT PROFESSORS BARNES, MOYER AND LYNDURP

CHEMISTRY MAJOR – Ten courses in Chemistry including Chemistry 203, 206, 305, 306, 307, 308 and two courses from the following: Chemistry 403, 404, 405, 406, 411, 412, 509, 510. Biology 403, 404 (Biochemistry). Also required are Physics 221, 222 and Mathematics 201, 202. A grade of C– or better must be obtained in Chemistry 305, 306, 307 and 308. A reading knowledge of German is desirable for library and reference work and is especially recommended for those planning to pursue graduate study in Chemistry. Requirements for the major in Chemistry and for admission to Organic Chemistry are being revised. A series of course changes will be initiated in a suitable sequence over the next three years. In 1969–70 a new General Chemistry course (Chemistry 111, 112) will be offered in place of Chemistry 107, 108. This course will include aspects of quantitative analysis and physical chemistry required as preparation for Organic Chemistry. In 1970–71 students will be admitted to Organic Chemistry who have completed Chemistry 112, with a grade of C– or better. Consult Chairman of the Chemistry Department for further details.

* Leave of absence – Trinity Term 1969–70.

† Leave of absence and Sabbatical leave – 1969–70.

111. General Chemistry I—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: stoichiometry, kinetic-molecular theory, solutions, molecular and ionic equilibria, electrochemistry and chemical thermodynamics. Laboratory work concentrates on quantitative measurements of solutions. — Mr. Smellie and Mr. Bobko.

112. General Chemistry II—A continuation of Chemistry 111 with emphasis on the following topics: chemical kinetics, atomic structure, chemical bonding and a survey of the chemistry of the representative, the non-metallic and the transition elements. Laboratory work is devoted to the quantitative and qualitative analysis of ions. Elective for those who have passed Course 111. — Mr. Bobko and Mr. Moyer.

203. Quantitative Analysis — Practice in volumetric and gravimetric methods and calculations. Lectures and laboratory work. Elective for those who have passed Course 108 with a grade of C—. — Mr. Moyer.

205. Introduction to Physical Chemistry — A lecture course intended primarily for pre-medical majors in which the following topics in physical chemistry will be developed: kinetic theory and states of matter; acid-base theory; chemical energetics in relation to equilibria and chemical kinetics. Elective for those who have passed Chemistry 203 with a grade of at least C—. — Mr. Lyndrup.

206. Physicochemical Analysis — A lecture and laboratory course in which principles and practice of quantitative electrochemical and spectrophotometric methods are presented. Elective for those who have passed Chemistry 203 with a grade of at least C—. — Mr. Barnes and Mr. Moyer.

305. Elementary Organic Chemistry — A systematic study of the compounds of carbon, including syntheses and correlation of chemical and physical prop-

erties with structure. Introduction to certain theoretical concepts. One laboratory each week emphasizing basic techniques and synthesis is required of each student. A second laboratory period each week is required of chemistry majors. Elective for those who have passed Course 205 or 206 with a grade of C—. — Mr. Heeren.

306. Elementary Organic Chemistry — A continuation of Course 305. Elective for those who have passed Course 305. — Mr. Heeren.

307. Physical Chemistry — A comprehensive course in physical chemistry which includes kinetic theory; thermodynamics; the elements of quantum chemistry; and an introduction to molecular structure. Elective for those who have passed Course 206 with a grade of C—, Physics 222, and Mathematics 202. — Mr. Lyndrup.

308. Physical Chemistry — A continuation of Course 307 including solution chemistry; electrochemistry; chemical kinetics; and an introduction to chemical statistics. Elective for those who have passed Course 307. — Mr. Lyndrup.

[403. Synthetic Organic Chemistry] — A detailed consideration of organic reactions of synthetic importance, including a study of scope, mechanism, and experimental conditions. Co-ordinated laboratory and library work. Elective for those who have passed Course 306 with a grade of C— or better and have a reading knowledge of German.

404. Synthetic Organic Chemistry — Elective for those who have passed Course 306 with a grade of C— or better and have reading knowledge of German. — Mr. Heeren.

405. Physical Methods of Organic Structure Determination — A survey of physical methods of structure determination with emphasis on infra-red, ultra-violet, and nuclear magnetic resonance methods. Three lectures per week. Elective for those who have passed Course

306 with a grade of C- or better and have a reading knowledge of German. - Mr. Bobko.

[406. **Physical Organic Chemistry**] - Topics in organic reaction mechanisms. Co-ordinated library work including a seminar to be presented by each student. Three lectures per week. Elective for those who have passed Course 306 with a grade of C- and have a reading knowledge of German.

411. **Advanced Inorganic Chemistry** - A lecture course in which physical methods for determining the structure of molecules; coordination complex compounds and ligand field theory; reaction mechanisms; and current advances in inorganic chemistry are presented. Elective for those who have passed Course 308 with a grade of C-. - Mr. Barnes.

412. **Molecular Spectroscopy** - A detailed presentation of the theory of diatomic and polyatomic molecular spectra; atomic spectra; group theory; normal coordinate analysis, laboratory practice in typical techniques of molecular spectroscopy. Elective for those who

have passed Course 308 with a grade of C- or better. - Mr. Barnes.

[509. **Advanced Physical Chemistry**] - A more detailed examination of some of the topics from Chemistry 307, 308 including advanced thermodynamics and the application of quantum mechanics and statistical mechanics to chemical systems. Elective for those who have passed Course 308 with a grade of C- and mathematics 302.

[510. **Advanced Physical Chemistry**] - Topics include a discussion of spectroscopy from a theoretical viewpoint and its application in the elucidation of molecular structure; advanced chemical kinetics with emphasis on transition state theory and kinetic molecular theory. Elective for those who have passed Course 509.

601-602. **Research** - May be elected for 6 semester hours. Elective for graduate students. - The Staff.

603-604. **Research** - May be elected for 6 semester hours. Elective for graduate students. - The Staff.

Classical Languages and Civilization

PROFESSOR WILLIAMS, *Chairman*; ASSOCIATE PROFESSOR MERRIMAN;
ASSISTANT PROFESSOR MACRO

CLASSICAL MAJOR - Ten courses are required for the major. Eight courses in both Greek and Latin, two of which must be beyond Greek 201 or Latin 132; and two additional courses in Greek or Latin, or two courses chosen from the following: Classical Civilization 203, 212, 401; History 203, 204, 332, 334; Philosophy 307, 341, 343. Also the satisfactory completion of the General Examination is required. In preparation for the General Examination consult the special syllabus of the Department. The award of honors will be determined by the excellence of the candidate's work in his courses and of his performance in the General Examination.

Majors in Classical Languages who plan to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible.

With the permission of the Chairman of the Department and the Dean of Graduate Studies, qualified undergraduates may be admitted to the courses offered in the Summer Term which lead to the Master of Arts degree in Latin and Classical Civilization.

For special programs at the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies at Rome see section, *Special Academic Opportunities*.

GREEK

101-102. Elementary Greek - A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Greek in college, meets six hours a week and completes a year of Greek in the Christmas Term. The aim of this course is to enable the student to read Greek as soon as possible. Six hours. - Mr. Macro.

112. Intermediate Greek - A rapid reading of selected Attic prose. This course, which follows the intensive course in elementary Greek, meets three times a week in the Trinity Term. A fourth hour is devoted to practice in composition and sight reading. Four hours. Prerequisite: Greek 101-102. - Mr. Merriman.

201. Plato and Greek Oratory - Plato's *Apology* and selections from other dialogues which give a portrait of the life and thought of Socrates. Selected readings from Greek orators. The class meets three times a week with a fourth hour for additional practice in reading and composition. Elective for those who

have taken Greek 112. Four hours. - Mr. Merriman.

202. Homer - The finest portions of the *Iliad* will be read. The course meets three times a week, with a fourth hour for lectures, discussions, reports on Homer, the oral technique, archaeological background, the mentality of the Homeric World. Elective for those who have taken Greek 201. Four hours. - Mr. Macro.

Advanced Studies in Greek - The material of these courses is changed every year according to the desires and needs of the class. The class meets three times a week. Elective for those who have taken Greek 202.

301. Herodotus. Three hours. - Mr. Merriman.

302. Aeschylus and Aristophanes. Three hours. - Mr. Williams.

[Tutorial in Greek] - Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Application for such instruction must be approved by the Chairman of the Department.

LATIN

101-102. Elementary Latin - A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Latin in college, meets six hours a week and completes a year of Latin in the Christmas Term. The aim of the course is to enable the student to read Latin as soon as possible. Six hours. - Mr. Williams.

112. Rapid Review of Latin Fundamentals; Readings in Latin Prose and

Poetry - This course is designed to meet the need of students who wish to refresh their knowledge of Latin grammar and vocabulary and to develop a facility in reading Latin prose and poetry. After an intensive review of Latin grammar, selections from Latin prose and poetry will be read. Three times a week with a fourth hour for additional practice in oral and sight reading and composition. Elective for those who have offered two or three units of Latin at entrance; or have taken Latin 101-102; or have

offered such other preparation as the instructor may approve. Four hours. – Mr. Williams.

211. Horace – An intensive study of the odes of Horace. Studies in literary criticism and analysis of poetry as these pertain to Horace. Special attention to the structure of Horace's odes, including the relationship of sound and rhythm to meaning. The course meets three times a week, with a fourth hour for practice in composition. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112. Those who have had Advanced Placement Latin should consult with the Chairman. Four hours. – Mr. Williams.

212. Roman Comedy; Poetry and Prose – An introduction to drama; hexameter and elegiac verse; history. Practice in composition. Four hours. – Mr. Merriman.

Advanced Studies in Latin – The material of these courses is changed every year according to the desires and needs of the class. The class meets three times a week. Elective for those who have taken Latin 212.

301. Roman Drama: Plautus, Terence, and Seneca. Three hours. – Mr. Merriman.

302. Satire: Horace and Juvenal. Three hours. – Mr. Macro.

304. The Resources of the Latin Language – An experimental course intended to show through training in writing Latin, analysis of texts, practice in oral reading, how the Latin writers of prose and poetry exploited the resources of the language. Some attention will be paid to the historical and stylistic development of Latin as a medium of expression, and, if desired, to related topics in Greek. The course will meet two or three times a week plus weekly conferences with individual students. Open to those who have passed Latin 202. Three hours. – Mr. Merriman.

[311. Lucretius]

[312. Cicero]

[321. Vergil]

[322. Epistles: Cicero, Seneca, Pliny]

[331. Roman Historians: Livy, Tacitus]

[332. Catullus]

[341. Elegiac Poets: Propertius, Tibullus, Ovid]

[Tutorial in Latin] – Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Application for such instruction must be approved by the Chairman of the Department.

CLASSICAL CIVILIZATION

The following courses presuppose no knowledge of Greek and Latin:

201 (2). Classical Humanities: Greek – A study of literary form and ideas in Homer and Greek tragedy and their importance for modern literature. Three hours. – Mr. Williams.

[**202. Classical Humanities: Roman**] – A study of literary form and ideas in Latin literature and their importance for modern literature.

203. Mythology – A study of classical mythology essential to the understanding of literature and art. Three hours. – Mr. Macro.

212. Athenian Intellectual History – Aspects of Athenian Civilization in the classical period. Lectures and reports based upon texts selected to illustrate literary, artistic, philosophical movements. Some attention to democratic and anti-democratic theories. Three hours. – Mr. Macro.

[401. **Special Topics in Classical Civilization**] – Heroic Poetry: The Oral Epic; The Hero.

[402. **Special Topics in Classical Civilization**]

For courses in Ancient History, see

History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343; in Classical Art see Fine Arts 101. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

Comparative Literature Program

Administered by the following interdepartmental faculty committee: Professors Campo, *Director*, and John Williams; Associate Professor Benton; Assistant Professors Pretina and Ogden.

The program is especially concerned with the study in various literatures of the nature and development of literary traditions, movements, genres, themes, and forms as well as with foreign influences, backgrounds, and literary indebtedness. Its approach to the study of literature from an international point of view is intended to provide a means by which new perspectives may be used to understand, appreciate and evaluate the individual quality of literary texts.

Courses in the program are provided principally by the departments of Classics, English, and Modern Languages and Literatures.

Comparative Literature Major – Twelve courses or eleven courses plus the writing of a thesis. Comparative Literature 201 is required of all majors. Also required are two literature courses in one foreign language (classical or modern) and one literature course in a second foreign language. (Specially designed courses in the Modern Languages and Literatures department will enable the major to meet this requirement). The remaining eight (or seven) courses are electives and may be chosen from the five groupings listed below.

Group I – Literary Periods and Movements

Group II – Backgrounds and Influences

Group III – Genres and Literary Conventions

Group IV – Themes, Motifs, History of Ideas

Group V – Special Topics (for seniors or with permission of the committee)

Recommended foundation courses:

- 1) a course in classical mythology
- 2) a course in art history
- 3) a course in literary critical approaches

Also recommended is a good knowledge of biblical literature.

Comparative Literature 201. Introduction to Comparative Literature Study – An analysis of the rationale and methods characteristic of the field of comparative literature. To be illustrated through readings of specific primary works and the examination of critical studies.

Comparative Literature 221. Contemporary World-Wide Prose Fiction – An interdepartmental course in which various professors will present the contem-

porary prose fiction of the national or geographical areas of their specialization. Readings in translation and/or in the original language.

American prose fiction will be presented by Mr. P. Smith; French by Messrs. Leavitt, Pretina, Waterman; Spanish by Mr. Andrian; Asian by Mr. Benton; Italian by Mr. Campo; miscellaneous authors by Mr. Lockwood.

Comparative Literature 222. Contem-

porary World-Wide Prose Fiction – An interdepartmental course in which various professors will present the contemporary prose fiction of the national or geographical areas of their specialization. Readings in translation and/or in the original language.

English prose fiction will be presented by Messrs. Dando, Cooper, Spender; African by Mr. Steele; South American by Mr. Kerson; German by Messrs. Hughes, Hook, Hansen; Russian by Messrs. Leavitt and Netting.

Note: Because Comparative Literature 221 and 222 are less intensive courses of literary study, only 221 or 222 may be applied toward the Comparative Literature major and only under the supervision and additional requirements of the faculty committee administering the program.

Other courses that will satisfy the requirements of the Comparative Literature major are listed below: For a fuller description consult the courses of instruction of the appropriate departments. The Roman numerals in parenthesis refer to the five distribution groupings listed above.

All literature courses in foreign languages: classical (Greek and Latin) and modern (French, German, Italian, Russian and Spanish)

Classical Civilization 201. Classical Humanities (II)

English 243. Oriental Literature (II)

English 246. Western European Literature: Since the Renaissance (II)

English 302. Studies in Poetry: the Epic (III)

English 306A. Studies in Drama: Drama as a Genre (III)

English 310. A Study of Genre in English and Continental Literature (III)

English 491A. Senior Seminar: Literature and Related Art Forms (V)

English 491B. Senior Seminar: Literary Criticism (V)

English 491D. Senior Seminar: The Function of Literature (V)

English 491(2). Senior Seminar: Time in the Modern Novel (IV)

English 491(2)D. Senior Seminar: Virginia Woolf and Proust (V)

French 275, 276. The Literature of Négritude (IV)

French 358. Proust and Virginia Woolf (V)

Italian 388. Dante and Anglo-American Literature (II)

Spanish 358. Spanish Theater of the Golden Age and its Relations to Elizabethan and French Classical Theater (I)

Economics

PROFESSORS SCHEUCH,* *Chairman*, TOWLE,† AND BATTIS; ASSOCIATE PROFESSORS TUCKER, DUNN, AND CURRAN; ASSISTANT PROFESSOR WADBROOK; INSTRUCTORS EGAN AND GARSTON

Economics Major – Commencing with the Class of 1971, the requirements for the Non-Honors Major will be nine courses in the Department beyond Economics 201, 202, including Economics 302, 341, and 430. An average grade of at least C– must

* Sabbatical leave, Trinity Term, 1970.

† Will retire at end of Christmas Term, 1969–1970.

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be attained in the courses constituting the major, and a grade of C- or better must be attained in at least seven of these courses.

Cognate courses in other departments and/or work in special programs at Trinity or off-campus (approved, where necessary, by appropriate College authorities) may be substituted for regular *elective* Departmental offerings with the permission of the Chairman of the Department or his Deputy.

All men majoring in Economics must write a senior thesis on a topic approved by the Department (Economics 430), and pass the General Examination in Economics.

Requirements for Honors in Economics – Men who receive a grade of B or higher in Economics 302 and 341 may, with permission of the Department, be admitted to the Honors Program in Economics. They must enroll in Economics 441, *Honors Tutorial*, rather than Economics 430. Economics 441, which counts as two courses, meets throughout the academic year. To receive Honors at graduation candidates must receive a grade of at least B in Economics 441 and distinguish themselves on the special Honors General Examination.

A student who receives a grade of at least C- in Economics 201, 202 (previously 201-202) will be admitted to the Major in Economics upon request. Under special circumstances other students may, with permission of the Chairman of the Department, be admitted to the Major.

Junior Majors have the opportunity to elect a seminar course, Economics 343 or 343 (2), in a specialized area within the discipline. The topics covered in each seminar will vary from year to year. During the academic year 1969-1970, the Department will offer two seminars, Economics 343, *Junior Seminar in Comparative Economic Development*, and Economics 343 (2), *Junior Seminar in the History of Economic Thought*.

Men preparing to go on to graduate work in Economics or Business Administration are urged to elect courses within the Departments of Economics, Mathematics, and Engineering which will provide them with the quantitative tools needed for such advanced work. The Departmental Advisers of Majors in Economics (or, for non-majors, any member of the Department) will recommend courses appropriate in terms of individual needs and prior preparation.

100 (1), 100. Basic Economic Principles – A guideline course designed to introduce students to modern economic analysis. The course will not count toward the major nor can it serve as a substitute for the Economics 201, 202 prerequisite for advanced courses in Economics. – Mr. Egan.

201, 202. Introduction to Economics – Study of the fundamental facts and principles of the production, exchange and distribution of wealth, and of the nature and determination of the national income. Examination of selected topics including planned economies, anti-trust policy, the farm problem, labor problems, inequality and poverty, public finance, international trade, and economic growth and development. Prerequisite for Economics 202 is Economics 201 or

permission of the Chairman of the Department or his Deputy. Economics 201, 202 are required for all Majors in Economics and are recommended strongly for men planning business, legal, or public service careers. – Mr. Battis, Mr. Dunn, Mr. Wadbrook, Mr. Egan, and Mr. Garston.

203. Principles of Accounting – The study of accounting concepts and techniques involved in satisfactory administration of the economic activity of the business enterprise: the designing and set-up of books of record, accounts, adjustments, working papers; the form, preparation and interpretation of financial statements. – Mr. Tucker.

204. Accounting Theory – An intensive and critical study of the problems of

valuation in connection with financial statement preparation. Certain aspects of auditing are covered together with concentration on financial statement analysis from a managerial point of view. Prerequisite: Economics 203. – Mr. Tucker.

301. Money and Banking – The nature, significance and functions of money; monetary standards; the role and operations of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Prerequisite: Economics 201, 202. – Mr. Towle.

302. Macroeconomic Theory – National income and its determinants, unemployment, inflation and related government policies; fundamentals of economic growth. Prerequisite: Economics 201, 202. Required for all Economics Majors. – Mr. Garston.

[303. Labor Economics] – A study of the problems of wage earners in modern industrial societies with particular reference to the United States: analysis of the labor force; wage determination in theory and practice; impact of unions upon the economy; unemployment; role of the state in protecting workers; impact of industrialism upon other societies. Prerequisite: Economics 201, 202. – Mr. Scheuch.

304 (1). Labor Relations – A survey of union-management relations in the United States: history of the union movement; the structure and government of unions; principal issues in collective bargaining; intensive study of collective bargaining experience in selected industries and in the public sector; government control of labor relations. Prerequisite: Economics 201 or permission of the instructor. – Mr. Scheuch.

306. Public Finance: Economics of the Public Sector – A study of the growth of government expenditure and govern-

ment revenues; classical and contemporary theories in public finance and their application to budget policy; the economic analysis of particular problems suggested by the rate structure; incidence and effects of particular taxes and subsidies upon resources allocation; compensatory finance and economics of fiscal policy. Prerequisite: Economics 201, 202. – Mr. Dunn.

308 (1). Government and Industry – An examination of special aspects of the role of government toward the problems of competition and monopoly. Within this context principles of public policy are developed. Using these principles as a base, there follows a critical evaluation of government policy with respect to public utilities, transportation and antitrust. Prerequisite: Economics 201 or permission of the instructor. – Mr. Curran.

309 (2). Corporation Finance – The development of the business unit; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation and promotion; expansion and reorganization. Prerequisite: Economics 201, 202. – Mr. Curran.

311. Statistics – Nature and importance of statistics; collection and sources of data; tabular and graphic presentation of data; ratios; introduction to index numbers; the frequency distribution; measures of central tendency; measures of variability; the normal curve of distribution; elementary sampling theory; introduction to time series analysis; simple linear correlation. – Mr. Tucker.

312. Mathematical Economics – The application of mathematical techniques to problems of microeconomics and macroeconomics; introduction to the techniques of econometrics. The course is designed primarily for Economics Majors with limited mathematical backgrounds. Prerequisite: Economics 341 or equivalent and permission of the Instructor.

(This course will not be offered during the academic year 1970-1971). - Mr. Egan.

315. International Economics - The role, importance, and currents of international commerce; the balance of international payments; foreign exchange and international finance; international trade theory; problems of balance of payments adjustment. Prerequisite: Economics 201, 202. - Mr. Towle.

[316. International Economic Problems] - Trade restrictions; foreign investment; international control of raw materials; problems of international monopoly; economic development and foreign aid; the course of commercial policy. Prerequisite: Economics 315, or consent of the instructor. - Mr. Garston.

323. The Industrial Revolution - A comparative study of the processes of industrialization in England, France, Germany, the United States and Japan in the eighteenth and nineteenth centuries. Prerequisite: Economics 201 or permission of the instructor. (This course will not be offered during the academic year 1970-1971). - Mr. Battis.

324. Comparative Economic Systems - A study of the theories of competitive capitalism, market socialism and central planning and a survey of economic organization, resource allocation problems, and growth processes in Great Britain, France, Yugoslavia and the U.S.S.R. Prerequisite: Economics 201, 202. - Mr. Battis.

341. Microeconomic Theory - A study of the determination of the prices of goods and productive factors in a free market economy and of the role of prices in the allocation of resources. Prerequisite: Economics 201, 202. Required for all Economics Majors. - Mr. Dunn.

[342. A History of Economic Thought] - A survey of the development of economic doctrine from Aristotle to Keynes, briefly covering economic thought prior

to the classical school and emphasizing the theoretical contributions of earlier writers to contemporary price and distribution theory. The course will close with an evaluation of trends in contemporary economic thought. Prerequisite: Economics 201, 202. - Mr. Dunn.

343. Junior Seminar in Comparative Economic Development - A comparative study of economic development problems in Japan, China, and India. Will include analysis of resource endowments, economic organization, and the production and distribution patterns that have been developed in each country, as well as the role of foreign trade and of government planning and other programs in stimulating economic development. Prerequisite: Economics 201, 202. - Mr. Battis.

343 (2). Junior Seminar in the History of Economic Thought - An intensive study of selected topics in the development of economic thought, with emphasis upon Value and Distribution Theory and Welfare Economics. Prerequisite: Economics 201, 202. - Mr. Dunn.

430. Thesis - The undertaking of and written report on a research project. No class meetings, but periodic conferences with the thesis supervisor. Required for all seniors majoring in Economics who are not candidates for Honors. - The Staff.

441. Honors Tutorial - Preparation of a thesis on a subject approved by the Department and participation in an Honors Seminar. Meets throughout the academic year and counts as two courses; required for all seniors majoring in Economics who are candidates for Honors. - Mr. Towle, Mr. Dunn and the Staff.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

501. Microeconomic Theory – A study of resource allocation and product distribution in a market system. Market behavior is analyzed in terms of the determinants of demand, the supply conditions of productive services, the logic of the productive process, and the institutional structure of markets. The purpose of the course is to provide rigorous training in fundamental analytical techniques. – Mr. Wadbrook.

512. Macroeconomic Theory – Neo-Keynesian economic statistics; basic models of real economic growth with full employment; basic models of economic growth with full employment within a monetary system. Prerequisite: Economics 341. – Mr. Garston.

531. Labor Economics – A study of the problems facing wage earners in industrial societies with particular reference to the United States. Topics will include labor force analysis; wage determination in theory and practice; employment and manpower policies; economic impact of unions; hours and wages legislation; and social security legislation. Prerequisite: Economics 341. – Mr. Scheuch.

554. Economic Development – The analysis of past and present experience of economies in various stages of development. Will emphasize alternative policies designed to increase and restructure the productive potential of a society. Ends and means will be considered in the light of economic theory, institutional problems and differing economic philosophies. Prerequisite: Economics 341. – Mr. Wadbrook.

561. Statistics for Economics – Nature and importance of statistics; collection and sources of data; tabular and graphic presentation of data; ratios; fundamentals of index number construction; the frequency distribution; measure of central tendency and of variability; theory of the normal curve; sampling theory; time series analysis, including some reference to the work of the National

Bureau of Economic Research; simple linear correlation; contemporary developments in statistical theory. A course designed for those who have had no previous work in statistics. – Mr. Tucker.

581. Government and Industry – An examination of the role of government regulation in a free enterprise system. The general criteria for public policy regarding resource allocation and income distribution are developed, and a critical evaluation of antitrust, public utility, transportation, and other policies relating to industrial organization is undertaken. Prerequisite: Economics 341 or permission of the instructor. – Mr. Curran.

585 (2). Corporation Finance – The development of the business unit; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation; expansion and reorganization. Prerequisite: Economics 341 or permission of the instructor. – Mr. Curran.

[504. Mathematical Economics]

[511. Money and Banking]

[521. Economic History of Western Europe]

[522. Economic History of the United States]

[532. Union-Management Relations]

[541. Public Finance]

[542. Fiscal Policy]

[551. International Economics]

[552. International Economic Problems]

[562. Managerial Accounting]

[575. Comparative Economic Systems]

[591. History of Economic Thought]

Education

PROFESSORS MACKIMMIE, * *Chairman*; AND MORRIS;
ASSISTANT PROFESSOR DECKER; LECTURER SKIRM

Students who anticipate a career in secondary school teaching should confer during their freshman and sophomore years with the head of the Department concerning the various state certification requirements.

371. Introduction to the History and Philosophy of Education – A study of the basic ideas, institutions, and practices of contemporary education in the light of their historic development from the earliest times to the present, and a critical examination of their underlying assumptions and values. – Mr. Morris.

375. Educational Psychology, Psychology of the Teaching-Learning Process – A study of the nature and conditions of school learning, including the development of motor skills, perception, understanding, attitudes, and ideals. Prerequisite: Psychology 101. – Mr. Decker.

376. Sociology of Education – A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings – core city and interurban, suburban and rural areas – and the problems which each generates. Visits to various types of educational institutions for the purposes of observation, report, and discussion will be arranged insofar as is possible. – Mr. Morris.

475. Principles and Methods of Secondary Education – A study of secondary school aims, curricula, and teaching methods as they grow out of the characteristics and needs of adolescents in contemporary American society. – Mr. Mackimmie.

476. Evaluation and Guidance in the Secondary School – A study of guidance services and of evaluation practices and procedures in the secondary school. The guidance role of the classroom teacher will be examined and the use and interpretation of both teacher-constructed and common standardized tests will be considered. – Mr. Decker.

480. Issues in Educational Practice and Policy – A study of the most debated contemporary issues in educational policy and practice. The rationale for existing procedures, the writings of prominent critics of established practices and the current attempts to achieve realistic solutions of the issues will be investigated. The course is primarily designed for the student interested as a concerned citizen in the problems confronting education rather than for the student planning to become a professional educator. A team teaching format will be employed involving all members of the Department. Specialists from other departments and the community may be utilized. Permission of the instructor required. – Mr. Decker and Staff.

491–492. (1, 2). Student Teaching – A laboratory course of supervised observation and teaching experience in cooperation with nearby secondary schools. The student must be able to spend in the school a minimum of one-half of a secondary school day for at least nine weeks, and must ordinarily observe or teach approximately 140 school periods. Christmas or Trinity term. Prerequisite:

* Sabbatical leave, Trinity Term 1969–70.

Two half-year courses in Education, including either Education 475 or Education 521, senior or graduate standing, and permission of the head of the Department and of the instructor. – Mr. Skirm and Staff.

Note: The following graduate courses except 600, 601, 602, and 651–652 are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

501. History of Education – A study of the basic ideas, institutions, and practices of contemporary education in the light of their historical development from the earliest times to the present. The student will be required to read selected primary sources – chiefly from the classics of educational literature – in order to assist him in interpreting and reconstructing the history of educational thought. – Mr. Morris.

502. Philosophies of Education – A systematic examination of vital philosophical issues in general educational theory. Major philosophies of education will be studied comparatively, and the student will be encouraged to construct for himself a philosophy adequate for evaluation of his subsequent professional practice. – Mr. Morris.

503. Developmental Psychology – A study of human behavior in terms of process, with an examination of representative theories of development as to both their underlying assumptions and their implications for educational practice. Attention will be centered on normal human development throughout the life span, and physical, mental, and emotional growth will be treated as parts of total maturational patterns. – Mr. Decker.

504. Differential Psychology – A study of individual, group and trait differences, and the validity and reliability of

those measuring instruments used to measure them. – Mr. Decker.

521. Secondary School Teaching – A study of secondary education in America, with emphasis upon current aims, curriculum patterns, and teaching methods and materials. Each student will be encouraged to pursue particular interests within his areas of academic specialization; for the student preparing to teach, course requirements will be pointed toward his professional practice. – Mr. Mackimmie.

522. Secondary School Administration – A study of principles underlying current school practices in organization and administration and an identification of persistent problems, particularly as they involve the teacher and the pupil. – Mr. Skirm.

543. Principles of Guidance – A broad inquiry into the meaning, purpose, and scope of guidance, particularly as it finds expression in schools and other community agencies. Attention will be given to teacher counseling in the classroom, to significant inter-disciplinary and inter-agency problems, and to professional issues in contemporary guidance practice. – Mr. Decker.

602A. Seminar: Comparative Education – A comparative study of the structure, aims, and function of contemporary systems of education, including an analysis of the historical and socio-cultural factors leading to their present forms. Certain representative systems will be emphasized, specifically: England, France, Germany, Italy, Russia, India, and Japan. The educational problems facing other nations of the world will be stressed for comparative purposes. Attention will be given throughout to the methodology employed by scholars in the field. Prerequisite: 501, *History of Education*, or permission of the instructor. – Mr. Morris.

602B. Seminar: Urban Education – A confrontation with the ghetto as a social

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and educational impasse. A look at the Negro response, King, Baldwin, et al.; a critical review of the response made thus far by the Establishment; and a consideration of current proposals to improve urban schools.

651-652. Thesis

Courses given in other years:

[507. The School and Society]

[524. Secondary School Curriculum]

[541. Educational Measurement and Evaluation]

[570. School Law]

[600. Problems in Education]

[601. Seminar: Research in Education]

[602. Seminar: Cultural Anthropology]

Engineering

PROFESSORS NYE, *Chairman*, AND SAPEGA; ASSOCIATE PROFESSORS

BLAKESLEE AND BRONZINO; ASSISTANT PROFESSOR SHAMAMY;

LECTURERS JONCUS AND JARMOC

ENGINEERING MAJOR – Nine courses in Engineering including Engineering 122, 223, 232, 323, 324 and 337; Mathematics 201, 202, 301; Physics 121, 122, 221, 222; and Chemistry 111.

Pre-architecture – Students who may plan to enter architectural school after graduation from Trinity should consult with the Chairman of the Department of Engineering or the Department of Fine Arts as early as possible in their college careers. A recommended program of courses to be taken may be obtained from either department chairman.

107. Computer Concepts – Basic concepts of electronic data processing including relationship of computer elements, introduction to computer logic and fundamentals of programming intended for the liberal arts student. Lecture and laboratory. One course-credit. Prerequisite: Permission of instructor. – Mr. Blakeslee.

122. Computation – Concepts and methods of computation using the digital computer; introductory nomography and basic techniques of empirical equations. Lecture and laboratory. One course-credit. Required for engineering major; elective for others. Prerequisite: Permission of instructor. – Mr. Blakeslee.

223. Engineering Materials – A study of the nature, properties, and applications of materials in engineering designs. Emphasis is placed on behavior at the atomic and molecular level. Recitation and laboratory. One course-credit.

Prerequisite: One year of college Physics; Chemistry taken concurrently. (If the student has not had Chemistry at entrance to college, a college Chemistry course is prerequisite.) – Mr. Sapega.

232. Introductory Circuit Analysis – The study of electrical circuits in both transient and steady states. General methods of circuit analysis. Sinusoidal steady state. Frequency characteristics. Recitations and laboratory. One course-credit. Prerequisites: Mathematics 201, Physics 221. – Mr. Jarmoc.

312. Linear Programming – An introduction to the theory and application of linear programming and game theory to industrial and business problems. Lecture and problem solution. One course-credit. Open to any junior or senior. With permission of instructor. – Mr. Sapega.

323. Statics of Rigid and Deformable Bodies – Principles of Statics and of Me-

chanics of Deformable Bodies including vector algebra, force systems and equilibrium, centroids and moments of inertia, virtual work; relationships between loads, stresses and deformations, torsion, bending, buckling, combined stresses. Recitation and laboratory. One course-credit. Prerequisite: Mathematics 106, Physics 121, 122 or 101, 102. — Mr. Shamamy.

324. Dynamics — Kinematics and kinetics of particles and rigid bodies; moving reference frames; principle of work and energy; impulse and momentum. Recitation. One course-credit. Prerequisite: same as Engineering 323. — Mr. Shamamy.

331. Elementary Transistor Circuits — Introductory semi-conductor physics leading to simple electrical models of the transistor. Design of untuned and tuned, single-staged amplifier. Switching circuits. Recitation plus assigned laboratory projects. One course-credit. Prerequisite: Engineering 232. — Mr. Sapega.

332. Linear System Analysis — Methods of Fourier and Laplace transform analysis. Analogous electrical and mechanical systems. Recitation. Laboratory assignments introduce use of analog computers in linear system analysis. One course-credit. Prerequisites: Engineering 232, Mathematics 301. — Mr. Sapega.

337. Thermodynamics — The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances, the sources of and the release of energy. Recitation and laboratory. One course-credit. Prerequisite: Mathematics 202. — Mr. Nye.

338. Thermal Engineering — The rationale of thermal devices such as turbines, compressors, combustion engines, refrigeration and air-conditioning equipment. Recitation and laboratory. One course-credit. Prerequisite: Engineering 337. — Mr. Nye.

341. Architectural Drawing — Technique of presentation required in architectural practice; the conventions of shades and shadows; the general theory of geometrics and its application to architectural perspective drawings. Four contact hours per week. One course-credit. Prerequisite: Permission of the instructor. — Mr. Joncus.

402. Seminar: Technology and Society — The relationship of technology to science and society. Technical innovations and their consequences. One course-credit. Prerequisite: Open to any member of the senior class with permission of the instructor. — Mr. Nye.

407. Physical Electronics — A detailed study of semiconductors, developing the physical principles of operation of p-n junction diodes and transistors. Physical limitations of circuit models. Lecture; laboratory projects. One course-credit. Prerequisite: Engineering 331. — Mr. Jarmoc.

408. Electronic Circuits — Discussion of various electronic circuits from terminal characteristics and appropriate derived equivalent circuits of transistors and vacuum tubes. Coverage of amplifiers, gating and switching circuits, wave shaping and generating circuits, and oscillators. Analysis and design. Recitation and laboratory. One course-credit. Prerequisite: Engineering 331. — Mr. Jarmoc.

411. Electrical Aspects of Biological Signals — Basic principles of neurophysiology including generation and transmission of nerve impulse, evoked potentials and the electroencephalogram as well as other electrical signals of biological origin. Lecture and laboratory. One course-credit. Prerequisite: Permission of instructor. — Mr. Bronzino.

422. Biological Control Systems — Application of engineering analysis, highlighting the concepts of control theory, and mathematical modeling of neurological control systems. Recitation and

laboratory. One course-credit. Prerequisite: Permission of instructor. — Mr. Bronzino.

441. Mechanism Analysis — The Kinematic study of mechanisms, motion transmission and the transmission of forces through the links of mechanisms. Recitation and laboratory. One course-credit. Prerequisites: Engineering 324, Mathematics 202. — Mr. Blakeslee.

442. Fluid Mechanics — A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. Lecture and laboratory. One course-credit. Prerequisites: Engineering 324 and 337, Mathematics 301. — Mr. Shamamy.

[451. Engineering Analysis] — Application of analytical, graphical, numerical and intuitive techniques to the solution of professional problems in engineering. One course-credit. Prerequisite: Permission of instructor. — Mr. Nye.

[452. Thermal System Analysis] — Study of selected thermal systems in steady and unsteady state. Performance criteria, optimization, and economic factors. Recitation, plant visitations, and laboratory projects. Prerequisite: Engineering 337. — Mr. Nye.

461. Feedback Control Systems — Analysis and design of feedback control systems utilizing both time domain and frequency domain techniques. Recita-

tion and laboratory projects. One course-credit. Prerequisite: Engineering 332. — Mr. Bronzino.

462. Special Topics in Electrical Engineering — A tutorial course, covering topics chosen to meet student need and interest. Topics chosen may include network analysis and synthesis, advanced linear control theory, advanced circuit design, etc. One course-credit. Prerequisite: Permission of instructor. — Staff.

471. Mechanical Vibrations — Analysis of mechanical systems subject to conditions producing vibration and shock, including use of the digital and analog computer as aids in simulation and analysis. Lecture and laboratory. One course-credit. Prerequisite: Permission of instructor. — Mr. Shamamy.

472. Engineering Design — Philosophy and methodology for successful design, including projects requiring the correlation and synthesis of previous work by the student in his area of interest, together with the use of related reference material to produce a viable solution to a real problem. Recitation and laboratory. One course-credit. Prerequisite: Permission of instructor. — Mr. Blakeslee.

483. Independent Study — Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests. Permission required. One course-credit. — Staff.

English

PROFESSORS McNULTY, *Chairman*, WILLIAMS,* DANDO AND NICHOLS;
ASSOCIATE PROFESSORS CAMERON,* RISDON, FOULKE, SMITH, WHEATLEY
AND BENTON; ADJUNCT ASSOCIATE PROFESSOR MINOT; ASSISTANT
PROFESSORS POTTER, AZIZ, OGDEN, AND OLSEN;
INSTRUCTOR STABENAU; LECTURER SPENDER

ENGLISH MAJOR — Twelve courses chosen from the list below with grades of at least C—. Students planning to continue the study of English in graduate school

* Sabbatical leave, 1969–70.

should confer with their advisers about special preparation, and those planning to teach are urged to take English 201, 205, and 206.

English 241 or 242 is prerequisite for all 300 courses in literature or writing. Junior and senior non-majors in English may be admitted to 300 courses without taking English 241 or 242 with the special permission of the instructor and their adviser. Both English 241 and 242 are required of all English majors, but no more than two other 200 courses may be taken under the "English elective" group below.

Required Courses	Subject Groups	Course Numbers (Note: One course satisfies only one subject requirement)
2 of	Narrative & Thematic	
	Patterns	241, 242
2 of	Genres & Forms	303, 305, 307, 302, 304A, 304B, 306, 310
1 of	Studies in Literary History	
	(before 1800)	313, 316(1), 315(2), 324
1 of	Studies in Literary History	
	(after 1800)	317, 319, 322(1), 318, 320, 321(2)
1 of	Major Writer (before 1800)	333, 335, 332, 334
1 of	Major Writer (after 1800)	337, 338A, 338B, 338C
1 of	Seminar	491
3 of	English elective	

201. Rhetoric and Literature – A study of the principles of rhetoric and of the methods of linguistic analysis as applied to exposition and literary forms. Topics to be considered may be: structural and transformational grammar, semantics, and stylistics. There will be practice in expository and critical writing and a special project in literary interpretation. – Mr. Risdon and Mr. Benton.

204. Literary Writing – Practice in the writing of poetry, fiction, and possibly, the essay, following stylistic, rhetorical, and generic approaches. The approach will be inductive, but some attention will be given to theories of style. The course will involve some selected readings for study, weekly meetings, individual conferences, and creative work by the student. Permission of the instructor required. – Mr. Benton and Mr. Ogden.

206. Linguistics and Stylistics – A study of the theory and structures of transformational grammar and its application to literary analysis and the study of style; readings in linguistic theory (Chomsky), a transformational gram-

mar text (Jacobs and Rosenbaum), and stylistic theory (Ohmann and others) applied to a variety of literary works, including an extensive selection from one author, e.g., Yeats, Frost, or Faulkner. – Mr. Smith.

211. Literary Modes – Novels, plays, poems, and films considered in their historical, aesthetic, and linguistic contexts. Limit of 40. – Mr. Dando and Mr. McNulty.

213. The American Romance – A study of the relationship between the romance narrative and the American cultural experience: readings in Poe, Hawthorne, Melville, Faulkner, Bellow, Mailer, and others. – Mr. Smith.

215. The Study of Literature: Literature and the Modern Temper – An examination of the development and present major trends of modern Western life as it is seen and expressed by representative European and American authors. Works by writers such as D. H. Lawrence, Kafka, Malamud, Barth, Camus, Golding, and Pirandello will be read. Emphasis is also placed on basic methods of literary study. – Mr. Aziz.

221. Practical Criticism – A study of several modes of criticism or critical theories in common use today. There will be extensive readings in both the critics and the authors of English and American literature. – Mr. Stabenau and Mr. Potter.

241. Survey of Narrative and Thematic Patterns – A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from a range of genres and periods, with emphasis on romance and irony. One previous college course in English recommended. – Mr. Dando, Mr. Foulke, Mr. Wheatley, Mr. Aziz and Mr. Smith.

242. Survey of Narrative and Thematic Patterns – A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from a range of genres and periods, with emphasis on comedy and tragedy. One previous college course in English recommended. – Mr. Dando, Mr. Foulke, Mr. Smith, Mr. Wheatley and Mr. Aziz.

243. Oriental Literature – A study of the chief literary masterpieces of India, China, Japan, and the Near East from ancient times to the present, with attention to literary form, cultural context, and historical background. This course will count toward the major in either Comparative Literature or Non-Western Studies. – Mr. Benton.

246. Western European Literature since the Renaissance – A study of the masterpieces of world literature, both in prose and in verse, and in the various genres, from the Renaissance to the present, particularly works by European and Russian writers, and historical and literary relationships, but with special attention to intrinsic literary considerations. This course will count toward the major in either Comparative Literature or Non-Western Studies. – Mr. Risdon.

302. Studies in Poetry – The Epic and Heroic Action. A study of the genre of the epic as related to the concept of the hero and the definition of the self. Readings will include the *Iliad*, *Odyssey*, *Aeneid*, *Beowulf*, *Song of Roland*, an Icelandic Saga, *Paradise Lost*, *The Cid*, and some modern attempts in the genre. Permission of the instructor required. – Mr. Ogden.

303. Studies in Fiction: The Beginnings – A study of some of the distinguishing characteristics of fiction as a genre, with emphasis on romantic and mimetic forms of representation in the novel. Permission of the instructor required. – Mr. Risdon.

304A. Studies in Fiction: Experimental Forms – A study of some of the distinguishing features of the novel as a genre. Emphasis on mimetic forms of representation, experimental concepts of structure, techniques of narration, and style. Permission of the instructor required. – Mr. Foulke.

304B. Studies in Genre: Problems in Genre: Four Popular Genres – A close study of the invention, development, and specific characteristics of the four popular genres of Gothic romance, detective story, Western story, and science fiction, both short and long types. Authors to be read will include Mary Shelley, Charles Maturin, Herman Melville, William Faulkner, Edgar Allan Poe, Sir Arthur Conan Doyle, Agatha Christie, S. S. Van Dine, Owen Wister, Zane Grey, Max Brand, Luke Short, H. G. Wells, Ray Bradbury, Arthur C. Clark, and Isaac Asimov. Permission of the instructor required. – Mr. Benton.

305. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late 19th century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Pirandello, Giraudoux, Anouilh, Beckett, Genet, Pinter, and Albee. Permission of the instructor required. – Mr. Nichols.

306A. Studies in Drama: Drama as a Genre – A study of the nature of drama, of its principal varieties (e.g., tragedy, realism, absurd), and of some of its major special problems or phenomena (e.g., mixed modes, theatricality, “message”). Reading (in English) and class discussion of plays from a variety of western countries (e.g., Greek, Italian, German, Norwegian, American) and periods. Permission of the instructor required. – Mr. Potter.

306B. Studies in Drama: Drama and Religion – A study of plays from the medieval, Renaissance, and modern periods, with the discussion directed toward those problems which can be related to religious issues. Particular attention will be given to such questions as the use of myth, ritual, and symbolism, the effectiveness of conventional dramatic techniques when applied to religious themes, and the influence of a period’s religious orientation on its dramatic forms. Permission of the instructor required. – Mr. Olsen.

307. Literary Writing – An introduction to the imaginative forms of writing: fiction, poetry, and drama; study and analysis of literary techniques with the emphasis on composition. Critiques and discussion of both student and professional work. Prerequisite: Permission of the instructor. – Mr. Minot.

308. Advanced Literary Writing – Advanced seminar in the imaginative forms of writing: fiction, poetry, and drama. Critiques and discussion of both student and professional work with primary emphasis on literary composition. Prerequisite: English 301 with a grade of at least C, or permission of the instructor. – Mr. Minot.

310. A Study of Genre in English and Continental Literature – A theoretical and practical approach is made to the most important genres in English and Continental literature. An attempt is made to understand such basic problems as the quantitative and qualitative dif-

ferences between genres, the particular nature of and the development within any one kind, and the basic assumptions made by both author and audience about any genre used. Selected significant authors and works from all of the major periods will be studied. Permission of the instructor required. – Mr. Aziz.

313. Studies in Renaissance Literary History – A consideration of the development of English literature from about 1550 to 1650, excluding Shakespeare. The course concentrates on central figures such as Spenser, Marlowe, Donne, Jonson, Webster, and Marvell, with attention to certain minor writers in order to provide background and continuity. Permission of the instructor required. – Mr. Aziz.

315(2). Studies in Eighteenth Century Literary History: the Age of Swift and Fielding – Readings from Swift, Fielding, and their friends as examples of neo-classical literary doctrine. Permission of the instructor required. – Mr. Risdon.

316(1). Studies in Eighteenth Century Literary History: Johnson and the Age of Sensibility – Studies in formal and thematic developments in English and European literature in the second half of the eighteenth century. The disintegration of neo-classicism before new literary and cultural impulses and the search for new forms for a new sensibility. Includes Fielding, Goldsmith, Johnson, Richardson, Sterne, Diderot, Goethe, Rousseau, and others. Permission of the instructor required. – Mr. Stabenau.

317. Studies in 19th Century Literary History: Romanticism – An investigation into the literary and philosophical tenets of the English romantic movement, with particular emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and others. Permission of the instructor required. – Mr. Ogden.

318. Studies in 19th Century Literary History: The Victorians – Studies in

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formal and thematic developments in English literature and criticism between 1830 and 1901 in relation to the political and intellectual history of the period. Includes Arnold, Bronte, Browning, Carlyle, Dickens, Eliot, Hardy, Meredith, Pater, Swinburne, and others. Permission of the instructor required. – Mr. Stabenau.

320. Studies in Twentieth Century Literary History: Modernism – A study in depth of what is modern in the work of such writers as D. H. Lawrence, Eliot, Auden, Waugh, and others. Permission of the instructor required. – Mr. Spender.

321(2). Studies in American Literary History: 1800–1865 – Studies in formal and thematic developments in American literature in relation to the political and intellectual history of the period. Includes Cooper, Emerson, Hawthorne, Melville, Poe, Thoreau, and others. Permission of the instructor required. – Mr. Stabenau.

322(1). Studies in American Literary History: 1865 to the Present – Emphasis on Whitman, James, Fitzgerald, Hemingway, Faulkner, Baldwin, and others. The course will focus on the search for identity and the integrity of the self as they relate to the American experience. Permission of the instructor required. – Mr. Ogden.

323. Studies in Literary History: Literary Criticism and the Philosophy of Language – A systematic comparison of the artistic and ordinary uses of language. Problems will include the cognitive and non-cognitive dimensions of meaning, the informative character of syntax, the nature of metaphor, the description and effect of style, the relevance of the writer's intention, and the function of context in determining meaning. Permission of the instructors required. – Mr. Foulke.

324. Studies in Literary History: Drama from its beginnings to 1640, ex-

clusive of Shakespeare – The development of English drama, from its beginnings in the Middle Ages, through its fuller maturation in the Renaissance. Included will be a study of the Mystery Cycles, the moralities, the interludes, the school plays, and the plays of figures such as Marlowe, Jonson, and Webster. Permission of the instructor required. – Mr. Aziz.

332. Chaucer. – Introduction to the literature during the Age of Chaucer with special emphasis upon Chaucer. Permission of the instructor required. – Mr. McNulty.

333. Shakespeare – Nine histories, comedies, and tragedies, including *Henry IV – Part I*, *A Midsummer Night's Dream*, *Macbeth*, *Othello*, and *Hamlet*, studied in detail. Permission of the instructor required. – Mr. Dando.

334. Shakespeare – Nine histories, comedies, and tragedies, including *Henry IV – Part II*, *Antony and Cleopatra*, *Measure for Measure*, and *King Lear* studied in detail. Permission of the instructor required. – Mr. Dando.

335. Milton – Detailed study of the important minor poems, *Paradise Lost*, and *Samson Agonistes*. Lectures on the prose and *Paradise Regained*. Permission of the instructor required. – Mr. Potter.

337. Other Major Writers: Nabokov – A close study of all of Nabokov's novels in English that are available, several of the translated ones, and some of the short fiction, criticism, and autobiography. Frequent reports; independent work on such open questions as Nabokov's Russian literary connections, the importance of the exile milieu, the relevance of Russian Formalism and Anglo-American New Criticism, analogies to Joyce, Robbe-Grillet and Borges, the recent growth of a Nabokov cult, and Nabokov's "structural" humanism. Permission of the instructor required. – Mr. Wheatley.

338A. Other Major Writers: Hardy – A study of the major novels and the poetry, including *The Dynasts*, in their historical and biographical context. Some emphasis upon recent critical approaches to Hardy's art. Permission of the instructor required. – Mr. Olsen.

338B. Other Major Writers: Frost – The study of Frost's available poetry; class discussion (with particular reference to the principal scholarly critiques) of much of it, selected for quality or as representative of significant dimensions (forms, modes, themes, etc.) of the poet's work. Some consideration of cultural and biographical background. Permission of the instructor required. – Mr. Potter.

408. Poetry Workshop – Informal writing and reading and criticizing of poetry by members of the class. Limit of 15. Permission of the instructor required, and a grade of at least C in English 307. – Mr. Spender.

491A. Seminar: Literature and Related Art Forms – A consideration of some relationships between the forms and media of literature and other arts, with attention to the theories of Wofflin, Gombrich, Sypher, Chomsky, and others. Permission of the instructor required. – Mr. McNulty.

491B. Seminar: Literary Criticism – An intensive study of the major kinds of modern critical activity; an analysis of principles and purposes, and their respective advantages and limitations; and an exploration of their practical implications with particular reference to works to be selected by the class. Readings of representative criticism by major modern critics of various sorts (e.g., Levin, Brooks, Burke, Fergusson; sociocultural, psychological mythopoeic). Permission of the instructor required. – Mr. Potter.

491C. Seminar: Studies in Daemonic Fiction – Selected readings in the literature of horror from the Gothic novel to the present. A study of witches, ghosts, vampires, and other such creatures as

they appear and evolve in fiction with some attention to their psychological origin. Finally, an attempt to arrive at some overall narrative pattern and point of view common to this kind of literature. Permission of the instructor required. – Mr. Olsen.

491D. Seminar: The Function of Literature – A study of the function and value of literature for the individual reader and society as a whole by means of a critical survey of selected theories from Aristotle to the present. Semantic, epistemological, psychological, moral and political considerations will be involved. Theories will be tested by the reading of particular works of literature. Permission of the instructor required. – Mr. Stabenau.

491 (2)A. Seminar: Time in the Modern Novel – Exploration of the structures and conceptual uses of time in the early 20th century novel. Reading will include theoretical material and selected novels of Joyce, Woolf, Faulkner, Proust, Mann, Gide, and others. Permission of the instructor required. – Mr. Foulke.

491 (2)B. Senior Seminar: Irony – A study of the narrative and thematic forms of contemporary irony. Permission of the instructor required. – Mr. Smith.

491 (2)C. Seminar: Victorian Realism – A study of the ambitious search for "realism" in the late Victorian novel, seen as a response to aesthetic, religious and political challenges. The central core of readings, which will emphasize Thackeray, George Eliot, and Henry James, will be enlarged by independent research and reports. Some possible topics: the changing sense of the artistic career, the distance for novelists from the spectre of Chartism to that of anarchic American power, the challenge of French and Russian realism, the attempt to find secular surrogates for Christianity, the Victorian Sage as victim and hero. Permission of the instructor required. – Mr. Wheatley.

491 (2)D. Seminar: Proust and Woolf – A study of the meaning and esthetic structures of the novels of Marcel Proust and Virginia Woolf, including a consideration of literary influence and the common concerns of twentieth century writers. Permission of the instructors required. – Mr. Ogden and Mr. Pretina.

Note: The following graduate courses except 651–652 are open to juniors and seniors who have received grades of B– or higher in three literature half-year courses at the 300 level. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

501. Advanced Expository Writing – The study and practice of expository writing in its several forms, together with advanced study of language, rhetoric, logic, and expression. For elementary and secondary school teachers and others. – Mr. Risdon.

559. Studies in Neo-Classicism – Studies of the rise and fall of neo-classical literary doctrine, as seen in the works of the major authors of eighteenth century England. – Mr. Stabenau.

562. Studies in Victorian Literature: Poetry and Prose, ca. 1830–1860 – The major poets – Tennyson, Browning, Arnold – and writers of non-fictional prose – Carlyle, Mill, Newman, Ruskin – viewed both comparatively and in their historical context; an attempt to define the ethos, controlling values, and problems of these writers as Victorian "sages"; an evaluation of their achievement in the light of later literary developments, notably that of the Pre-Raphaelites and the art-for-art's-sake movement. – Mr. Olsen.

574. Studies in Fiction: The Nineteenth Century Novel – A selective study of major novels and major concepts of the British novel in the nineteenth century, as viewed in their historical context. – Mr. Olsen.

575. Seminar: Edgar Allan Poe – A

detailed study of the fiction, poetry, and literary criticism of Edgar Allan Poe. This study will include a consideration of Poe's biography, his intellectual milieu, and his significance for his own and our time. As a writer Poe will be viewed from several angles: as an ironist, satirist, humorist, and hoaxer; as a negative romanticist in the "great dark tradition;" as a master of the psychological and Gothic thriller; as a cosmic speculator and pioneer in science fiction; as the father of the detective story; as a symbolist poet; and as the "tomahawk" critic whose high standards of textualist criticism pointed to the New Criticism of the Twentieth Century. – Mr. Benton.

575 (2). Seminar: Thackeray, Eliot, James – Problems in the definition of Realism in the late Victorian novel, assuming that such realism is a specifically historical aesthetic, philosophical and social phenomenon. Some exploration of its connections with major literary achievements in this century, and of its implications for teaching standard works by these authors at the secondary school and early college levels. Frequent reports and demonstrations. – Mr. Wheatley.

579. Literary Criticism – A general view of the scope, theory, principles, and practice of literary criticism. This view will include a consideration of intrinsic vs. extrinsic approaches and a study of the specific theories and techniques of formalist, biographical, psychological, sociological, ideological, and mythological and archetypal criticism. Oral reports and critical essays will be required of students. – Mr. Benton.

591 (2). Studies in Ideas: The Study of English – A seminar in some of the theoretical systems of linguistics, rhetoric, and criticism (e.g., Noam Chomsky, Kenneth Burke, and Northrop Frye) and their implications for teaching methods, course structure, and curricular theory. – Mr. Smith.

651–652. M.A. Thesis

[205. History of the English Language]

- [244. The Literature of Black Africa]
- [245. Western European Literature before the Renaissance]
- [311. Studies in Literary History: The Literature of the Middle Ages]
- [553. Studies in Chaucer]
- [557. Studies in Renaissance Literary History]
- [561. Studies in Romanticism]
- [563. Studies in Contemporary Literature]
- [571. Studies in Drama]
- [577. Studies in Poetry]
- [581. Studies in Shakespeare]
- [593. Studies in English Language and Linguistics]

Fine Arts

PROFESSORS MAHONEY, *Chairman*, AND TAYLOR; ASSOCIATE PROFESSOR PAPPAS; ASSISTANT PROFESSORS LA NOUE AND FROESE

The Art Department offers instruction in two academic majors: Art History and Studio Arts.

Pre-architecture – Students who plan to enter architectural school after graduation from Trinity should consult with the chairmen of the Engineering Department and the Art Department as early as possible in their college careers. The recommended program of courses to be taken at Trinity may be obtained from either department chairman.

FINE ARTS: ART HISTORY

THE ART HISTORY MAJOR – Courses 101 and 102, two studio courses selected from 111 through 216, and eight courses in art history beyond 101 and 102. Among the eight courses juniors must include 308 and seniors either 401 or 402.

Majors may fulfill their studio requirement on a “pass-fail” basis.

Students who plan to take advanced degrees in art history are urged to acquire a reading knowledge of two European languages used in art history by the end of their senior year.

101. Introduction to the History of Art – A survey of the history of painting, sculpture, and architecture from antiquity through the Middle Ages. – Mr. Taylor.

102. Introduction to the History of Art – A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. – Mr. Taylor.

203. Medieval Art and Architecture – A study of major developments in art and architecture from the 4th century through the 14th. Early Christian, Byzantine, Romanesque, and Gothic archi-

itecture will receive particular emphasis. – Mr. Taylor.

204. Renaissance Architecture – A study of major developments in Western European architecture from 1400 on. – Mr. Taylor.

[205. Italian Renaissance Art] – The history of Italian painting and sculpture from around 1300 to 1600. Emphasis is given to such figures as Giotto, Donatello, Raphael, Michelangelo, and Titian.

206. Northern Renaissance Art – The history of painting and sculpture in Germany and the Low Countries in the 15th

and 16th centuries. Such artists as Van Eyck, Roger van der Weyden, Grünewald, Dürer, and Holbein receive particular attention. — Mr. Taylor.

208. Baroque Art — A study of major developments in Western European art during the 17th century. Special attention is given such artists as Caravaggio, Bernini, Poussin, Rembrandt, and Rubens. Prerequisite: Permission of the instructor. — Mr. Mahoney.

[301. Studies in English Art and Architecture] — This course is devoted to an analysis of major issues and problems in the history of English art and architecture between about 1650 and 1850. Prerequisite: Permission of the instructor.

[302. American Art] — The history of sculpture and painting in America from Colonial times to the present. Prerequisite: Permission of the instructor. — Mr. Taylor.

303. Nineteenth-Century Art — A study of 19th-century art in western Europe, with an emphasis on French painting and on such movements as Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: Permission of the instructor. — Mr. Mahoney.

304. Twentieth-Century Art — A survey of major artists and movements in 20th-century painting and sculpture. Prerequisite: Permission of the instructor.

[305. Nineteenth-Century Architecture] — The course begins with an examination of the Romantic period of the late 18th and early 19th centuries and its chief architectural expressions — the Gothic and Classical Revivals. This is followed by a study of the eclectic phase of the later 19th century. Representative

European and American buildings and architects are included. The course also examines certain aspects of 19th century architectural decoration such as the work of Pierre Puvis de Chavannes and John LaFarge.

[306. Twentieth-Century Architecture] — In order to set contemporary architecture in historical perspective, the course begins with a study of important forerunners of modern architectural concepts. Then, after considering the reasons (practical and esthetic) for the further growth of the modern approach, the evolution of architectural design is traced from about 1900 to the present day. Representative European and American buildings and architects are included.

308. Proseminar in Art History and Historiography — Required of all art history majors, in their junior year. Studies in the tradition and methodology of art history. Group readings, discussion, and reports. — Mr. Mahoney.

401. Seminar in Architectural History — An intensive study of special topics in the history of architecture. Students will present reports and a research paper. Prerequisite: Art 308 or permission of the instructor. — Mr. Taylor.

402. Seminar in Art History — An intensive study of special topics in the history of art. Students will present reports and a research paper. Prerequisite: Art 308 or permission of the instructor. — Mr. Mahoney.

403, 404. Special Studies in Art History — Individual research on a selected topic under the guidance of a member of the art history staff. Permission granted only to specially qualified students. — The Staff.

FINE ARTS: STUDIO ARTS

THE STUDIO ARTS MAJOR — Courses 101 and 102 (see offerings in art history), 111, 112, two additional courses in art history selected from courses 203 through 306, and six courses selected from 211 through 316.

111, 112. Elements of Drawing and Design – An introduction to the basic problems involved in drawing and design. Attention is given to materials, techniques, and problems of representation, interpretation, and composition. Prerequisite: Permission of the instructor. – Mr. Froese.

211, 212. Introductory Painting I & II – The materials and practice of painting as well as the problems of representation and interpretation. Prerequisite: Permission of the instructor. – Mr. Froese.

213, 214. Introductory Graphics I & II – A study of the basic print techniques, such as woodcut, etching, and engraving. Prerequisite: Permission of the instructor. – Mr. Pappas.

215, 216. Introductory Sculpture I & II – The fundamentals of working in three dimensions and a study of various sculptural media. Prerequisite: Permission of the instructor. – Mr. La Noue.

311, 312. Advanced Painting I & II – Investigation into two-dimensional form. Emphasis placed on individual projects in oil, polymer paint, plastics, and light. Group projects in environments. Prerequisite: Fine Arts 211, 212. 312 is a continuation of 311. – Mr. La Noue.

313, 314. Advanced Graphics I & II – The study of color processes in relief, intaglio, and silk-screen print medias. Prerequisite: Fine Arts 213, 214. 314 is a continuation of 313. – Mr. Pappas.

315, 316. Advanced Sculpture I & II – Exploration in fiberglass, polyester resin, plexiglass, light, and metalwork. Group projects in environmental and outdoor sculpture. Prerequisite: Fine Arts 215, 216. 316 is a continuation of 315. – Mr. La Noue.

411, 412. Special Projects in the Studio – A course designed for highly qualified students to work at an advanced and intensive level in painting, graphics, or sculpture. Prerequisite: Permission of the instructor. – The Staff.

General Reading Course

Reading and reports on individually chosen classics of world literatures, science, and art. An elective for juniors and seniors with a cumulative average

of B–. Cannot be counted for required work in any department. No class meetings. Limited to 15 students. – Mr. Hughes.

Government

ASSOCIATE PROFESSOR MCKEE, *Acting Chairman*; PROFESSOR NEAVERSON;
VISITING PROFESSOR HENDEL; ASSOCIATE PROFESSOR GASTMANN;
ASSISTANT PROFESSOR COBBLEDICK; LECTURERS HUNTER, JAI SINGH,
AND WELTMAN

GOVERNMENT MAJOR – Ten half-year courses in the Department and Economics 201–202. Majors must take Government 101, 201, 202, 204, 319, and two half-year seminars.

There are two parts to the General Examination. The first includes questions drawn from the entire field of government; the second from one area chosen from among the following: American Government; International Relations; Political Theory; Comparative Government.

Honors Candidates – Students with a college average of B or higher may, with the approval of the Department, become candidates for honors. Honors candidates must present a thesis on a subject approved by the Department.

101, 101 (2). Introduction to Politics – The scope and methods of political science; a systematic study of fundamental political concepts. The relationship of man to society and the state. The theory of governmental institutions. The application of the above to contemporary problems and controversies. Offered both terms. – Staff.

201. International Politics – Basic factors in international relations: the nature of nationalism, imperialism, and colonialism; evolution of the modern national state system; contemporary sources of international tension. Special emphasis upon the operation of these factors in Asia, Africa, and Latin America. Prerequisite: Government 101 for freshmen and sophomores. – Mr. Gastmann.

202. American National Government – An examination of the basic institutions and processes of national government. Included in the analysis are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, and national administration. – Mr. McKee.

204. Comparative Politics – Emphasis on the government and politics of France, Germany, and the United Kingdom. The course will focus on questions of governmental stability, political responsibility, and effectiveness in an environment of rapid social, political, and economic change. Prerequisite: Government 101 for freshmen and sophomores. – Mr. Neaverson and Mr. Cobbledick.

[301. American Political Parties] – An historical and functional analysis of American political parties, including a study of interest groups, public opinion, electoral devices, political leaders, and proposals for the reorganization of the existing party structure.

302. American State and Local Government – The structure and operation

of state governments and of urban and rural local governments; a survey of state and local services and an analysis of the relationships between governmental units in the American federal system. – Mr. McKee.

303. Supreme Court in American Politics – An examination of the role of the Supreme Court in American political life, and an analysis of judicial behavior in the formulation of constitutional policy. Prerequisite: Government 202 or permission of the instructor. – Mr. McKee.

304. American Political Thought – A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian Democracy; Jacksonian Democracy; the nature of the Union; newer currents, including the Progressive movement, labor, and conflicts between church and state. (Provisionally scheduled)

305. International Organization – A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their contemporary role. Special emphasis upon the United Nations system and developments in regional organizations. Prerequisite: Government 201 or permission of the instructor. – Mr. Cobbledick.

308 (1). Totalitarian Government and Politics – In 1969-70 – The Soviet Union in Theory and Practice. Philosophical and historical background of the Bolshevik revolution; the crushing of opposition and the role of terror; the nature, achievements, failures, problems and challenges of the Soviet political, economic and social systems. Prerequisite: Government 101 or permission of the instructor. – Mr. Hendel.

[309. Congress and the Legislative Process] – A study of politics and party

formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision making and leadership, and will explore the operation of the legislative party. Special emphasis is placed upon the problems of the representative assembly in the twentieth century. Prerequisite: Government 202 or permission of the instructor.

[310. Government and Politics of Asia] – An examination of the political institutions and problems of the principal countries of Asia, with particular attention to contemporary domestic and foreign policies of China, Japan, India, Pakistan, and Indonesia. Prerequisite: A course in government or permission of the instructor. – Mr. Gastmann.

[311. Administration and Public Policy] – An introduction to the study of bureaucracy in American government and the political setting of public administration. The administrative process is viewed in its relationship to both organizational structure and the social-cultural environment, and theories of formal and informal organization will be examined with the aim of studying group behavior in administrative agencies. Prerequisite: Government 202 or permission of the instructor. – Mr. McKee.

313 (2). International Law – The nature and sources of the law of nations; jurisdiction of states over territories and persons; questions of recognition; the law of treaties; the peaceful settlement of disputes. Recent trends in the development of a system of international law. Prerequisite: Government 201 or permission of the instructor. – Mr. Gastmann.

315. American Foreign Policy – An examination of the principles of American foreign relations since the beginning of the twentieth century with particular emphasis on the post-World War II period. The course will also include a

survey of the major factors that enter into the formation of American foreign policy. Prerequisite: Government 201 or permission of the instructor. – Mr. Cobbledick.

317 (2). Government and Politics in Latin America – An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of nationalist aspirations to international pressures will be studied. Prerequisite: Government 204 or permission of the instructor. – Mr. Gastmann.

319. Democratic Theory and its Critics – A study of nineteenth and twentieth-century political ideas, and their relationship to communism, fascism, socialism, and democracy. Prerequisite: Government 101 or permission of the instructor. – Mr. Neaverson.

320. History of Political Thought: Machiavelli to Burke – A study of political thought in the 16th, 17th, and 18th centuries emphasizing the political, social, and religious struggles of the period. Of major concern will be developments in the theory and practice of constitutional restraints, individual liberty, the grounds of political obligation, and the beginnings of modern systematic political analysis. Prerequisite: Government 101 or permission of the instructor. – Mr. Neaverson.

401. Seminar: International Relations – Mr. Gastmann.

402 (1). Seminar: American Government – Civil Liberties. – Mr. Hendel.

402. Seminar: American Government – Mr. McKee.

403 (2). Seminar: International Relations – American Foreign Policy. – Mr. Cobbledick.

404 (1). Seminar: Comparative Politics – Mr. Weltman.

405 (2). Seminar: Political Theory – Mr. Neaverson.

499. Tutorial in Government – Required of all candidates for Honors in Government. Preparation of a thesis on a subject approved by the Department.

Note: The following graduate courses except 501, 621, 621(2), and 651-652 are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

501. Introduction to Political Science – A general introduction to the study of political science, its scope and methods. The course is organized as follows: 1. the history and development of western political theory and its influence on the growth of constitutional government; 2. the impact of the French and industrial revolutions on political theory and a brief introduction to some contemporary political ideas; 3. the major types of governmental organization – an introduction to comparative government and the application of concepts and techniques of political analysis to modern political systems; 4. analysis of contemporary tensions and conflicts on the international scene. – Mr. Neaverson.

504. American Political Thought – The main currents of American political thought from the Colonial period to the present time. Reading is mostly from original sources. (Provisionally scheduled)

508. Totalitarian Government and Politics – The meaning and characteristics of totalitarianism. The role of ideology and social theory in the formulation of policy. Chief emphasis on the political and social institutions of post-Stalin Soviet Russia. Minor attention to Nazi Germany, Fascist Italy, and to selected aspects of other totalitarian systems. – Mr. Cobbledick.

511. Public Administration – The de-

velopment and practice of modern public administration. The administrative process is examined with special reference to the following factors: organizational structure and socio-cultural environment; theories of formal and informal organization; group behavior. – Mr. McKee.

517 (2). Government and Politics of Latin America – Political development, modernization, and social change in Latin America. Particular attention is given to the organization and functioning of government. – Mr. Gastmann.

580. Government and Politics of Asia – An examination of the political institutions and problems of the principal countries of Asia, with particular emphasis on contemporary domestic and foreign policies of China, Japan, India, Pakistan, and Indonesia. – Mr. Jai Singh.

621, 621 (2). Independent Study – Individual research on a selected topic under the guidance of a department member. Permission granted to specially qualified candidates only. Not a substitute for the thesis course. May be taken once only. – Staff.

651-652. Thesis – Conference hours by appointment. Six semester hours. Investigation and report of an original research project. – Staff.

[509. Congress and the Legislative Process]

[512 (1). Metropolitan Government]

[513. American Political Parties]

[514 (1). American Constitutional Law]

[515. American Foreign Policy]

[521. International Politics]

[522 (1). International Law]

[523. International Organization]

[532. Comparative Politics]

[533 (2). Political Ideology]

History

PROFESSORS COOPER, *Chairman*, DAVIS, DOWNS,* AND BANKWITZ; ASSOCIATE PROFESSORS WEAVER AND SLOAN;* ASSISTANT PROFESSORS PAINTER, NETTING, STEELE, AND OXNAM; INSTRUCTOR SPENCER; LECTURER FERGUSON

HISTORY MAJOR – The intent of the major is to develop a general knowledge of the past, as well as familiarity with historiography and historical methods.

Students concentrating in history are expected to plan a program that includes several of the following areas: Europe, United States, Africa, Asia, and the Middle East. Their program should also cover a broad chronological range, from the ancient to the modern period.

Majors are required to take twelve courses in the Department. They are urged to take History 101; if possible, this should be taken before the student applies to the Chairman for admission as a major.

One half-year seminar, History 391 or 392, is required of all majors in their junior year; and one half-year seminar, History 401 or 402, is required of all majors in their senior year. Seniors with superior records will be eligible to apply for admission to one of the full-year thesis seminars (History 403–404), offered in place of the half-year senior seminar.

Students majoring in history are advised to select courses in the Social Sciences and Humanities appropriate to their interests. The Department urges its students to attain proficiency in a foreign language. Students planning to do graduate work in history should seriously consider studying two foreign languages.

To fulfill the requirements for the History major, students must pass a General Examination.

The award of departmental honors will be based on superior performance in all history courses and on the General Examination.

101. An Introduction to the History of Europe – Topics in the history of Western Europe designed as an elective for all classes. The Department urges prospective majors to implement their preparation in history by taking the section that suits their needs best. One section is offered in Europe from Carolingian times to 1715. Several sections treat Europe since 1715. – Mr. Bankwitz, Mr. Painter, Mr. Netting and Mr. Steele.

201. The United States from the Colonial Period to the Civil War – A survey of political, constitutional, economic, and diplomatic development. – Mr. Weaver.

202. The United States from Reconstruction to the Present – Continuation of History 201. – Mr. Spencer.

203. The Ancient Near East and

Greece – The origins of society in the Mediterranean world. A survey of ancient Near Eastern history and of Greece to the death of Alexander the Great. – Mr. Davis.

204. Hellenistic and Roman History – A survey of the Mediterranean world to A.D. 235. – Mr. Davis.

207. England to 1714 – The political, constitutional, economic, and religious evolution from the Roman Conquest to the death of Queen Anne. – Mr. Cooper.

208. England from the Accession of George I to the Present – The development of England, Great Britain, and the Empire since 1714. – Mr. Cooper.

[301. The Emergence of Christian Civilization] – Several of the principal topics in the history of Europe and the

* Sabbatical leave, Christmas Term 1969.

Near East during the years 400–1100 will be explored. Readings from the literature and an essay for each topic. – Mr. Downs.

[302. **The Emergence of Christian Civilization**] – Same as History 301 but for the years 1100–1300. – Mr. Downs.

303. **The Renaissance and Reformation** – The political, economic, cultural, and religious movements, 1300–1648, with special emphasis on the historiography of the period. – Mr. Painter.

[305. **The Expansion of Europe**] – The European imperial system from the fifteenth century to the close of the nineteenth century, emphasizing the colonial empires of Portugal, Spain, the Netherlands, France, and Great Britain.

[307. **Russia to 1881**] – History of Russia from earliest times to the death of Alexander II with special emphasis on the eighteenth and nineteenth centuries. – Mr. Netting.

308. **The Rise of Modern Russia** – Imperial Russia and the Soviet Union. – Mr. Netting.

311. **The Formative Years of American History** – The contributions of the Colonial period, the problems of the Critical Period, the framing of the Constitution, and the early development of the nation. – Mr. Weaver.

312 (1). **Colonial America** – The political, economic, and social history of the period. – Mr. Weaver.

314. **Civil War and Reconstruction** – Slavery and the shape of Southern society, the Negro in the North, the abolitionists, the causes of the war, the Negro and Reconstruction. – Mr. Spencer.

[318. **The United States in the Twentieth Century**] – National change and development from the era of Theodore Roosevelt to the present, with emphasis on the major historical problems of the period. – Mr. Sloan.

320 (1). **Modern France** – The development of France from 1815 to the present,

stressing the problems of the Third and Fourth Republics. – Mr. Bankwitz.

[321. **Modern Europe, 1760–1870**] – Selected topics in the history of despotism, revolution, liberalism, and nationalism in Europe.

322. **Modern Europe, 1870–1945** – Europe in the age of imperialism, socialism, totalitarianism, and scientific war. – Mr. Bankwitz.

[323. **European International Affairs from 1815**] – Vicissitudes of the European balance of power. Some attention will be paid to diplomatic method and practice. A reading knowledge of one modern language is recommended.

[325 (2). **Selected Themes in American History**]

[326 (1). **The Rise of the United States as a World Power**] – An historical survey of the international relations of the United States.

327. **History of Africa in the Pre-Colonial Period** – Problems and method of African history, traditional African society, the spread of Islam and peripheral contact with classical and Western culture. – Mr. Steele.

328. **History of Africa in the Nineteenth and Twentieth Centuries** – The rise of European influence in Africa, colonization, decolonization and problems of independence. – Mr. Steele.

[329. **The Middle East in Modern History**] – The rise of European influence after 1800. The Islamic Revival. World War I and the post-war settlement. Modern Iran. Pan Arabism, Islam, and Nationalism. – Mr. Steele.

330. **Modern Japan** – The transformation of the traditional culture and politics of Japan under the impact of modern industrialization. – Mr. Netting.

332 (1). **Alexander the Great and the Hellenistic Era, 338 B.C. to 200 B.C.** – Greece and the Near East from the conquest of Greece by Macedon with especial study of the source material on

Alexander the Great and on the Hellenization of the East. - Mr. Davis.

334. **The Roman Empire, 44 B.C. to A.D. 180** - Rome from the death of Caesar through the Age of the Antonines with especial emphasis on the Augustan Age; survey of the economic and social institutions of the High Empire. - Mr. Davis.

341. **China to 1750** - A survey of Chinese history from the Shang to the mid-Ch'ing dynasties, stressing the formative periods in early Chinese history and covering the major social, political, economic, and intellectual developments. - Mr. Oxnam.

342. **China from 1750 to the Present** - The late Ch'ing period, the revolution in nineteenth and twentieth century China, the Peoples' Republic. - Mr. Oxnam.

[342. **Ch'ing China (1644-1912)**] - The Manchu conquest of China, aspects of Ch'ing China at its height, the internal decay of China and the western impact. - Mr. Oxnam.

380. **Special Tutorial in History** - Selected topics, by arrangement with the instructor and permission of the Chairman, in special areas and periods. - The Staff.

391, 392. **Seminar** - Required of all majors in their junior year. The seminar will concentrate on specific historical themes and problems, and will emphasize student participation through oral and written presentation and in class discussion. Prerequisite: Permission of the instructor. In 1969-70, the following seminars will be given:

391. **Section A, The Renaissance and Reformation** - Mr. Painter.

391. **Section B, The Age of Jackson** - Mr. Spencer.

392. **Section A, Eighteenth-Century England** - Mr. Cooper.

392. **Section B, Tudor-Stuart England** - Mr. Painter.

392. **Section C, Imperialism** - Mr. Steele.

401, 402. **Seminar** - Required of all majors in their senior year. Students submit reports and a final paper based on their research. In 1969-70 the following seminars will be given:

401. **Section A, Modern Europe** - Mr. Bankwitz.

401. **Section B, Pan Africanism** - Mr. Steele.

402. **Section A, Rome** - Mr. Davis.

402. **Section B, Russia** - Mr. Netting.

402. **Section C, United States, 1865-1900** - Mr. Spencer.

403-404. **Honors Seminar in History** - Substantive studies in various topics, emphasis on research method, bibliography, and a thesis. Open to qualified seniors (B average in all history courses) and with permission of the Chairman of the Department.

403-404. **Colonial America** - Mr. Weaver.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's adviser, of the instructor, and of the Associate Dean for Academic Affairs.

506. **Greece, 338-200 B.C.** - Mr. Davis.

526. **Great Britain, 1714-1901** - Mr. Cooper.

553. **Civil War and Reconstruction** - Mr. Spencer.

515. **Renaissance and Reformation** - Mr. Painter.

551. **Colonial America** - Mr. Weaver.

581. **China in Revolution** - Mr. Oxnam.

585, 586. **Ideas and Institutions of India** - Mr. Ferguson.

Linguistics

101. Elementary Linguistics – Introduction to descriptive, historical, and comparative linguistics with emphasis on the Indo-European language family. Special treatment of the Germanic, Ro-

mance, and Slavic branches of Indo-European as demand warrants. Brief study of the main steps in the history of English. – Mr. Hook.

Mathematics

PROFESSORS KLIMCZAK, *Chairman*, STEWART, AND WHITTLESEY;
ASSOCIATE PROFESSOR POLIFERNO; ASSISTANT PROFESSORS ANDERSON AND
MATTSON; INSTRUCTORS BOYER, JOHNSON, AND MANN;
LECTURERS BUTCHER, BENNETT, AND SEITELMAN

MATHEMATICS MAJOR—Five courses in mathematics beyond the basic requirement in mathematics, including Mathematics 201, 202, 303, 304, 307, and 308. Mathematics 301, 302 or Mathematics 501, 502 may replace Mathematics 303, 304, depending on the interests of the student. Before election of Mathematics 301, 303, or 501, the student should consult the instructors in these courses. A grade of at least C– must be attained in the specific half-year courses.

Candidates for Honors in Mathematics must achieve excellence in eight semester courses in mathematics.

101. Ideas in Mathematics – A general education course in pure mathematics, intended to give the student some conception of the spirit and method of modern pure mathematics. It will include such topics as the following: the prime numbers; the mathematical analysis of infinity; an elementary introduction to non-Euclidean geometry. This course does not count toward the major in mathematics, but it can be taken as an elective by any student. – Mr. Poliferno.

102. Mathematical Systems and Structures – This course, like Mathematics 101, is intended to give the student an understanding of some important concepts in modern mathematics. This course complements but is independent of Mathematics 101. Beginning with an elementary knowledge of numbers, the course will develop the notion of abstract algebraic structure. Such structures as groups, rings, and fields will be considered, along with some applications. – Mr. Stewart.

103. Probability and Pre-Calculus Mathematics – This course has a dual purpose: (i) to provide an elementary introduction to probability, particularly for students in the social sciences; (ii) to prepare for Mathematics 104 those students whose programs or interests require a less extensive introduction to calculus than Mathematics 105, 106. It will include the following topics: sets; permutations, combinations, and the binomial theorem; elementary probability theory; the real number system; functions and their graphs. – Mr. Poliferno and Mr. Stewart.

104. Calculus – This course is offered for students whose programs or interests require a less extensive introduction to calculus than Mathematics 105, 106. It will include the following topics: limits and continuity; the derivative and some applications; the integral and some applications; the Fundamental Theorem; logarithmic and exponential functions. Prerequisite: Credit for Mathematics 103

or permission of the instructor. – Mr. Poliferno and Mr. Stewart.

105. Analytic Geometry and Calculus I – The real number system; functions and graphs; limits; continuity; derivatives with applications. This course is recommended for students who intend to major in mathematics or science. – Mr. Anderson, Mr. Boyer, Mr. Johnson, and Mr. Mann.

106. Analytic Geometry and Calculus II – Integrals with applications; conic sections; transcendental functions, techniques of integration. Prerequisite: Credit for Mathematics 105 or permission of the instructor. – Mr. Anderson, Mr. Boyer, Mr. Johnson, Mr. Mann, and Mr. Mattson.

201. Analytic Geometry and Calculus III – Technique of integration; polar coordinates; parametric equations; improper integrals; indeterminate forms; analytic geometric of three-dimensional space. Elective for those who have passed Mathematics 106 with a grade of C– or better or on permission of the instructor. – Mr. Johnson, Mr. Mann, and Mr. Mattson.

202. Analytic Geometry and Calculus IV – Partial differentiation; multiple integrals; infinite series; introduction to differential equations. Prerequisite: Credit for Mathematics 201 or permission of the instructor. – Mr. Johnson, Mr. Mann, and Mr. Mattson.

301. Advanced Calculus I – Linear differential equations. Introduction to Laplace transform. Elementary vector analysis. Topics from linear algebra and vector spaces. Elective for those who have passed Mathematics 202 with a grade of C– or better or on permission of the instructor. – Mr. Klimczak.

302. Advanced Calculus II – Topics from infinite series, including series solution of differential equations. Fourier series and orthogonal expansions. Curvilinear coordinates. Vector field theory.

Prerequisite: Credit for Mathematics 301. – Mr. Klimczak.

303. Advanced Calculus III – Junior course primarily for majors and other students interested in advanced mathematics. Differential calculus in Banach spaces with an introduction to the relevant topology and algebra. Elective for those who have passed Mathematics 202 with a grade of C– or better, or with permission of the instructor. – Mr. Whittlesey.

304. Advanced Calculus IV – Integral calculus in Banach spaces. Differential forms. Stokes' and deRham's theorems. Prerequisite: Credit for Mathematics 303. – Mr. Whittlesey.

305. Theory of Probability – Discrete and continuous probability, permutations and combinations, random variables. Frequency and distribution functions, empirical and theoretical frequency distributions of one variable. Introduction to sampling theory. Prerequisite: Credit for Mathematics 202 or permission of the instructor. (Offered in alternate years with Mathematics 309.) – Mrs. Butcher.

306. Mathematical Statistics – Sampling theory distributions. Correlation and regression. Bivariate theoretical frequency distributions. Hypothesis testing and estimation. Testing goodness of fit. Small sample distributions. Prerequisite: Credit for Mathematics 305. (Offered in alternate years with Mathematics 310.) – Mrs. Butcher.

307. Modern Algebra – A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism, normal subgroups and quotient groups, ideals and quotient rings, Euclidean rings. Elective for those who have passed Mathematics 202 with a grade of C– or better or on permission of the instructor. – Mr. Stewart.

308. Linear Algebra – The theory of matrices viewed against the background of modern algebra. Systems of linear equations; finite-dimensional vector spaces; basic operations for matrices; determinants; bilinear and quadratic functions and forms; linear transformations on a vector space; canonical representations of a linear transformation; unitary and Euclidean vector spaces. Prerequisite: Credit for Mathematics 307 or permission of the instructor. – Mr. Stewart.

[309. Theory of Finite Differences] – Ordinary and divided differences, advancing and central difference formulas, direct and inverse interpolation, summation of series, approximate integration, difference equations. Prerequisite: Credit for Mathematics 202 or permission of the instructor. (Offered in alternate years with Mathematics 305.) – Mrs. Butcher.

[310. Mathematics of Investment] – Discrete and continuous rates of interest and discount, annuities certain, methods of debt repayment, bonds, introduction to the mathematics of life contingencies. Prerequisite: Credit for Mathematics 202 or permission of the instructor. (Offered in alternate years with Mathematics 306.) – Mrs. Butcher.

401. Theory of Complex Variables – Algebra of complex numbers, analytic functions and conformal mapping, integrals of analytic functions and Cauchy's theorem, expansion of analytic functions in series, calculus of residues. Elective for those who have passed Mathematics 302 or 304 or 502 or on permission of the instructor. – Mr. Klimczak.

404. Ordinary Differential Equations – An introduction to the elements of ordinary differential equations. Theorems concerning the existence and uniqueness of solutions to first order equations and to systems and n -th order equations will be developed. The course will emphasize the theory of linear differential equations. Elective for those who have passed

Mathematics 302 or 304 or 502 or on permission of the instructor. – Mr. Klimczak.

406. Introduction to Algebraic Topology – Simplicial and singular complexes; their homology and cohomology groups. Homotopy groups. Prerequisite: Mathematics 517 or permission of the instructor. – Mr. Whittlesey.

[425. Special Topics] – A course which will be offered from time to time to meet special needs and interests of students majoring in mathematics.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

500 (1). Advanced Calculus – The purpose of this course is to provide a sound background necessary for graduate study in mathematics. (Compare with Mathematics 500A.) The emphasis is on the understanding of the basic concepts of the calculus. Among the topics considered are the basis of the real number system, limits, continuity, differentiation, integration, and infinite series. Prerequisite: Differential and integral calculus or permission of the instructor. This course may be taken for graduate credit but will not be credited toward the requirements for the Master's degree with a major in mathematics. – Mr. Seitelman.

500A (1). Advanced Calculus I – This course is designed primarily for students in the physical sciences. Its purpose is to present topics of mathematics which are of common importance in various fields of applications. Among those included are infinite series, power series, solutions of differential equations, introduction to Laplace transform, Fourier series and dynamic programming. Prerequisite: Differential and integral calculus or permission of the instructor. – Mr. Bennett.

500B. Advanced Calculus II – Vector analysis, topics in higher dimensional calculus, solutions of partial differential equations, introduction to analytic functions of a complex variable, Cauchy integral theorem and formulas. Prerequisite: Mathematics 500A. – Mr. Bennett.

501. Introduction to Analysis I – An introductory course in the fundamental concepts of abstract analysis. Elements of logic and set theory; the real and complex number systems; fields; limits of complex sequences; infinite series and products. Elective for those who have passed Mathematics 202 with a grade of C– or better or on permission of the instructor. – Mr. Anderson.

502. Introduction to Analysis II – Further topics in abstract analysis. The topology of metric spaces; introduction to analytic functions. Prerequisite: Mathematics 501. – Mr. Anderson.

503. Theory of Functions of a Real Variable I – Elementary general topology and functional analysis, differential calculus in Banach spaces. Prerequisite: Mathematics 304 or 502. – Mr. Whittlesey.

504. Theory of Functions of a Real Variable II – Integral calculus in Banach spaces. Abstract measures. Differential forms and Stokes' theorem. Prerequisite: Mathematics 503. – Mr. Whittlesey.

[505. Theory of Probability] – Axiomatic definition of discrete probability, combinatorial analysis, conditional probability, the binomial and Poisson distributions, random variables, the normal distribution, selected topics. Prerequisite: Mathematics 302 or 304 or 502. – Mr. Anderson.

[506. Mathematical Statistics] – Sampling from probability distributions, the central limit theorem, sampling from the normal distribution, the Chi-square, F and t distributions with applications, analysis of variance, regression analysis, goodness of fit theory, hypothesis test-

ing, confidence methods. Prerequisite: Mathematics 505. – Mr. Anderson.

507. Theory of Functions of a Complex Variable I – A rigorous treatment of the theory of functions of a single complex variable. The algebra of complex numbers, analytic functions, complex integration, Cauchy integral theorem and formulas, power series. Prerequisite: Mathematics 304 or 502. – Mr. Boyer.

508. Theory of Functions of a Complex Variable II – The expansion of analytic functions in series, poles, essential singularities, contour integration, the calculus of residues, analytic continuation, conformal mapping, entire functions. Prerequisite: Mathematics 507 or its equivalent. – Mr. Boyer.

510. Introduction to Numerical Analysis. – The theoretical basis of numerical analysis. Topics will be chosen from among the following: solution of nonlinear equations; solution of linear equations; interpolation and approximation by polynomials and other families of functions; numerical solution of ordinary and partial differential equations; roundoff error. Prerequisite: Mathematics 302, 304, 502, or permission of the instructor. – Mr. Seitelman.

514. Mathematical Logic – An introductory course in the fundamental concepts of mathematical logic, with emphasis on the formal properties of logical systems. Prerequisite: Mathematics 304 or permission of the instructor. – Mr. Poliferno.

517. General Topology – Sets and functions, topological spaces and their continuous maps, metric spaces and metrizability, compactness, separation, connectedness. Prerequisite: Mathematics 302 or 304 or 502. – Mr. Mattson.

518. Introduction to Algebraic Topology – Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Prerequisite: Mathematics 517 or permission of instructor. – Mr. Whittlesey.

519 (2). Modern Algebra – Topics selected from the following: Groups: subgroups and normal subgroups, factor groups, the homomorphism theorems, permutation groups and Cayley's theorem, Jordan-Holder theorem and chain conditions, the Sylow theorems. Rings: integral domains, principal ideal rings, division rings, prime factorization. Fields: finite fields, polynomial rings, algebraic extensions, splitting fields. Prerequisite: Mathematics 304. – Mr. Mattson.

520 (1). Linear Algebra – Finite dimensional vector spaces, linear functionals and dual spaces, linear transformations and matrix representations, rank, multilinear forms and determinants, proper values and canonical forms, module theory. Prerequisite: Mathematics 500 or its equivalent. – Mr. Whittlesey.

523. Foundations of Mathematics – A critical analysis of some of the funda-

mental concepts of mathematics. Mathematical induction. Peano's postulates for the natural numbers. The Frege-Russell definition of numbers. Construction of the system of complex numbers. Transfinite arithmetic. Philosophies of mathematics. Prerequisite: Mathematics 304 or permission of the instructor. – Mr. Poliferno.

[511, 512. **Advanced Numerical Analysis I, II**]

[521. **Vector Analysis**]

[522. **Vector and Tensor Analysis**]

[525, 526. **Topics from Analysis**]

[601. **Introduction to Functional Analysis**]

[603. **Functional Analysis and Applied Mathematics**]

Modern Dance

ARTIST IN RESIDENCE: MR. THOMPSON

101. Kinesthetic Awareness – Exercises in the relationships of body control, sound, time and space. An introductory course emphasizing physical coordination and development of perception through movement. – Mr. Thompson.

111, 112. Introductory Dance I & II – Studio work in groups, offering basic training in movement and rhythm; elements of style and method, with techniques common to modern dance and/or

ballet. Designed for students experienced in dance or not, choreographic exercises constitute the central activity. – Mr. Thompson.

311, 312. Advanced Dance I & II – Studies in form, content, and style in movement. Problems in translating into visual expression, with emphasis on technique and orientation towards composition, directing and performance. – Mr. Thompson.

Modern Languages

PROFESSORS HUGHES AND ANDRIAN,* *Co-Chairmen*, AND CAMPO; ASSOCIATE PROFESSORS WATERMAN, LEAVITT, HANSON, KERSON, AND HOOK; ASSISTANT PROFESSOR PRETINA; INSTRUCTORS KATZ, QUIRK AND SAINÉ; LECTURER STIRES

MODERN LANGUAGES MAJOR – Two plans for the major in the Department are possible:

* Sabbatical leave, Trinity Term, 1969–1970.

1. Ten courses in French, German, or Spanish beyond course 111. Students who begin at the level of a 300 course will receive credit for two courses. Such a major in Italian or Russian is also possible by special arrangement. A course in Comparative Literature which includes the literature of the major language, and one course in Linguistics, may also be counted towards the major. Either 401 or 402 is required.
2. Six courses in one language and four courses in a second language. Courses in translation do not count toward the major.

FRENCH

111. Elementary Course – An intensive course designed to provide the student with the basic skills of the language. Five hours of classes plus work in the language laboratory.

204. Introductory Readings – Designed to perfect and expand the student's knowledge of French through readings and discussions of modern French literature. Prerequisite: French 111, or two years of French at entrance.

211, 212. Intermediate Course – Elective for those who have had one year of college French, or two to three years of French at entrance. Intensive readings in various genres which will serve as the basis for analysis, discussion, and writing.

221. Conversation and Composition I – Elective for those who have completed French 204, or 212, or who are credited with two to three years of French at entrance. This course is designed to improve oral and written proficiency through the reading and analysis of selected texts. The principal points of grammar and syntax will be reviewed, and the language laboratory will be available for practice outside the classroom.

222. Conversation and Composition II – Elective for those who have completed French 221, or equivalent, or permission of instructor. A continuation of French 221, with concentration on the development of good, idiomatic expression in writing. Texts for discussion and composition will be of literary and cultural significance.

251. French Literature I – Elective for those who have completed French 212, or equivalent, or three to four years of French at entrance. This course is designed to introduce the student to the techniques of literary appreciation through a survey of works of various genres of the Renaissance and Classical Age.

252. French Literature II – Same prerequisite as for French 251. A continuation of French 251. Modern French Literature.

275. The Literature of Négritude I: Poetry and Short Story – Militancy and moderation in such writers as Roumain, Césaire, Damas of the Caribbean area, and Senghor and Birago Diop in Africa. Texts will be read in French and in translation. Prerequisite: a reading knowledge of French; permission of instructor.

276. The Literature of Négritude II: The Novel – Examination of the themes of rejection and acceptance in the works of Maran, Roumain, the Brothers Marcelin, from the French West Indies; from French West Africa: Laye, Oyono, Beti, Bernard Dadié, Bakary Diallo. Texts in French and in translation. Prerequisite: a reading knowledge of French; permission of the instructor.

[311. Seventeenth Century Drama] – Elective for those who have completed French 251 or 252, or with permission of the instructor. Dramatic theory in the classical period in France; intensive study of plays by Corneille, Racine, and Molière.

[312. **Seventeenth Century Non-dramatic Literature**] – Same prerequisite as for French 311. An intensive study of the pre-classical and classical period through the works of Malherbe, Descartes, Pascal, Mme de Sévigné, Boileau, and others.

[321. **Literature of the Eighteenth Century**] – Elective for those who have completed French 251 or 252, or with permission of the instructor. A consideration of the major works of the *Philosophes* with emphasis on Diderot and Voltaire.

[322. **Literature of the Eighteenth Century**] – Same prerequisite as for French 321. Eighteenth-Century Theatre, and other genres.

[331. **French Literature of the Nineteenth Century**] – Elective for those who have completed French 251 or 252, or with permission of the instructor. The Novel.

332. **French Literature of the Nineteenth Century** – Same prerequisite as for French 331. Romanticism.

333. **French Literature of the Nineteenth Century** – Same prerequisite as for French 331. Poetry.

342. **Twentieth Century French Literature** – Elective for those who have completed French 251 or 252, or with permission of the instructor. The Novel.

343. **Twentieth Century French Literature** – Same prerequisite as for French 342. The Theatre.

[344. **Twentieth Century French Literature**] – Same elective as for French 342. Poetry.

[371. **Tutorial**] – Prerequisite: Two half-year courses in French numbered 300, or with permission of the instructor. Special projects in French literature. – The Staff.

[372. **Tutorial**] – Same prerequisite and description as for French 371.

392. **Proust and Virginia Woolf** – A study of the meaning and aesthetic structures of the novels of Marcel Proust and Virginia Woolf, including a consideration of literary influence and the common concerns of the twentieth century.

401. **Seminar** – A course required of all French majors. Prerequisite: Juniors or seniors who have completed two courses in French numbered 300, or permission of the instructor. Content varies from year to year.

402. **Seminar** – Same prerequisite as for French 401. Content varies.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

[502. **Advanced Conversation and Syntax**]

[503, 504. **Civilization and Culture**]

[505. **Masterpieces of French Literature**]

[507, 508. **Studies in French Classicism**]

509. **Studies in the Eighteenth Century** – Mr. Leavitt.

[511. **Studies in Romanticism**]

512. **Studies in Realism and Naturalism** – Mr. Pretina.

[513, 514. **Studies in Lyric Poetry**]

[515, 516. **Studies in Drama**]

[517, 518. **Studies in Fiction**] – Twentieth Century Novel from Gide to Campus.

[519. **Proust and Gide**]

[520. **Existentialism**]

528. **Studies in the Short Story**

530. **The Literature of Négritude** – Novel, Short Story, and Poetry.

GERMAN

111. Elementary German – Designed to develop facility in reading German and a basic ability to understand, speak, and write German. Five classroom hours plus work in the language laboratory, emphasizing pronunciation, grammar, the reading of graded texts, and audio-lingual practice. 1½ course credits. – Mr. Hook.

204. Introductory Readings in German – A continuation of German 111, designed to expand the student's knowledge of German through readings and discussions of modern German literature. Prerequisite: German 111 or the equivalent. – Mr. Hook.

211. Intermediate German I – Designed to enable the student to attain proficiency in reading German. Intensive practice with either literary or scientific texts, according to the interests of the student. Rapid review of essential principles of grammar. Prerequisite: German 204 or the equivalent.

Section A: Emphasis on Literary German. – Mr. Hansen.

Section B: Emphasis on scientific and technical German. – Mr. Hughes.

212. Intermediate German II – A continuation of German 211, designed to enable the student to read difficult German with facility. Prerequisite: German 211 or the equivalent. – Mr. Hughes.

221. German Conversation and Composition I – Designed to develop accuracy and facility in understanding, speaking, and writing German. Prerequisite: German 204 or the equivalent, or permission of the instructor. – Mr. Hansen.

222. German Conversation and Composition II – A continuation of German 221. Prerequisite: German 221 or permission of the instructor. – Mr. Hook.

242. Masterpieces of German Literature in Translation – Reading and discus-

sion of selected major German literary works in English translation. No knowledge of German required. This course cannot be taken for credit toward the Modern Languages major. No prerequisite. – Mr. Hansen.

303. The German Novel – A study of major German novels from Grimmelshausen to the present time. Prerequisite: German 212 or the equivalent. – Mr. Hook.

304. The German *Novelle* – A study of a number of major *Novellen* by Goethe and representative Nineteenth-Century writers. Prerequisite: Same as for German 303. – Mr. Hansen.

[305. German Epic Poetry] – A study of the *Nibelungenlied* and other major German epics. Offered 1970–71. Prerequisite: Same as for German 303. – Mr. Hansen or Mr. Hook.

[306. The German Lyric] – A study of major German lyric poetry from Walther von der Vogelweide to modern times. Offered 1970–71. Prerequisite: Same as for German 303. – Mr. Hansen or Mr. Hook.

[307. The German Drama] – A study of major German dramas and theories of drama with emphasis on the Eighteenth, Nineteenth, and Twentieth Centuries. Offered 1971–72. Prerequisite: Same as for German 303. – Mr. Hansen or Mr. Hook.

[308. Modern German Literature] – A study of representative German literary works of various genres from the turn of the century to the present time. Offered 1971–72. Prerequisite: Same as for German 303. – Mr. Hansen or Mr. Hook.

401, 402, 403, etc.–German Independent Study – Reading, reports, and discussion under the supervision of the staff. Qualified students may choose for the equivalent of a semester-course any one

80/Courses of Instruction

of the following topics: *Period studies* – Middle High German Literature; Humanism, Renaissance, and Reformation 1400–1600; Baroque Literature 1600–1700; Rationalism, Rococo, Sturm and Drang 1700–1789; Classical Period; Romanticism; Realism and Naturalism; Twentieth-Century German Literature; Literature of the Middle Ages; From Luther to Klopstock; Lyric Poetry, 1750 to the present; *Genre studies* – The Hymn; The Volkslied; Development of the Drama; The Novelle and Short Story; The Bildungsroman; The Middle Class Tragedy; *Authors and works* – Lessing and the Enlightenment; Goethe and Classicism; Schiller and Idealism; Faust I and II; Heine und die Jungdeutschen; or other topics approved by the Chairman of the Department. Prerequisite: Two literature courses or equivalent. – Mr. Hughes.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major advisor, of the instructor, and of the Associate Dean for Academic Affairs.

[501. Applied Linguistics] – Offered 1970–71.

502. History of the German Language – A study of the development of the Ger-

man language from its beginnings to modern times, with reading of some texts from the Old High German, Middle High German, and Early Modern German Periods. – Mr. Hook.

[503. Advanced Composition and Stylistics] – Offered 1970–71.

504. Masterpieces of German Literature – Study of selected major German literary works, with reports and discussion in German, and collateral readings. – Mr. Hansen.

[505. Civilization and Culture] – Offered 1970–71.

[506. Middle High German Literature] – Offered 1970–71.

[507. Goethe] – Offered 1971–72.

[508. Schiller] – Offered 1971–72.

[509. Studies in the Seventeenth Century] – Offered 1971–72.

[510. Studies in the Eighteenth Century] – Offered 1971–72.

[511. Studies in the Nineteenth Century] – Offered 1972–73.

[512. Studies in the Twentieth Century] – Offered 1972–73.

ITALIAN

111. Intensive Italian – Study of the fundamentals of grammar. Designed to develop a reading facility in Italian along with a basic facility in conversation. Five hours of classes plus work in the language laboratory. – Mr. Campo.

204. Introductory Readings in Italian Culture and Civilization – Readings in prose fiction, poetry, the press, opera libretti, film scenarios, history and expository writing. – Mr. Campo.

251. Contemporary Italian Literature – Readings in Pirandello, Moravia, Pavese,

Vittorini, Calvino, Montale, Quasimodo and others. – Mr. Campo.

252. Italian Literature of the Ottocento – Readings in Leopardi, Manzoni, Verga, D'Annunzio and others. – Mr. Campo.

351. Italian Tutorial – Special topics. Prerequisite: Italian 251 and 252. – Mr. Campo.

352. Italian Tutorial – Special topics. Prerequisite: Same as for Italian 351. – Mr. Campo.

[361. **Italian Renaissance Literature in Translation**] – A study of the sonnet form, *novella*, drama, romantic and heroic epics. Examination of lyrical attitudes of love poetry, Neoplatonism, the pastoral ideal, educational precepts, interrelations among the literary, figurative, and plastic arts. Authors treated are: Petrarch, Boccaccio, Ariosto, Machiavelli, Castiglione, Vasari, Cellini. Prerequisite: Juniors or seniors, or permission of the instructor. – Mr. Campo.

[371. **Dante and the Divine Comedy**] (in translation) – A study of the literary achievement, thought, and times of Dante Alighieri (1265–1321), including also his minor works *The New Life On Monarchy*, and others. Prerequisite: Juniors or seniors or permission of the instructor. – Mr. Campo.

388. **Dante and Anglo-American Literature** – A study of the *Divine Comedy* (in translation) and its influence on writers from Chaucer to Eliot.

RUSSIAN

111. **Elementary Course** – An intensive course designed to provide the student with the basic skills of the language. Five hours of classes plus work in the language laboratory. – Mr. Leavitt.

204. **Introductory Readings** – Designed to perfect and expand the student's knowledge of Russian through readings and discussions of modern Russian literature. Three hours of classes. – Mr. Leavitt.

211, 212. **Intermediate Course** – Elective for those who have had one year of Russian on the college level, or two to

three years of Russian at entrance. Intensive readings in various genres which will serve as the basis for analysis, discussion, and writing. – Mr. Leavitt.

[221. **Readings, Conversation, and Composition**] – This course is designed to develop accuracy and facility in understanding, speaking, and writing Russian. Elective for those who have completed Russian 211, 212 or the equivalent.

[222. **Readings, Conversation, and Composition**] – Same description and same prerequisites as for Russian 221.

SPANISH

111. **Elementary Course** – An intensive course designed to provide the student with the basic skills of the language. Five hours of classes plus work in the language laboratory.

204. **Introductory Readings** – Designed to perfect and expand the student's knowledge of Spanish through readings and discussions of modern Spanish literature. Prerequisite: Spanish 111, or two years of Spanish at entrance.

211, 212. **Intermediate Course** – Elective for those who have had one year of college Spanish, or two to three years of Spanish at entrance. Intensive readings

in various genres which will serve as the basis for analysis, discussion, and writing.

221. **Conversation and Composition I** – Elective for those who have completed Spanish 204, or 212, or who are credited with two to three years of Spanish at entrance. This course is designed to improve oral and written proficiency through the reading and analysis of selected texts. The principal points of grammar and syntax will be reviewed, and the language laboratory will be available for practice outside the classroom.

222. Conversation and Composition II – Elective for those who have completed Spanish 221, or equivalent, or permission of instructor. A continuation of Spanish 221, with concentration on the development of good, idiomatic expression in writing. Texts for discussion and composition will be of literary and cultural significance.

251. Spanish Literature I – Elective for those who have completed Spanish 212, or equivalent, or three to four years of Spanish at entrance. This course is designed to introduce the student to the techniques of literary appreciation through a survey of works of various genres of the Renaissance and Golden Age.

252. Spanish Literature II – Same prerequisite as for Spanish 251. A continuation of Spanish 251. Modern Spanish Literature.

[321. Drama of the *Siglo de Oro*] – Elective for those who have completed Spanish 251 or 252, or with permission of the instructor.

[322. *The Novela Picaresca* and other prose writings of the *Siglo de Oro*] – Same prerequisite as for Spanish 321.

325. Cervantes – A study primarily of the significance and influence of *Don Quijote*. Some consideration will also be given the *Novelas ejemplares*. Same prerequisite as for Spanish 321.

[331. Spanish Drama and Poetry of the Nineteenth Century] – Elective for those who have completed Spanish 251 or 252, or with permission of the instructor.

[332. Galdós and the Realist Novel of the Nineteenth Century] – Same prerequisite as for Spanish 331.

[341. The Generation of '98] – Same prerequisite as for Spanish 331. A study of selected works of Baroja, Unamuno, Machado, and others, with a consideration of the historical and ideological background.

[342. Post-Generation of '98 Literature] – Same prerequisite as for Spanish 331. The intellectual novel, Ortega y Gasset, the poets of the "generation of 1927."

[343. The Contemporary Novel and Drama of Spain] – Elective for those who have completed Spanish 251 or 252, or with permission of the instructor.

[351. The Modern Spanish-American Novel] – A study of a selected number of Spanish-American novels of the 20th century.

352. Studies in Spanish-American Literature.

361. Golden Age Drama in Translation – A study of the theatre of Lope de Vega, Calderón, and others and its relation to Elizabethan drama and to the French Classical theatre.

[371. Tutorial] – Prerequisite: Two half-year courses in Spanish numbered 300, or with permission of the instructor. Special projects in Spanish literature. – The Staff.

[372. Tutorial] – Same prerequisite and description as for Spanish 371.

401. Seminar – Prerequisite: Juniors or seniors who have completed two half-year courses in Spanish numbered 300. Required of all Spanish majors; open to others with the consent of the instructor. Content varies from year to year.

402. Seminar – Same prerequisite as for Spanish 401. Required of all Spanish majors; open to others with the consent of the instructor. Content varies.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

[501. Applied Linguistics]

[502. Advanced Conversation and Syntax]

[503. Civilization and Culture]

504. Methods of Literary Criticism and Research. – Mr. Kerson.

[505. Masterpieces of Spanish Literature]

[506. Cervantes]

[507, 508. Studies in the *Siglo de Oro*]

[509, 510. Studies in the Nineteenth Century]

[511. The Generation of '98]

513. Post-Civil War Novel and Drama – A study of the principal novels of Cela,

Delibes, Goytisolo, Ana Maria Matute, and others, and the drama of Buero Vallejo. – Mr. Andrian.

[514. Studies in the Twentieth Century]

[515, 516. Studies in Spanish – American Literature]

[517. Masterpieces of Spanish-American Literature]

[520. Medieval Spanish Literature]

[521. Studies in Spanish Humanism of the Sixteenth Century]

528. Colonial Spanish Literature – Mr. Kerson.

Music

PROFESSOR BARBER, *Coordinator of the Trinity-Hartt Program in Music*; ASSISTANT PROFESSOR GRONQUIST; LECTURER HASTINGS.

HARTT COLLEGE OF MUSIC FACULTY OFFERING COURSES AT TRINITY:

PROFESSOR FRANCHETTI; PROFESSOR WILLHEIM;

ASSOCIATE PROFESSOR IADONE

(*Complete faculty listing may be found in the Hartt Bulletin*)

The program in music is shared between Trinity and Hartt College of Music, University of Hartford, with the employment of both faculties, courses on each campus, and extracurricular activities provided at both institutions. Thus, the student has the unique opportunity of profiting from both the liberal arts offerings of Trinity and the extensive specific offerings in music provided by one of the country's leading colleges of music. A number of general music courses and electives are offered on the Trinity campus. However, much of the work of the major and advanced courses is conducted at Hartt College.

The description below covers most of the information needed by the music major and the general student. For other programs, advanced courses, additional applied music opportunities, etc., consult the Hartt College of Music Bulletin, copies of which are available at the Registrar's Office and the Austin Arts Center.

THE MUSIC MAJOR – Beyond TH 103 and TH 104, the music major consists of fourteen courses or their equivalent in semester credits. Concentration is offered in Music History, Theory, Composition, or Applied Music. Freshmen contemplating the major must take TH 103 and TH 104 or show evidence of equivalent proficiency before being admitted to the major. The music major begins in the sophomore year.

Music History Concentration: TH 818-9; TH 828-9; HLM 224-5; HLM 234-5; three courses in HLM electives; Semi-

nar; and three hours of Applied Music. **Theory concentration:** TH 818-9; TH 828-9; TH 136; TH 137; HLM 224-5;

HLM 234-5; three hours of Theory or Composition elective; Seminar; and three hours of Applied Music.

Composition concentration: TH 818-9; TH 828-9; TH 136; TH 137; COM 020-1; HLM 224-5; HLM 234-5; Seminar; and three hours of Applied Music.
Applied concentration: TH 818-9; TH 828-9; HLM 224-5; HLM 234-5; twelve hours of Applied Music; three hours of

Music electives; and Recital.

The senior seminars in history, theory, or composition concentrations represent extended projects in these areas.

A keyboard and ear-training proficiency test will be given before the conclusion of the Junior year. Students failing this test will be required to take additional work in these studies before graduation.

HISTORY AND LITERATURE

Music 111, 112. Introduction to Music Literature – The study of selected masterpieces from the major periods of western music. Introduction to the terminology of music and the techniques of listening. Emphasis on forms and styles. First term: Early Christian music through Classical. Second term: Romantic and Modern music. No previous knowledge of music is required. This course is for the general Trinity student. It may not be counted towards the music major.

Music 211. Symphonic Literature. Classic to Modern – The origin and development of the symphony and other ensemble forms. A study of symphonies from the eighteenth, nineteenth, and twentieth centuries, as well as a survey of selected concerti, symphonic poems, and other works. Prerequisite: An introductory music course or permission.

HLM 224-225. Music in Western Culture (I) – First year of a two-year survey of musical thought, forms and styles against a background of European cultural history. First term: Middle Ages to High Renaissance; Second term: Late Renaissance and Baroque Music. An additional laboratory hour of Early Music Workshop (HLM 340,1) is required each week for the study and performance of musical masterpieces studied in class. Required for majors. Open to other students with special permission only.

HLM 234-235. Music in Western Culture (II) – First term: Music in the Clas-

sic Period. Second term: Romantic Music into Modern times. An additional hour of listening laboratory is required each week. Prerequisite: HLM 224-225. Required for majors. Open to other students with special permission only.

HLM 240, 241. Seminar in Music History – Undergraduate seminars in selected phases of music history. One term required of Trinity music majors with concentration in history. Prerequisite: HLM 224-225, 234-235.

[Music 312. Modern Music] – A study of contemporary idioms and the music of modern composers from Cesar Franck to the present. Prerequisite: An introductory music course or permission.

HLM 350, 351. Medieval and Renaissance Repertory and Performance – An advanced course comprising the study of the instrumental and vocal repertory of the Medieval and Renaissance periods and of specific performance problems connected with it. Special study of tablature problems of music ficta, ornamentation and related material. Two hours weekly. – Permission.

[HLM 352, 353. Baroque Repertory and Performance] – An advanced course comprising the study of the instrumental and vocal repertory of the Baroque period and the specific performance problems connected with it. Special consideration is given to the study of proper ornamentation, tempo, dynamics, the execution of the thorough-bass, improvisation, and related materials. Literary

and musical documents bearing on the various problems are examined and the student is encouraged to apply his knowledge in performance. Two hours weekly. – Permission.

[HLM 354. **Lute Songs**] – A practical approach to the lute song literature of the sixteenth and early seventeenth centuries. Historical research is required. For graduate students, but open to others. Two hours weekly. – Permission.

Music 415, 416. Special Studies in Music – Individual and group study and research on a selected topic under the guidance of a member of the music faculty. Permission granted only to qualified students with the approval of the music faculty.

Group topic for **Music 415: Black Music in America** – Its African origins, developments in the 18th and 19th centuries, impacts on classical composers, blues, jazz, etc. Course illustrated by films, guest lecturers and performances. – Permission.

Group topic for **Music 416: Music Criticism, Its Evolution and Practice** – An introduction to the techniques, principles, and aesthetics involved in writing about the musical arts with practical and historical approaches. In addition to a survey of critical, descriptive, journalistic, and analytic writings – emphasizing the work of Hanslick, Berlioz, Shaw, Tovey, and others, the members of the class will have regular assignments to learn practical techniques involved in writing program notes, continuity for radio and television, and other media using reviews and descriptive writing. Also, special problems involved in writing about the other performing arts will be considered. – Permission.

THEORY

TH 103, 104. Techniques and Materials of Music – This course is intended to provide the student with the grammar and syntax of music in relation to the

HLM 451. Advanced Music Literature – Beethoven – The life and works of Ludwig van Beethoven in relation to the Classical period. – Permission.

HLM 452, 453. Operatic Literature – A study of the literature of opera from Monteverdi to Berg. Special emphasis on works in the current repertoire. – Permission.

[HLM 454, 455. **Vocal Literature**] – A survey of solo voice literature including Medieval and Renaissance lute songs, Baroque arias, the Lied, Slavic songs, the French chanson repertoire and contemporary American literature. One and one-half hours weekly. – Permission.

[HLM 456, 457. **Piano Literature**] – A survey of keyboard music from the sixteenth century to the present. The course traces the main keyboard forms, styles and techniques together with the development of the principal keyboard instruments. One and one-half hours weekly.

[HLM 630. **Choral Literature I**] – A survey of the choral repertoire of the Renaissance, Baroque and Classical eras and their compositional characteristics. Evaluation of practical editions as to style and historical accuracy will be stressed. Two hours weekly.

[HLM 631. **Choral Literature II**] – A survey of the choral repertoire of the Romantic and Contemporary eras including folk music and experimental choral music. Compositional characteristics and practical editions will be examined. Two hours weekly.

(For additional courses in liturgical music repertoire, guitar tablature, lute tablature, guitar literature, etc., consult the Hartt College Bulletin.)

creative process, coordinating with drill on tonal organization from Gregorian chant to contemporary practices. Either or both terms may be elected by the gen-

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eral Trinity student desiring an introduction to the technique of music. Freshmen contemplating the music major must pass this course or a proficiency examination in this material before entering the major.

TH 818-819. Theory-Analysis Ia-IIa – Writing and analysis of Gregorian chant; two and three-part counterpoint in fifteenth and sixteenth century styles; Fauxbourdon and florid writing in three voices. Harmony, emphasizing the details of the vocabulary, with analysis. (Equivalent of Hartt course TH 116-7.) A laboratory hour of first course Ear Training (equivalent of Hartt course TH 314-5) is included each term. The second term also includes a laboratory hour of first course Keyboard Training (equivalent of Hartt course TH 410). Prerequisite: TH 103-104 or equivalent.

TH 828-829. Theory-Analysis IIIa-IVa – Four-part writing in eighteenth century style. Analysis of the Baroque sonata, suite, and fugue. Study of form,

determined by harmony. Analysis of the classical sonata and smaller romantic works. (Equivalent of Hartt course TH 126-7.) A laboratory hour of second course Keyboard Training (equivalent of Hartt course TH 420-1) is included each term. Prerequisite: TH 818-9 or equivalent.

TH 136. Theory-Analysis V – Diatonicism versus chromaticism. The dissolution of architectural tonality. The form-content; identification. Romantic and neo-romantic practices, 1850-1900. Prerequisite: TH 828-9 or consent of instructor.

TH 137. Theory-Analysis VI – A study of problems related to contemporary music and a consideration of the general aesthetics applied to all the arts of this period. Prerequisite: TH 828-9 or consent of instructor.

(For information on counterpoint, orchestration, arranging, electronic music, etc., consult the Hartt College Bulletin.)

COMPOSITION

COM 010. Composition Fundamentals – Basic composition. (Freed System.) A course aimed at stimulating and developing the student's creative ability through the medium of primitive percussion instruments. One hour weekly.

COM 020-1. Second Course Composition – Composition as applied to the smaller forms. Consideration of tonal structure. Classical phraseology. For

Composition and Theory majors. One and one-half hours weekly. Prerequisite: COM 010 or consent of instructor.

COM 030-1. Third Course Composition – Romantic phraseology. Extended forms. For Composition and Theory majors. Prerequisite: COM 020-1.

(For additional composition courses consult the Hartt College Bulletin.)

APPLIED MUSIC

Credit is given for the study of applied music, beyond the elementary level, with teachers approved by Trinity and Hartt Colleges. Eligibility for credit is determined by audition. Required preparation and a half-hour lesson each week carries 2 hours credit per term. Required preparation and a one-hour lesson each week carries 4 hours credit per term.

Majors with concentration in music history, theory, or composition may earn credit for applied music through private lessons or approved ensembles.

Majors with concentration in applied music will devote this study normally to voice or an instrument. Four hours credit should be taken in the last term of the senior year in preparation for the recital.

Non-majors may study applied music for credit if it is beyond the elementary level.

To enroll for credit in the Applied Music program, and for information concerning fees for the private study of applied music, consult Professor Gronquist.

Individual instruction is offered in voice, keyboard, strings, woodwind, brass and percussion instruments. (For complete listing, see the Hartt College of Music Bulletin.)

Non-Western Studies Program

The Co-Directors of the Non-Western Studies Program are Professor H. McKim Steele, Jr., and Professor Anthony G. Netting. Members of the Non-Western Studies Committee are: Mr. Battis, Mr. Benton, Mr. Cherbonnier, Mr. Cobbledick, Mr. Ferguson, Mr. Gastmann, Mr. Jai Singh, Mr. Kerson, Mr. Leavitt, Mr. Morris, Mr. Netting, Mr. Oxnam, Miss Silverman, Mr. Steele, Mr. Towle, Mr. Wadbrook, and Mr. Waterman.

The Major Program – The Non-Western Studies program is broadly comparative in approach and includes a variety of disciplinary perspectives. The program stresses, as a common center of attention, a comparison of the process of change which differing societies undergo in moving from a traditional order toward an urban, industrial society.

Each student is expected to develop three complementary sorts of knowledge: 1) the ability to analyze the social phenomena of the Non-Western world in terms of cross-cultural concepts and theories; 2) an appreciation of the diversity and value of human experience and cultural patterns in societies other than his own; 3) a comprehensive knowledge of at least one Non-Western society, as a basis for evaluating general ideas and comparisons.

Application to the Major – Fulfillment of the objectives of the major requires of the student both a broad interdisciplinary and comparative study of the Non-Western world as a whole and more intensive study of a particular society or cultural area. Each applicant for the Non-Western Studies major must draw up a program designed to incorporate both kinds of study in the light of his own interests. In addition to these regular curricular opportunities, a student may also include in his program periods of study abroad and independent study. The Non-Western Studies Committee, in accepting students as Non-Western Studies majors, shall weigh each program submitted in terms of its rationale and coherence, its appropriateness to the goals of the major, and the capabilities of the student.

Each major is expected to participate in two seminars during his first year in the program. Seminars for 1969–70 are:

Christmas Term

A Section of College Course 103, Traditional
Agrarian Society
(see listing under College Courses)

Trinity Term

Non-Western Seminar II Problems of Modernization

A comparative examination of a number of theories of modernization through readings, discussions, and reports. Individual reports serve to focus attention to "problem areas" of change in the Non-Western world as well

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as a means of testing or illustrating various general propositions about modernization.

In the Senior year, the student is expected to participate in a year thesis seminar and undertake a comprehensive examination (written and/or oral), covering his competence in comparative studies and his regional specialization.

Appraisals: At the end of each year, the progress of each student in the program will be reviewed by the Non-Western Studies Committee to determine his eligibility for continuation in the program.

Languages: The program has no specific language requirement, but acquired fluency in a foreign language will be weighed with the results of the comprehensive examination in determining a student's final standing in the program.

NON-WESTERN STUDIES – Related Courses at Trinity for the year 1969–1970:

Economics 315, International Economics; **Economics 316**, International Economic Problems; **Economics 323**, The Industrial Revolution; **Economics 324**, Comparative Economics; **Economics 343C**, Comparative Economic Development in Japan, China and India

French 275, The Literature of Negritude I: Poetry and the Short Story; **French 276**, The Literature of Negritude II: The Novel

English 243, Survey of World Literature: Eastern

Government 201, International Politics; **Government 305**, International Organization; **Government 317**, Government and Politics in Latin America; **Government 403**, U.S. Foreign Policy (in Asia or Africa); **Government 517(2)**, Government and Politics in Latin America; **Government 580**, Government and Policies of Asia

History 308, Modern Russian History;

History 327, History of Africa in the Pre-Colonial Period; **History 328**, History of Africa in the Nineteenth and Twentieth Centuries; **History 330**, Modern Japan; **History 340**, China to 1750; **History 341**, China, 1750 to the Present; **History 342**, Ch'ing China (1644–1912); **History 392C**, Imperialism; **History 401B**, Pan-Africanism; **History 402C**, Soviet Cultural History; **History 581**, China in Revolution; **History 585, 586**, Ideas and Institutions of India

Psychology 312, Cultural Anthropology

Religion 251, Religions of the Orient

College Course 103, Traditional Agrarian Society

Non-Western Studies Seminar, Problems of Modernization

In addition to the above courses the student may offer as part of his program course work for those institutions with which Trinity has cooperative arrangements.

Philosophy

PROFESSOR MEANS, *Chairman*; ASSOCIATE PROFESSORS DELONG* AND

R. T. LEE;† ASSISTANT PROFESSOR HYLAND; INSTRUCTORS BROWN AND NEWMAN

PHILOSOPHY MAJOR – Ten courses in Philosophy, with a grade of at least C– in each, including Philosophy 205 (or 302), 307, and 308.

* Leave of Absence, 1969–70.

† Sabbatical leave, Trinity Term 1970.

Honors will be awarded to those students who complete with distinction Philosophy 403, 404, or 405–406, and received certain grades in major courses.

The courses in the Department of Philosophy are arranged according to various sequences of numbers. The sequences and their descriptions are as follows (the courses given within each numbered group varies from year to year):

201 through 220 – Courses carrying any of these numbers are specifically designed as entry-level courses. No advance preparation or work in philosophy is expected or required. These courses usually satisfy one of the Guideline descriptions.

301 through 320 – Courses in the history of philosophy bear these numbers. Any course at the 300 level may occasionally appear as a Guideline course, but they are recommended as beginning courses only for the more able student, or for the student who has had some previous work in philosophy. Enrollment in courses at the 300 level and above require the permission of the instructor.

321 through 340 – Courses in the philosophy of various disciplines or topics, such as Philosophy of Science and Philosophy of the State.

341 through 360 – Courses dealing with individual philosophers and advanced courses in the history of philosophy.

361 through 380 – Systematic courses, such as Metaphysics and Epistemology.

401 through 420 – Various special studies and seminars, chiefly for majors.

201. Introduction to Philosophy – An introductory treatment of some fundamental philosophical problems in such areas as the theory of knowledge, the theory of reality, philosophy of religion, philosophy of science, and ethics. – Mr. Means.

202. Philosophic Themes in Western Culture – The course will deal primarily with the question “What is Philosophy?” We shall consult the views of some of the great philosophers of the past on this question (Plato, Aristotle, Descartes, Marx) and culminate with the views of three important contemporary thinkers (Husserl, Ayer, and Heidegger). – Mr. Hyland.

202 (2). Philosophic Themes in Western Culture – The course will deal primarily with the question “What is Philosophy?” We shall consult the views of some of the great philosophers of the past on this question (Plato, Aristotle, Descartes, Marx) and culminate with the views of three important contemporary thinkers (Husserl, Ayer, and Heidegger). – Mr. Hyland.

203. Ethics – A critical examination of the major ethical systems as developed

historically and including an analysis of recent ethical thought. The study of such problems as the nature of human values, good, right, obligation, happiness, justice, and duty. – Mr. Means.

203 (2). Ethics – A critical examination of the major ethical systems as developed historically and including an analysis of recent ethical thought. The study of such problems as the nature of human values, good, right, obligation, happiness, justice, and duty. – Mr. Means.

204. Epistemology as the Philosophy of Discovery – An exploration of the processes and logic of discovery. Emphasis will be primarily on scientific discovery and the claims of inductive logic. Some familiarity with science is desirable. – Mr. Brown.

205. Logic – An introduction to deductive logic. After a survey of traditional logic, including a discussion of fallacies and the syllogism, the course concentrates on modern developments: truth functions, quantification theory, and proof theory. Attention will also be given to philosophical problems connected with these developments. – Mr. Brown.

209. Ethics and the Social Order – A study of how a philosophical treatment of ethics can illuminate social and political problems. The example chosen for special treatment will be revolution; in particular, the conditions under which revolution is justified, the moral problem of violence, and the nature of civil disobedience. – Mr. Newman.

210. Introduction to Aesthetics – Philosophy of Art. An introduction to some of the traditional problems of aesthetics and art criticism relating to the nature of art, truth and morality in art, evaluation and modes of experience. Special emphasis will be placed on the nature and role in art of the creative imagination. – Mr. Brown.

307. History of Philosophy (I) – History of ancient and early medieval philosophy, concentrating on the Pre-Socratics, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, Augustine, and Aquinas. Prerequisites: Philosophy 201 or two half-year courses in philosophy or permission of the instructor. – Mr. Newman.

308. History of Philosophy (II) – History of later medieval and modern philosophy through the eighteenth century, concentrating on Descartes, Spinoza, Leibnitz, Hobbes, Locke, Berkeley, Hume, and Kant. Prerequisites: Philosophy 307 or permission of the instructor. – Mr. Newman.

321 (521). Philosophy of Law – A philosophical analysis of such problems as the nature of the law, the character of legal reasoning, and the relations between law and morality. Permission of the instructor. – Mr. Newman.

322. Philosophy of Language and Literary Criticism – A systematic comparison of the ordinary and artistic uses of language, with emphasis on formulating and testing criteria of meaning. Detailed examination of approaches to semantics through context, intention, ambiguity, metaphor, syntax, and illocutionary act

analysis. Prerequisite: Permission of the instructor. – Mr. Lee.

323. Philosophy of History – A study of some of the meta-historical assumptions made by practicing historians, and some of the problems that are raised, but not settled, by the writing of history. Some attention will be paid to the construction of philosophies of history of the Hegelian variety. Prerequisites: Philosophy 201 or two half-year courses in philosophy or permission of the instructor. – Mr. Lee.

324. Philosophy of the State – An investigation of the leading political theories from Plato to the present. Special attention is devoted to the development of Western political ideals and conceptions. Designed to give the student an understanding of the assumptions and issues involved in current controversies concerning the individual and the state. Prerequisites: Philosophy 201 or 203 or permission of the instructor. – Mr. Means.

341 (541). Plato – The seminar will be devoted to a detailed interpretation of Plato's *Charmides* and *Symposium*. Students will be expected to study and write on other dialogues on their own. Permission of the instructor. – Mr. Hyland.

342 (542). Hume and Kant – A careful reading from historical and critical points of view of Hume's *Treatise on Human Nature* and Kant's *Critique of Pure Reason*. Permission of the instructor. – Mr. Brown.

343 (543). Aristotle – The seminar will be devoted to a detailed interpretation of Aristotle's *De Anima*. This will require extensive research into related works, especially *Metaphysics* and *Physics*. Permission of the instructor. – Mr. Hyland.

344. Hegel – A research seminar in which the *Phenomenology of Spirit* will be studied carefully in class. Students must be prepared for extensive research into one of the most difficult of philoso-

phers. Permission of the instructor. – Mr. Hyland.

345. Wittgenstein – An intensive study of Wittgenstein's writings with special attention to his influence on other major figures in 20th century Philosophy. Permission of the instructor. – Mr. Brown.

346. Medieval Philosophy – A survey of the major figures in the Christian medieval philosophical tradition, with special emphasis on Anselm, Abelard, Aquinas, Bonaventure, Occam, and Scotus. Permission of the instructor. – Mr. Newman.

361. Metaphysics – A study of selected fundamental problems: determinism and freedom of the will; the relation of mind and body; the nature of time; the problem of verification of metaphysical theses. – Mr. Means.

363. Phenomenology – A research seminar which will begin with background seminars on Edmund Husserl and move from these to individual research projects in phenomenology culminating in a major paper by each student. Students must be prepared to do extended independent research with high intellectual standards applied. Permission of the instructor. – Mr. Hyland.

407. Social Ethics – The course will emphasize the social, as opposed to the merely individual, dimension of ethics. Concrete problems of social action will be discussed, as well as the most appropriate theories in terms of which these problems can be construed. Attention will be paid to the ways in which such fields as Political Science, Sociology, and Economics tend to become involved in Social Ethics. – Mr. Means.

Physical Education

PROFESSORS KURTH, *Chairman*, AND DATH; ASSOCIATE PROFESSORS MC PHEE, SHULTS AND MILLER; ASSISTANT PROFESSORS SLAUGHTER AND HERR; INSTRUCTORS BURAN, WILSON, AND MR. HAMEL

Physical education courses are available to all full-time students. Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one course credit, may be earned at the rate of one-half course credit for successful completion of two quarters of course work. Grades will be given unless the student elects to participate on a pass-fail basis. Classes will be offered on the same time schedule as all academic classes.

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the areas of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Specific courses include: II. Racquets

- | | |
|--------------------|-------------|
| I. Aquatics | Beg. Squash |
| Beg. Swimming | Adv. Squash |
| Survival Swimming | Beg. Tennis |
| Senior Life Saving | Adv. Tennis |
| Water Safety Inst. | Badminton |

III. Physical Development & Body Mechanics

- Physical Development
(men)
Body Mechanics
(women)
Folk Dance
Gymnastics

IV. Individual and Combatives	V. Classroom	VI. Special
<u>Golf</u>	<u>Medical Self-help</u>	<u>Scuba</u>
Bowling	Coaching Seminar	Skiing
Archery	Recreational Leadership	Sailing
Wrestling (men)		Recreational Rowing
Fencing		
Beg. Karate (men)		
Adv. Karate (men)		

The courses designed as "Special" require a nominal fee for those who elect them, as well as certain special scheduling arrangements. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor. Courses, unless otherwise noted, will be offered on a coeducational basis.

Physical Sciences

PHYSICAL SCIENCES MAJOR – (Suggested for those who are preparing to teach science in the secondary schools); eight courses chosen from the 300 and 400-level offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics including at least three courses in one of the departments and two courses in another.

A student desiring acceptance as a Physical Sciences Major must secure the approval of the Chairmen of the Departments in which a majority of the work is to be completed.

Physics and Astronomy

PROFESSORS LINDSAY, *Acting Chairman*, AND CONSTANT; ASSOCIATE PROFESSORS HOWARD AND MILLER;* ASSISTANT PROFESSORS SCHMUGGE, WITT, PERRY AND LEWIS; LECTURERS LAMB AND LARY;
LECTURER IN ASTRONOMY JONES

PHYSICS MAJOR – Two and one-half courses must be taken in Physics at the 300 level or above and grades of C– or better obtained in them. Outside the Department the student must also take Mathematics 201 and 202. It is strongly recommended that students preparing for graduate study in Physics take one and one-half additional courses in Physics at the 300 level or above, at least one year of Mathematics at the 300 level or above, and Chemistry 107.

ASTRONOMY

101. *Elementary Astronomy* – An introductory survey of the astronomical universe and the methods used by astronomers to study its physical nature. The earth, moon, planets, comets, meteors, astronomical instruments, time

* Leave of absence, 1969–70.

and Newtonian Mechanics are considered. Lectures and one laboratory period. — Mrs. Jones.

102. Elementary Astronomy (Continued) — The survey continues with the study of stellar distances, motions, masses and atmospheres; the sun, variable stars, star clusters, interstellar media, the Milky Way; structure and energy of the stars, stellar evolution, galaxies and cosmology. Lectures and one laboratory period. Prerequisite: Astronomy 101. — Mrs. Jones.

* 201 will be offered in the Trinity Term, 1970.

** 202 will be offered in the Trinity Term, 1971.

***201. General Astronomy** — A more rigorous treatment than Astronomy 101, 102 making use of general physics. Lectures and observing sessions. Prerequisite: Permission of the instructor. — Mrs. Jones.

****202. Special Topics in Contemporary Astronomy** — A weekly seminar reviewing current literature in such fields as galaxies, interstellar media, pulsars, quasars, planetary atmospheres and the physical nature of the moon. Prerequisite: Permission of the instructor. — Mrs. Jones, (not offered in 1969-70).

PHYSICS

101. Elementary Physics — A one-semester survey of basic principles. This course is primarily intended for B.A. and pre-med students. Lectures and one laboratory period. 4 semester hours. — Mr. Constant and Staff.

102. Pre-Med Physics — A more detailed study of topics in general physics of interest to medical students. Lectures and one laboratory period. 4 semester hours. — Mr. Constant and Mr. Lindsay.

104. Environmental Physics — A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of the pollution problems relating to these media. The relationship between the physics of our environment and the fundamental laws of physics (such as the conservation laws) will be stressed. 3 semester hours. — Mr. Constant.

106. Astrophysics — This course describes the physical behavior of the universe. Topics to be considered include the evolution of the universe and constituent entities, stellar energy sources, and current studies involving our own galaxy. The course is intended for non-

science majors. 3 semester hours. — Mr. Howard.

121. General Physics I — A study of categories of description of matter ranging from elementary particles to astronomical systems. Invariance principles and conservation laws including special relativity. Dynamics of single particles. Three classroom periods and one laboratory period. Prerequisite: Mathematics 105 or concurrent registration. — The Staff.

122. General Physics II — A continuation of Physics 121 with a detailed investigation of the dynamics of single particles and of many particle systems including rotations, oscillations, and waves. Both classical and quantum behavior are discussed. Three classroom periods and one laboratory period. Prerequisite: Mathematics 106 or concurrent registration. Physics 121 or permission of instructor. — The Staff.

[201-202. Advanced General Physics] — This course covers the major topics of elementary physics and provides the foundations necessary for admission to the 300-level courses in physics. It is

designed for entering students who have been granted Advanced Placement in physics. Prerequisites: Math. 201, 202 or registration in it. To be given as a tutorial with some laboratory experiments.

221. General Physics III – The study of electromagnetism and optics with emphasis on the field approach. Three classroom periods and one laboratory period. Prerequisites: Physics 121 and 122 with grades of C– in each or permission of instructor. Mathematics 201 or concurrent registration. – Mr. Constand and Mr. Lindsay.

222. General Physics IV – Statistical physics with applications to atomic, nuclear, solid state and low temperature physics. Three classroom periods and one laboratory period. Prerequisites: Physics 221 or permission of instructor. Mathematics 202 or concurrent registration. – Mr. Howard and Mr. Perry.

301 (2). Mechanics – Elementary vector analysis. Central field motion. Harmonic oscillations including damping, coupling and normal modes. General rigid body motion. Hamilton's principle. Wave motion in one-dimension. This course is designed to provide the broad foundation in mechanics for the more specialized advanced courses in physics. Prerequisites: Physics 121–122 or Physics 201–202; Math 301 or 303 (or concurrent registration in Math 301 or 303). – Mr. Witt.

302. Electric and Magnetic Fields – Static electricity and magnetism with vector calculus. Boundary value problems. Maxwell's equations and their applications. Prerequisites: Physics 221, 222 or 201–202. – Mr. Schmutge.

303. Introduction to Quantum Mechanics – The physical basis and analytical structure of quantum mechanics. The material will be based mainly on applications of Schrodinger's equation, including approximate methods of solu-

tion, and some use of matrix methods. This course is designed to provide the theoretical foundation for Physics 306 and other courses in modern physics. Prerequisites: Physics 221, 222. – Mr. Perry.

[304. Statistical Physics] – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Application to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 303.

306. Atomic Physics – The physics of the atom: Topics to be considered include the structure of multi-electron atoms, the static and dynamic properties of atomic states, the atomic spin-orbit interaction, origins of fine and hyperfine structure, and atomic transition probabilities. Prerequisite: Physics 303. – Mr. Perry.

309 (1, 2). Advanced Laboratory – Selected experiments in modern physics. Principally aimed at giving experience in current laboratory techniques and preparation for possible future research. One-half course credit per semester. – The Staff.

401. Theoretical Seminar – Special topics in mathematical physics. Prerequisites: Physics 301, 302. – Mr. Lewis.

402. Theoretical Seminar – Special topics in mathematical physics. Prerequisites: Physics 301, 302. – Mr. Lewis.

403. Nuclear Physics – The physics of the nucleus: Topics to be considered include internucleon forces and meson theory, the structure of nuclei, the static and dynamic properties of nuclear states, the formation of nuclear states via reaction mechanisms, the modes of nuclear disintegration and de-excitation, nuclear models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 303. – Mr. Howard.

404. Senior Seminar – A course in which individual students participate by presenting oral reports with emphasis on topics related to matters of current interest in physics. Prerequisite: Permission of instructor. One course credit.

409. Undergraduate Research Participation – Individual experimental or theoretical research project under the direction of a staff member. Prerequisite: Permission of instructor.

410. Same as Physics 409.

Note: The following graduate courses except 601, 602 are open to juniors and seniors with permission of the student's major adviser, of the instructor, and of the Associate Dean for Academic Affairs.

500. Fundamental Principles of Physics – No credit. The course is designed to help prepare those who wish to take graduate courses in physics but who have not completed an undergraduate major in physics. The mathematical formulation of the fundamental principles of physics will be reviewed with special emphasis on mechanics and electromagnetism. Familiarity with the calculus, differential equations and vector notation will be developed through the analysis and solution of theoretical problems. – Mr. Schmugge.

501. Classical Mechanics – General theory of constraints, Lagrange's equations, central force motion and the two body problem, classical scattering theory, rotating coordinate systems, rigid body motion and nonholonomic constraints. Prerequisite: At least two courses in physics and two in mathematics, including a course in mechanics. Students who are attending Trinity for the first time or who are uncertain as to whether they should take Mathematics 500A and/or Physics 500 prior to enrollment in Physics 501 should plan to take the qualifying examination which will be administered Tuesday

evening, September 9, in Room 102, McCook. – Mr. Lamb.

502. Classical Mechanics – Hamilton's equations, variational principles, conservation laws and Noether's theorem, the Gibbs-Appell equations, contact transformations and Hamilton's equation, infinitesimal contact transformations and the exponential operator formulation of classical mechanics, Hamilton-Jacobi theory, relativistic mechanics, small vibrations, Lagrangian and Hamiltonian formulations of classical field theories. – Mr. Lamb.

503. Electricity and Magnetism – Electrostatics, magnetostatics, time-varying electromagnetic fields and Maxwell's equations, plane electromagnetic waves, wave guides, and resonant cavities, multipole radiation. 4 semester hours credit. Prerequisite: Physics 501, 502 or an equivalent course in mechanics. – Mr. Lary.

504. Electricity and Magnetism – Special theory of relativity, relativistic-particle dynamics, collisions between charged particles, radiation from accelerated charges, multipole fields, radiative reaction, magnetohydrodynamics, and plasmas. 4 semester hours credit. – Mr. Lary.

519. Solid State Physics I – A general introductory course in the properties of solids. Topics include crystal structure, types of bonding, mechanical properties, thermal properties, dielectrics, free electron and band theories, and semiconductors. Prerequisites: Physics 501, 502 or an equivalent course in theoretical physics and at least one semester of atomic physics. – Mr. Witt.

520. Solid State Physics II – A continuation of Physics 519 with emphasis on the following topics. Magnetic properties including resonance and masers. The Fermi surface in metals and methods for gauging it. Superconductivity

including the thermodynamics of superconductors, the London equations and introduction to the Bardeen-Cooper-Schrieffer theory. Prerequisites: Physics 519 or an equivalent introductory course in solid state physics. – Mr. Witt.

H16.31. Modern Physics I – Wave mechanics; Schroedinger equation and its solution for hydrogen; particle current density; angular momentum and magnetic moment of atoms with arbitrary quantum numbers; Zeeman effect, Pauli rule; relativistic Hamiltonian; Klein-Gordon equation; Dirac equation; electron diffraction, reflection, transmission and refraction. – Mr. Schwarz. RPI Hartford Center.

H16.32. Modern Physics II – Operational calculus of particle properties;

systems of many particles; matrix presentation of quantum theory. Perturbation calculus for nondegenerated and degenerated systems. Stark effect; magnetic effects; Hilbert space; simultaneous measurement of several properties; angular momentum (orbital and spin). – Mr. Schwarz. RPI Hartford Center.

[505. Mathematical Physics]

[507. Electromagnetic Theory of Light]

[508. Statistical Mechanics]

[511. Modern Physics]

[512. Modern Physics]

[513. Quantum Mechanics]

[514. Quantum Mechanics]

[517. Plasma Physics]

[518. Group Theory and Applications]

[521. Sound and Acoustics]

[601, 602. Research]

Psychology

PROFESSORS DOTEN, *Chairman*, LANGHORNE, MORRIS, AND HEATH;
ASSOCIATE PROFESSORS CALLANAN AND HIGGINS; ASSISTANT
PROFESSORS HABERLANDT AND WINER

PSYCHOLOGY MAJOR B.A. OR B.S. – Eight semester courses in Psychology. No specific requirements, however, students who expect to go to Graduate School in Psychology are strongly urged to take Psychology 101, 211, 152, 161, 491–492.

101, 101 (2). Introduction to General Psychology – A scientific study of the behavior and experience of the normal human adult. – Mr. Langhorne.

152. Experimental Psychology II. Motivation and Learning – An intensive study of the principles, experimental methods, and research data in these areas of psychology. Two lectures and two laboratory periods. – Mr. Haberlandt.

161. Experimental Psychology I. Sensation and Perception – An intensive study of the principles, experimental methods, and research data in these areas of psychology. Three lectures and one laboratory period. – Mr. Winer.

211. Psychological Data Evaluation –

An introduction into problems of psychological data evaluation providing consideration of descriptive techniques including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing; group comparisons; frequency comparisons; simple analysis of variance. – Mr. Doten.

491–492. Honors Research Courses – A project planned, developed, and written up by the student in an area of his special interest under the supervision of the staff member in this field. Students who elect to take this course should arrange with the Chairman and an appropriate staff member for enrollment prior to the end of the Trinity Term of his junior year. Courses must be taken sequentially. – The Staff.

Other course offerings in the Department will be developed in joint sessions between the Staff and students around the following areas of staff competences.

<i>Studies in Developmental Psychology</i>	Mr. Langhorne
<i>Studies in Applied Experimental Psychology</i>	Mr. Doten
<i>Studies in Personality</i>	Mr. Heath

<i>Studies in Phenomenological Psychology</i>	Mr. Callanan
<i>Studies in Psychopathology</i>	Mr. Higgins
<i>Studies in Learning and Motivations</i>	Mr. Haberlandt
<i>Studies in Physiological and Comparative Psychology</i>	Mr. Winer
* <i>Studies in Anthropology</i>	Mr. Morris

Specific courses in these areas will vary from year to year as well as from semester to semester. Thus it is possible for a student to set up a relatively long term program of courses where his interests are firmly fixed or to work out courses with the staff on a semester basis where the next courses he needs depend upon the outcome of previous courses. Courses offered in other departments which complement those in Psychology may count toward the major requirement if approved by the Department Staff.

The procedure for constructing a sequence of relevant courses will take the following form: During the October and February open periods the staff and students will discuss potential course offerings—for the Trinity and Christmas terms respectively. At these times, the students will also express preferences for the mode of presentation of the course material; independent study, seminar, or lecture. Given these options, a student will have the opportunity to delve into specific aspects of interest more deeply while acquiring, at the same time, basic fundamentals of the course. Within limits of staff time, such preferences will be honored.

A description of the courses and the preferences (number in each mode) will be published by the Department and made available to the Registrar, advisers and students. Students unable to participate in the open periods may be admitted to courses if given permission by the instructor.

As illustrative of possible courses that could be developed, a sample of area courses constructed for the academic year 1969–1970 is listed below:

131. Existential Foundations of the Social Sciences – An introduction to the scientific study of human behavior, including the assumptions required for the disciplines of history, sociology, anthropology, politics, and psychology. Readings will include the works of Descartes, Dilthey, William James, Husserl, Heidegger, Sartre, and Merleau-Ponty. While no prior knowledge of existentialism is required an aptitude for and interest in the problems of philosophy is expected. – Mr. Callanan.

201. Developmental Psychology – A study of the acquisition and maintenance of behavior in the developing human organism. Comparisons will be made of the various theories of personality development. Research methods employed

in studying child and adolescent behavior will be evaluated. – Mr. Langhorne.

202. Psychology of Adolescence – A study of the scope of present knowledge and the range of theory and method dealing with the Developmental Psychology of Adolescence. Comprehensive coverage will be given to the search for identity, the activist and apathetic adolescent, the disadvantaged and lower class adolescent, the sex education of the adolescent, the privileged adolescent, and creativity. – Mr. Langhorne.

213. Human Factors Psychology – A review of psychological problems involved in Selection, Training, Work methods and Procedure Analyses, Man-Machine interactions, for optimizing human per-

* Does not count toward satisfaction of major requirement unless approved by Department Staff.

formance in various work environments.
- Mr. Doten.

221, (222). Introduction to Personality - A survey of contemporary personality theories psychoanalytic, organismic, existential, and others. - Mr. Heath.

230. Applied Existential Psychology - (prerequisite: Psychology 131, or its equivalent). A survey of the areas of methodological study in psychology. A background in existential psychology will be assumed. Readings: Goldstein, Allport, Maslow, May, Rogers, Van Kaam, and Merleau-Ponty. - Mr. Callanan.

261. Physiological Foundation of Behavior - An introduction to the basic areas and principles of physiological psychology including neurophysiology, motivation, psychochemistry, emotion, sleep, and brain functioning in animal and human learning. Laboratory will provide opportunity for acquiring some of the techniques employed in research in the area. - Mr. Winer.

311 (2). Physical Anthropology - A study of man's biological place in nature including an analysis of race. Origin, development, and distribution of man from prehistorical times to the present. Open to sophomores, juniors, and seniors. - Mr. Morris.

312. Cultural Anthropology - The anthropologists' view of the nature and origin of language; the nature, pattern, and processes of culture, including a study of the outstanding sociological systems from Hegel, Comte, Kroeber, to Sorokin. Open to sophomores, juniors, and seniors. - Mr. Morris.

313. Computer Applications and System Research - A study of computer models relevant to psychology. Emphasis in the course is upon the integration of such models into man-machine systems. - Mr. Doten.

321, (322). Advanced Personality - Designed for students wishing to explore in depth a particular theory or a special method of evaluating a personality. Mode of instruction arranged to fit the competence and interest of the particular student. - Mr. Heath.

331. The Phenomenology of the Human Person - (Prerequisite: Psychology 230, or permission of the instructor.) A study of human behavior leading to an attempt to define or characterize the human person. The approach will take both phylogenetic and ontogenetic evidence into account. Readings from such men as Lorenz, Dobzhansky, Sherrington, E. W. Straus, Durkheim, and Merleau-Ponty. Advanced knowledge of the phenomenological method is assumed. - Mr. Callanan.

351. Advanced Psychology of Learning - A lecture, laboratory approach to basic problems of learning. Lecture will stress the theories and experimental findings in the area of learning while the laboratory will focus upon methodology. - Mr. Haberlandt.

421. Introduction to Clinical Methods - A systematic study of three college students through use of interview, projective techniques and other modes of assessing personality. A three-hour weekly seminar limited to ten students. Preference given to psychology majors planning to become clinical or counseling psychologists. Permission of instructor required. - Mr. Heath.

441. Psychology of Sexual Behavior - A seminar study of various aspects of sexual behavior. All students will acquaint themselves with a basic understanding of the physiological, sociological and psychological aspects of "normal" sexual behavior. Other topics will be intensively studied in groups or individual tutorials. The seminar will result in a monograph written by the student exploring in some detail the various areas of speciality which are studied during the term. - Mr. Higgins.

Religion

PROFESSORS CHERBONNIER, *Chairman*, AND MAUCH; ASSOCIATE PROFESSOR SLEEPER; ASSISTANT PROFESSORS TULL, KIRKPATRICK, AND FOX; INSTRUCTOR GETTIER; LECTURER KESSLER; TEACHING FELLOW MCDOWELL

RELIGION MAJOR – A student becomes a Religion Major by calling on each member of the Department, and by obtaining Departmental approval of a tentative course of study.

Once accepted as a major, the student is responsible, in consultation with his or her Major Adviser, for a course of study which subjects his or her special interests to the techniques of constructive criticism: literary, historical, philosophical, and cultural. Each Major will participate in the Junior Colloquium (Religion 361), a Senior Seminar (Religion 451 or 452), and the Department's Program for a General Examination.

Honors are awarded to those who attain distinction in this Program and in their courses.

[103. Elementary Hebrew] – An introduction designed to develop a facility in reading the Hebrew Bible. Emphasis will be placed upon mastery of the grammar, acquisition of a basic vocabulary, skill in the use of the lexicon, and translation of selected passages. Two course credits for the full year's participation. – Mr. Gettier. Not offered in 1969–70.

195, 195 (2). Open Teaching Course – An opportunity for juniors and seniors to teach a course of their own design, as provided by the College curriculum: with a faculty sponsor, and with approval by the Department and by the Curriculum Committee.

[201. The Religious Sources of Western Culture I] – The origin and development of rival religious outlooks, and their influence upon the life and thought of the West. Not offered in 1969–70.

202. The Religious Sources of Western Culture II – A critical look at the religious and philosophical presuppositions which underlie the life and thought of Western civilization. – Mr. Kirkpatrick.

203. Readings in Hebrew Literature I – An intensive study of selected portions of the Hebrew Bible in order to develop

the methods and skills of biblical interpretation. Prerequisite: Religion 103 or permission of the instructor. – Mr. Gettier.

204. Readings in Hebrew Literature II – Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. – Mr. Gettier.

207. Judaism: Classical to Contemporary I – The meaning of Judaism: its people, traditions, and teachings. Studies in Torah and Talmud; Jewish philosophers from the Middle Ages through Mendelshon, Geiger, Rosenzweig, Buber, Heschel, and Kaplan; holocaust literature; the Zionist idea. – Rabbi Kessler.

208. Judaism: Classical to Contemporary II – Continuation of Religion 207. – Rabbi Kessler.

211. Introduction to the Bible I – Examination of the biblical writings in the light of the time and events which produced them; an analysis of the various literary units to discern the emergence of the biblical world-view. Christmas Term: Old Testament. – Mr. Gettier and Mr. Mauch.

212. Introduction to the Bible II – Trinity Term: New Testament. – Mr. Gettier and Mr. Mauch.

221. The Emergence of Religious Platonism in the West – The development of Christian and Jewish thought from biblical and classical sources; the flowering of these traditions in medieval culture. – Mr. Tull.

223. Major Religious Thinkers in the West I – A study of the men who have shaped the evolution of religious thought: their historical context, their original contributions, and their subsequent influence. Christmas Term: Aquinas, Luther, Calvin, and the radical reformers. – Mr. Kirkpatrick.

224. Major Religious Thinkers in the West II – Trinity Term: Kant, Nietzsche, Kierkegaard, Marx, and representatives of such contemporary movements as liberalism, neo-orthodoxy, radical atheism, secularism, and existentialism. – Mr. Kirkpatrick.

[231. Ethics: The Dilemmas of Decision-Making] – Not offered in 1969–70.

234. Ecumenical Social Thought – A comparison of various models for involving religious institutions in social change. Evaluation of specific church and synagogue programs for dealing with racial discrimination in such areas as housing and education. Students will engage in at least one project in the community. – Mr. Sleeper.

236. Religion and Social Change – The problem of embodying meaning in social structures and institutions in the wake of the intellectual, cultural, and technical revolutions of the twentieth century. – Mr. Fox.

242. Religious Issues in Contemporary Literature – An exploration of the questions about God and human life posed by the novelist, dramatist, and poet. – Mr. Tull.

251. Religions of the Orient – An introduction to Hinduism, Buddhism, Confucianism, Taoism, and Islam, and their influence on the civilizations of the East. – Mr. Cherbonnier.

261. Religion in American Society – The role of religion in shaping American life and thought, with special attention to its influence on such issues as church and state, foreign policy, urban problems, and race. – Mr. Kirkpatrick.

271. Religious Myth and Symbol – The development of mythical images in various religions, with special emphasis on “father” and “mother” archetypes. Prerequisite: Permission of the instructor. – Mr. Fox.

272. Religious Images of Man – Contributions of religion, psychology, and myth to an understanding of human nature and the dynamics of personal relations. Prerequisite: Permission of the instructor. – Mr. Fox.

311. Major Figures of Biblical Thought I – Intensive study of the principal contributors to the development of biblical thinking. Christmas Term: Concentration on two or three of the prophets and historians of Israel, including Moses, the Yahwist, Elijah, Amos, Hosea, Isaiah, or Jeremiah. Prerequisite: Permission of the instructor. – Mr. Mauch.

312. Major Figures of Biblical Thought II – Trinity Term: Jesus, Paul, or John. Prerequisite: Permission of the instructor. – Mr. Gettier.

314. Major Motifs of Biblical Thought – The structures of biblical thinking developed through an examination of the central themes in the Old and New Testaments. Prerequisite: Permission of the instructor. – Mr. Mauch.

317. Contemporary Interpretation of the Bible – A study of selected writers who have explored ways of communicating biblical images and myths within a technological society. Special attention will be given to the role of social symbols and of rational discourse in guiding moral action. – Mr. Sleeper.

321. Religious Existentialism – The relevance of existentialist motifs to the quest for meaning in the twentieth century. – Mr. Fox.

332. The New Dialogue between Science and Religion – The mutual indebtedness between science and religion which is emerging after four centuries of conflict. Prerequisite: Permission of the instructor. – Mr. Fox.

352. Philosophy of Religion – A critical examination of Christian and non-Christian conclusions regarding the significance of human life, the definition of the good, and the problems of religious knowledge. Prerequisite: Permission of the instructor. – Mr. Cherbonnier.

361. Junior Colloquium – An open-ended discussion of issues of common interest among junior majors and all members of the Department. Emphasis is on the exploration and formulation of ideas in informal debate, rather than upon formal projects and research. One course credit for the full year's participation. – The Department.

391, 392. Tutorial – Regular conferences, reading, and written work on topics

of common interest to instructor and student. Prerequisite: Permission of the Department. – Mr. Cherbonnier, Mr. Tull, Mr. Kirkpatrick, and Mr. McDowell.

451. Seminar – Some contemporary philosophers and theologians. Prerequisite: Permission of the instructor. – Mr. Cherbonnier.

452. Seminar – Intensive study of special topics in the field of religion. Prerequisite: Permission of the instructor. – Mr. Cherbonnier.

491, 492. Independent Study – Advanced work on an approved project under the guidance of a faculty member, as provided by the College Curriculum. Prerequisite: Permission of the Department. – The Department.

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Trinity students may also enroll in courses at the Hartford Seminary Foundation.

Sociology

PROFESSOR MILLER, *Chairman*; LECTURER SILVERMAN

Since Sociology is being offered for the first time at Trinity, plans for the curriculum and major have not yet been completed. There will, however, be a full complement of course offerings by 1970-71. Students interested in majoring in Sociology will find an acquaintance with statistics and finite mathematics helpful, as well as a grounding in psychology, economics, government and history.

101, 101 (2). Introduction to Sociology – Society, culture, and the individual, and the relations among them. Developmental and comparative studies of small groups, formal organizations, and institutions; community studies, with particular emphasis on the city; intergroup relations; social stratification; social order, conflict, and change. – Mr. Miller.

150. Revolution – An examination of revolutionary political movements (including those that failed) with an eye to testing various propositions and theo-

ries that have been advanced concerning them. Among the topics to be considered will be the nature and role of revolutionary leadership, revolutionary organizations, the nature of social movements, and the larger social context in which they occur. – Mr. Miller.

311. Privilege and Power in Modern Society – A review of the theories of the origins and consequences of inequality in social life. Emphasis on the role of power, its several dimensions, and its distribution in modern society. – Mr. Miller.

315. Race Relations in Comparative Perspective – A study of multi-racial societies: social and psychological factors influencing interracial conflict and cooperation. Black-white relations in the United States will be emphasized by comparing our society with multi-racial nations in Asia, Africa, and Latin

America. – Miss Silverman.

322. The City – The growth and structure of cities from antiquity to the present day, with special attention paid to the city of the future. Students will be expected to conduct research in the Greater Hartford area. – Mr. Miller.

Theatre Arts

PROFESSOR NICHOLS *Director of the Program in Theatre Arts*;
INSTRUCTOR ELIET; ASSISTANT IN THEATRE ARTS WOOLLEY

THEATRE ARTS MAJOR – Theatre Courses (five courses required, including Theatre Arts 101, 411); Literature Courses (four courses required in dramatic literature in the English or Modern Language Departments, including English 333 or 334); Art and Music Courses (one course required from Art 101, 102, 111, 112, 211, 212, 215, or Music HLM 111, 112, 452, 453).

101. Introduction to Theatre – A survey of drama and the art and craft of theatre. – Mr. Nichols.

211 (2). Acting – The study and practice of the basic techniques of analyzing and developing a role. Permission of the instructor. – Mr. Nichols.

214 (1). Directing – Play analysis and practice in the fundamental elements of directing plays. Permission of the instructor. – Mr. Eliet.

222 (1). Production Techniques – The study and practice of the techniques of designing, mounting and running a production. Permission of the instructor. – Mr. Woolley.

301, 302. Playwriting – An introduction to the analysis and writing of plays. Emphasis is on composition with criticism and discussion of both student and professional work. Permission of the instructor is required. – Mr. Eliet.

English 305. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late 19th century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Piran-

dello, Giraudoux, Anouilh, Beckett, Genet, Pinter, and Albee. Permission of the instructor required. – Mr. Nichols.

[311. Advanced Acting] – Intensive study and practice of character analysis, style and development of the role in performance. Permission of the instructor is required. – Mr. Nichols.

314. Advanced Directing – Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance. Permission of the instructor is required. – Mr. Eliet.

322. Advanced Production Techniques – A study of special problems in specific areas of technical production: set design, light design, sound, and stage management. Permission of the instructor is required. – Mr. Woolley.

411, 412. Special Studies in Drama – Individual and group study and research on a selected topic under the guidance of a member of the Theatre Arts faculty. Permission granted only to qualified upper classmen with the approval of the Theatre Arts faculty. Theatre Arts 411 or 412 may be elected more than once for credit. Permission of the instructor is required. – The Staff.



Admission to College

freshmen; there is limited to approximately 250 men and 150 women. Since the number of applicants greatly exceeds the number of places available, admission to the College is the result of a highly selective process. Applicants are judged on the basis of their academic record, their character, their qualities and to what extent they are prepared to contribute to the life of the College.

The school record, the personal character, the record of service as an administrator and teacher, and the College Entrance Examination Board score are carefully considered by the Committee for Admissions. Applicants should be well prepared for Trinity's college work. Also, they should be diligent and capable of contributing to campus and community activities.

Four places are reserved for students who meet all the admission requirements and give preference over other applicants of similar qualifications.

Final decisions are postponed until students will be notified of the Committee's decision, usually about the middle of April.

Admission To College

APPLICANTS for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106. Each applicant for admission will be advised of the procedure to be followed. The closing date for filing the "Personal Application for Admission" form is January 15. The entire application procedure must be completed by February 15. Submission of final application papers well in advance of this date is encouraged, however, to guard against last minute omissions and to facilitate the work of the Admissions Office.

GENERAL ADMISSION POLICY

Trinity College does not make the religious tenets, the race, or the national origin of any person a condition for admission. Enrollment in the freshman class is limited to approximately 250 men and 150 women. Since the number of applicants greatly exceeds the number of places available, admission to the College is the result of a highly selective process. Applicants are judged on (1) their academic promise and performance, (2) their qualities of character and personality, and (3) their accomplishments within their schools and communities. Particular attention is given to the personal qualities and to intellectual motivation.

The school record, the personal recommendations from school administrators and teachers, and the College Entrance Examination Board tests are carefully considered by the Committee on Admissions. Applicants should be well prepared for Trinity's academic work. Also, they should be desirous and capable of contributing to campus and community activities.

Sons and daughters of alumni who meet all the admissions requirements are given preference over other applicants of similar qualifications.

All freshman applicants and their schools will be notified of the Committee's decision usually about the middle of April.

EARLY DECISION

Well qualified, capable applicants who have selected Trinity as the college of their first choice may wish to request formal admission early in the senior year. The chief purposes of this plan are (1) reassurance for college admissions applicants who are already clearly admissible regardless of the competition for any given year and (2) relief from the otherwise unavoidable but unnecessary tensions incurred in the senior year.

In order to receive consideration for formal admission under the Early Decision Program, the applicant must request an Early Decision card from the Office of Admissions. This card must be completed and returned by November 1. In addition, the following items must be placed on file in the Admissions Office by November 1:

1. The Personal Application;
2. The Secondary School Report form covering the academic record and school recommendation through the junior year;
3. The two Teacher's Recommendation forms;
4. The scores of the College Entrance Examination Board Scholastic Aptitude Test taken in the junior year or at the July test date prior to the senior year.

Early Decision applicants in need of financial assistance, to receive consideration, should submit to the College Scholarship Service by November 1 a Parents' Confidential Statement so that a copy of it can reach Trinity promptly. Announcements of decisions on financial aid and admissions will be sent at the same time, normally by December 1.

Students accepted on the Early Decision plan are urged to take in the senior year the College Entrance Examination Board tests required of all regular applicants for admission. (See section *College Board Examination Requirements*.) Seventh and eighth semester transcripts covering the applicant's academic work of the senior year will be reviewed as part of the entire admissions process.

SECONDARY SCHOOL REQUIREMENTS

Trinity requires a diploma from an accredited secondary school and certification by this school in the following subjects:

English	Four years
Foreign Language*	Two years
Algebra	Two years
Plane Geometry	One year
History	One year
Laboratory Science	One year

In view of the competition for admission to the College, it is recommended that applicants offer considerably more work in college preparatory courses than is listed above.

COLLEGE BOARD EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the following tests of the College Entrance Examination Board:

1. The Scholastic Aptitude Test—The Committee on Admissions prefers that the candidate take the Scholastic Aptitude Test in November or in December of the senior year.
2. The Achievement Test in English Composition—The Committee on Admissions prefers that the English Achievement Test be taken in November or in December of the senior year.

(*For the purpose of placement*, students who desire to continue study at the College of the foreign language taken in secondary school are urged to sit for the CEEB Foreign Language Achievement Test. This test should be taken by no later than the July test date preceding the student's entrance into the College. However, students who have terminated language study prior to the junior year need not heed this suggestion.)

It is the applicant's responsibility to request the CEEB to send test scores to the Admissions Office. Any deviation from these test requirements must be approved by the Director of Admissions.

Other CEEB Achievement Tests in specific course subjects are not required, but it is strongly recommended that those applicants who take such examinations request that reports of the results be sent to the College. These tests may be used for purposes of placement or guidance.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to the College

* The Committee on Admissions strongly recommends that applicants develop depth in a single foreign language by studying it three or four years, if possible.

Entrance Examination Board, P. O. Box 592, Princeton, New Jersey 08540, or if the candidate resides in a state west of Kansas, to P. O. Box 1025, Berkeley, California 94701.

INTERVIEWS

Applicants for admission to the College are welcome to visit the campus and to have an interview with a member of the admissions staff. The best times for such interviews are during the summer, fall or early winter. From February 1 until May 15, applicants are not usually interviewed because the staff's time must be spent in evaluating applications for the incoming class.

To be assured of an interview, applicants are asked to write or telephone for an appointment well in advance of the day they propose to visit the College. The Admissions Office is open for interviews Monday through Friday from 9:30 a.m. to 4:30 p.m. It is also open Saturdays from 9:00 a.m. until noon from October 1 until February 1.

During the year the admissions officers visit many schools throughout the United States in order to meet and talk with prospective applicants about Trinity and its program.

Furthermore, for applicants in many areas throughout the country, the Admissions Office, will at the applicant's request, arrange for interviews with alumni living in or near their communities.

ADVANCED PLACEMENT FOR FRESHMEN

Trinity's academic departments will consider applications from entering freshmen for advanced placement.

Many secondary school students take college level courses under the Advanced Placement Program of the College Entrance Examination Board. Students who wish to apply for advanced placement under this program are usually expected to take the Advanced Placement Tests of the College Entrance Examination Board.

Advanced placement, qualitative credit and quantitative credit, will be given for scores of 5, 4, or 3 on the College Entrance Examination Board Advanced Placement Tests by the following departments: Biology, Chemistry, Classical Languages, English, History, Mathematics, Physics, and Modern Languages. Credit will not be given for scores of 2 or 1. Any department is allowed to give quantitative or qualitative credit, or both, to an entering freshman on the basis of its own special examination.

Students who have taken college-level courses in programs other than the CEEB Advanced Placement Program may request consideration for advanced placement and credit in individual departments at Trinity.

All requests and applications for advanced placement should be made to the Registrar before September 1 of the year of entrance.

FOREIGN STUDENTS

The policy of Trinity College is to welcome qualified foreign students. Such students are integrated into the academic and social life of the College and are expected to complete their degrees on the same basis as other students. Realizing, however, that differences in preparation may exist between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, *Academic Standards and Regulations*, Irregular Candidates). Such students may sometimes find that more than the customary four years are necessary to complete their degrees and, therefore, should be cautious about their temporal and financial budgets.

Trinity College has been approved for attendance of non-immigrant students under the Immigration and Nationality laws by the Immigration and Naturalization Service at Hartford (April 30, 1954) with the file number A10 037 658.

Professor H. McKim Steele, Jr. serves as adviser to foreign students.

ADMISSION TO ADVANCED STANDING BY TRANSFER

Students whose academic records are of good to excellent quality at other accredited colleges or at junior colleges who wish to transfer should write to the Director of Admissions for information about the procedure. The necessary forms and directions will then be sent to them. Receipt by the Admissions Office of the following data serves to complete the transfer applicant's file:

1. The Personal Application;
2. The Secondary School Report;
3. The college record through the most recent semester;
4. The Dean of Students Report form;
5. The letter of recommendation from a current or recent college professor;

6. The CEEB test results;

7. A personal letter stating the reasons for desiring to transfer.

Transfer applications may be made for entrance only at the beginning of the academic year in September and such applications must be completed by May 15. All applicants will be notified by June 1, but it should be noted that the Committee on Admissions will endeavor to complete the admission of all new students by about May 1. Since the Committee will begin to review completed applications in early February, it is urged that the application process be initiated early and completed promptly.

No applicant will be considered who is not in good standing at his college.

Because of their somewhat limited nature, college funds endowed for the purpose of providing financial assistance are not usually available to a transfer student during his first year at Trinity. However, the Director of Financial Aid is available to counsel the student about this matter.

As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C- or better. However, in all cases, the Registrar has the right to award or withhold credit.

Financial Aid

THE EXPENSE of an education in an independent college is often more than the student and his family can meet during the four undergraduate years. The College is cognizant of this situation and has therefore established a substantial program of financial aid designed to provide assistance to the deserving young man or woman who desires to study at Trinity, but whose resources are insufficient to meet the total cost of education.

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will attempt to provide supplementary assistance on a competitive basis to those students deemed needy and most deserving of such aid. Approximately one-third of Trinity's undergraduates are receiving financial help from College resources.

In a larger sense, each Trinity undergraduate holds an "invisible" scholarship because his tuition fee pays for only about 60 percent of what it costs to educate him. Upon admission and before any financial aid is applied to his bill, each student in effect receives a substantial subsidy from the College's endowment and gift income.

GENERAL INFORMATION

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes, and income from the various trust arrangements so designated forms the basis of Trinity's financial aid program. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an additional, important source of funds for scholarship and loan purposes. Also, the United States Government has made available additional funds under the National Defense Education Act as amended and the Higher Education Act of 1965 as amended to supplement the College's resources.

In general, Trinity awards financial aid according to a technique known as "packaging"; i.e., each recipient is normally expected to meet part of his financial need through bursary employment and the use of loan funds, with the balance coming from the College in the form of a direct grant. Usually the student is expected to meet a greater share of his need through term and summer employment and/or borrowing as he progresses throughout his undergraduate years. The College does attempt, however, to adjust the composition of the aid package to most effectively meet the unique needs of each student and his family. Specifically, the aid package may consist of one or more of the following:

1. *Direct grants* from College scholarship funds and federally-provided Educational Opportunity Grants;
2. *Loans* from College funds set aside for this purpose, or from the National Defense Student Loan Fund;
3. *Bursary employment* in College jobs, in the College Work-Study Program, or in part-time off-campus jobs.

Each award of financial assistance is made for a single academic year only. However, the student who receives assistance from the College for his freshman year can be assured that continued aid will be forthcoming throughout the undergraduate years so long as he merits such assistance and has need of it. Each year the College is able to help a few new upperclass applicants for assistance, but funds for this purpose are limited and no guarantee of continued support can be made to the recipient in this category. All awards are made through the Office of the Director of Financial Aid with the assistance and support of the Committee on Financial Aid.

TERMS OF AWARD

All financial aid is awarded on the basis of the following factors:

1. *Financial need* – Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity, along with more than 900 other colleges and universities, subscribes to these procedures, and expects each applicant for assistance to file the CSS form known as the Parents' Confidential Statement.
2. *Intellectual promise* – The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he can be expected to meet the academic requirements of Trinity College.

3. *Character* – The recipient shall have an outstanding character, as demonstrated by an ability to assume responsibility, a strong sense of personal integrity, and a spirit of unselfishness.
4. *Leadership* – The recipient shall show evidence of leadership by participation in the life of his school and community, and by an ability to bring out the best in other people.

METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the Freshman Class must complete the following steps:

1. File a Personal Application for Admission form with the Director of Admissions by January 15 of the year he intends to enter.
2. File a completed Parents' Confidential Statement with the College Scholarship Service by January 15, and direct that a copy be forwarded to Trinity College. This form may be obtained from the secondary school guidance office. If the form is not available, the applicant may write directly to the College Scholarship Service at the address nearest his home: Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60201; or Box 1025, Berkeley, California 94701.

TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

1. *Financial need* – Continued need for assistance must be demonstrated by the student and his family.
2. *Academic competency* – (a) Each applicant for a renewal award is expected to have maintained an academic average commensurate with his indicated academic potential. (b) As a general rule, an applicant for renewal must be in good standing (i.e., not on probation), and be progressing satisfactorily toward the degree. The fact that a student meets minimal academic requirements does not automatically entitle him to renewed aid.
3. *Personal qualities* – Each applicant for renewed aid shall have maintained the same high personal standards required for the original award. He shall show by his mode of living that he is making the most economical use of the aid awarded to him.
4. *Job performance* – Each applicant must have demonstrated satisfactory performance in any bursary employment or College Work-

Study Program position which was assigned as a part of the previous year's award.

METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must complete the application process prior to March 15 of each academic year. All necessary renewal forms may be obtained from the Office of Financial Aid and should be returned directly to the Office by the date specified above. The following items must be completed:

1. Renewal Parents' Confidential Statement – An analysis of information contained on this form will enable the Committee to make adjustments in each renewal award in response to changing family circumstances.
2. Personal Application for Renewal
3. Employer Recommendation – The student who has been employed on campus during the previous year must have this form completed by the head of the department in which he has worked. The employer will be asked to testify to the satisfactory completion of assigned duties.

SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available at all times to counsel with students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Upperclassmen who wish to be considered for financial aid are urged to communicate with the Director promptly so that he may provide the necessary materials and instructions for filing applications. Requests of this nature will be given consideration by the Committee prior to the beginning of each academic term.

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Rotary, Kiwanis and other service organizations may have scholarship programs; so, too, may the candidates' high schools. Various states and local banks offer low-rate loan programs, and several states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, the Higher Education Act of 1965 established the Guaranteed Insured Loan Program, a plan under which low-cost educational

loans can be made available to student borrowers. Each state has a student loan guarantee plan for its residents. Students interested in this opportunity should inquire at one or more of their local banks, or may contact United Student Aid Funds, Inc., or their state Higher Education Assistance Agency. Loans under this program are not directly tied to family financial need, but families with adjusted incomes of less than \$15,000 do enjoy certain interest subsidies.

STUDENT EMPLOYMENT

All matters pertaining to student employment are handled through the Career Counseling Office. On-campus bursary jobs in the Dining Hall, Library, and administrative offices are such that they do not interfere with the normal academic schedule. Ordinarily, such work does not consume more than fifteen hours per week. The minimum hourly rate is \$1.60.

There are also numerous opportunities for employment in the Greater Hartford area. The Career Counseling Office serves as a liaison between students and outside employers.

VETERANS

Students admitted to Trinity who intend to study under Public Law 89-358 should, upon admission to Trinity, communicate with their local Veterans' Administration Office, requesting an application for a program of education under this law.

College Expenses

THROUGH THE generosity of its friends the College has an endowment sufficient to give students an education which actually costs approximately 40 percent more than the tuition charged.

Bills for tuition and for board and room are rendered and are payable on or before Registration day at the beginning of each term. Supplementary bills for extra courses and fees not included in the original billing will be rendered where applicable and are payable within ten days. A charge of five dollars is made for late payment. No deduction or refund is made for courses dropped, for absence, or for withdrawal from college.

Scholarship awards are credited to the student's account. One-half of each Financial Aid Grant is credited to the student's account at the beginning of each semester.

Through the services of The Tuition Plan, Inc., parents or guardians may arrange to pay term bills in equal monthly installments during the college year. Use of this plan is optional and is suggested solely as a convenience. A folder describing terms and costs will be sent with the college bill.

Another helpful program, known as the Insured Tuition Payment Plan, is also available to our students. This is a plan of prepayments on a monthly basis without interest and with insurance protection on the earning power of the parent. Inquiries should be addressed to: Insured Tuition Payment Plan, 38 Newbury Street, Boston, Massachusetts 02116. It is best to make arrangements for this plan several months in advance.

Commercial banks increasingly are offering loan plans adapted to the special needs of college students. Bank loans for education may be facilitated in some states by State Higher Education Assistance Plans or by the United Student Aid Fund, Inc., which guarantees student loans at commercial banks. Students are advised to inquire at one or more of their local banks if they are interested in this approach to financing college costs.

Please make all checks payable to "The Trustees of Trinity College." Communications regarding bills should be addressed to the Treasurer.

Schedule of College Fees 1969-1970

Tuition per year \$2,100.00

(Payable \$1,050.00 at the beginning of each term.)

General Fee per year \$125.00

(Payable at the beginning of the year, this fee partially finances the operation of the Student Center, student accident and sickness insurance, vocational tests, laboratory fees, student post office box, and admission to athletic events.)

Student Activities Fee per year \$43.00

(Payable at the beginning of the year, this fee, enacted by the Trinity College Student Senate, finances student organizations, publications, and the radio station. Class social assessments and I. D. card costs are also paid from this account.)

Fee for extra course (sixth) varies according to schedule.

Additional Expenses for Resident Students

Freshmen:

Room Rent and Board in College Dining Hall
7-day meal plan per year \$1,010.00

Upperclassmen:

Room Rent and Board in College Dining Hall
7-day meal plan per year \$1,010.00
5-day meal plan (optional) per year \$ 940.00

Room Rent only per year \$ 450.00

(These fees are payable one half at the beginning of each term.)

Please note: The above fees do not include the cost of books and classroom supplies, travel expenses, laundry, clothes, medical expenses, and fraternity fees.

Deposit

General Deposit \$50.00

(This is payable at the beginning of the freshman year and renewed as necessary. Against this deposit will be charged laboratory breakage, lost or damaged library books, parking fines, room damage, the cost of keys, athletic equipment, and other college property lost or not returned on schedule. Any balance remaining after completion of the senior year is refundable.)

Scholarships

In general, scholarships are awarded only on evidence of financial need. Applications for scholarships must be made on forms provided by the Office of Financial Aid, and, in the case of students in college, must be submitted on or before March 15. Freshman applications must be completed by February 15. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, *Financial Aid*.

CAPITAL AREA SCHOLARSHIPS

In recognition of its special relationship to the Hartford community, the College has provided scholarships for outstanding young men and women from Hartford and neighboring towns. Awards are based on need as measured against the college expenses. Up to ten Capital Area Scholarships are awarded each year. These scholarships will be continued for four successive years if warranted.

SCHOLARSHIPS FOR RESIDENTS OF ILLINOIS

A special fund established in 1947 provides scholarships for young men and women who reside in the State of Illinois. They are awarded on the basis of intellectual distinction, character, leadership ability, and need. There are nearly 40 Illinois Scholars now at Trinity College. Approximately ten new Illinois Scholarships will be awarded annually.

UNDERGRADUATE COMPETITIVE SCHOLARSHIPS

The **Holland Scholarships** were established by Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland. Three tuition scholarships, to be held during the following year, are awarded by the Faculty to the students attaining the highest rank in the junior, sophomore and freshman classes respectively.

The **Goodwin-Hoadley Scholarships** were established by Daniel Goodwin and George E. Hoadley. One is awarded each year to the student of the highest scholastic rank from the public schools of Hartford who enters Trinity College and who is not receiving other scholarship aid; the nomination to these scholarships is vested in the Board of Education.

SPECIAL SCHOLARSHIPS

Alumni Area Scholarships — Four local Alumni Associations are authorized by the Trustees of Trinity College to provide scholarships for students of the College with

the concurrence of the Committee on Financial Aid. Application for such grants should be made through the Office of Financial Aid. The number of grants given by each alumni organization in 1968-69 was as follows: Hartford, Conn. (6); Massachusetts (0); New York, N.Y. (2); Philadelphia, Pa. (0).

George F. Baker Scholarships – given by the George F. Baker Trust for promising students interested in business as a career. Three or four scholarships are awarded annually, each for four years.

Cesare Barbieri Scholarship – given by the Cesare Barbieri Endowment for a student from Italy at Trinity College.

David T. Chase Scholarships – given by Mr. David T. Chase of Hartford.

Herman Crown Investment League Scholarship – given by The Herman Crown Investment League, a Trinity student investment club, for a senior economics major.

Crown Zellerbach Scholarship – given by the Crown Zellerbach Foundation, San Francisco, California.

Jacob W. Edwards Memorial Scholarship – given by relatives and friends of Jacob W. Edwards '59. This scholarship is awarded to a member of the Freshman Class and will provide a full-need grant for the remainder of his undergraduate years and for the first year of graduate study.

Ferguson-MacGregor Memorial Scholarships – given by the Hartford Electric Light Company in honor of the late Samuel Ferguson, '96, former president of the Company and Trustee of Trinity, and the late Lt. Rodney J. MacGregor, a company employee killed during World War II. This scholarship will not be offered after September, 1968.

David S. Gottesman Scholarship – given by Mr. David S. Gottesman '48 of New York.

Greenberg Family Foundation Scholarship – given by Mr. Leonard E. Greenberg '48 of West Hartford.

Stella and Charles Guttman Foundation Scholarships – given by the Stella and Charles Guttman Foundation of New York.

Hallden Engineering Scholarships – given by Karl W. Hallden, '09, Trustee of the College, and the Hallden Machine Co. of Thomaston, Connecticut, for students in the Fifth Year Engineering program.

Kristina Hallden Scholarship – given by Karl W. Hallden in honor of his mother, Kristina Hallden, and awarded to a graduate of Thomaston High School, or a resident of Connecticut, who is a fifth-year engineer at Trinity. Candidate should specify that he wants to apply for this scholarship.

Margaret Hallden Scholarship – given by Mrs. Karl W. Hallden of Thomaston, Connecticut, to be awarded to a graduate of Thomaston High School, who is a fifth-year engineer at Trinity.

Hartford Insurance Group Scholarship – a scholarship grant for full tuition and college fees given by the Hartford Fire Insurance Company Group.

Dorothy A. and Glover Johnson Scholarships – given by Dorothy A. and Glover Johnson, '22, Hon. '60, of New Rochelle, New York, Trustee of the College, to support the Dorothy A. and Glover Johnson Scholarships for graduates of Trinity School and Trinity-Pawling School, respectively.

Vernon K. Krieble Memorial Scholarship – given annually by the Loctite Corporation of Newington, Connecticut, in memory of the late Vernon K. Krieble, Scovill Professor of Chemistry. It provides a full tuition scholarship to the outstanding freshman student in Chemistry who intends to pursue a major in that department. The recipient is selected at the close of each academic year by the Department.

Edward J. and Thomas B. Myers Scholarships – given by Thomas B. Myers, '08, of Racine, Wisconsin, in his name and in that of his brother, the late Edward J. Myers, '14, for graduates of Horlick High School and St. Catherine's High School of Racine.

RCA Science Teaching Scholarship – given by Radio Corporation of America to a student in science or engineering who is planning on a career in the teaching of science at either the secondary school or college level.

The St. Anthony Educational Foundation Scholarship – founded in 1957, is awarded annually to a student who has a high academic standing and takes an active part in undergraduate affairs.

Bishop Samuel Seabury Scholarships – for Episcopal students are maintained by annual gifts from various Episcopal parishes. The scholarships are open to members of the Protestant Episcopal Church. The Christ Church Cathedral (Hartford) Scholarship is awarded with preference to members of the Cathedral parish and of the Diocese of Connecticut. Other scholarships are or have been supported by Trinity Church, New Haven, Christ Church, Greenwich, St. Mark's Church, New Britain, St. John's Church, Washington, Trinity Parish, Southport, Connecticut; Church of the Holy Trinity, St. James' Church, St. Michael's Church, New York City; St. Peter's Church, Beverly, St. John the Evangelist, Hingham, Emmanuel Church, Braintree, Massachusetts; St. Andrews's Church, Trenton, Holy Trinity, Collingswood, New Jersey; St. Martin's Church, Providence, Rhode Island; Trinity Cathedral, Pittsburgh.

John Strawbridge Scholarships – for students from England. Three scholarships in the amount of \$4,350 are awarded per year for four years. This amount is sufficient to pay tuition, board, room, incidental expenses, and annual transportation from home to campus and return. Applications should be made through the English Speaking Union of the Commonwealth, Dartmouth House, 37 Charles St., Berkeley Square, London, W.1., England.

Trinity Church (New York City) Scholarships – given by Trinity Parish, New York. Nominations made by the Rector, Wardens, and Vestry of Trinity Church, New York.

James B. Webber, Jr., Memorial Scholarship – given by the late Eloise and Richard Webber Foundation in memory of James B. Webber, Jr., '34, to provide scholarship grants for young men who reside in the state of Michigan.

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Backus, Thomas – given by the Rev. Stephen Jewett, Hon. 1833, of New Haven, Connecticut.

Burhans, Daniel – given by the Rev. Daniel Burhans, Hon. 1831, of Newtown, Connecticut.

Ferguson, John Day and Samuel Moorewood – given by Mrs. Jennie Taylor Kingsley of New Haven, Connecticut.

Goodman, George F. – given by Richard French Goodman, 1863, of Newtown, New Jersey.

Hitchings, Horace B. – given by the Rev. Horace B. Hitchings, 1854.

Kirby, Harriette – given by Miss Harriette Kirby of Hartford.

Lake, Horatio N. – given by Horatio N. Lake of Bethlehem, Connecticut.

Toucey, Isaac – given by the Honorable Isaac Toucey, Hon. 1845, Trustee of the College from 1830 to 1869, of Hartford.

Tuttle, Isaac H. – given by the Rev. Isaac H. Tuttle, 1836, of New York City.

Waterman, Nathan M. – given by General Nathan Morgan Waterman of Hartford.

GENERAL SCHOLARSHIPS

The list of scholarships open to all students is given below:

Armstrong, Walker Breckinridge – given by Walker Breckinridge Armstrong, '33, of Darien, Connecticut.

Backus, Clinton J., Jr. and Gertrude M. – given by Mr. ('09) and Mrs. Clinton J. Backus of Midway City, California.

Beckwith, Isbon Thaddeus – given by the Rev. I. T. Beckwith, Hon. 1898, of Atlantic City, New Jersey.

Bethlehem Steel Corporation – given by Bethlehem Steel Corporation of New York City.

Bishop of Connecticut – given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford.

Bliss, Grace Edith – given by Grace Edith Bliss of Hartford.

Bodman, Henry E. Memorial – given by Mrs. William K. Muir of Grosse Pointe, Michigan, in memory of her father.

Bond, George Meade – bequest of Ella Kittredge Gilson of Hartford in memory of George Meade Bond, Hon. '27.

Boyer, John F. Memorial – given by Francis Boyer, Hon. '61, of Philadelphia.

Brainerd, Lucy M. – given by Lyman B. Brainerd, '30, of Hartford, Trustee of the College. Additions have been made by members of the family.

Bronson, Susan – given by Miss Susan Bronson of Watertown, Connecticut.

Buffington-Burgwin – given in memory of Federal Judge Joseph Buffington, 1875, a Trustee of the College, and Hill Burgwin, 1906, and his brother, George C. Burgwin, Jr., 1914, for students from the Pittsburgh area.

Carpenter, Frederic Walton – given by members of the family of Frederic Walton Carpenter and others.

Class of 1916 Memorial – given by the Class of 1916.

Class of 1918 – Laurence P. Allison Memorial Scholarship – given from funds provided by the Class of 1918 and in the memory of Laurence P. Allison.

Class of 1940 – given by the Class of 1940.

Clement, Martin W. – given by his wife Elizabeth W. Clement and children Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement, '01, Hon. '51, Trustee of the College, 1930–1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded to students from the Greater Philadelphia area.

Codman, Archibald – given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman, 1900, Edmund D. Codman of Portland, Maine. Appointments made annually by the Bishop of Maine.

Cole, Richard H. – given by Richard H. Cole of Hartford.

Collegiate – gifts for scholarship purposes where a special scholarship was not designated.

Converse, E. C. – given by Edmund C. Converse of Greenwich, Connecticut.

Curtis, Lemuel J. – given by Lemuel J. Curtis of Meriden, Connecticut.

Daniels, Charles F. – given by Mrs. Mary C. Daniels of Litchfield, Connecticut.

Davis, Cameron J. – established in memory of the Rt. Rev. Cameron J. Davis, 1894, retired Bishop of the Protestant Episcopal Diocese of Western New York, for students from the Western New York area.

Davis, J. H. Kelso Memorial – to honor the memory of J. H. Kelso Davis, 1899, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

Dillon, Edward H. and Catherine H. – given by Catherine H. Dillon of Hartford.

Douglas, George William – given by the Rev. George William Douglas, 1871, M.A. 1874, Hon. 1895, of New York City.

Easterby, Alfred J. and Elizabeth E. – given by Charles T. Easterby, '16, of Philadelphia, Pennsylvania.

Eaton, William S. – given by Mrs. Julia Allen Eaton, of Hartford, and others in memory of her husband.

Ellis, Leonard A. – given by Leonard A. Ellis, 1898, of San Diego, California.

Elton, James S. and John P. – given by James S. Elton and John P. Elton, 1888, Waterbury, Connecticut, Trustee of the College from 1915 to 1948.

Feingold, Gustave A. – bequest of Dr. Gustave A. Feingold, '11, of Hartford.

Feldman, Rabbi and Mrs. Abraham J. – given by the Trustees of the Congregation Beth Israel of Hartford, Connecticut, for students from the Greater Hartford area.

Ferree, S. P. and Barr – given by Mrs. Annie A. Ferree of Rosemont, Pennsylvania.

Ferris, George M. – given by George M. Ferris, '16, for students from the Washington, D.C., area.

Fisher, Thomas – given by estate of Thomas Fisher.

Flagg, Edward Octavus, D.D. – given by Mrs. Sarah Peters Flagg of Woodcliff Lake, New Jersey.

Fuller, Frank Roswell – given by Frank Roswell Fuller of West Hartford, Connecticut.

Gary, Elbert H. – given by Elbert H. Gary, Hon. '19, of Jericho, New York.

George, James Hardin – given by Mrs. Jane Fitch George of Newtown, Connecticut.

Getlin, Michael P. – established in memory of Michael P. Getlin, '62, for students from the Greater St. Louis area.

Gilman, George Shepard – given by the family of George Shepard Gilman, 1847.

Griswold, B. Howell – given in honor of B. Howell Griswold, 1866, for students from the state of Maryland.

Hallden, Karl W., Engineering – given by Karl W. Hallden, '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College.

Halsey, Jeremiah – given by Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

Hartford Rotary–Charles J. Bennett – given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

Howard, Rex J. – given by J. Blaine Howard in memory of his son, Rex J. Howard, '34.

Kneeland, George – given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford.

Krieble, Vernon K. – given by relatives and friends in memory of Dr. Vernon K. Krieble, Scovill Professor of Chemistry.

Luther, The Rev. Flavel Sweeten – given by E. Selden Geer, Jr., '10, in memory of The Rev. Flavel Sweeten Luther, former President of Trinity College.

Mather, William G. – given in honor of William G. Mather, 1877, a Trustee of the College, for students from the Greater Cleveland area.

McCook, George Sheldon, Memorial – given by the family of George Sheldon McCook, 1897.

McLean, George Payne (Hon. '29) – given by Mrs. George Payne McLean of Simsbury, Connecticut.

Mears, Caroline Sidney – given by Dr. J. Ewing Mears, 1858, of Philadelphia, Pennsylvania.

Memorial – gifts in memory of alumni and friends.

Moak-Trinity Fund – given by the Cymoak Foundation of Miami, Florida.

Morris, Robert S. – given by Robert S. Morris, '16, of West Hartford, Connecticut.

Morris, Shiras – given by Mrs. Grace Root Morris of Hartford.

Nelson, William J. – from a bequest of William J. Nelson, '10, of Plaistow, New Hampshire, and memorial gifts from his family and friends.

Ogilby, Remsen Brinckerhoff – given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr., '34, of Detroit, Michigan.

Pardee, Dwight Whitefield – given by Miss Cora Upson Pardee of Hartford.

Perkins, Henry – given by Mrs. Susan S. Clark of Hartford. Nominations made by the Bishop of Connecticut.

Returned Scholarship Fund – given by Harold L. Smith, '23, of New York, George H. Cohen, '11, and Naaman Cohen, '13, of Hartford, and the Rev. Philip H. Kylander, Jr., '57, of Natick, Massachusetts.

Ribicoff, Governor Abraham A. – given by the Suisman Foundation, Inc., of Hartford.

Ripley, Maria L. – given by Miss Maria L. Ripley of Hartford.

Stedman, General Griffin A., Jr., (1859, M.A. 1863) Memorial – given by Miss Mabel Johnson of Hartford.

Stock, Mitchell B. – given by Mitchell B. Stock of Bridgeport, Connecticut.

Suisman Foundation, Inc. – given by the Suisman Foundation, Inc., of Hartford.

Suisman, Samuel C. and Edward A. – given by Samuel C. and Edward A. Suisman of West Hartford.

Swiss Reinsurance Company – given by the Swiss Reinsurance Company through the North American Reassurance Company and the North American Reinsurance Corporation for a student majoring in mathematics.

Taylor, Edwin P., III – given by members and friends of the family of Edwin P. Taylor, III, '46.

Thompson, Mathew George – given by the Rev. Mathew George Thompson, Hon. '20, of Greenwich, Connecticut.

Title, Melvin W. – given by the Suisman Foundation, Inc., of Hartford, Connecticut, and friends.

Topham, William – given by Mrs. Margaret McComb Topham of New York City.

Turner, B. Floyd – given by B. Floyd Turner, '10, of Glastonbury, Connecticut.

Wean, Raymond J. – given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College.

Weed, Charles F. – given in memory of Charles F. Weed, 1894, a Trustee of the College, for students from the Greater Boston area.

Western Connecticut Trinity Alumni – established by gifts from the Western Connecticut Trinity Alumni Association in 1961. Preference is given to students from western Connecticut.

Williams, Mary Howard – given by Augusta Hart Williams of Hartford.

Wise, Isidore – given by Isidore Wise, Hon. '49, of Hartford.

Woodward, Charles G. – given by Charles G. Woodward, 1898, of Hartford, Trustee of the College from 1917 to 1950.

Young, Vertrees – given by Vertrees Young, '15, of Bogalusa, Louisiana, Trustee of the College.

STUDENT LOAN FUNDS

Alumni, Senior – established in 1938 by gifts of the Alumni Association of Trinity College.

Backus, Clinton Jirah and Carrie Haskins – established in 1950 by Clinton J. Backus, '09, of Midway City, California.

Mead, George J. – established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut – The income to be used for loans to students majoring in economics, history, government or languages.

National Defense – Under provisions of the National Defense Education Act of 1958, loans are made available for students with financial need.

New England Society of New York – established in 1945 by the New England Society of New York, used for short-term small loans.

Remsen Brinkerhoff Ogilby – established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr., '34, and his family, all of Detroit, Michigan.

Trinity – established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.



The Campus Community

Campus Life

THE TRINITY COLLEGE COUNCIL

THE TRINITY COLLEGE COUNCIL is an elected body of four students, four faculty and four administrators, which is advisory to the President of the College. The Council has the responsibility for receiving requests from the various quarters of the College to consider matters affecting the non-academic life of the College. It may also initiate consideration of issues which are expected to be of moment to the well being of the College, and such considerations may lead to the formulation of appropriate recommendations. The Council transmits its advice in the form of official Actions, which the President may either accept, reject or request to modify. In case the President rejects, he must inform the Council in writing of his reasons. In case the President requests a modification, the Council may accede or refuse, giving its reasons.

Regular meetings of the Council are held fortnightly on Wednesday at 4:00 p.m. They are open to public attendance and to participation by the public according to established procedures.

Student members are elected by the student body, and faculty members are elected by the faculty. The administrative members are chosen by the President.

STUDENT GOVERNMENT

Trinity students are encouraged actively to concern themselves with their own government and regulation. The legislative body of this student government, the Senate, also has charge of all the funding of student organizations.

The rules and regulations concerning student government, dormitories, fraternities, personal conduct, and the like are contained in the *Trinity College Handbook*, published separately. All members of the College community are to be governed by the rules, regulations, and provisions contained in this *Catalogue* and in the *Handbook*. Members of the College are held responsible for knowing the regulations of the College.

DORMITORY FACILITIES

Trinity is primarily a residential college, but with an increase in the size of the College, not all students will be guaranteed housing on campus during their entire four-year period.

Many of the dormitories are arranged in suites which accommodate two to eight students each. There are also a number of single rooms in dormitories. Fireplaces in the older suites are an attractive heritage from Trinity's past, but fire regulations now prohibit their use. Each room is equipped with essential articles of furniture: bed, mattress, bureau, desk, and chair. Students provide their own rugs, reading lamps, pillows, blankets, waste baskets, linens, and any occasional furniture desired.

STUDENT FACILITIES

The main Dining Hall of the College is located in Mather Hall, Trinity's Student Center. All resident freshmen are required to eat in the Dining Hall. Service is cafeteria style, except for special occasions. The "Cave" serves snacks and light meals daily.

There are student lounges for both resident and non-resident students in Mather Hall. Lounges are also located in several dormitories.

The College Post Office, located on the lower level of Mather Hall, provides complete postal service.

Opposite the Post Office is the College Bookstore, which handles required textbooks and classroom supplies, supplemented by paperback and reference books plus other convenience items and distinctive college gifts.

The Campus Laundry, located in the basement of Cook Dormitory, has regular laundry and dry-cleaning services and a coin-operated laundromat which is open 24 hours a day. A contract linen service is offered also.

COUNSELING

A Trinity education is based upon the close association of students with a distinguished faculty. The size of the College permits close associations between students and faculty members, both in the classroom and in extracurricular activities.

Experience with many generations of students has demonstrated to the faculty that the student who benefits most from college is the one who plans his or her course of study with a clearly defined and deliberate purpose. This unifying purpose is often, but not necessarily, vocational. Indeed, a major strength of liberal education is its adaptability to the

personal needs of men and women preparing for a broad variety of vocations. Many students will find it most effective to hand-tailor, in consultation with a faculty adviser, a study program to suit particular needs.

The Associate Dean for Community Life is generally responsible for developing and coordinating policies and programs which bear upon the welfare of the total College community. He is available for counseling on student problems of a personal or academic nature. His duties include supervision of all student housing and boarding, and extracurricular activities.

The Registrar is available for academic counseling.

The College Counselor, with especial training and experience in dealing with emotional development, is available to all students who desire his assistance. Under his supervision, furthermore, all students are given the opportunity to utilize psychological tests of interests, motivation, aptitude, ability, and achievement to the end of securing a more satisfactory educational experience.

The Director of Career Planning holds periodic interviews with students throughout their college course to encourage them to plan their careers after graduation. Representatives of graduate schools, business, and industry visit the College for personal interviews with undergraduates.

To assist the freshmen in their overall adjustment to college, about thirty-five members of the Junior Class serve as Junior Advisers to the freshmen. The Junior Advisers reside in the same dormitories as the freshmen they assist.

RELIGIOUS LIFE

Trinity was founded in 1823 by Episcopal clergy and laymen. The charter, granted May 16, 1823, provided that the ordinances of the College "shall not make the religious tenets of any person a condition of admission to any privilege in said college," whether as a student or teacher. Since our foundation ties of tradition but not of law have existed between the College and the Episcopal Church.

Since its founding Trinity has endeavored to be true to the convictions by which the College was founded as well as to our time-honored motto, *Pro ecclesia et patria*. Established in freedom, Trinity is proud that a diversity of religious affiliation exists in its student body. Trinity provides resources and an atmosphere so that students may continue and deepen the religious faith of their choice in making it a living part of their liberal education and of their lives.

The beautiful Gothic Chapel of the College, in which services are held both on Sundays and throughout the week, seeks to minister to all members of the College community. The Chaplain of the College likewise serves, in cooperation with Jewish, Roman Catholic, and Protestant clergy, the members of the College.

The Committee of the Chapel directs the activities of the College Chapel. The Committee consists of students, faculty, and members of the administration. The Committee provides for the services of the Chapel as well as other events of religious significance.

Three religious groups, embracing most religious preferences, offer opportunities for closer associations, discussions, and community service.

The Christian Association is affiliated with the New England Student Christian Movement. The minister of the Greater Hartford Campus Ministry advises this group in cooperation with the College Chaplain.

The Hillel Club is an association of students of the Jewish faith. A rabbi from a local synagogue works closely with the group.

Newman Apostolate brings together members of the Roman Catholic Church. The activities of this organization are under the sponsorship of a priest from a local parish.

Representatives from the three religious groups and the Committee of the Chapel form the Chapel Cabinet, an interfaith council. The Cabinet arranges for cooperative activities of the religious groups of the College.

STUDENT HEALTH

The College maintains a student health service for all full-time, regularly enrolled students. The College Medical Director is on duty each day in the Medical Office for tentative diagnosis. Also, the College retains on the staff registered nurses and trained personnel who give twenty-four hour coverage to the Infirmary and keep the college physician informed.

Students with colds and other minor illnesses are cared for in the college infirmary. Facilities of nearby Hartford Hospital are utilized when hospitalization is necessary. The College does not assume responsibility for illness or injuries of any kind by students regardless of how they are incurred. All students enrolled during the regular academic year are covered by a compulsory insurance policy which provides accident, health, and catastrophe benefits in case of serious injuries. Claims for benefits under this program must be made on standard forms obtainable at the office of the Dean for Community Life. Such claims should be filed within 20 days of date of beginning of disability. The cost of this program is financed out of the General Fee. A booklet, *Accident and Sickness Reimbursement Plan for Students*, describing this insurance program, is distributed to each new student upon entrance.

In an emergency, prompt notification to parents is made; but, if parents cannot be reached, the college authorities reserve the right to act as seems best for the welfare of the student concerned.

In case of illness or injury, resident students are required to report at the college medical office early in the morning.

Non-resident students should report injury or illness by telephone (527-1065) between 8:30 and 9:00 a.m.

A consulting psychiatrist is available for evaluation, diagnosis, and recommendations in cases of serious emotional disturbances.

PHYSICAL EDUCATION

The program in athletics and physical education is under the supervision of the Director of Physical Education.

Athletic activities in which the students may participate are divided into three classifications: intercollegiate athletics, intramural athletics, and physical education.

Trinity carries on a full program of intercollegiate athletics with colleges of similar size and standards. Competition is held in the following sports: football, cross country, and soccer in the fall; basketball, swimming and squash racquets in the winter; and baseball, track, golf, lacrosse, crew, and tennis in the spring.

Freshman teams are organized in all recognized sports. In addition an informal intercollegiate schedule is arranged in fencing, hockey, rifle, and sailing. The governing body for intercollegiate athletics is the Athletic Advisory Council composed of three undergraduates elected by the students, three alumni selected by the Alumni Association, and three members of the faculty.

All students become members of the Trinity College Athletic Association when they pay their regular tuition. This entitles them to admission to all home athletic contests and permits them to try out for athletic teams, if they are academically eligible. Trinity maintains a full-year freshman rule, a full-year transfer rule, and a three-year varsity rule.

The intramural program is designed to provide athletic competition for as large a group as possible. Intramural sports include touch football, basketball, swimming, wrestling, squash racquets, bowling, golf, track, table tennis, tennis, softball, and volleyball.

SOCIAL LIFE

Trinity's location in Hartford provides the student with many cultural and social opportunities: symphony, theatre, museums, recreational facilities, and a large community of alumni and friends of the College. The

city itself is at the center of "College Valley," as the Connecticut River area is sometimes called, and there are a number of men's and women's colleges within easy traveling distance of the campus.

There are two major social weekends at the College. In addition, there are numerous lesser all-student social events and fraternity and club parties.

The Mather Hall Board of Governors plans and supervises the all-campus social activities.

STUDENT ACTIVITIES

Student activities, an important part of Trinity's educational program, serve as laboratories for leadership, executive techniques and some vocations.

Musical organizations include a Chapel Choir, Band, Glee Club, Orchestra, Chamber Group, Guild of Carillonneurs, Society of Student Organists, the Pipes and Drums, The New Collegiate Jazz Band and the small singing groups such as the Pipes, and the Trinidads.

Under the direction of the Music Department and the cooperative program with Hartt College, a number of recitals and special musical services, with visiting artists and choruses, are held each year.

The Glee Club sponsors several joint concerts with nearby colleges and occasionally an extended trip during spring vacation to present concerts arranged by Trinity alumni in various localities.

Opportunities for literary expression are provided by the various student publications. The *Trinity Tripod*, a newspaper published twice a week by the students, has been serving Trinity students since 1904. The college yearbook, called the *Ivy*, is published annually in honor of the graduating class. A campus literary magazine, the *Review*, offers a critical market for prose and verse compositions and drawings of Trinity students. *The Archive* provides another literary outlet for scholarly papers. The *College Handbook* contains the College Regulations, the Senate constitution, rushing rules, pictures of new students, and information on student activities.

Student operated WRTC-FM, Radio Trinity, broadcasting from studios in Cook Dormitory, serves the Connecticut Valley from Amherst to New Haven. It has become well known for its educational programs of general interest.

The Jesters have won a reputation for excellence among collegiate dramatic groups in the East. Their performances on campus are presented in the Goodwin Theatre.

The Cerberus is an honor society whose members act as official student hosts.

The Athenaeum Society, one of the oldest college organizations, debates current economic and political questions in intercollegiate and inter-club competition. Membership is open to all students who are interested in forensics.

The Campus Chest is a student organization which raises funds for charitable causes.

Students have also organized clubs paralleling classroom interests in such areas as economics, engineering, government, modern languages, philosophy, physics, and psychology.

Other organizations of interest to students include the Chess Club, Corinthian Yacht Club, Film Society, International Students Organization, Young Republicans, Young Democrats, and AIESEC (International Association of Students in Commercial Science and Economics sponsoring exchange programs for foreign summer jobs).

FRATERNITIES

Eleven social fraternities maintain active chapters at Trinity. Ten of these national fraternities maintain a house with dining facilities: Delta Psi, 340 Summit Street, (1850); Alpha Delta Phi, 122 Vernon Street, (1877); Delta Kappa Epsilon, 98 Vernon Street, (1879); Psi Upsilon, 81 Vernon Street, (1880); Alpha Chi Rho, 114 Vernon Street, (1896); Delta Phi, 70 Vernon Street, (1917); Sigma Nu, 78 Vernon Street, (1918); Theta Xi, 76 Vernon Street, (1949); Pi Kappa Alpha, 94 Vernon Street, (1953); Phi Kappa Psi, 74 Vernon Street, (1955). Phi Mu Delta, (1966) does not at this time have its own house. Facilities in a dormitory have been made available to this fraternity.

Undergraduates may pledge fraternities in their sophomore year and then only if in the previous semester a scholastic average of C- or better, self-imposed by the fraternities, has been attained.

Fraternities cooperate in campus life through a Council of Fraternity Presidents. Procedures for pledging of students are regulated by the Council. A cup for high scholarship is awarded each year to that fraternity achieving highest honors. Numerous other competitions are held between fraternities.

COLLEGE LECTURES

A series of addresses by distinguished visitors is arranged each year by a standing committee of students and faculty. This regular college lecture program has been broadened by the generosity of several alumni and friends of the College who have established endowed lectures in various fields of learning.

ENDOWED LECTURES

Moore Greek Lecture – Through the bequest of Dr. Charles E. Moore, '76, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Mead Lectures – Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Barbieri Lectures – A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian Studies.

George M. Ferris Lecture – Through an endowment fund established by George M. Ferris, '16, the George M. Ferris Lecturer in Corporation Finance and Investments presents one public lecture each year in that field.

Hallden Lecture – Through the Hallden Engineering Fund, established by Karl W. Hallden, '09, Hon. '55, to bring to the campus scientists and engineers of international reputation and interest.

Martin W. Clement Lecture – Through an endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement, '01, to provide an annual public lecture with no restriction as to topic.

Michael P. Getlin Lecture – Established through the generosity of classmates and friends in honor of Michael P. Getlin, '62, Captain U.S.M.C., who was killed in action in Vietnam, to provide an annual lecture in religion.

The Campus

The present campus comprises some 90 acres with playing fields and buildings, many of which are in the collegiate Gothic style of architecture. (See map on Inside Back Cover.)

Trinity's famous "Long Walk" runs along the **western side** of the main quadrangle in front of the three oldest buildings on the present campus:

SEABURY HALL (1878) still contains many of the college classrooms and faculty offices. The distinctive charm of its rooms, no two of which are alike, expresses the individuality for which Trinity is known.

JARVIS HALL (1878) now serves as a dormitory.

NORTHAM TOWERS (1881), also containing dormitory rooms, joins Seabury and Jarvis Halls. These three buildings are constructed of native brownstone quarried from the river banks of nearby Portland.

The **northern end** of the quadrangle is formed by:

WILLIAMS MEMORIAL (1914), containing administrative and faculty offices;

THE DOWNES MEMORIAL CLOCK TOWER (1958), with the Trustees Room and administrative offices; and

THE COLLEGE CHAPEL (1932), gift of the late William G. Mather, Class of 1877, and Funston Garden (1965), adjacent to the south cloister.

The **southern side** of the quadrangle is formed by:

COOK DORMITORY (1931), which contains the Faculty Club, Hamlin Dining Hall, and the college medical offices;

GOODWIN AND WOODWARD DORMITORIES (1940);

THE CLEMENT CHEMISTRY BUILDING (1936), gift of the late Walter P. Murphy, Hon. '33, containing modern classrooms and laboratories, the Kriebel Auditorium seating 500, and the Robert B. Riggs Memorial Chemical Library; and

THE LIBRARY (1952).

Beyond these buildings is the **South Campus** composed of the following buildings:

BOARDMAN HALL (1900), containing CONNECTICUT EDUCATIONAL TELEVISION - Channel 24; AFROTC and Audio Visual offices;

DORMITORIES - ELTON HALL (1948), JONES HALL (1953), WHEATON, JACKSON, AND SMITH HALLS (1965);

THE HALLDEN ENGINEERING LABORATORY (1946), given by Karl W. Hallden, '09, was doubled in size in 1953 and a third gift in 1958 made possible a two-floor addition which has tripled its laboratory space;

THE ALBERT C. JACOBS LIFE SCIENCES CENTER (1969), houses the Departments of Biology and Psychology;

THE MCCOOK MATHEMATICS-PHYSICS CENTER (1963), adjoining the Hallden Engineering Laboratory, containing classrooms, laboratories, faculty offices, research areas, and an auditorium;

THE AUSTIN ARTS CENTER (1965), with the GOODWIN THEATRE and studios for art, music and drama;

MATHER HALL (1960), the Student Center, named for William Gwinn Mather, Class of 1877; and

MAINTENANCE BUILDING.

The college athletic facilities include 19 acres of playing fields along the **eastern part** of the campus, Trinity Field for varsity football and track, with a seating capacity of 7,000 and the following buildings:

MEMORIAL FIELD HOUSE (1948), with an indoor track and removable basketball floor, can also be used as an auditorium seating 2,500 persons; and

TROWBRIDGE MEMORIAL (1929), which adjoins the Field House, containing the swimming pool, squash racquets courts, and locker facilities; and

GEORGE M. FERRIS ATHLETIC CENTER (1969) includes a gymnasium, a physical education building and locker facilities.

North Campus includes Vernon Street and Allen Place. Here are found the President's House, fraternity houses, faculty residences, Alumni Office, Office of Public Information and three dormitories:

Ogilby Hall (1941);

The North Campus Dormitory (1962); and

The High Rise Dormitory (1968).

THE BLISS BOATHOUSE (1965) is located nearby on the Connecticut River on Riverside Drive, East Hartford.

THE CHAPEL

The Trinity campus is dominated by its limestone Chapel, one of America's most beautiful examples of Gothic architecture, given by the late William G. Mather, '77, in memory of his mother. The interior of the Chapel is widely known for its woodcarvings done by the late Gregory Wiggins of Pomfret, Connecticut, which represent not only religious scenes but also some of the great American traditions. The stained glass windows by Earl Sanborn are also excellent examples of the craft. Besides the main Chapel, the building includes the Chapel of the Perfect Friendship in which the flags of the fraternities are displayed, a Crypt Chapel for smaller services, an Aeolian-Skinner organ by G. Donald Harrison and two small organs on which students may practice, the thirty-bell Plumb Memorial Carillon, music room, and the Chaplain's offices. Next to the south cloister is Funston Garden, given by former President G. Keith Funston, '32, in memory of his father.

The College Chapel is also used for dramatic, film, and musical productions in connection with the vital issues facing students and faculty today. It is open to visitors at all times during the day and all regular services are open to the public. The Chapel and its facilities are available to students, alumni, and friends of the College for baptisms,

weddings, funerals, and other special services. Arrangements may be made with the Chaplain.

THE LIBRARY

The Library of the College attained distinction at an early date. The first professors pooled their personal collections, and one of their number, Nathaniel Wheaton, was sent to England in 1824 to obtain books, equipment, and funds for the new institution. By 1952 the Library had grown to a collection of close to a quarter of a million volumes. In that year Trinity's book resources reached a size and distinction equalled by few colleges in this country when it was combined with the Watkinson Library, an endowed collection of 150,000 volumes, which until then had been located in downtown Hartford. The present combined total is over 485,000 volumes.

Today the Library is the focal point of the College. The modern fireproof structure, opened in 1952 to accommodate the two major book collections, embodies the latest in library construction and equipment. It has space for 600,000 volumes and accommodations for 450 readers. In addition, the building is readily expansible for future space needs.

Many works of great value and interest are in the Trinity collection, including Greek manuscripts of the twelfth century, illuminated manuscripts of the fourteenth and fifteenth centuries, fine examples of books printed before 1500, rare mathematical and medical works of the sixteenth, seventeenth and eighteenth centuries, and the engraver's exceptionally fine copy of Audubon's great work, *Birds of America*. The Moore Collection relating to the Far East is one of the most extensive in the country. The Library is a depository for the publications of the federal government.

Among the many outstanding special collections in the Watkinson Library are its bibliographies and reference books, American and European periodicals of the eighteenth and nineteenth centuries, as well as the serial publications of many learned societies. It has strong collections on early voyages and travels, folklore, witchcraft and demonology, the Civil War, linguistics, early American textbooks, and the history of printing.

The wealth of Trinity's library resources makes it possible for faculty and students to read widely in the many areas which go to make up a liberal arts curriculum and also to carry out research projects which are usually possible only on the university level.

During term time the College Library is open from 8:30 A.M. to 12 midnight Monday through Saturday, and from 2 P.M. to 12 midnight on Sunday.

MATHER HALL

William Gwinn Mather Hall, the College's Student Center (1960), is the hearthstone of the Campus and center of student activity. This attractive addition to the Campus is located at the southern end of Hamlin Hall just beyond the main campus quadrangle and contains the student dining hall, a large assembly hall, lounges, game and activities rooms, four bowling lanes, and the snack bar. Also located here are offices for the student government organizations, Student Senate; offices for the *Tripod* and *Ivy*, student publications; the Trinity College Bookstore; the Post Office; and an Alumni Lounge.

AUSTIN ARTS CENTER

The Austin Arts Center (1965) is named in honor of A. Everett Austin, Jr., Hon. '30, founder of Trinity's Department of Fine Arts. The Arts Center houses the academic programs of the Departments of Fine Arts, Music, Modern Dance, and Theatre Arts and provides facilities for extra-curricular activities in drama, music, and art. The Center also provides the Greater Hartford community with a center for exhibitions, concerts, and dramatic productions. Its Goodwin Theatre, named in honor of the late James Lippincott Goodwin, Hon. '63, has an alternate seating capacity of 235 and 400.

History

Trinity College was founded in 1823 by Episcopalian clergy and laymen who wanted an institution of higher education that would be free from the religious tests of Congregational orthodoxy then demanded by the faculty and officers at Yale, which was at that time Connecticut's only college. Trinity, as stipulated in its charter, has never imposed a religious test upon trustees, faculty, or students.

Since the idea of the founders was that the new college should pioneer in educational philosophy and practice, the early curriculum gave the natural sciences a place almost unique among American colleges of the time. Despite attempts in the 1820's and 1830's to establish special faculties of law, theology, and medicine, the College has remained a liberal arts institution that has frequently adjusted its curriculum to the major currents and demands of the times. In 1845 Trinity was granted a chapter of Phi Beta Kappa—the eighth college in the country so honored.

The College, known as Washington College until 1845, originally occupied three buildings of classic revival design on the site of the

present State Capitol. In 1872 the old campus was sold to the State of Connecticut and in 1878 classes were begun in Jarvis and Seabury Halls, the first of the present buildings, located on a hilltop in the southwestern section of Hartford. Subsequent construction has generally followed the English secular Gothic design, and most of the later structures have been placed according to a modification of the original master plan of the distinguished English architect, William Burges. The campus' English Gothic Chapel was dedicated in 1932.

Trinity College has long had a program of intercollegiate athletics, and was one of the charter members of the New England Intercollegiate Athletic Association. Since 1870 athletic contests have traditionally been played with New England and other eastern colleges of similar size and purpose.

Trinity College is accredited by The New England Association of Colleges and Secondary Schools.

Fellowships and Prizes



Fellowships and Prizes

Fellowships

For further information regarding Fellowships, inquiry should be made to the Associate Dean for Educational Services.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to the recipients about \$1,100 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of nonprofessional graduate study at Trinity College or at some American or foreign university approved by the Faculty. The incumbent holds the Fellowship for two years and may not be married.

The Mary A. Terry Fellowship, endowed by a legacy from Miss Mary A. Terry of Hartford, pays to the recipient about \$2,000. It is awarded annually by the President upon the recommendation of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of graduate study in the arts and sciences at Trinity College or at some other college or university approved by the Faculty. The incumbent holds the Fellowship for one year.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to the recipients about \$600 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and of a desire to continue study after being graduated at Trinity College. The incumbent holds the Fellowship for two years.

Prizes

The **John C. Alexander Memorial Award** was established by friends of John C. Alexander, 1939, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior or junior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his Trinity career.

Alumni Prizes in English Composition of \$300 and \$200 from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted, but no student may offer more than one entry. Essays must be submitted to the Department on or before April 15.

Trinity Alumnus Prizes in Prose Fiction of \$30, \$20, and \$10 are annual awards established by Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English on or before April 15.

The **American Association of Teachers of Spanish Medals for Excellence in Spanish** – awarded annually to the two students in advanced courses whose performance in competition with others has been judged outstanding by the Department.

The **American Society of Mechanical Engineers Prize** is awarded by the Hartford Chapter of the American Society of Mechanical Engineers to the senior who makes the highest record in the Engineering Department.

The **Cesare Barbieri Essay Prizes**, a gift from the Cesare Barbieri Endowment, for essays in Italian studies are awarded on Honors Day. Students interested in competing for these prizes should consult the Director of the Cesare Barbieri Center of Italian Studies. Essays must be submitted before April 15.

Cesare Barbieri Prizes for Excellence in Spoken Italian, a gift from the Cesare Barbieri Endowment, are awarded to those students who show excellence in speaking and understanding the Italian language. The competition must be completed before April 15.

The **F. A. Brown Prize**, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, is awarded to the member of the senior class who pronounces an English oration in the best manner.

The **Delta Phi Alpha Book Prize** is awarded to the most meritorious student in the field of German studies. The prize, a book by a well-known German author, is made available by Delta Phi Alpha, the National German Honorary Fraternity,

through the Trinity College Chapter, Delta Upsilon. If in any academic year the local chapter does not initiate any new Delta Phi Alpha members, the book prize is not available that year.

The Ferguson Prizes in Economics, History, and Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually for the best essays submitted to each of the three Departments of History, Economics, and Government. Two prizes are offered by each Department, a first prize of \$75 and a second prize of \$50. All essays must be typewritten. They must be submitted to the Chariman of the Department before dates indicated below.

Economics – The prizes are offered to seniors for the two best essays on topics approved by the Department. April 5.

History – The two Ferguson Prizes will be awarded for essays which exhibit the qualities of excellence in historical scholarship and writing. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. May 6.

Government – The prizes are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department during the academic year. May 1.

The Ronald H. Ferguson Prizes in French of \$300 and \$150 were established in 1951 in memory of Mr. Ronald H. Ferguson, Class of 1922. The prizes are awarded for the two best essays, written in French, on subjects approved by the Department, and for the best results of an oral examination. Essays prepared in any regular course of study may be offered in competition, provided that such essays are recommended by the instructor in whose course they were written and that they are approved as well by the Department.

The Samuel S. Fishzohn Awards for Civil Rights and Community Service – established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards of \$50 are given each year to two students: one who has demonstrated initiative and creativity in community service, and the other who has worked with dedication in the field of civil rights.

The Goodwin Greek Prizes, one of \$150 and one of \$100, founded in 1884 by the late Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held the twenty-first of April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin, '22, in memory of his mother. The award of \$100 will be made annually to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

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The Karl W. Hallden Engineering Awards, established in 1966 by Karl W. Hallden, of the Class of 1909, and his wife, Margaret Hallden, are offered annually to the two seniors majoring in Engineering who have demonstrated by high academic achievement and moral standards the greatest promise of successful professional careers. The first prize award consists of \$300 and a suitable trophy. The second prize award consists of \$200 and a similar trophy.

The Hallden Engineering Thesis Award, established in 1966 by Karl W. Hallden, of the Class of 1909, and his wife, Margaret Hallden, is a prize of \$500. It is awarded annually to that student in the Engineering Degree Program who completes what is judged by the Faculty of the Department to be the best thesis project in Engineering.

The Richard P. Horan Memorial Trophy is presented annually by Sigma Nu Fraternity in memory of Richard P. Horan, '45, special agent of the Federal Bureau of Investigation, who was killed in line of duty April 19, 1957, to that fraternity showing the greatest interest and participation in community activities in Greater Hartford.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

The George J. Mead Prizes are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and government.

Government – An annual prize of \$50 will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Government 201, *International Politics*.

History – The Mead Prize of \$50 will be awarded to the student who writes the best essay in History 101–102. History 101–102 essays should be 15 to 30 pages in length, not including the bibliography.

The Helen Loveland Morris Prize for Excellence in Music, established by gift of Robert S. Morris, '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize of \$100 is awarded on Honors Day. A nominee is judged by his record in music courses and in Glee Club, Chapel Choir, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

James A. Notopoulos Latin Prizes, one of \$65 and one of \$35 are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination to be held the sixth of May is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses.

The Phi Gamma Delta Prizes in Mathematics are offered to freshmen taking Mathematics 105, 106 and to freshmen or sophomores taking Mathematics 201, 202.

In each case, the first prize is \$50, the second prize is \$30, and the third prize is \$20. These prizes are from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Pi Gamma Mu Scholarship Award, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who have pursued a major in one of the social sciences; additional considerations are that he be outstanding in scholarship and ability and that he shall have pursued a program of studies indicating breadth in the work of the social sciences.

The Donn F. Porter Award was founded in 1954 by the Class of 1953 in memory of Donn F. Porter who was posthumously awarded the Congressional Medal of Honor for valor in action before his death on Heartbreak Ridge, Korea, in 1952. The award is presented annually to a member of the freshman class for outstanding character and leadership.

The Peter J. Schaefer Memorial Prize Award – established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two students who have achieved the highest grades in introductory economics in the preceding academic year.

The D. G. Brinton Thompson Prize in United States History of \$50 will be awarded for the best essay in the field of United States History submitted by an undergraduate. Senior Seminar essays in United States History are eligible.

The Melvin W. Title Latin Prizes, one of \$65 and one of \$35, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination to be held on the sixth of May, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The Trinity College Library Associates Student Book Collectors Prizes are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor. The prizes are the gift of Dr. Jerome P. Webster, '10, a Life Trustee of the College and a former Chairman of the Library Associates.

The Miles A. Tuttle Prize of \$80 will be awarded to the member of the Senior Class who writes the best essay in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

The Ruel Crompton Tuttle Prizes were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the Chairman of the English Department to the two students who are

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deemed by him respectively the best and second-best scholars in the English Department from the junior class; the first prize will be \$600 and the second prize \$300. The terms of award rest solely on the judgment and discretion of the Chairman of the English Department. Students interested in the prizes should confer with the Chairman of the English Department by April 1.

John Curtis Underwood, '96, Memorial Prizes in Poetry of \$30, \$20, and \$10 are annual awards established by Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English on or before April 15.

The Frank Urban, Jr., Memorial Prize – awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

The Wall Street Journal Student Achievement Award is awarded each year to a senior who is judged by the Department of Economics to have done the most outstanding work in the field of economics of any member of his class during his college career. The award consists of an individually engraved medal and a year's free subscription to the Wall Street Journal.

The Frank W. Whitlock Prizes in Public Speaking were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate in the Class of 1870.

ATHLETIC PRIZES

George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually by the Athletic Association of the College, through the Committee of the Faculty on Athletics and the captains and managers of the team, to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as manliness, courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing his name and class date. He receives as his permanent property a bronze medal. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference "Outstanding Scholar-Athlete Award" is presented annually to the senior who is voted the most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned 8 varsity letters in 3 different sports. The award is a Trinity College blanket.

The Mears Prize of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to a member of the junior or senior class who writes the best essay on "The Place of Physical Education in a Liberal Arts College." No prize is awarded unless two or more students are competing. The essays must be submitted on or before May 1st each year.

The "1935" Award is presented annually by the Class of 1935 to the player who

has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case, and a replica is given to the recipient.

The Dan Jessee Blocking Award is given annually by Donald J. Viering, '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

The Peter S. Fish Soccer Trophy is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

The Coach's Foul Shooting Trophy is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming Award is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

The Newton C. Brainard Memorial Award is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

The John A. Mason Award, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case and a replica is presented to the award winner.

The John Sweet Batting Award is given annually to the member of the varsity baseball team having the highest batting average for the season.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually for the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case and a replica will be given each year to the winner.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

The Wyckoff Award is presented annually to the winner of the varsity golf team tournament.

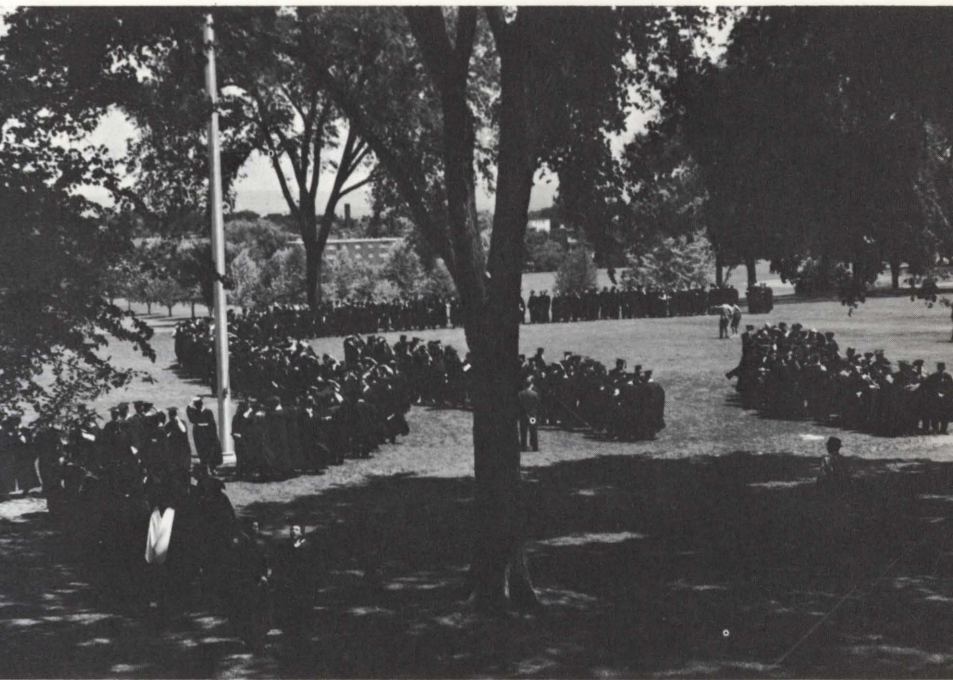
The Pappas Golf Award is presented annually to the most valuable player on the varsity golf team.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr., Prize, established by David O. Wicks, Jr., '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.



Awards 1968-69
Degrees Conferred in 1969
Student List 1968-69
Freshman Class 1969-70

Awards for 1968-69

Valedictorian: JAMES S. ROBERTSON, '69

Salutatorian: PETER H. EHRENBERG, '69

THE H. E. RUSSELL FELLOW: Wayne E. Lenik, '69

Honorary H. E. Russell Fellow: Peter T. Grossi, Jr., '69

THE MARY A. TERRY FELLOW: Richard L. Hoffman, '69

Honorary Mary A. Terry Fellow: Stephen R. Lundeen, '69

THE W. H. RUSSELL FELLOW: James S. Robertson, '69

COMPETITIVE SCHOLARS

HOLLAND SCHOLARS: Joseph B. Ewbank, '71, Lawrence A. Fox, '70, David S. Mischel, '69

SPECIAL SCHOLARSHIPS

ARROW-HART & HEGEMAN SCHOLAR: Paul F. McAloon, '69

GEORGE F. BAKER SCHOLARS: Eric E. Aasen, '70, Alexander C. Achimore, '71, Kevin B. Anderson, '70, Peter L. Anderson, '70, David H. Bamberger, '70, Harold Z. Bencowitz, '70, Steven C. Boswell, '71, Kenneth L. Brownstein, '71, Thomas M. Buchenau, '72, William M. Foster, '72, Michael T. Geiser, '71, Howard K. Gilbert, '70, George W. Graves, '72, Jack N. Hale, '70, Duane K. Hasegawa, '69, Albin B. Leong, '72, Andrew L. Lipps, '71, Haig G. Mardikian, '69, Michael M. Michigami, '69, James A. Monahan '72, Richard F. Patteson, '69, Kenneth R. Phelps, '69, James F. Plennert, '71, James S. Robertson, '69, Gregory P. Sammons, '72, Wayne L. Slingluff, '69, Albert M. Smith, '71, Henry B. Smith, '71, Bennett E. Taber, '71, Carlton L. Taylor, '71

CAPITAL AREA SCHOLARS: Roger P. Briggs, '71, Russell E. Brooks, '69, Gary R. Cahoon, '70, Richard E. Christensen, '71, Robert L. D'Agostino, '72, John P. D'Atri, '69, Anthony J. DeFranzo, Jr., '69, William J. Duane, '69, Robert B. Fawber, '71, Albert L. Floyd, '72, Dominick F. Franco, '71, Marshall B. Garrison, '71, John J. Godfrey, Jr., '69, Christopher A. Hall, '71, Richard L. Hall, '72, Romeo N. LaFaive, '71, Werner A. Low, Jr., '69, Eugene L. Newell, '70, Xavier D. Pique, '72, Gerard R. Rucci, '70, Theodore R. Simon, '71, James T. Sinnamon, '72, Kevin B. Sullivan, '71, Michael E. Trigg, '71, John M. Verre, '70, Leif E. Washer, '69

DAVID T. CHASE SCHOLAR: Douglas E. Greene, '70

CROWN-ZELLERBACH SCHOLAR: Peter H. Ehrenberg, '69

FERGUSON-MACGREGOR SCHOLARS: Michael K. Blanchard, '72, Richard C. Heinz, '70, Arthur N. Weber, '71

DAVID S. GOTTESMAN SCHOLAR: Carlos M. Martinez, Jr., '72

STELLA AND CHARLES GUTTMAN FOUNDATION SCHOLARS: Steven K. Dowinsky, '70, William J. Duane, '69, Peter T. Grossi, Jr., '69, Joseph S. Hessenthaler, '69, Robert B. Pippin, '70

HALLDEN FIFTH-YEAR ENGINEERING SCHOLARS: Bruce H. Greene, '68, George V. Minukas, '68, Kenneth G. Pavel, '68

HARTFORD AREA ALUMNI SCHOLARS: Michael J. Cancelliere, '69, Mark J. Comeau, '71, Mark J. Formica, '71, Bradley H. Friedrich, '72, Ronald J. Martin, '69, Ralph V. Sturdivant, '71

HARTFORD INSURANCE GROUP SCHOLARS: Edward J. Garofolo, '70, William L. MacLachlan, '69, Philip M. McGoohan, '71, Stephen A. Osborn, '72, Brian D. Rogers, '72

ILLINOIS SCHOLARS: Steven A. Anderson, '70, David L. Barans, '72, Dan M. Battles, '69, James S. Bernardoni, '70, Lawrence L. Bruckner, '72, Michael L. Carius, '69, Victor N. Castagna, '71, Ronald E. Cretaro, '71, Patrick R. Davidson, '69, Philip J. Davis, '70, Michael C. Edwards, '71, Geoffrey A. Frank, '70, Andrew A. Gaines, '72, John O. Gaston, '71, Norden S. Gilbert, '71, Michael R. Gilboy, '72, Peter R. Grant, '72, James H. Graves, '71, Jeffrey C. Green, '70, Joel R. Greenspan, '70, Douglas J. Gregor, '69, O. Joseph Harm, III, '70, Howard H. Harris, '69, Robert T. Hollister, '72, Charles R. Hosking, '70, Stephen J. Jiana-koplos, '71, Christopher J. Kapilla, '70, James A. Kline, '69, James H. Longley, '72, Stephen R. Lundeen, '69, Almer J. Mandt, '72, C. Gary McKenzie, '71, James H. Miller, '71, Bruce R. Muir, '71, Barry R. Nance, '71, John M. Neylon, '71, Rodney Patmon, '71, Michael G. Pennell, '69, Spencer S. Reese, '71, C. Thomas Sager, '70, Michael E. Seifert, '72, Michael A. Sooley, '72, James E. Stuffbeam, '71, Terry C. Tapley, '72, Kent W. Tarpley, '71, Brian A. Taylor, '70, Stephen L. Tody, '70, James H. Tonsgard, '70, John W. Wachewicz, '72, William H. Wagner, '72, John A. Warmbold, '70, Robert A. Washington, '69, Larry H. Whipple, '69, Walter W. Whitehouse, '72

DOROTHY A. AND GLOVER JOHNSON SCHOLAR: Gerald A. Vastano, '69

VERNON K. KRIEBLE MEMORIAL SCHOLAR: Crist N. Filer, '71

NEW YORK ALUMNI SCHOLARS: William M. Foster, '72, Thomas G. Wolfe, '69

R. C. A. SCIENCE TEACHING SCHOLAR: Keith D. Allaire, '69

JOHN STRAWBRIDGE SCHOLARS: Nigel B. Q. Back, '71, James G. Hanley, '72, Christopher J. Johnstone, '71, Christopher Lees, '70, Michael B. A. Nobbs, '72, Changez Sultan, '72, Martin H. Williams, '70

TRINITY CHURCH SCHOLAR: Armando G. Cuellar, Jr., '72

DAVID H. WINTON FOUNDATION SCHOLAR: John E. Flaherty, '70

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

THOMAS BACKUS SCHOLAR: Donald C. Kraus, '69

JOHN DAY FERGUSON AND SAMUEL MOOREWOOD SCHOLAR: John W. Pye, '70

GEORGE F. GOODMAN SCHOLARS: Lloyd L. Lewis, '69, John P. Valentine, '69

HORACE B. HITCHINGS SCHOLAR: Peter T. Elvin, '69

HARRIETTE KIRBY SCHOLAR: Leon A. Blais, '71

HORATIO N. LAKE SCHOLAR: Jennings W. Hobson, III, '70

ISSAC TOUCEY SCHOLAR: Robert B. Hurst, '71

ISSAC H. TUTTLE SCHOLAR: Nicholas G. Maklary, '71

NATHAN M. WATERMAN SCHOLAR: James C. Amis, '71

GENERAL SCHOLARSHIPS

ARMSTRONG SCHOLAR: William J. Belisle, III, '71

BACKUS SCHOLARS: Thomas R. DiBenedetto, '71, Richard L. Hoffman, '69, James A. Sedgwick, '70

BECKWITH SCHOLARS: Keith D. Allaire, '69, Gerard W. Bartlett, '70, William S. Bush, '70, Ronald J. Megna, '71

BETHLEHEM STEEL SCHOLARS: John F. Bahrenburg, '72, Richard G. Knapp, '69, Edward H. Yeterian, '70

BISHOP OF CONNECTICUT SCHOLAR: James M. McClaugherty, Jr., '70

GRACE EDITH BLISS SCHOLARS: Larry C. Andriks, '71, Richard D. Harvey, '70, Thomas Sasali, '71

HENRY E. BODMAN MEMORIAL SCHOLARS: John E. Helsdon, '70, Kenneth E. Reeves, '72

GEORGE MEAD BOND SCHOLAR: Howard W. Pearson, '70

JOHN F. BOYER SCHOLARS: Alexander Belida, Jr., '70, Carlo A. Forzani, '70, Michael G. Porlides, '70, David P. Wolfe, '70

LUCY M. BRAINERD SCHOLARS: Arthur I. Fagan, '72, Steven F. Freudenthal, '71, Robert P. Halpern, '72, Theodore J. Kowalski, '71, Rocco J. Maffei, Jr., '72, Richard J. Mazzuto, '71

BRONSON SCHOLAR: Thomas P. Higgins, '69

BUFFINGTON-BURGWIN SCHOLAR: Not awarded

CARPENTER SCHOLAR: Roger L. Greenberg, '69

CLASS OF 1916 SCHOLARS: Louis K. Birinyi, '71, Peter W. Jessop, '72, Glenn M. Kenney, '72, J. Tate Preston, '72, John L. Talerico, '72

CLASS OF 1918 SCHOLARS: Robert J. Fass, '72, Patrick W. Mitchell, '70, James K. Wolcott, '71

CLASS OF 1940 SCHOLAR: David B. Brackett, '71

MARTIN W. CLEMENT SCHOLARS: David V. Appel, '72, Albert C. Humphrey, '71, Dennis A. Lalli, '72, Raymond W. McKee, '70

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CODMAN SCHOLARS: William R. Anderson, '70, Robert L. Geary, '70, Bruce A. Harmon, '71

COLE SCHOLARS: Wayne E. Lenik, '69, Anthony F. Malone, '70

COLLEGIATE SCHOLARS: Alois A. Jurcik, '69, N. Jon Lomberg, '69, Bryan P. Sperry, '72, Howard Weinberg, '71

CONVERSE SCHOLARS: Richard S. Belas, '70, Robert N. Davis, '70, Michael D. Glowa, '70, Neil J. Holland, '72, Francis A. Minitier, '70, James Wu, '71

LEMUEL J. CURTIS SCHOLAR: John R. Anderson, '70

CHARLES F. DANIELS SCHOLAR: Richard C. Strouse, '69

CAMERON J. DAVIS SCHOLAR: Not awarded

J. H. KELSO DAVIS SCHOLARS: Kevin S. Gracey, '72, Elmond A. Kenyon, '70, Alan B. Loughnan, '72, Joseph E. Peters, '72, Alan J. Southard, '71, David P. Wakefield, '71, Robert L. Watts, '72

JANE N. DEWEY SCHOLAR: Jeffrey W. Hales, '72

DILLON SCHOLARS: Anthony J. Tranquillo, '72, Donald J. Viering, Jr., '72

DOUGLAS SCHOLAR: Georges P. Roumain, '71

EASTERBY SCHOLARS: Robert J. Ellis, '72, John W. Gohsler, '70

EATON SCHOLARS: Joseph M. Connors, '69, Steven W. Delano, '71

ELLIS SCHOLAR: Robert E. Garrett, '71

ELTON SCHOLARS: J. Jacques Lagasse, '71, William K. Marimow, '69, Philip M. Olander, '71

FEINGOLD SCHOLAR: Michael H. Huberman, '72

FELDMAN SCHOLAR: Michael L. Downs, '71

S. P. AND BARR FERREE SCHOLAR: E. Scott Sutton, '70

GEORGE M. FERRIS SCHOLAR: Arnold B. Maltz, '69

THOMAS FISHER SCHOLAR: J. Ward Godsall, '71

E. O. FLAGG SCHOLAR: Nicholas A. Melito, '69

FRANK ROSWELL FULLER SCHOLARS: Burt A. Adelman, '72, Peter S. Kovatis, '72

ELBERT H. GARY SCHOLARS: John F. Foulkrod, '70, Stuart A. Hamilton, '70, Alan L. Marchisotto, '71, Craig W. Markert, '69, Barry H. Richardson, '69, Andrew T. Shaw, '70

JAMES H. GEORGE SCHOLAR: Carl E. Luty, '69

MICHAEL P. GETLIN SCHOLARS: Dennis W. Bruns, '71, Michael D. Loberg, '69, J. Andrew McCune, '72, Charles E. Taylor, '70

GEORGE S. GILMAN SCHOLARS: Grant W. Branstator, '70, William J. Sartorelli, '71

- B. HOWELL GRISWOLD SCHOLARS: Stuart W. Mason, '71, James B. Tyler, III, '69, Richard D. White, '72, Michael J. Zimmerman, '72
- HALLDEN ENGINEERING SCHOLARS: Hugo J. Luke, '70, Roy M. McCord, '70, Martin M. Tong, '72
- JEREMIAH HALSEY SCHOLARS: Steven B. Chawkins, '69, Thomas Teller, '71
- HARTFORD ROTARY - CHARLES J. BENNETT MEMORIAL SCHOLAR: Albert Lucas, Jr., '72
- GEORGE KNEELAND SCHOLAR: Barry G. Sheckley, '69
- REV. FLAVEL SWEETEN LUTHER SCHOLAR: Thomas A. Rouse, '72
- WILLIAM G. MATHER SCHOLARS: A. Scott Duncan, '69, John A. Tadsen, '70
- GEORGE SHELDON MCCOOK SCHOLAR: Carl L. Prather, '72
- MCLEAN SCHOLAR: William J. Montgomery, '71
- CAROLINE S. MEARS SCHOLARS: William T. Duncan, '69, William A. Hastings, '69
- MEMORIAL SCHOLAR: Daniel E. Wroblewski, '69
- MOAK-TRINITY SCHOLARS: Robert B. Pippin, '70, John P. Reale, '71, Charles E. Shouse, '71
- ROBERT S. MORRIS SCHOLARS: John S. Fink, '72, Joseph P. Maryeski, '70
- SHIRAS MORRIS SCHOLARS: Christopher T. MacCarthy, '70, Leo Mallek, '69, William C. Staudt, Jr., '72
- WILLIAM J. NELSON SCHOLARS: David A. Seidel, '69, David W. Shappell, '71
- GUSTAV P. NORDSTROM SCHOLAR: Michael J. McDonald, '72
- REMSSEN BRINKERHOFF OGILBY SCHOLARS: John Gould, Jr., '72, Alan M. Patrignani, '72, Brian K. Titus, '69
- DWIGHT W. PARDEE SCHOLAR: Peter M. O'Beirne, '71
- HENRY PERKINS SCHOLAR: James M. McClaugherty, Jr., '70
- RETURNED SCHOLARSHIP SCHOLAR: Charles L. Duffney, '69
- GOVERNOR ABRAHAM RIBICOFF SCHOLAR: Christopher W. Adams, '69
- MARIA L. RIPLEY SCHOLAR: Gary R. Dibble, '71
- THE GENERAL GRIFFIN A. STEDMAN SCHOLARS: Robert J. Bauman, '72, Eli Mackey, '70, Lucian Zielinski, '70
- SUISMAN FOUNDATION SCHOLARS: Roderick A. Cameron, '72, Paul Meyendorff, '72, David Sarasohn, '71
- SAMUEL C. AND EDWARD A. SUISMAN SCHOLARS: William R. Fuller, '71, Kenneth J. Kobus, '69, Robert E. Sherrill, Jr., '69
- SWISS REINSURANCE SCHOLAR: Grantley W. Taylor, II, '69

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EDWIN P. TAYLOR, III SCHOLARS: Leslie A. Dowd, '69, Frederick B. Foxley, '71

MATTHEW GEORGE THOMPSON SCHOLARS: Joseph A. Barkley, III, '70, James A. Chesney, '71, Michael D. Cleary, '69, Christian K. Dahl, '71, George E. Dunkel, '70, Michael T. Gillette, '71, Thomas McGuirk, '72, Roger P. Richard, '69, Charles T. Shaw, '72, David P. Sutherland, '72, Thomas L. Tonoli, '69

MELVIN W. TITLE SCHOLARS: Paul G. Cullen, '71, James P. Gamerman, '72, J. Marvin White, '71

WILLIAM TOPHAM SCHOLAR: Ralph V. Sturdivant, '71

TRINITY SCHOLARS: William W. Abendroth, '72, Raymond F. Angelo, '71, Robert J. Arceci, '72, Jack C. Barthwell, III, '72, Anthony K. Burton, '72, Peter D. Clark, '69, Kejen P. Corsa, '69, Jerome F. Crowley, '70, Michael R. Davidson, '72, Roderick A. DeArment, '70, Raymond V. DeSilva, '72, John W. Eaton, '72, Thomas B. Ewing, '70, William C. Foureman, '71, James P. Frost, '72, James R. Golmon, '70, Charles Z. Greenbaum, '71, Abdillahi M. Haji, '70, James H. Hanzlik, '70, Richard J. Harder, '72, H. Scott Haskell, '69, Mark J. Haslett, '72, Edward S. Hill, '69, James R. Holmberg, '72, Joel H. Houston, '71, Howard P. James, '70, Ebrima K. Jobarteh, '69, Alan D. Johnson, '70, Lee Kaplan, '72, Edward B. Karam, Jr., '71, Howard M. Kelfer, '72, Marshall M. Kennard, '72, Mark M. Kindley, '69, Robert A. LaPorte, '70, D. Bruce Mahaffey, '71, Derek R. Mansell, '72, Anthony J. Marchetti, Jr., '72, George L. Marks, '72, Iradj Mehrmanesh-Tehranipour, '70, Samuel H. Merrill, '72, Stephen C. Metz, '72, Brian E. Meyers, '71, Thomas M. Milligan, '72, Michael D. Morton, '72, Leonard P. Mozzi, '69, David E. Ormiston, '71, Ralph T. Robinson, '70, David S. Rosenthal, '72, Zygmund Roth, '69, Thomas F. Schaible, '72, Richard J. Sharples, '69, Christopher W. Smith, '69, R. David Stamm, '72, David G. Strimaitis, '72, Karsten T. K. Thompson, '72, William J. Thompson, '70, Gerardo C. Tramontozzi, '72, Paul A. Vitello, '72, Herbert N. Wigder, '69, Michael J. Wright, '69, Charles J. Yeager, '72, M. Walter Young, '72

B. FLOYD TURNER SCHOLAR: Theodore M. Peterson, '71

WEAN SCHOLARS: Timothy A. Balch, '72, J. Gregory Mears, '69, Jonathan E. Miller, '71, Philip J. Scalia, '72

CHARLES F. WEED SCHOLARS: W. Roderick MacDonald, '69, Thomas E. McGrath, '71, Robin G. Symonds, '70

WESTERN CONNECTICUT ALUMNI SCHOLAR: Robert P. Berardino, '70

MARY HOWARD WILLIAMS SCHOLAR: Stanley P. Littlefield, '71

WISE SCHOLARS: Dana J. Andrusik, '72, Steven A. Brown, '70, Larry K. Graves, '72, Paul J. Laliberte, '71, Stephen W. Larrabee, '72, Daniel J. Nichols, '70, James B. Tully, '70

CHARLES G. WOODWARD SCHOLARS: Donald J. Ganley, '71, William D. Prevost, '71, William S. Searle, '70

VERTRESS YOUNG SCHOLARS: John H. Burnes, '69, C. Michael Gerver, '72, Stanton C. Otis, Jr., '69

HONORS AND PRIZES

- THE JOHN C. ALEXANDER MEMORIAL AWARD: Charles L. Duffney, Jr., '69
- THE ALUMNI PRIZES IN ENGLISH COMPOSITION: *First Prize*: Richard F. Patteson, Jr., '69; *Second Prize*: Carl E. Luty, '69
- TRINITY ALUMNUS PRIZES IN PROSE FICTION: *First Prize*: Werner A. Low, Jr., '69; *Second Prize*: R. Paul Burton, Jr., '71; *Third Prize*: Robert B. Pippin, '70
- AMERICAN ASSOCIATION OF TEACHERS OF SPANISH MEDALS FOR EXCELLENCE IN SPANISH: Not awarded
- THE AMERICAN SOCIETY OF MECHANICAL ENGINEERS PRIZE: A. Scott Duncan, '69
- THE CESARE BARBIERI ESSAY PRIZES: Not awarded
- THE CESARE BARBIERI PRIZES FOR EXCELLENCE IN SPOKEN ITALIAN: Not awarded
- F. A. BROWN PRIZES – ENGLISH ORATION: Not awarded
- DANFORTH GRADUATE FELLOWSHIP: Peter T. Grossi, Jr., '69
- DELTA PHI ALPHA BOOK PRIZE: *First Prize*: Peter F. Gable, '69; W. Roderick MacDonald, '69; Todd M. Pearson, '69
- THE FERGUSON PRIZES FOR ECONOMIC ESSAYS: *First Prize*: Charles L. Duffney, Jr., '69; *Second Prize*: Thomas C. Campbell, '69
- THE FERGUSON PRIZES IN HISTORY: *First Prize*: Douglas J. Gregor, '69; *Second Prize*: Theodore F. Cook, Jr., '69
- THE FERGUSON PRIZES IN GOVERNMENT: *First Prize*: Peter H. Ehrenberg, '69; *Second Prize*: Richard J. Behn, '69
- THE RONALD H. FERGUSON PRIZES FOR EXCELLENCE IN FRENCH: Not awarded
- FISHZOHN AWARD FOR CIVIL RIGHTS AND COMMUNITY SERVICE: Kenneth E. Reeves, '72, Charles R. Hosking, '70
- THE JAMES GOODWIN GREEK PRIZES: *First Prize*: Roy C. Zartarian, '69; *Second Prize*: Vaughn P. M. Keith, '72
- THE MARY LOUISE GUERTIN ACTUARIAL AWARD: 1968: Michael J. Richmond, '68; 1969: James G. Jakielo, '69
- THE KARL W. HALLDEN ENGINEERING AWARDS: *First Prize*: A. Scott Duncan, '69; *Second Prize*: W. Allan Clearwaters, '69
- THE HALLDEN ENGINEERING THESIS AWARD: Kenneth G. Pavel, George V. Minukas (Fifth Year Engineering Students)
- THE RICHARD P. HORAN MEMORIAL TROPHY: Not awarded
- THE HUMAN RELATIONS AWARD: Not awarded
- THE JESTERS ONE-ACT PLAY WRITING AWARD: Not awarded
- THE GEORGE J. MEAD PRIZE IN GOVERNMENT: D. David Dershaw, '70

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THE GEORGE J. MEAD PRIZE IN HISTORY: Albert L. Pottash, '70

MEARS PRIZE: Not awarded

HELEN LOVELAND MORRIS PRIZE IN MUSIC: Stephen H. Horenstein, '69, George T. Simon, '69

NATIONAL SCIENCE FOUNDATION FELLOWSHIP: Not awarded

JAMES A. NOTOPOULOS LATIN PRIZES: *First Prize*: Charles T. Shaw, '72;
Second Prize: Vaughn P. M. Keith, '72

THE PHI GAMMA DELTA PRIZES IN MATHEMATICS: *First Year Mathematics: First Prize*: Larry K. Graves, '72, Joseph M. Groden, '72; *Second Prize*: James T. Sinnamon, '72; *Third Prize*: Lawrence D. Sichel, '72; *Second Year Mathematics: First Prize*: David W. Shappell, '71; *Second Prize*: Gerald N. Van Aken, '71; *Third Prize*: Hugh B. Woodruff, '71

PI GAMMA MU SCHOLARSHIP AWARD: Peter H. Ehrenberg, '69

THE DONN F. PORTER MEMORIAL AWARD: Not awarded

THE ROCKEFELLER BROTHERS THEOLOGICAL FELLOWSHIP: Not awarded

SAGE-ALLEN ART AWARD: J. Michael Logan, '69

LAWRENCE J. SILVER MEMORIAL AWARD: Richard J. Sharples, '69

PETER J. SCHAEFER MEMORIAL PRIZE AWARDS: Grant W. Branstator, '70, Eugene L. Newell, '70

D. G. BRINTON THOMPSON PRIZE IN UNITED STATES HISTORY: Not awarded

THE MELVIN W. TITLE LATIN PRIZES: *First Prize*: Roy C. Zartarian, '69;
Second Prize: Leo C. Fairenkopf, Jr., '71

TRINITY COLLEGE LIBRARY ASSOCIATES STUDENT BOOK COLLECTORS PRIZES: *First Prize*: Dennis W. Bruns, '71; *Second Prize*: Wayne L. Slingluff, '69, Randolph J. Man, '70; *Third Prize*: Michael J. Paszek, '69

THE MILES A. TUTTLE PRIZE: Laurence E. Ach, '69

RUEL CROMPTON TUTTLE PRIZES: *First Prize*: Robert B. Pippin, '70; *Second Prize*: Steven K. Dowinsky, '70; *Honorable Mention*: John F. Sibley, '70

JOHN CURTIS UNDERWOOD MEMORIAL PRIZES IN POETRY: *First Prize*: Jay Bernstein, '70, Stephen E. Hume, '69; *Third Prize*: Suzanne D. Wilsey, '71

THE FRANK URBAN MEMORIAL PRIZE FOR EXCELLENCE IN BEGINNING GREEK: Robert N. Brey, III, '70

THE WALL STREET JOURNAL STUDENT ACHIEVEMENT AWARD: Charles L. Duffney, Jr., '69

THE FRANK W. WHITLOCK PRIZES: *First Prize*: Thomas M. Milligan, '72; *Second Prize*: Not Awarded; *Third Prize*: Not Awarded

WOODROW WILSON FELLOWSHIP: Peter T. Grossi, Jr., '69

HONOR SOCIETIES

PHI BETA KAPPA: Irving H. Agard, III, '69; Richard J. Behn, '69; Joseph M. Connors, '69; William J. Duane, '69; Peter H. Ehrenberg, '69; Wilbur A. Glahn, III, '69; Peter T. Grossi, Jr., '69; Joseph S. Hessenthaler, '69; Richard L. Hoffman, '69; James G. Jakielo, '69; Richard G. Knapp, '69; Donald C. Kraus, '69; Wayne E. Lenik, '69; Stephen R. Lundeen, '69; Carl E. Luty, '69; Paul F. McAloon, '69; John G. Mears, '69; Alan M. Mendelson, '69; David S. Mischel, '69; John H. Nickle, Jr., '69; Michael J. Paszek, '69; Richard F. Patteson, Jr., '69; Kenneth R. Phelps, '69; James S. Robertson, '69; David A. Seidel, '69; George T. Simon, '69; William G. Stephens, '69; Grantley W. Taylor, II, '69; Jeffrey M. Vogelgesang, '69; Daniel E. Wroblewski, '69

PI GAMMA MU: Edward A. K. Adler, '69; Irving H. Agard, '69; Franklin L. Bridges, III, '69; Daniel P. Card, II, '69; David S. Carman, '70; Theodore F. Cook, Jr., '69; John R. Cooper, '69; Charles L. Duffney, Jr., '69; Peter H. Ehrenberg, '69; Alan S. Farnell, '70; Lawrence A. Fox, '70; Carl H. Fridy, '69; Wilbur A. Glahn, III, '69; Douglas J. Gregor, '69; Peter T. Grossi, Jr., '69; Charles R. Hosking, '70; James G. Jakielo, '69; Howard P. James, '70; Michael F. Jimenez, '70; D. Scott Johnson, '69; Alois S. Jurcik, '69; Richard G. Knapp, '69; Wayne E. Lenik, '69; Ernest J. Mattei, '70; Alan M. Mendelson, '69; David S. Mischel, '69; James W. Osher, '70; Charles E. Piper, '69; David M. Pollack, '69; C. Thomas Sager, '70; William S. Searle, Jr., '69; David A. Seidel, '69; Matthew S. Simchak, '69; Wayne L. Slingluff, '69; Michael E. Sobotka, '70; William F. Sorin, '70; William F. Staples, '70; William G. Stephens, '69; David W. Steuber, '70; Richard C. Strouse, '69; William D. Taggart, '70; Warren V. Tanghe, '70; Christy W. Tewell, '69; James B. Tyler, III, '69; Jeffrey M. Vogelgesang, '69

SIGMA PI SIGMA: Louis K. Birinyi, Jr., '71; T. Roger Briggs, '71; Crist N. Filer, '71; William R. Fuller, '71; Michael T. Geiser, '71; Charles Z. Greenbaum, '71; A. Christopher Hall, '71; David P. Wolff, '70; Hugh B. Woodruff, '71; W. Stephen Bush, '70 (elected 1968)

DELTA PHI ALPHA: Steven K. Dowinsky, '70; Karl N. Enemark, '69; Peter F. Gable, '69; Richard L. Hoffman, '69; W. Roderick MacDonald, '69; Marvin E. Miller, '69; Todd M. Pearson, '69; Albert L. Pottash, '70; William F. Staples, '70; William G. Stephens, '69

PSI CHI: John H. Burnes, '69; William F. Corder, Jr., '69; William J. Duane, '69; Roger L. Greenberg, '69; J. Peter Hershey, '69; Miles B. King, '69; Geoffrey G. Mandly, '69; David S. Mischel, '69; Robert E. Sherrill, Jr., '69; Barry J. Sino-way, '69; Richard E. Tosi, '69; Robert A. Washington, '69

CAPITAL AREA DISTINGUISHED AWARDS: These awards are made annually at the Capital Area Educators' Dinner in November to secondary school teachers in the Capital Area. In 1968 awards were made to Stephen Rintoul Davenport, Jr., of Kingswood School and Ann Gertrude Duffy of South Windsor High School.

WINNERS OF 1968-69 ATHLETIC PRIZES

THE GEORGE SHELDON MCCOOK TROPHY: Michael J. Beautyman, '69

THE E.C.A.C. OUTSTANDING SCHOLAR-ATHLETE AWARD: Michael J. Beautyman, '69

THE MEARS PRIZE IN PHYSICAL EDUCATION: Not awarded

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THE "1935" MOST VALUABLE FOOTBALL PLAYER AWARD: Michael J. Cancelliere, '69

THE DAN JESSEE BLOCKING AWARD: Barry G. Sheckley, '69

THE PETER S. FISH MOST VALUABLE SOCCER PLAYER AWARD: Roger P. Richard, '69

THE HAROLD R. SHETTER MOST IMPROVED SOCCER PLAYER AWARD: John A. Robson, '70

THE ARTHUR P. R. WADLUND MOST VALUABLE BASKETBALL PLAYER AWARD: Joseph J. Pantalone '70

THE COACH'S FOUL SHOOTING TROPHY: Howard B. Greenblatt, '71

THE JOHN E. SLOWIK MOST VALUABLE SWIMMER AWARD: Douglas R. Watts, '69

THE ROBERT SLAUGHTER MOST IMPROVED SWIMMER AWARD: William J. Thompson, '70

THE NEWTON C. BRAINARD SQUASH RACQUETS AWARD: Peter T. Wiles, '70

THE JOHN A. MASON MOST IMPROVED SQUASH PLAYER AWARD: Spencer R. Knapp, '71

THE MARSH FREDERICK CHASE MEMORIAL FENCING AWARD: Marshall Garrison, '71

THE THOMAS H. TAYLOR FENCING AWARD: Joel R. Greenspan, '70

THE ALBERT C. WILLIAMS HOCKEY CUP: Sheldon B. Crosby, '71

THE DAN WEBSTER MOST VALUABLE BASEBALL PLAYER AWARD: Miles B. King, '69

THE JOHN SWEET BATTING AWARD: James Bernardoni, '70

THE ROBERT S. MORRIS TRACK TROPHY: Darrell H. Burstein, '69

THE SHELDON TILNEY TENNIS TROPHY: Michael J. Beautyman, '69

THE CRAIG MOST IMPROVED TENNIS PLAYER AWARD: Alan W. Gibby, '70

THE JOHN FRANCIS BOYER LACROSSE AWARD: William N. Wight, '69

THE WYCKOFF GOLF AWARD: Robert S. Johnson, '69

THE TORCH AWARD (ROWING): Richard C. Dale, '70

THE HARTFORD BARGE CLUB ROWING TROPHY: John P. Reale, '71

THE DAVID O. WICKS, JR. ROWING PRIZE: David M. Banash, '72

AIR FORCE RESERVE OFFICERS TRAINING CORPS

COMMISSIONS GRANTED MAY 31, 1969

Peter Andrew Berger '69

Paul McNeill Currer '69

William John Duane '69 - Distinguished

Air Force ROTC Graduate

William Thomas Duncan '69

Richard Severance Grinnell '69

James Thomas Jones '69

Michael Masao Michigami '69

Eugene Charles Paquette '69

Edward Joseph Pospesil, Jr. '69

Richard James Sharples '69

Barry George Sheckley '69

James Cosgriff Sturdevant '69

AIR FORCE ROTC AWARDS FOR 1969

LAWRENCE J. SILVER MEMORIAL AWARD – to the Senior year cadet who has shown the highest degree of enthusiasm and dedication which exemplifies the ideals of the Air Force. Richard J. Sharples, '69

COMMANDER'S AWARD – to the cadet who has attained the highest academic achievement in both AFROTC and college studies. John E. Flaherty, '70

HARTFORD COURANT AWARD – to the Junior year cadet who has consistently demonstrated sincerity, loyalty, and devoted interest in the United States Air Force through his contribution to the Trinity College Corps of Cadets. David H. Shipman, '70

PRATT AND WHITNEY AIRCRAFT SENIOR AWARD – to the Senior year cadet who has demonstrated the highest leadership, cooperation, and loyalty. William J. Duane, '69

PRATT AND WHITNEY AIRCRAFT JUNIOR AWARD – to the Junior year cadet who has demonstrated the highest leadership, cooperation, and loyalty. James M. McLaugherty, Jr., '70

Degrees Conferred in 1969

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises June 1.

BACCALAUREATE DEGREES IN COURSE

James Stephen Robertson, *Michigan*, B.S.

VALEDICTORIAN

with Honors in Biology and General Scholarship

Peter Hecht Ehrenberg, *New Jersey*, B.A.

SALUTATORIAN

with Honors in Government and General Scholarship

Edward Andrew Koepfel Adler, *New York*, B.A.,
with Honors in Economics

Richard James Behn, *New Jersey*, B.A.,
with Honors in Government

Darrell Howard Burstein, *Connecticut*, B.S.,
with Honors in Biology

Daniel Parker Card, II, *Massachusetts*, B.A.,
with Honors in Government

Kenneth Robert Casey, *Ohio*, B.S.,
with Honors in Biology

James Edward Clair, Jr., *New York*, B.A.,
with Honors in History

Richard Bayldone Coakley, *Massachusetts*, B.A.,
with Honors in The Arts

Michael Peter Conforti, *Massachusetts*, B.A.,
with Honors in The Arts

Joseph Michael Connors, *Massachusetts*, B.S.,
with Honors in Biology

Theodore Failor Cook, Jr., *Massachusetts*, B.A.,
with Honors in History

Anthony John DeFranzo, Jr., *Connecticut*, B.S.,
with Honors in Biology

William John Duane, *Connecticut*, B.A.,
with Honors in Psychology

Charles L. Duffney, Jr., *Massachusetts*, B.A.,
with Honors in Economics

Mark Abbot Edinberg, *Massachusetts*, B.A.,
with Honors in Psychology

Peter Fowler Gable, *Pennsylvania*, B.A.,
with Honors in Modern Languages

Wilbur Anderson Glahn, III, *Connecticut*, B.A.,
with Honors in History

Alden Rand Gordon, *Virginia*, B.A.,
with Honors in The Arts

Roger Lee Greenberg, *Colorado*, B.A.,
with Honors in Psychology

Douglas Jerome Gregor, *Illinois*, B.A.,
with Honors in History

Duane Kazuo Hasegawa, *Colorado*, B.S.,
with Honors in Biology

Richard Luke Hoffman, *California*, B.A.,
with Honors in English

John Girard Ingram, *Massachusetts*, B.A.,
with Honors in The Arts

James Garry Jakielo, *Connecticut*, B.S.,
with Honors in Mathematics

Miles Berland King, *Massachusetts*, B.A.,
with Honors in Psychology

Richard Gray Knapp, *Connecticut*, B.A.,
with Honors in History

Donald Carl Kraus, *New York*, B.A.,
with Honors in English

Alan Harris Levine, *Pennsylvania*, B.S.,
with Honors in Biology

Stephen Rolf Lundeen, *Illinois*, B.S.,
with Honors in Physics and General Scholarship

Carl Edward Luty, *Connecticut*, B.A.,
with Honors in English

John Gregory Mears, *New York*, B.S.,
with Honors in Biology

Alan Michael Mendelson, *Connecticut*, B.A.,
with Honors in Economics

Degrees Conferred in 1969/1970

- Marvin Elliott Miller, *Pennsylvania*, B.S.,
with Honors in *Chemistry*
- John Harry Nickle, Jr., *Delaware*, B.S.,
with Honors in *Chemistry*
- Lorenz James Olivetti, *Connecticut*, B.A.,
with Honors in *English*
- * Edward Taylor Parrack, Jr., *Pennsylvania*, B.A.,
with Honors in *English*
- Richard Francis Patteson, *Virginia*, B.A.,
with Honors in *English*
- Kenneth Raymond Phelps, *Oklahoma*, B.S.,
with Honors in *Biology*
- Keith Morton Pinter, *Connecticut*, B.S.,
with Honors in *Physics*
- Robert Aaron Rethy, *New York*, B.A.,
with Honors in *English*
- David Allen Seidel, *New Hampshire*, B.A.,
with Honors in *Economics*
- Robert Edward Sherrill, Jr., *Indiana*, B.A.,
with Honors in *Psychology*
- George Tedesche Simon, *New York*, B.A.,
with Honors in *The Arts (Music)*
and *English*
- Barry Jay Sinoway, *Connecticut*, B.A.,
with Honors in *Psychology*
- Richard Charles Strouse, *Connecticut*, B.A.,
with Honors in *History*
- Christy Wendell Tewell, *Maryland*, B.A.,
with Honors in *Economics*
- William Mark Unger, *Virginia*, B.A.,
with Honors in *English*
- Jeffrey Marshall Vogelgesang, *Ohio*, B.A.,
with Honors in *History and General*
Scholarship
- Frederick Arend Vyn, *Michigan*, B.S.,
with Honors in *Engineering*
- Stephen Gould Wellcome, *Massachusetts*, B.S.,
with Honors in *Engineering*
- Herbert Neil Wigder, *New Jersey*, B.A.,
with Honors in *History*
- Daniel Edward Wroblewski, *Massachusetts*, B.S.,
with Honors in *Biology*
- Roy Charles Zartarian, *Connecticut*, B.A.,
with Honors in *Classical Languages*
and *Civilization*
-
- Laurence Ernest Ach, *California*,
B.A., *History*
- Christopher William Adams, *Connecticut*,
B.A., *Government*
- Irving Howard Agard, III, *Massachusetts*,
B.S., *Mathematics*
- Keith Dennis Allaire, *New Jersey*,
B.S., *Mathematics*
- Richard Evans Arcsott, *Pennsylvania*,
B.A., *History*
- Aram Avedis Atashian, Jr., *New York*,
B.S., *Biology*
- Robert Diedrich August, *Vermont*,
B.A., *English*
- Henry Wyeth Barkhausen, *Illinois*,
B.A., *Economics*
- DeWitt Dukes Barlow, III, *New Jersey*,
B.A., *History*
- William Thomas Barrante, *Connecticut*,
B.A., *History*
- David Conant Bartlett, *District of Columbia*,
B.A., *History*
- Dan Michael Battles, *Illinois*,
B.A., *Psychology*
- David Lee Beatty, *Pennsylvania*,
B.A., *Economics*
- Michael John Beautyman, *Massachusetts*,
B.A., *English*
- Peter Andrew Berger, *New Jersey*,
B.A., *Psychology*
- Franklin Landers Bridges, III,
Massachusetts, B.A., *Philosophy*
- Christopher John Briggs, *District of*
Columbia, B.A., *History*
- Russell Edward Brooks, *Connecticut*,
B.S., *Mathematics*
- John Henry Burnes, *Connecticut*,
B.A., *Psychology*
- Wayne David Butz, *Pennsylvania*,
B.S., *Mathematics*
- William Cabell, Jr., *Virginia*,
B.A., *Religion*
- Jay Dudley Campbell, *North Carolina*,
B.A., *English*
- Thomas Cranfill Campbell, *Texas*,
B.A., *Economics*
- Michael Joseph Cancelliere, *Connecticut*,
B.A., *Government*
- William George Canning, *Connecticut*,
B.A., *History*
- William Richard Cantwell, *Pennsylvania*,
B.A., *Psychology*
- Michael Lee Carius, *Illinois*,
B.S., *Biology*
- Charles Palmer Carroll, *Connecticut*,
B.A., *Government*
- Steven Brad Chawkins, *New York*,
B.A., *English*
- Peter Chandler Chick, *Massachusetts*,
B.A., *History*

* See Masters Degrees Conferred

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Peter Donald Clark, *Connecticut*,
B.A., *Government*
Michael David Cleary, *Connecticut*,
B.A., *Government*
John Robert Cooper, *Illinois*,
B.A., *Government*
Gerald Avery Cordis, *Connecticut*,
B.S., *Biology*
William Francis Cordner, Jr., *Connecticut*,
B.A., *Psychology*
Kejen Pi Corsa, *California*,
B.S., *Biology*
Paul McNeil Currer, *California*,
B.A., *History*
Paul Mead Currier, *New Hampshire*,
B.S., *Physics*
James Patrick Daly, *Connecticut*,
B.S., *Mathematics*
John Paul D'Atri, *Connecticut*,
B.A., *History*
Patrick Ross Davidson, *Illinois*,
B.S., *Biology*
John Pember DeLong, *Virginia*,
B.A., *History*
Mark Charles DiBona, *New York*,
B.S., *Biology*
Howard Nesbit Douds, II, *Pennsylvania*,
B.S., *Biology*
Leslie Allan Dowd, *Connecticut*,
B.S., *Biology*
Edward Wallace Doyle, *New York*,
B.A., *English*
John Boucher Dugan, *New York*,
B.A., *Psychology*
William Thomas Duncan, *Virginia*,
B.A., *English*
Lawrence Joseph DuPont, Jr., *Connecticut*,
B.A., *Economics*
Michael Peter Dzubyat, *Connecticut*,
B.S., *Biology*
William Davis Elliot, *Virginia*,
B.A., *Philosophy*
Peter Thurston Elvin, *Rhode Island*,
B.A., *English*
Karl Nelson Enemark, *Massachusetts*,
B.A., *Modern Languages*
Frederick Herbert Engelmann, *New Jersey*,
B.S., *Biology*
Barry McCormick Fearing, *California*,
B.A., *History*
Oscar Franklin Forester, III, *Texas*,
B.A., *Religion*
Robert Alan Freedman, *Connecticut*,
B.S., *Biology*
Judd Freeman, *Michigan*,
B.A., *History*

Carl Hess Fridy, *Pennsylvania*,
B.A., *History*
Robert Saxton Geer, *Connecticut*,
B.A., *Art History*
Thomas Forbes Getzendanner, *Ohio*,
B.A., *Economics*
Richard Harold Gifford, *Pennsylvania*,
B.A., *Studio Arts*
John James Godfrey, Jr., *Connecticut*,
B.A., *History*
Joel Mark Goldfrank, *New York*,
B.A., *English*
Jeffrey Williams Gordon, *Massachusetts*,
B.A., *English*
John Pennypacker Gregg, *Pennsylvania*,
B.A., *English*
John William Griffin, *Massachusetts*,
B.A., *Philosophy*
Richard Severance Grinnell, *California*,
B.A., *Studio Arts*
* Peter Thomas Grossi, Jr., *Connecticut*,
B.A., *Religion and Honors in General
Scholarship*
Richard George Hammell, *New Jersey*,
B.S., *Mathematics*
Howard Hamilton Harris, *Missouri*,
B.S., *Biology*
Timothy Head Harwood, *Massachusetts*,
B.A., *History*
H. Scott Haskell, *Massachusetts*,
B.A., *Religion*
William Abbott Hastings, *Connecticut*,
B.A., *Economics*
William Harrison Hastings, Jr., *Connecticut*,
B.A., *English*
Gerald Alden Hatch, *Massachusetts*,
B.S., *Mathematics*
James Nicholas Hayes, *New York*,
B.A., *History*
Robert Anderson Haynes, *North Carolina*,
B.A., *History*
Edward Gates Hazen, Jr., *Connecticut*,
B.A., *History*
Peter Austin Heller, *Connecticut*,
B.A., *Economics*
Richmond Shreve Hendee, *Michigan*,
B.A., *English*
John Peter Hershey, *Pennsylvania*,
B.A., *Psychology*
Joseph Steven Hessenthaler, *Pennsylvania*,
B.S., *Mathematics*
Thomas Peter Higgins, Jr., *Connecticut*,
B.A., *History*
Edward Samuel Hill, *Connecticut*,
B.A., *English*
Andrew Roy Hillman, *Connecticut*,
B.A., *Religion*

* See Masters Degrees Conferred

Degrees Conferred in 1969/169

- Stephen Lewis Hopkins, *New Jersey*,
B.A., *Psychology*
- Stephen Harris Horenstein, *Massachusetts*,
B.A., *Music*
- George Henry Howard, III, *New York*,
B.A., *English*
- Stephen Eaton Hume, *District of Columbia*,
B.A., *English*
- Ebrima Kebba-Saloum Jobarteh, *Gambia*,
B.A., *Government*
- Don Paul Johnson, *Connecticut*,
B.A., *Government*
- Duncan Scott Johnson, *Missouri*,
B.A., *History*
- Robert St. Clair Johnson, *Pennsylvania*,
B.A., *Government*
- James Thomas Jones, *California*,
B.A., *English*
- Alois Soban Jurcik, *New York*,
B.A., *History*
- Daniel Jonathan Kaplan, *Massachusetts*,
B.A., *Psychology*
- Colin Edwin Kaufman, *New York*,
B.A., *Modern Languages*
- Robert Edward Kehoe, Jr., *Illinois*,
B.S., *Mathematics*
- Peter Joseph Keller, *Illinois*,
B.A., *Economics*
- Hugh Kenworthy, III, *Pennsylvania*,
B.A., *Government*
- Mark Morrison Kindley, *Connecticut*,
B.A., *History*
- Scott Neil King, *Massachusetts*,
B.A., *Government*
- James Avery Kline, *Illinois*,
B.S., *Mathematics*
- Roger Frederick Knight, *Rhode Island*,
B.A., *English*
- David Eben Knowlton, *Pennsylvania*,
B.A., *Art History*
- Kenneth Joseph Kobus, *Connecticut*,
B.A., *Religion*
- William Conway Koch, Jr., *Hawaii*,
B.A., *English*
- Lloyd Jeffrey Kramer, *Massachusetts*,
B.A., *English*
- Francis Alexander Lackner, *Iowa*,
B.A., *History*
- Richard Howard Lamb, *Pennsylvania*,
B.S., *Biology*
- Wayne Edward Lenik, *Connecticut*,
B.A., *Modern Languages*
- Victor Raphael Levine, *New Jersey*,
B.S., *Mathematics*
- John Feldberg Levy, *Massachusetts*,
B.A., *English*
- Lloyd Alexander Lewis, Jr., *Virginia*,
B.A., *Classics*
- John Barton Linvill, Jr., *Pennsylvania*,
B.A., *Government*
- Michael Dewey Loberg, *Missouri*,
B.S., *Chemistry*
- Robert H. Loeb, III, *Connecticut*,
B.A., *Philosophy*
- Jonathan Michael Logan, *New Jersey*,
B.A., *Art History*
- Norman Jon Lomberg, *Pennsylvania*,
B.A., *English*
- Werner Arthur Low, III, *New York*,
B.A., *Psychology*
- Paul Sand Lundgren, *Connecticut*,
B.A., *Religion*
- James Stewart Lusby, *California*,
B.A., *Religion*
- Paul Barry Lynch, Jr., *Connecticut*,
B.A., *History*
- William Roderick MacDonald, *Massachusetts*,
B.A., *Modern Languages*
- William Lloyd MacLachlan, *Connecticut*,
B.A., *Economics*
- Leo Mallek, *Connecticut*,
B.S., *Biology*
- Arnold Bennett Maltz, *Maryland*,
B.S., *Physics*
- Geoffrey Guy Mandly, *Connecticut*,
B.A., *Psychology*
- Andrew Kirkpatrick Marckwald, Jr.,
New Jersey, B.A., *History*
- Haig George Mardikian, *California*,
B.A., *History*
- William K. Marimow, *Pennsylvania*,
B.A., *English*
- Craig William Markert, *New York*,
B.S., *Biology*
- Ronald Joseph Martin, *Massachusetts*,
B.A., *Government*
- Andrew Harper Massie, Jr., *California*,
B.A., *Psychology*
- Peter Flagg Maxson, *Texas*,
B.A., *History*
- Paul Francis McAloon, *Connecticut*,
B.S., *Engineering*
- Michael Martin McCarthy, *Maryland*,
B.A., *Religion*
- Howard Graham McDonald, *Michigan*,
B.A., *Government*
- Robert Donald McDorman, Jr., *Maryland*,
B.A., *Government*
- Timothy Wallace McNally, *District of Columbia*, B.A., *Government*
- William Cramp Melcher, III, *Massachusetts*,
B.A., *Government*
- Michael Masao Michigami, *Oregon*,
B.A., *Psychology*
- Francis Earl Millard, Jr., *Illinois*,
B.A., *History*

170/Degrees Conferred in 1969

- John David Miller, *Missouri*,
B.A., *Religion*
- Edward Spence Minifie, *New York*,
B.A., *Art History*
- David Steven Mischel, *Connecticut*,
B.A., *Psychology and Honors in General
Scholarship*
- Elton Edward Truman Mitchell, *Connecticut*,
B.A., *Modern Languages*
- Robert Cleaveland Moore, *New Hampshire*,
B.S., *Mathematics*
- John Albert Morris, Jr., *New York*,
B.A., *English*
- Leonard Paul Mozzi, *Connecticut*,
B.A., *English*
- Henry Carrington Orr, *Maryland*,
B.A., *Psychology*
- Harry Vivian Osborne, II, *New Jersey*,
B.A., *History*
- Stanton Clarke Otis, Jr., *New Hampshire*,
B.A., *Religion*
- Ivan Ourusoff, *Maryland*,
B.A., *History*
- Eugene Charles Paquette, *Connecticut*,
B.S., *Engineering*
- Russell Whidden Parks, Jr., *Belgium*,
B.A., *History*
- Michael John Paszek, *Connecticut*,
B.S., *Biology*
- Todd Mallory Pearson, *Pennsylvania*,
B.A., *Modern Languages*
- Michael Alan Peck, *Connecticut*,
B.A., *Government*
- George Michael Pennell, *Illinois*,
B.A., *Religion*
- Charles Edmund Piper, *New York*,
B.A., *History*
- Tan Jackson Platt, *Maryland*,
B.S., *Biology*
- David Lionel Pollack, *Delaware*,
B.A., *History*
- Richard Jonathan Poniatowski, *Connecticut*,
B.S., *Engineering*
- Edward Joseph Pospesil, Jr., *Connecticut*,
B.A., *English*
- Nathaniel Sartell Prentice, *New York*,
B.A., *Government*
- Michael Fotios Raptakis, *New York*,
B.A., *Economics*
- Don Kenneth Rehse, *Ohio*,
B.S., *Chemistry*
- Thomas Jeffrey Reid, *Connecticut*,
B.S., *Mathematics*
- Richard Stewart Reynolds, *New Jersey*,
B.A., *History*
- John Winslow Rice, *Maine*,
B.A., *History*
- Roger Paul Richard, *Connecticut*,
B.S., *Biology*
- Barry Hedrick Richardson, *New York*,
B.A., *English*
- Henry Burnett Robinson, *Kentucky*,
B.A., *Classics*
- William Bennett Rosenblatt, *New York*,
B.S., *Biology*
- Zygmund Roth, *Germany*,
B.S., *Biology*
- Victor Paul Roudakoff, *New Jersey*,
B.A., *History*
- Clark Harlow Rowell, *Massachusetts*,
B.A., *Psychology*
- Charles Leslie Rumsey, II, *Maryland*,
B.A., *History*
- Michael Scanlon Sample, *Montana*,
B.A., *History*
- Craig Clary Schroeder, *Connecticut*,
B.S., *Biology*
- James Frederick Schumaker, *California*,
B.A., *History*
- Richard James Sharples, *Massachusetts*,
B.S., *Biology*
- Barry George Sheckley, *Connecticut*,
B.A., *Psychology*
- John Thomas Mitchell Shumate,
Pennsylvania, B.A., *Art History*
- Paul David Siegfried, *New York*,
B.A., *Classics*
- Matthew Stephen Simchak, *District of
Columbia*, B.A., *History*
- Alfred Lee Singer, *Maryland*,
B.A., *English*
- Wayne Lyle Slingluff, *Pennsylvania*,
B.A., *Economics*
- Christopher Morgan Smith, *Massachusetts*,
B.A., *English*
- Leighton Lloyd Smith, *Wisconsin*,
B.A., *History*
- Henry Jackson Snively, *Pennsylvania*,
B.A., *Psychology*
- Charles Dean Snowdon, *Maryland*,
B.A., *English*
- John Avery Snyder, *Pennsylvania*,
B.A., *English*
- Stephen Gregory Soule, *Maryland*,
B.S., *Biology*
- Lawrence Ogilvie Spaulding, Jr., *Connecticut*,
B.A., *History*
- Geoffrey Sheridan Robert Steinemann,
New York, B.A., *Psychology*
- William George Stephens, *Ohio*,
B.A., *History*
- David Robert Stern, *Ohio*,
B.A., *Government*
- John Harold Stevens, *Massachusetts*,
B.A., *History*
- John Crawford Stites, Jr., *Ohio*,
B.S., *Biology*

Degrees Conferred in 1969/171

James Cosgriff Sturdevant, <i>Utah</i> , B.A., <i>History</i>	Robert Arnold Washington, <i>Illinois</i> , B.A., <i>Psychology</i>
William Orange Sweeney, <i>Connecticut</i> , B.A., <i>Economics</i>	Douglas Rowland Watts, <i>Iowa</i> , B.S., <i>Engineering</i>
Joseph Anthony Tapogna, <i>Connecticut</i> , B.S., <i>Biology</i>	Richard Charles Welton, <i>Connecticut</i> , B.S., <i>Biology</i>
Lionel Michel Tardif, <i>Maine</i> , B.A., <i>English</i>	Larry Herbert Whipple, <i>Illinois</i> , B.A., <i>History</i>
Marino Severo Pena Taveras, <i>Dominican Republic</i> , B.S., <i>Engineering</i>	William Needles Wight, <i>New Jersey</i> , B.A., <i>History</i>
Grantley Walder Taylor, II, <i>New York</i> , B.S., <i>Mathematics</i>	Jeffrey Ellis Wilkinson, <i>New York</i> , B.A., <i>Government</i>
Brian Keith Titus, <i>Connecticut</i> , B.A., <i>History</i>	Brian Donald Winter, <i>New York</i> , B.S., <i>Biology</i>
Thomas Lee Tonoli, <i>Connecticut</i> , B.A., <i>History</i>	Thomas George Wolfe, Jr., <i>New York</i> , B.A., <i>History</i>
Richard Englund Tosi, <i>Massachusetts</i> , B.S., <i>Interdepartmental Biology/Psychology</i>	Ronald George Worsley, Jr., <i>North Carolina</i> , B.A., <i>Economics</i>
James Blaine Tyler, III, <i>Delaware</i> , B.A., <i>History</i>	Kenneth Jordan Wright, <i>Connecticut</i> , B.S., <i>Biology</i>
William Frederick Uehlein, <i>Massachusetts</i> , B.A., <i>History</i>	Michael James Wright, <i>Massachusetts</i> , B.A., <i>Economics</i>
John Peter Valentine, <i>New York</i> , B.A., <i>History</i>	Richard David Wyatt, <i>Connecticut</i> , B.A., <i>English</i>
Gerald Anthony Vastano, <i>Connecticut</i> , B.A., <i>History</i>	William Gamewell Young, <i>Maryland</i> , B.A., <i>History</i>
Leif Edward Washer, <i>Connecticut</i> , B.S., <i>Biology</i>	Thomas Martin Zarchy, <i>New York</i> , B.S., <i>Biology</i>

BACCALAUREATE DEGREES IN ENGINEERING IN COURSE

Bruce Harrison Greene, *Connecticut*, B.S.E.
George Valentine Minukas, *Connecticut*, B.S.E.
Kenneth Guy Pavel, *New York*, B.S.E.

MASTERS DEGREES IN COURSE

Rosemary Adams	B.A., 1966, University of Colorado	<i>Education</i>	M.A.
Henry Emil Agostinelli	B.S., 1962, University of Hartford	<i>Government</i>	M.A.
Edward Francis Ahern	B.A., 1961, Georgetown University	<i>Government</i>	M.A.
Charles Christian Alexander	B.A., 1957, Williams College, M.A.T., 1959, Harvard University	<i>Latin</i>	M.A.
Peter Ashbrook Amram	B.A., 1965, Brown University	<i>Latin</i>	M.A.
Joseph Aloysius Auth	B.S., 1966, Boston College	<i>Mathematics</i>	M.S.
Abel Francisco Barrientos	B.A., 1966, American International College	<i>Spanish</i>	M.A.
Matilde Bolton	1956, University of Havana	<i>Spanish</i>	M.A.
David Roy Brown	B.A., 1967, Dartmouth College	<i>Education</i>	M.A.
Philip Sewall Brown, Jr.	B.A., 1961, Wesleyan University, M.S., 1963, Massachusetts Institute of Technology	<i>Mathematics</i>	M.S.
Edith Prassl Bucchi	B.A., 1964, College of New Rochelle	<i>History</i>	M.A.
Ronald John Burr	B.S., 1965, Iowa State University	<i>Physics</i>	M.S.
Julius Louis Castagno	B.S., 1949, University of Connecticut	<i>Education</i>	M.A.

172/Degrees Conferred in 1969

Suellen Castiglioni	B.A., 1965, Albertus Magnus College	English	M.A.
Eric John Chapman	B.A., 1964, Hobart College	History	M.A.
Michael Roland Chase	B.A., 1964, Providence College	Spanish	M.A.
Farnham Fisher Collins	B.A., 1957, Princeton University	History	M.A.
Johanna Babiarz Conant	B.A., 1962, Bates College	English	M.A.
Michael Joseph Custy	B.A., 1964, Saint Bernard Seminary and College, B.A., 1966, University of Louvain	Government	M.A.
Richard Miles Davis	B.A., 1963, Boston University	Government	M.A.
Lucy Dayton Deephouse	B.A., 1953, Smith College	Mathematics	M.S.
Lorena Delphine Dutelle	B.A., 1961, Trinity College (Vermont)	French	M.A.
Elsa Brown Enders	B.A., 1964, Hunter College	Spanish	M.A.
Robert Cyril Fahey	B.S., 1964, Eastern Connecticut State College	Education	M.A.
Virginia Stiles Fahey	B.S., 1962, Eastern Connecticut State College	Education	M.A.
Michael Norman Flinn	B.A., 1959, Passionist Monastic Seminary, M.A., 1963, St. Michael's Passionist Monastery	Latin	M.A.
Bruce Travis Fox	B.A., 1960, Bates College	History	M.A.
Kathleen Ann Gallagher	B.A., 1965, Albertus Magnus College	English	M.A.
Adelle Leeder Gersten	B.A., 1957, Smith College	Economics	M.A.
Ronald Gerard Giguère	B.A., 1960, Assumption College	French	M.A.
Jolene Bleich Goldenthal	B.A., 1943, Smith College	English	M.A.
Milton M. Green, Jr.	B.A., 1957, Ohio Wesleyan University	English	M.A.
Peter Thomas Grossi, Jr.	B.A., 1969, Trinity College	Government	M.A.
Joan McCance Grover	B.A., 1958, Douglass College, Rutgers University	History	M.A.
Peter John Harder	B.A., 1967, Quinnipiac College	Education	M.A.
Claudia Gardner Hepner	B.A., 1957, College of William and Mary	History	M.A.
Joseph Gustaf Hersant	B.A., 1964, University of Connecticut	History	M.A.
Richard Lee Hilliard	B.A., 1956, Bates College	Education	M.A.
Albert James Holmes	B.A., 1952, Trinity College	History	M.A.
Salvatore Robert Italia	B.A., 1961, Trinity College	Spanish	M.A.
Mark Andrew Johnson	B.S., 1966, Trinity College	Education	M.A.
Joan Ouimette Juke	B.A., 1965, American International College	English	M.A.
Bruce Edward Kinchen	B.S., 1965, Louisiana State University	Physics	M.S.
Nicholas Van Houten Kip	B.A., 1964, Princeton University	Latin	M.A.
Ranney Allen Klenke	B.S., 1958, Michigan State University	Economics	M.A.
John Herbert Lander	B.A., 1955, Yale University	Latin	M.A.
Florence Levine	B.A., 1946, Brooklyn College	Education	M.A.
Frances Therese Libbey	B.S., 1956, Lowell Technological Institute	English	M.A.
Henry Arthur Lindert	B.S., 1966, Trinity College	Education	M.A.
Beatrice Claire Longo	B.A., 1965, University of Connecticut	Education	M.A.
Edgar Benjamin Loring	B.A., 1962, Union College	Economics	M.A.
Anita Przybylo Madzik	B.A., 1963, Jackson College, Tufts University	History	M.A.
Edgar Ernst Maroney	B.S., 1966, New Haven College	Government	M.A.
Carl Joseph Marottolo	B.A., 1967, Quinnipiac College	Education	M.A.
Tom Alan Martin	B.S., 1963, Stevens Institute of Technology	Mathematics	M.S.
Margaret Mary McGovern	B.A., 1962, Saint Joseph College	English	M.A.
Thomas Benjamin McKean	B.A., 1963, University of Connecticut	Economics	M.A.
Sandra Anne McQuilton	B.A., 1964, Albertus Magnus College	Latin	M.A.
John Patrick McWilliams	B.S., 1966, University of Louisville	Physics	M.S.
Constance Kelley Mellen	B.A., 1951, Connecticut College	Latin	M.A.
Seth Freeman Mendell	B.A., 1956, Rollins College	History	M.A.
Joseph John Moran	B.A., 1964, Amherst College	Education	M.A.
James McKee O'Loughlin	B.A., 1964, Providence College	Education	M.A.
Edward Taylor Parrack, Jr.	B.A., 1969, Trinity College	English	M.A.
Estelle Pollack	B.S., 1962, Central Connecticut State College	English	M.A.

Degrees Conferred in 1969/173

James Gerhardt Puls	B.A., 1963, University of California	<i>Physics</i>	M.S.
Dan Joseph Radecki	B.S., 1966, Washington State University	<i>Physics</i>	M.S.
Jean Carol Richardson	B.S.Ed., 1960, Westfield State College	<i>Education</i>	M.A.
Carol Ann Robbins	B.S., 1966, University of Missouri	<i>Education</i>	M.A.
Fred Ervin Robbins	B.S., 1964, Northwest Missouri State College	<i>Mathematics</i>	M.S.
Joseph Lincoln Roberts III	B.A., 1963, Tulane University	<i>Latin</i>	M.A.
Richard Lee Roberts	B.S.E.E., 1962, Tri-State College	<i>Physics</i>	M.S.
John Scott Rodgers	B.A., 1962, Trinity College	<i>History</i>	M.A.
Leonard Julius Rodriguez	B.S., 1966, Georgia Institute of Technology	<i>Physics</i>	M.S.
William Bernard Ryan, Jr.	B.A., 1962, Trinity College	<i>Education</i>	M.A.
Lois Ann Saman	B.S., 1966, University of Bridgeport	<i>Education</i>	M.A.
Lloyd Dayton Schlitzer	B.S., 1963, Iowa State University	<i>Mathematics</i>	M.S.
Walter David Scholsky	B.S., 1964, Central Connecticut State College	<i>English</i>	M.A.
Marilyn Joyce Schwedel	B.S.Ed., 1964, Temple University	<i>History</i>	M.A.
Peter John Sheehan	B.A., 1965, Williams College	<i>English</i>	M.A.
Barbara Ann Sherako	B.S., 1957, Central Connecticut State College	<i>English</i>	M.A.
Anthony Harry Shookus	B.S., 1963, University of Utah	<i>Government</i>	M.A.
Roderick Henry Silva	B.A., 1960, Brown University, M.Ed., 1963, Boston State College	<i>Spanish</i>	M.A.
Kathryn Sladek Smith	B.A., 1966, Cornell University	<i>Government</i>	M.A.
Shirley Bauer Spaeth	B.A., 1945, University of Illinois	<i>Philosophy</i>	M.A.
Wilma Kelley Speed	B.A., 1941, University of Iowa	<i>English</i>	M.A.
Elizabeth Esten Stevenson	B.A., 1935, Vassar College, Ph.D., 1939, Yale University	<i>French</i>	M.A.
James Kenichi Sugahara	B.S., 1961, University of Richmond	<i>Mathematics</i>	M.S.
William Nicholas Tedesco	B.A., 1967, University of Hartford	<i>History</i>	M.A.
James Edward Tetro	B.S., 1964, Trinity College	<i>Education</i>	M.A.
John William Trumble	B.A., 1964, University of Connecticut	<i>Education</i>	M.A.
Mary Elizabeth Tunnell	B.S., 1964, University of Missouri	<i>Mathematics</i>	M.S.
Mary Loretta Welch	B.A., 1953, Saint Joseph College	<i>Spanish</i>	M.A.
Geoffrey Wilbraham	B.A., 1949, University of Manchester (England)	<i>French</i>	M.A.
Abraham Aaron Willen	B.S., 1936, New York University	<i>Philosophy</i>	M.A.
Margaret Merkley Withey	B.A., 1950, Russell Sage College	<i>English</i>	M.A.
William David Wolfson	B.S.E.E., 1962, Polytechnic Institute of Brooklyn	<i>Physics</i>	M.S.
Vernon Louis Wood	B.S., 1947, Tufts University	<i>French</i>	M.A.
David Cary Wright	B.S., 1964, University of Miami	<i>Physics</i>	M.S.

HONORIS CAUSA

HOMER DANIELS BABBITGE, Storrs, Connecticut	Doctor of Laws
STEPHEN FIELDING BAYNE, New York, New York	Doctor of Divinity
POMEROY DAY, Hartford, Connecticut	Doctor of Laws
ROBERT ANDERSON MAGOWAN, San Francisco, California	Doctor of Laws
WILLIAM BERTALAN WALSH, Washington, District of Columbia	Doctor of Laws

Student List for 1968-69

CLASS OF 1969

Laurence Ernest Ach,
Beverly Hills, Calif.
Christopher W. Adams, *Darien, Conn.*
Edward Andrew Koeppel Adler,
Kings Point, N.Y.
Irving Howard Agard, III,
Princeton, Mass.
Keith Dennis Allaire, *Long Branch, N.J.*
Aram Avedis Atashian, Jr.,
Schenectady, N.Y.
Robert Diedrich August,
Manchester, Vt.
Henry Wyeth Barkhausen,
Lake Forest, Ill.
DeWitt Dukes Barlow, III,
Plainfield, N.J.
David Conant Bartlett,
Washington, D.C.
Dan Michael Battles, *Ottawa, Ill.*
Bryan Charles Baxenden,
New York, N.Y.
David Lee Beatty, *Lansdowne, Pa.*
Michael John Beautyman,
Pittsfield, Mass.
Richard James Behn, *Glen Rock, N.J.*
Peter Andrew Berger,
West Long Branch, N.J.
William Howard Beyer,
New Bedford, Mass.
Franklin Landers Bridges, III,
Needham, Mass.
Christopher John Briggs,
Washington, D.C.
Russell Edward Brooks, *West Hartford*
John Henry Burnes, *North Haven, Conn.*
Darrell Howard Burstein,
New Britain, Conn.
Philip Paul Butkus, *Bethlehem, Conn.*
Wayne David Butz, *Emmaus, Pa.*
William Cabell, Jr., *Richmond, Va.*
Jay Dudley Campbell, *Raleigh, N.C.*
Thomas Cranfill Campbell, *Dallas, Tex.*
Michael Joseph Cancelliere,
Wethersfield, Conn.
William George Canning,
Groton, Conn.

William Richard Cantwell,
Havertown, Pa.
Daniel Parker Card, II, *Wakefield, Mass.*
Michael Lee Carius, *Morton, Ill.*
Charles Palmer Carroll, *Lakeville, Conn.*
Kenneth Robert Casey, *Dayton, Ohio*
Steven Brad Chawkins,
New York, N.Y.
Peter Chandler Chick,
Dedham, Mass.
James Edward Clair, Jr.,
East Rockaway, N.Y.
Peter Donald Clark,
Brookfield, Conn.
Michael David Cleary,
Waterford, Conn.
Richard Bayldone Coakley,
Weston, Mass.
Joseph Michael Connors,
North Eastham, Mass.
Theodore Failor Cook, Jr.,
Winchester, Mass.
John Robert Cooper,
Hubbard Woods, Ill.
Gerald Avery Cordis, *Suffield, Conn.*
William Francis Cordner, Jr.,
Riverside, Conn.
Kejen Pi Corsa, *Pacific Grove, Calif.*
Paul McNeill Currer,
Los Angeles, Calif.
Paul Mead Currier,
New London, N.H.
Eric Frederick Dahn, *Hamilton, N.Y.*
James Patrick Daly, *Hartford*
John Paul D'Atri, *Farmington, Conn.*
Patrick Ross Davidson, *Ottawa, Ill.*
Paul Albert DeBonis, *West Hartford*
Anthony John DeFranzo, Jr.,
Windsor, Conn.
John Pember DeLong, *Arlington, Va.*
Mark Charles DiBona, *Brooklyn, N.Y.*
Howard Nesbit Douds, II,
Pittsburgh, Pa.
Leslie Allan Dowd, *Manchester, Conn.*
Edward Wallace Doyle,
Garrison, N.Y.

William John Duane, *Windsor, Conn.*
 Charles L. Duffney, Jr.,
Easthampton, Mass.
 John Boucher Dugan, *Bronxville, N.Y.*
 William Thomas Duncan,
Onancock, Va.
 Lawrence J. DuPont, Jr.,
Newington, Conn.
 Michael Peter Dzuby, Jr.,
West Haven, Conn.
 Mark Abbot Edinberg, *Newton, Mass.*
 Peter Hecht Ehrenberg, *Clifton, N.J.*
 William Davis Elliot, *Roanoke, Va.*
 Peter Thurston Elvin, *Riverside, R.I.*
 Frederick Herbert Engelmann,
Mountain Lakes, N.J.
 Barry McCormick Fearing,
Santa Barbara, Calif.
 Oscar Franklin Forester, III,
Corpus Christi, Texas
 Robert Alan Freedman,
New Haven, Conn.
 Judd Freeman, *Grand Rapids, Mich.*
 Carl Hess Fridy, *Bala-Cynwyd, Pa.*
 Peter Fowler Gable, *Meadowbrook, Pa.*
 Robert Saxton Geer, *Stratford, Conn.*
 Thomas Forbes Getzendanner,
Shaker Heights, Ohio
 Richard Harold Gifford, *Ambler, Pa.*
 Alexander Robert Gillmor,
San Diego, Cal.
 Wilbur Anderson Glahn, III,
West Hartford
 John James Godfrey, Jr., *Hartford*
 Joel Mark Goldfrank, *New York, N.Y.*
 Alden Rand Gordon, *Norfolk, Va.*
 Jeffrey Williams Gordon,
Cohasset, Mass.
 Roger Lee Greenberg, *Denver, Colo.*
 John Pennypacker Gregg,
Havertown, Pa.
 Douglas Jerome Gregor, *Clinton, Ill.*
 John William Griffin, *Norwood, Mass.*
 Richard Severance Grinnell,
San Mateo, Calif.
 Peter Thomas Grossi, Jr.,
Wapping, Conn.
 Richard George Hammell,
Florham Park, N.J.
 Howard Hamilton Harris, III,
Ballwin, Mo.
 Timothy Head Harwood,
Worcester, Mass.
 Duane Kazuo Hasegawa,
Denver, Colo.
 Hugh Scott Haskell,
Marblehead, Mass.

William Abbott Hastings,
Greenwich, Conn.
 William Harrison Hastings, Jr.,
Old Greenwich, Conn.
 Gerald Alden Hatch, *Dover, Mass.*
 James Nicholas Hayes, *New York, N.Y.*
 Robert Anderson Haynes, *Tryon, N.C.*
 Edward Gates Hazen, Jr.,
Watertown, Conn.
 Peter Austin Heller, *Stamford, Conn.*
 Richmond Shreve Hendee,
Grosse Pointe, Mich.
 John Peter Hershey, *Spring Grove, Pa.*
 Joseph Steven Hessenthaler,
Glenside, Pa.
 Thomas Peter Higgins,
Torrington, Conn.
 Edward Samuel Hill, *Bridgeport, Conn.*
 Andrew Roy Hillman, *Trumbull, Conn.*
 Richard Luke Hoffman,
Sacramento, Calif.
 Stephen L. Hopkins,
Mountain Lakes, N.J.
 Stephen Harris Horenstein,
Marblehead, Mass.
 George Henry Howard, III,
Glen Head, N.Y.
 Stephen Eaton Hume,
Washington, D.C.
 John Girard Ingram, *Hingham, Mass.*
 James Garry Jakielo,
Middletown, Conn.
 Ebrima Kebba Jobarteh,
Bathurst, The Gambia
 Don Paul Johnson,
Washington Depot, Conn.
 Duncan Scott Johnson,
St. Louis, Mo.
 Robert St. Clair Johnson,
Pittsburgh, Pa.
 James Thomas Jones,
Los Angeles, Calif.
 Alois Soban Jurcik,
Great Neck, N.Y.
 Daniel J. Kaplan, *Belmont, Mass.*
 Robert Edward Kehoe, Jr.,
Springfield, Ill.
 Peter Joseph Keller, *LaGrange, Ill.*
 Hugh Kenworthy, III,
Chester Springs, Pa.
 Mark Morisson Kindley,
Thomaston, Conn.
 Miles Berland King, *Lynnfield, Mass.*
 Scott Neil King, *Lynnfield, Mass.*
 James Avery Kline, *Charleston, Ill.*
 Richard Gray Knapp,
East Haven, Conn.
 Roger Frederick Knight,
E. Greenwich, R.I.

176/Student List 1968-69

- David Eben Knowlton,
Wynnewood, Pa.
Kenneth Joseph Kobus, Rockville, Conn.
William Conway Koch, Jr.,
Honolulu, Hawaii
Lloyd Jeffrey Kramer,
Swampscott, Mass.
Donald Carl Kraus, New Rochelle, N.Y.
Francis Alexander Lackner, Jr.,
Cedar Rapids, Iowa
Richard Howard Lamb, Leola, Pa.
Wayne Edward Lenik,
Unionville, Conn.
Alan Harris Levine, Orelan, Pa.
Victor Raphael Levine, Plainfield, N.J.
John Feldberg Levy, Newton, Mass.
Lloyd Alexander Lewis, Jr.
Alexandria, Va.
John Barton Linvill, Jr., Radnor, Pa.
Michael Dewey Loberg, St. Louis, Mo.
Robert H. Loeb, III,
Georgetown, Conn.
Jonathan Michael Logan, Locust, N.J.
Norman Jon Lomborg,
Philadelphia, Pa.
Werner Arthur Low, Jr.,
Mahopac, N.Y.
Frederick Shepard Lowe,
Cincinnati, Ohio
Stephen Rolf Lundeen,
Rock Island, Ill.
Paul Sand Lundgren, Norfolk, Conn.
James Stewart Lusby, Kentfield, Cal.
Carl Edward Luty, Wapping, Conn.
Paul Barry Lynch,
Old Greenwich, Conn.
William Roderick MacDonald,
Quincy, Mass.
William Lloyd MacLachlan,
West Hartford
A. Raymond Madorin, Jr., Essex, Conn.
Leo Mallek, West Hartford
Arnold Bennett Maltz,
Silver Spring, Md.
Geoffrey Guy Mandly, Simsbury, Conn.
Andrew Kirkpatrick Marckwald, Jr.,
Morristown, N.J.
Haig George Mardikian,
San Francisco, Calif.
William K. Marinow,
Havertown, Pa.
Craig William Markert, Baldwin, N.Y.
Ronald Joseph Martin,
Greenfield, Mass.
Andrew Harper Massie, Jr.,
Berkeley, Calif.
Peter Flagg Maxson, Dallas, Tex.
Paul Francis McAloon, Hartford
Howard Graham McDonald,
Bloomfield Hills, Mich.
Robert Donald McDorman, Jr.,
Brooklandville, Md.
Timothy Wallace McNally,
Washington, D.C.
John Gregory Mears, Buffalo, N.Y.
William Cramp Melcher,
Lexington, Mass.
Alan Michael Mendelson, Hartford
Michael Masao Michigami,
Portland, Ore.
Earl Millard, Jr., Belleville, Ill.
John David Miller, St. Louis, Mo.
Marvin Elliott Miller,
Philadelphia, Pa.
Peter MacNaughton Miller, III,
Pasadena, Calif.
Edward Spence Minifie, New York, N.Y.
David Steven Mischel, West Hartford
Elton Edward Mitchell, Wolcott, Conn.
Robert Cleveland Moore,
Chester, N.H.
John Albert Morris, Jr., New York, N.Y.
Leonard Paul Mozzi, Stratford, Conn.
Robert Patrick Neary, Windsor, Conn.
John Harry Nickle, Jr.,
Delaware City, Del.
Lorenz James Olivetti,
Newington, Conn.
Nels Lineer Olson, Grosse Pointe, Mich.
Henry C. Orr, Easton, Md.
Harry Vivian Osborne, II,
South Orange, N.J.
Stanton Clarke Otis, Jr.,
East Concord, N.H.
Ivan Ourusoff, Chevy Chase, Md.
Eugene Charles Paquette,
Windsor, Conn.
Russell W. Parks, Jr.,
Brussels, Belgium
Edward Taylor Parrack, Jr.,
Pittsburgh, Pa.
Michael John Paszek, Newington, Conn.
Richard Francis Patteson, Jr.,
Huntington, W. Va.
Kenneth Guy Pavel, Baldwin, N.Y.
Todd Mallory Pearson,
Huntingdon Valley, Pa.
Michael Alan Peck, West Hartford
George Michael Pennell, Sidney, Ill.
Kenneth Raymond Phelps,
Oklahoma City, Okla.
Gerolf Max Stephen Pikel,
Glassboro, N.J.
Keith Morton Pinter,
Waterbury, Conn.

Charles Edmund Piper, *Wantagh, N.Y.*
 Tan Jackson Platt, *Easton, Md.*
 David Lionel Pollack,
Wilmington, Del.
 Richard Jonathan Poniatowski,
Harwinton, Conn.
 Edward Joseph Pospesil, Jr.,
Woodbridge, Conn.
 Nathaniel Sartell Prentice,
Garrison, N.Y.
 Michael Fotios Raptakis,
New York, N.Y.
 Don Kenneth Rehse, *Cincinnati, Ohio*
 Thomas Jeffrey Reid,
Danielson, Conn.
 Robert Aaron Rethy, *Flushing, N.Y.*
 Richard Stewart Reynolds,
Mountain Lakes, N.J.
 John Winslow Rice, *Ardsley, N.Y.*
 Roger Paul Richard,
Meriden, Conn.
 Barry Hedrick Richardson,
Rockville Centre, N.Y.
 James Stephen Robertson,
Iron Mountain, Mich.
 William Bennett Rosenblatt,
Jamaica, N.Y.
 Zygmund Roth,
Frankfurt/Main, West Germany
 Victor Paul Roudakoff, *Fort Lee, N.J.*
 Clark Harlow Rowell,
Wellesley Hills, Mass.
 Charles Leslie Rumsey,
Baltimore, Md.
 Michael Scanlon Sample,
Billings, Mont.
 Craig Clary Schroeder,
Old Saybrook, Conn.
 James Frederick Schumaker,
San Clemente, Calif.
 David Allen Seidel,
North Hampton, N.H.
 Richard James Sharples,
Mattapoisett, Mass.
 Barry George Sheckley,
South Windsor, Conn.
 Robert Edward Sherrill, Jr.,
New Castle, Ind.
 John T. M. Shumate, *Wayne, Pa.*
 Paul David Siegfried,
New York, N.Y.
 Matthew Stephen Simchak,
Washington, D.C.
 George T. Simon, *New York, N.Y.*
 Alfred Lee Singer, *Baltimore, Md.*
 Barry Jay Sinoway,
North Haven, Conn.

Wayne Lyle Slingluff,
Gwynedd Valley, Pa.
 Christopher Morgan Smith,
Auburn, Mass.
 Leighton Lloyd Smith, *Racine, Wisc.*
 Henry Jackson Snively, *Lancaster, Pa.*
 Charles Dean Snowdon, *Annapolis, Md.*
 John Avery Snyder, *Villanova, Pa.*
 Stephen Gregory Soule,
Germantown, Md.
 Lawrence O. Spaulding,
Old Saybrook, Conn.
 William George Stephens, *Mentor, Ohio*
 David Robert Stern, *Cincinnati, Ohio*
 John Harold Stevens, *Lexington, Mass.*
 Richard Charles Strouse,
West Hartford
 James Cosgriff Sturdevant,
Salt Lake City, Utah
 William Orange Sweeney,
Stamford, Conn.
 Joseph Anthony Tapogna, *Hartford*
 Lionel Michel Tardif, *Waterville, Me.*
 Marino Severo Pena Taveras,
Pimentel, Dominican Republic
 Grantley Walder Taylor, II,
New York, N.Y.
 Christy Wendell Twell,
Chevy Chase, Md.
 Brian Keith Titus, *North Haven, Conn.*
 Thomas Lee Tonoli,
Stafford Springs, Conn.
 Richard Englund Tosi,
Shrewsbury, Mass.
 James Blaine Tyler, III,
Wilmington, Del.
 William Frederick Uehlein,
Newton, Mass.
 William Mark Unger, *Hampton, Va.*
 John Peter Valentine, *New York, N.Y.*
 Gerald Anthony Vastano,
Hartford
 Jeffrey Marshall Vogelgesang,
Wyoming, Ohio
 Frederick Arend Vyn,
East Grand Rapids, Mich.
 Leif Edward Washer,
Wethersfield, Conn.
 Robert Arnold Washington,
Chicago, Ill.
 Douglas Rowland Watts,
Cedar Rapids, Iowa
 Stephen Gould Wellcome,
Williamstown, Mass.
 Richard Charles Welton,
Old Saybrook, Conn.
 Larry Herbert Whipple, *Glencoe, Ill.*

Herbert Neil Wigder,
West Orange, N.J.
William Needles Wight,
Madison, N.J.
Jeffrey Ellis Wilkinson,
New York, N.Y.
Brian Donald Winter,
Brookville, N.Y.
Thomas George Wolfe, New York, N.Y.
Ronald George Worsley, Jr.,
Fayetteville, N.C.

Kenneth Jordan Wright, Stamford, Conn.
Michael James Wright,
Needham, Mass.
Daniel Edward Wroblewski,
Holyoke, Mass.
Richard David Wyatt, Milford, Conn.
William Gamewell Young,
Ashton, Md.
Thomas Martin Zarchy, Hewlett, N.Y.
Roy Charles Zartarian, Hartford

CLASS OF 1970

Eric Edwin Aasen, Coos Bay, Ore.
David Jaquith Agerton, Chatham, N.J.
Van Cartmell Alford, Mill Neck, N.Y.
Howard Jay Alfred, Belmont, Mass.
William Edward Allan,
Birmingham, Mich.
Frank Charles Anderson,
Jacksonville, Fla.
John Richard Anderson, Warwick, R.I.
Kevin Brett Anderson, Tenaftly, N.J.
Peter Leonard Anderson,
Plantville, Conn.
Steven Allen Anderson, Hinsdale, Ill.
William Robert Anderson,
South Portland, Me.
Daniel Sylvester Andrus, Jr.,
Shelton, Conn.
David Michael Angelica,
Thompsonville, Conn.
Stephen Ankudowich, Leeds, Mass.
Matt Ernest Atkinson,
Longmeadow, Mass.
Steven Eldredge Atwood,
West Roxbury, Mass.
Harry Norman Baetjer, III, Garrison, Md.
Robert Knight Baker, Rochester, N.Y.
Ralph B. Baldwin, Trumbull, Conn.
David Henry Bamberger,
Baltimore, Md.
Joseph Amos Barkley, III,
Wilmingtion, Del.
Gerard William Bartlett, Rumson, N.J.
Steven Albert Bauer,
Florham Park, N.J.
Richard Stephen Belas,
Newington, Conn.
Alexander James Belida, Jr.,
Tewksbury, Mass.
Harris Jay Belinkie, Fairfield, Conn.
Harold Zalmon Bencowitz,
Houston, Tex.
Robert Philip Berardino,
Waterbury, Conn.

James Stephen Bernardoni,
Ottawa, Ill.
Robert Sabin Bingham,
Boonton Township, N.J.
Winthrop Bushnell Bissell,
Farmington, Conn.
Fedrico Ollino Biven, Jr.,
Honolulu, Hawaii
Roy Arthur Blixt, Rocky Hill, Conn.
James Selib Bolan,
Stoneham, Mass.
John Leon Bonee, III, Hartford
Douglas Robin Boynton,
New York, N.Y.
Robert Marshall Brandt,
Montclair, N.J.
Grant Webster Branstator,
Portland, Ore.
Robert Newton Brey, III,
Philadelphia, Pa.
Peter Andrew Brinckerhoff,
Fair Haven, N.J.
James Anderson Broers, Akron, Ohio
Witter Field Brooke, Noroton, Conn.
Steven Michael Brown,
Fairfield, Conn.
Dale Buchbinder, Brewster, N.Y.
Henry Davis Burke, Richmond, Va.
Mark Morris Burnham,
Waterford, Conn.
William Stephen Bush,
Mt. Ephraim, N.J.
Gary Robert Cahoon, Rocky Hill, Conn.
Robert Alan Caine, Worcester, Mass.
Peter Nelson Campbell, Tampa, Fla.
David Spencer Carman, Summit, N.J.
Michael Arthur Chamish, Roslyn, N.Y.
John Carsten Chapin, Jr.,
Grosse Pointe Farms, Mich.
Charles Henry Chrystal, Jr.,
Bloomfield, Conn.
David Alan Clayman,
Swampscott, Mass.

George Charles Conklin, *Baltimore, Md.*
 James Perry Cornwell,
Farmington, Conn.
 Jerome Francis Crowley,
Amherst, Mass.
 William Karl Daiber, *Rydal, Pa.*
 Richard Colgate Dale, Jr.,
Philadelphia, Pa.
 Stephen Newton Dale,
Duxbury, Mass.
 Winston George Davids,
Cutchogue, N.Y.
 Michael Peck Davidson,
Mercer Island, Wash.
 Philip John Davis, *Bellwood, Ill.*
 Robert Nelson Davis, Jr.,
Henderson, N.C.
 Roderick Allen DeArment,
Springfield, Va.
 James Ray Demicco,
Jewett City, Conn.
 Peter Giltner DePrez,
Shelbyville, Ind.
 Dale David Dershaw,
Cheltenham, Pa.
 Pierre Claude de Saint Phalle,
New York, N.Y.
 David Leath Dietrich, *West Hartford*
 Thomas Edward Dight, Jr.,
Centerport, N.Y.
 Scott Michael Donahue, *Pelham, N.Y.*
 Steven Kenneth Dowinsky,
East Paterson, N.J.
 Daniel Drury, *Sheffield, Mass.*
 Robert William Duncan, Jr.,
Bordentown, N.J.
 George Eugene Dunkel, Jr.,
Tenafly, N.J.
 William Porter Durkee, IV,
Washington, D.C.
 Gene Parker Dusseau, *Bronxville, N.Y.*
 Stephen Pruyne Earls, *Cincinnati, Ohio*
 Daric Nicholas Ebert, *Pittsburgh, Pa.*
 Tom Baylor Ewing, *Cuba, Ill.*
 Russell Norman Fairbanks, Jr.,
Moorestown, N.J.
 Alan Stuart Farnell, *Avon, Conn.*
 David Wendel Fentress, Jr.,
Barrington, Ill.
 Charles Cuthbert Fenwick, Jr.,
Glyndon, Md.
 John Edmund Flaherty,
East Orange, N.J.
 Drew Trudeau Fleisch, *West Hartford*
 William Christopher Flood,
St. Davids, Pa.
 Mark Joseph Formica, *Hartford*
 Carlo Albert Forzani, *Stamford, Conn.*
 Charles MacLeish Foss, *Hinsdale, Ill.*

John Francis Foulkrod, Jr.,
Upper Montclair, N.J.
 Lawrence Alan Fox, *West Hartford*
 Robert Christopher Francks,
New York, N.Y.
 Geoffrey Alson Frank, *Jacksonville, Ill.*
 Samuel Cooper French,
Santa Barbara, Calif.
 Randolph Jay Friedman, *Detroit, Mich.*
 John Francisco Gallo, *Hartford*
 Glenn David Gamber, *Bethpage, N.Y.*
 Edward Joseph Garofolo, *Hartford*
 Robert Lawrence Geary, *Portland, Me.*
 Alan Willard Gibby, *Hillside, N.J.*
 David Swift Gilbert,
Mt. View, Calif.
 Howard Kent Gilbert,
Huntington Woods, Mich.
 Alan Richard Gladstone,
Stamford, Conn.
 Ralph Wilson Glendinning,
Cleveland, Ohio
 Michael Dimitri Glowa,
Terryville, Conn.
 John William Gohsler,
Plantsville, Conn.
 David Grant Goldberg, *Hartford*
 James Roy Golmon, *Southington, Conn.*
 James Stanley Gordon,
Columbus, Ohio
 Jonathan Glenn Granoff,
Englewood, N.J.
 Jeffrey Charles Green, *Glenview, Ill.*
 Stephen Fernell Green, *Clifton, N.J.*
 William Hadfield Green,
Westboro, Mass.
 Joel Richard Greenspan, *Ottawa, Ill.*
 Stephen Randolph Gretz,
East Aurora, N.Y.
 John Claude Grzeskiewicz, *Hartford*
 Thomas Stevenson Hackett,
Ligonier, Pa.
 John Frederick Hagaman,
Wynnewood, Pa.
 Abdillahi Mohamed Haji,
Washington, D.C.
 Jack Newton Hale, *Portland, Ore.*
 Stephen Pierpont Hamilton,
Essex, Conn.
 Stuart Arnim Hamilton,
Rockaway Park, N.Y.
 Kerry de Sandoz Hamsher,
W. Long Beach, N.J.
 Norman Jameson Hannay,
Gladwyne, Pa.
 James Harry Hanzlik, *Norwalk, Conn.*
 Oscar Joseph Harm, III,
Murphysboro, Ill.
 John Stephen Harrison, *Wilmette, Ill.*

180/Student List 1968-69

- Robert Johnstone Harrierty, Jr.,
Rosemont, Pa.
 Richard Charles Harvey, Jr.,
East Hartford
 Larry Brooks Hawkins, *Pittsburgh, Pa.*
 Pierre duPont Hayward,
Montchanin, Del.
 Richard Charles Heinz, *Canaan, Conn.*
 John Hebard Helsdon, Jr.,
Orchard Park, N.Y.
 Paul Middleton Herron, *Toledo, Ohio*
 David Thomas Hill, *Rochester, N.Y.*
 Jennings Wise Hobson, III,
Purcellville, Va.
 Richard Curzon Hoffman, IV,
Owings Mills, Md.
 Charles Richard Hosking,
Northbrook, Ill.
 James Windsor Hubbell,
Des Moines, Iowa
 Howard Philip James, *Havertown, Pa.*
 David Francis Jankowski,
Plantville, Conn.
 Michael Francis Jimenez,
Colombia, South America
 Kenneth David Johnson,
Waterford, Conn.
 Webster Newton Jones, III,
Wilmington, Del.
 Berardo Jurado, *Panama 1, Panama*
 Christopher John Kapilla,
Staunton, Ill.
 Lawrence Bruce Katzenstein,
Wilmington, Del.
 Thomas Ryder Kauffmann,
Rockville, Md.
 Robert Kirk Kaynor, *Tolland, Conn.*
 David Dudley Field Kennard,
Newton Center, Mass.
 Mark Leslie Kennedy, *Honolulu, Hawaii*
 Elmond Arthur Kenyon, Jr.,
New London, Conn.
 Kevin Whitney Kerr,
Wellesley Hills, Mass.
 Jonathan Fields Knight,
Queenstown, Md.
 Ryan Anthony Kuhn, *Morristown, N.J.*
 Robert Anthony LaPorte, *Chester, Conn.*
 Jack Everett Larson, Jr.,
Stafford Springs, Conn.
 Michael Alan Lavorgna,
Hamden, Conn.
 William Carroll Lawrence,
Wilmington, Del.
 Douglas Morton Lee,
Farmington, Conn.
 Christopher Lees,
Putney, London, SW 14, England
- Alfred Dix Leeson, Jr., *Providence, R.I.*
 Douglas Luddy Leight, *Scarsdale, N.Y.*
 Scott Lennox, *Chicago, Ill.*
 Albert Kah-Soo Lim,
London, England
 Thomas David Lisk, *Ellington, Conn.*
 Douglas Paul Liskow, *Pasadena, Calif.*
 Thomas Peter Lom, *Philadelphia, Pa.*
 Hugo Joseph Luke,
San Francisco, Calif.
 Jack Alan Luxemburg, *Millburn, N.J.*
 Christopher Thomas MacCarthy,
Washington, Conn.
 John Andrew MacDonald,
Shaker Heights, Ohio
 Eli Mackey, Jr., *Kansas City, Mo.*
 William Frank Macreery,
Granite Springs, N.Y.
 Anthony Francis Malone,
New Britain, Conn.
 Randolph Jay Man, *Wichita Falls, Tex.*
 Paul Scott Marshall, *Pittsburgh, Pa.*
 Joseph Paul Maryeski, *Waterford, Conn.*
 Ernest Joseph Mattei, *Orange, Conn.*
 Daniel Newhall Maxwell,
Worcester, Mass.
 Ray Luke McAllister,
Ogdensburg, N.Y.
 Lewis Ankeny McArthur,
Portland, Ore.
 James Milton McClaugherty,
Alexandria, Va.
 Charles Edward McConnell,
Cresskill, N.J.
 Roy Cornelius McCord,
North Granby, Conn.
 Raymond William McKee,
Glenside, Pa.
 John Stuart McKinney,
Swampscott, Mass.
 Peter Campbell Meacham,
Cleveland, Ohio
 Gholamhossein Iraj
 Mehrmanesh-Tehranipour
Tehran, Iran
 Peter Paul Melinoskas, Jr.,
New Britain, Conn.
 Seth Grant Merriman, *Toledo, Ohio*
 Jeremiah Milbank, III,
Greenwich, Conn.
 William John Millard, III, *Austin, Tex.*
 Alan Miller, Jr., *Milton, Mass.*
 Francis Anthony Minitier,
Wethersfield, Conn.
 Kermit Gerald Mitchell,
Bridgeport, Conn.
 Patrick Wellington Mitchell,
West Tisbury, Mass.

Student List 1968-69/181

- Michael Crofton Mithoefer,
Cooperstown, N.Y.
- Jonathan Reuben Moldover,
Brooklyn, N.Y.
- Walter Francis Moody, Jr.,
North Rockville, Conn.
- David Michael Moss, *Bloomfield, Conn.*
- William Henry Muden, *Hartford*
- George Albert Munkwitz, Jr.,
Milwaukee, Wis.
- Clifford Leonard Neuman,
Philadelphia, Pa.
- William Kellogg Newbury,
Concord, Mass.
- Eugene Lachicotte Newell,
West Hartford
- Jay Grant Newquist, *Hopkins, Minn.*
- Daniel John Nichols, *Winsted, Conn.*
- James Murray O'Brien,
Milton, Mass.
- Michael John Ohliger, *Windsor, Conn.*
- Peter Arpin Orgain,
Hackettstown, N.J.
- James Walter Osher,
Shaker Heights, Ohio
- John Philip Osler, *Manasquan, N.J.*
- Joseph John Pantalone,
New Canaan, Conn.
- Howard William Pearson,
Oakville, Conn.
- Raymond Parker Pech, *Simsbury, Conn.*
- William Ravenel Peelle, Jr.,
West Hartford
- James Reeve Petersen, *Avon, Conn.*
- Jeffrey Baker Phillips, *Fairfield, Conn.*
- Roy Hardy Pingel,
Grosse Pointe, Mich.
- Robert Buford Pippin, *Jacksonville, Fla.*
- William Elwood Pomeroy,
Poquonock, Conn.
- Michael Gregory Porlides,
Jericho, N.Y.
- Albert Lewis Pottash, *Wynnewood, Pa.*
- Frederick Wallace Prella, Jr.,
West Hartford
- John William Pye,
South Weymouth, Mass.
- Thomas Michael Ramseur, III,
New Canaan, Conn.
- Eric Tompkins Rathbun,
Washington, D.C.
- William Campbell Redfield,
Syracuse, N.Y.
- Dale Charles Reed, *Arlington, Va.*
- Daniel Jay Reilert,
Franklin Square, N.Y.
- John Michael Resony,
Wethersfield, Conn.
- David Bennett Richards,
Lunenburg, Mass.
- Stevenson Archer Williams Richardson,
Bel Air, Md.
- Ralph Thomas Robinson,
Stratford, Conn.
- Stanley Herrick Robinson,
St. Johnsbury, Vt.
- John Allen Robson, *Westfield, N.J.*
- Stephen Ernest Rorke,
Niagara Falls, N.Y.
- Frederick Barker Rose,
Wilmington, Del.
- Gerard Robert Rucci, *Hartford*
- Roberta Joy Russell, *West Hartford*
- David Michael Sadayasu, *Bronx, N.Y.*
- Charles Thomas Sager, *Chicago, Ill.*
- James Lawrence Sanford,
Scarsdale, N.Y.
- Martin William Scherer, *Jamaica, N.Y.*
- Jay Scott Schinfeld, *Wyncote, Pa.*
- Leonard Charles Schneider,
West Long Branch, N.J.
- John Vackiner Scholes,
Wilmington, Del.
- William Smallridge Searle, Jr.,
Saco, Me.
- James Andrew Sedgwick,
Scottsbluff, Neb.
- Paul Hans Serafino, *Southington, Conn.*
- Andrew Tuke Shaw, *Hightstown, N.J.*
- Curtis Stoughton Shaw, *West Hartford*
- David Harvey Shipman,
Wallingford, Pa.
- John Fouts Sibley, *Houston, Tex.*
- Theodore Ronald Simon,
Wethersfield, Conn.
- Benson Bennett Sloan, III,
New York, N.Y.
- Frank Duncan Smith, *Baltimore, Md.*
- Stephen Bruce Smith, *West Hartford*
- Michael Edward Sobotka,
Kew Gardens, L.I., N.Y.
- William Frederick Sorin, *New York, N.Y.*
- William Frederick Staples,
Stamford, Conn.
- Peter Richard Starke, *New York, N.Y.*
- David William Steuber, *Berwyn, Pa.*
- Andrew Fyfe Stewart, *Bronxville, N.Y.*
- Peter Hubbard Stott, *Mt. Kisco, N.Y.*
- Franklin D'Olier Stowell,
Basking Ridge, N.J.
- Alan Thomas Sullivan, *New York, N.Y.*
- Edwin Scott Sutton, *Wyomissing, Pa.*
- Robin Gregory Symonds,
Marblehead, Mass.
- John Anthony Tadsen, *Lakewood, Ohio*

182/Student List 1968-69

William DuBose Taggart,
Garden City, N.Y.
Bruce Edward Talbert,
Morris Plains, N.J.
Warren Verze Tanghe,
Great Neck, N.Y.
Brian Albert Taylor, Pekin, Ill.
Charles Edward Taylor, Overland, Mo.
Aram Hagop Tellalian, III,
Trumbull, Conn.
Randall Peernick Terho, Pittsford, N.Y.
William John Thompson,
West Haven, Conn.
Stephen Lee Tody, Belvidere, Ill.
James Howard Tonsgard,
River Forest, Ill.
Stephen John Tremont,
Thompsonville, Conn.
James B. Tully, Levittown, N.Y.
Richard Stephen Turk, Fairfield, Conn.
Charles William Tuttle, Windsor, Conn.
John Martin Verre,
Windsor Locks, Conn.
Raphael Paul Viscidi,
Northampton, Mass.
Dean Crittenden Walker, Jr.,
Tulsa, Okla.
Bruce Butterfield Wallace,
New York, N.Y.
John Anthony Warmbold,
Lake Bluff, Ill.

Elliot Mark Weinstein,
Chestnut Hill, Mass.
George Carey Wheelwright,
Lenox, Mass.
Peter Thompson Wiles,
New London, Conn.
Steven Wilhelm, Cambridge, Mass.
Peter Clarke Wilkins,
Brookline, Mass.
Bradford Curtis Willcox,
Hasbrouck Heights, N.J.
Martin Huw Williams, Cardiff, Wales
John M. Willin, Newington, Conn.
John Alva Willoughby, Jr.,
Edgartown, Mass.
Robert Lawrence Wilson,
Branchville, N.J.
David Philip Wolff,
Saranac Lake, N.Y.
Charles Wright, Grosse Pointe, Mich.
Jeffrey Kimmel Wright,
Coatesville, Pa.
Joshua Soule Wunsch, Ann Arbor, Mich.
Richard Rees Wyland, Rochester, N.Y.
Edward Harry Yeterian,
New Britain, Conn.
Joseph Luis Zaragoza, Jr.,
Wellesley, Mass.
Lucian Zielinski, New Britain, Conn.
Daniel Joseph Zitin, North Wales, Pa.

CLASS OF 1971

Alexander Charles Achimore,
Honolulu, Hawaii
Raymond Walter Acker,
Wethersfield, Conn.
Mark Johnson Adair, Wilmington, Ohio
Peter Winslow Adams,
Upper Montclair, N.J.
Mark Aldrich, Meriden, Conn.
Robert Sitterly Amidon,
Cincinnati, Ohio
James Curtis Amis, Durant, Okla.
Larry Charles Andriks, Jr.,
East Hartford
Joseph Anthony Angiolillo, Jr., Hartford
Norman Max Aprill,
Rockville Centre, N.Y.
James Anthony Armentano, Hartford
John Boynton Ayres, Springfield, Mass.
Nigel Barry Quarles Back,
Berkhamsted, Herts., England
Richard Hall Bacon, West Hartford
Christopher Hart Baker,
Newcastle, Maine

John Roberto Barbour, Roslyn, N.Y.
Harry Robert Barnes, Washington, D.C.
Beverly Chew Barstow, Jr.,
New York, N.Y.
Maury Charles Barth, Eastchester, N.Y.
Paul Basch, West Hartford
Edward Alfred Beacom,
Wilmington, Del.
Gregory Alan Beedy, Lexington, Mass.
William Joseph Belisle, III,
Lisbon, Conn.
Robert Benjamin, Jr., Jenkintown, Pa.
Peter Whitney Bennett,
Cape Elizabeth, Maine
Edwin Berk, Elkins Park, Pa.
George Andrew Besch,
Springfield, N.J.
Christopher Michael Bezoff,
Dearborn, Mich.
Louis Kossuth Birinyi, Jr.,
New London, Conn.
Matthew Thomas Birmingham,
South Norwalk, Conn.

- Leon Alan Blais, *Pawtucket, R.I.*
 Christopher Paul Bloomsburgh,
Lafayette Hill, Pa.
 William Nichols Booth,
South Lincoln, Mass.
 William Pomeroy Borchert,
Madison, Conn.
 Steven Charles Boswell, *Norwalk, Conn.*
 Edwin Allen Bowe, *West Hartford*
 David Blaine Brackett,
West Springfield, Mass.
 Thomas Roger Briggs,
Manchester, Conn.
 Willard Mead Bright, Jr.,
Winston-Salem, N.C.
 Robert Ernest Broatch, III,
Orange, Conn.
 David James Brooks, *Norwalk, Conn.*
 Kenneth Lee Brownstein,
New Haven, Conn.
 Dennis Willard Bruns, *Overland, Mo.*
 Robert Paul Burton, Jr.,
Charleston, W. Va.
 Robert Anthony Caputo, *Quantico, Va.*
 Robert Oliver Carr, *Potomac, Md.*
 David Seabold Casey, *LaJolla, Calif.*
 Victor Norman Castagna,
Edwardsville, Ill.
 Anthony Joseph Castagno,
West Hartford
 Brian Joseph Castronovo,
Brooklyn, N.Y.
 Chandler Maynard Caton,
Drexel Hill, Pa.
 Steven Robert Chernaik,
Longmeadow, Mass.
 Gregory Cherneff, *Mt. Vernon, N.Y.*
 James Arthur Chesney, *Fairfield, Conn.*
 John Andrew Christensen,
East Hartford
 Richard Eric Christensen,
East Hartford
 Jeffrey Rawle Clark, *Villanova, Pa.*
 Bruce Edward Colman, *Berkeley, Calif.*
 Michael Frank Colomonic, Jr.,
Hamden, Conn.
 Mark Joseph Comeau, *Canton, Conn.*
 David Martin Covey, *Great Neck, N.Y.*
 John Hardin Craig, *Houston, Tex.*
 Ronald Edward Cretaro, *Pekin, Ill.*
 Sheldon Bedloe Crosby, *McLean, Va.*
 Pieter James Cruson, *Easton, Conn.*
 Paul Gilbert Cullen, *Milwaukee, Wis.*
 Bruce Langdon Cunningham,
Winnetka, Ill.
 Christopher Darcy Curwen,
Westwood, Mass.
 Edward Clifford Cutler, IV,
Ambler, Pa.
 Christian Kraft Dahl,
New London, Conn.
 Robert Freeman Davidson,
West Hartford
 Steven Wesley Delano, *Bristol, Conn.*
 Bruce Melvin Derrick,
Manchester, Conn.
 Peter William Devine,
Pleasantville, N.Y.
 Gary Robert Dibble, *Waterbury, Conn.*
 Thomas Richard DiBenedetto,
Everett, Mass.
 Howard Cronson Dickler,
Clayton, Mo.
 Peter Graham Dodd, *Ottumwa, Iowa*
 William Lansing Downing,
Kinderhook, N.Y.
 Michael Lee Downs,
Windsor Locks, Conn.
 Roy Alan Dudley,
West Springfield, Mass.
 John Stewart Durland, III,
Darien, Conn.
 Michael Carl Edwards, *Chicago, Ill.*
 Christopher Lee Evans,
Swampscott, Mass.
 Douglas Robert Everts, *West Hartford*
 Joseph Boothroyd Ewbank,
Hendersonville, N.C.
 Leo C. Farrenkopf, Jr., *Teaneck, N.J.*
 Robert Bryan Fawber, *West Hartford*
 Peter Mallett Ferdon, *Scarsdale, N.Y.*
 Crist Nicholas Filer, *Windsor, Conn.*
 Harper Follansbee, Jr., *Andover, Mass.*
 William Collier Foureman,
Fort Thomas, Ky.
 Frederick Bruce Foxley, *Weston, Conn.*
 Dominick Francis Franco,
West Hartford
 Peter Douglas Franklin,
Newton Centre, Mass.
 Andrew Holmes French, *Dayton, Ohio*
 Steven Franklin Freudenthal,
Thermopolis, Wyo.
 Dennis Charles Friedman,
Great Neck, N.Y.
 William Roger Fuller,
Gales Ferry, Conn.
 George Keith Funston, Jr.,
Greenwich, Conn.
 Raymond Joseph Gagnon, *Hartford*
 David Galbraith, *Northfield, Ill.*
 Donald Joseph Ganley, *Keene, N.H.*
 Robert Edward Garrett, *Berkeley, Calif.*
 Marshall Brown Garrison, *Hartford*
 John Oliver Gaston, *Alton, Ill.*
 Thomas Alan Geckler, *Kenmore, N.Y.*
 Michael Thomas Geiser,
South Glastonbury, Conn.

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- Norden Scott Gilbert, *Winnetka, Ill.*
 Thomas Lawrence Gilfoyle,
Milford, Mass.
 Michael Tiffany Gillette,
Niagara Falls, N.Y.
 Jonathan Ward Godsall,
King of Prussia, Pa.
 Frederick Kellogg Goodhue,
Avon, Conn.
 William Charles Granville,
Mendham, N.J.
 James Henry Graves, *Freeport, Ill.*
 Craig Michael Greaves,
Stafford Springs, Conn.
 David Waghalter Green,
Kew Gardens, N.Y.
 Charles Zachary Greenbaum,
Marblehead, Mass.
 Howard Bruce Greenblatt, *Hartford*
 Philip Towle Griffith, *Van Nuys, Calif.*
 John Edgar Griggs, Jr.,
Wilmington, Del.
 Robert Victor Haas, Jr., *Canton, Ohio*
 Alexander Christopher Hall, *Hartford*
 Lowen Kassner Hankin, *Abington, Pa.*
 Mitchell Robert Hankin,
Melrose Park, Pa.
 James Henry Hardy, *Bethesda, Md.*
 Bruce Alan Harmon, *Auburn, Me.*
 Charles Raymond Hart, *Cornwall, N.Y.*
 Peter Jordan Hartman, *Wellesley, Mass.*
 Mark William Hastings, *Penfield, N.Y.*
 Clifford Tolmage Hauser,
Sands Pt., N.Y.
 Matthew Augustine Heard,
Chevy Chase, Md.
 Peter Maxwell Hoppock, *Darien, Conn.*
 Jay Tabb Hostetter, *Hanover, Pa.*
 Joel Hancock Houston,
Mamaroneck, N.Y.
 Peter Galloway Huidekoper, Jr.,
New Canaan, Conn.
 Albert Humphrey, *Philadelphia, Pa.*
 Robert Bruce Hurst, *Omaha, Neb.*
 Charles Edward Jacobsen,
Manchester, Conn.
 Michael Ward James, *Bethesda, Md.*
 John Joseph Jehl, *North Caldwell, N.J.*
 Peter John Jenkelunas,
New Britain, Conn.
 Robert Scott Jennings, *Darien, Conn.*
 Rolf Warren Jensen,
Hastings-on-Hudson, N.Y.
 Stephen John Jianakoplos, *Alton, Ill.*
 John Warren Kalbacher,
Greenport, N.Y.
 Edward Beshara Karam, Jr.,
Pittsfield, Mass.
 David Edward Kearns,
Manchester, N.H.
 Roderick O'Connor Kebabian,
Scarsdale, N.Y.
 Steven Harris Keeney, *Philadelphia, Pa.*
 Russell Phelps Kelley, III, *Chicago, Ill.*
 Alexander Winn Kennedy,
Shaker Heights, Ohio
 William Robert Keyes,
Wethersfield, Conn.
 Philip Shukry Khoury,
Washington, D.C.
 David Richard Kiarsis, *Suffield, Conn.*
 David Custis Kimball, *Glenview, Ill.*
 John A. King, II, *Princeton, N.J.*
 Spencer Richard Knapp, *Easton, Md.*
 Christopher Ridgway Knight,
Brussels, Belgium
 Theodore Joseph Kowalski,
Willimantic, Conn.
 Theodore Hedler Kroll,
Washington, D.C.
 Sydney Kuder, Jr., *Philadelphia, Pa.*
 Romeo Napoleon LaFaive, Jr., *Hartford*
 Joseph Jacques Lagasse,
Willimantic, Conn.
 Paul John Laliberte, *Holyoke, Mass.*
 William Floyd LaPlante,
Burlington, Conn.
 Robert John LaRose, *East Hartford*
 Daniel Lavin, *Longmeadow, Mass.*
 Louis Peter Lawrence,
Framingham, Mass.
 Charles John Lemonier, *Glen Rock, N.J.*
 Howard Lewis, III, *Van Wert, Ohio*
 Theodore Mark Lieverman,
Hampton, Va.
 Stephen Van Rennselaer Lines,
Pittsford, N.Y.
 Andrew Lawrence Lipps,
Swampscott, Mass.
 Stanley Paul Littlefield,
Watertown, N.Y.
 Kenneth Hayden Loveland,
West Hartford
 Mark Bryan Macomber, *Albany, N.Y.*
 Darryl Francis Madey, *Suffield, Conn.*
 David Bruce Mahaffey, *Dallas, Tex.*
 Craig Frisch Maier, *Cincinnati, Ohio*
 Nicholas Guy Maklary,
Hartford, Conn.
 Eric David Manheimer, *Riverdale, N.Y.*
 Robert Taylor Mann, *Sewickley, Pa.*
 Richard James Manna, *Maplewood, N.J.*
 Alan Lewis Marchisotto, *Baldwin, N.Y.*
 Stuart Walton Mason, *Baltimore, Md.*
 John Christopher Massey,
Larchmont, N.Y.

Student List 1968-69/185

- George Guy Matava, *Avon, Conn.*
 Richard John Mazzuto,
East Orange, N.J.
 Lawrence Diver McClure,
Bernardsville, N.J.
 Clifton Brooks McFeely,
Grosse Pointe, Mich.
 Philip Michael McGoohan,
West Hartford
 Thomas Edward McGrath,
Brighton, Mass.
 Cecil Gary McKenzie, *Morris, Ill.*
 Ronald James Megna,
Lawrenceville, N.J.
 Brian Edward Meyers, *Milford, Conn.*
 Ira Paul Michaelson, *Andover, Mass.*
 James Henry Miller, *Elgin, Ill.*
 Jonathan Edwin Miller,
Wilmington, Del.
 Peter Mason Miller, *Villanova, Pa.*
 Robert Keith Miller, *Bridgeport, Conn.*
 John Warren Milliken,
Greenwich, Conn.
 Mark Jay Mittenenthal, *Great Neck, N.Y.*
 Timothy Ruggles Mixer,
Needham, Mass.
 William James Montgomery,
Wilmington, Del.
 Peter Michael Moore, *Greenville, S.C.*
 Ralph Edward Morini, *Mahopac, N.Y.*
 Christopher Warren Morris,
Washington, D.C.
 Jeffrey Alden Morrow, *Napierville, Ill.*
 Harold Gleason Morse, *Decatur, Ga.*
 Bruce Robertson Muir, *Antioch, Ill.*
 Robert Henry Muller,
New Canaan, Conn.
 Michael P. Najarian, *Bethlehem, Pa.*
 John Martin Neylon, *Carlinville, Ill.*
 Peter Martin O'Beirne,
Norwood, Mass.
 Shawn Francis O'Donnell,
Bloomfield, Conn.
 Philip Mark Olander,
Middletown, Conn.
 William Joseph O'Reilly, Jr.,
Foxboro, Mass.
 David Edward Ormiston, *Warwick, R.I.*
 Eliot Wyckoff Osborn, *Salisbury, Conn.*
 Robert Henry Osher, *Cincinnati, Ohio*
 Edward William Osipowicz, Jr.,
New Britain, Conn.
 William Jay Overtree, *Cincinnati, Ohio*
 William Russell Page, Jr.,
Winnetka, Ill.
 Rodney Patmon, *Chicago, Ill.*
 Douglass Blake Payne,
South Hadley, Mass.
- Scott Nelson Phillips,
Manchester, Mass.
 James Frank Plennert, *Manhasset, N.Y.*
 Joseph Hersey Pratt, II,
Lawrence, N.Y.
 William Durrie Prevost,
Shrewsbury, N.J.
 Richard Alan Price, *Roslyn, N.Y.*
 Donald Henry Pugh, Jr.,
Springfield, Pa.
 David Allen Pumphrey, *Towson, Md.*
 Robert Philip Ragucci, *Glenview, Ill.*
 John Paul Reale, *Hollywood, Fla.*
 Spencer Steven Reese, *Chicago, Ill.*
 John Andrew Reeves, *Ridgefield, Conn.*
 Paul Shattuck Regnier, *West Hartford*
 Michael William Reinsel,
Wyomissing, Pa.
 William Harry Reynolds, Jr.,
Bethesda, Md.
 John Martin Rezek, *Riverside, Ill.*
 William Lewis Richards, *Madison, N.J.*
 John Douglas Rollins, *New Paltz, N.Y.*
 Gary David Rosen, *Dalton, Ga.*
 Arthur Jack Ross, III,
Mamaroneck, N.Y.
 William James Rosser, *Columbus, Ohio*
 Georges Pierre Roumain,
Port-au-Prince, Haiti
 Glenn William Ryer, *Cresskill, N.J.*
 David McBride Sample, *Pawling, N.Y.*
 John Ogilby Sands, *Gambrills, Md.*
 David Sarasohn, *North Bergen, N.J.*
 William Arthur Sartorelli, Jr.,
Chelsea, Mass.
 Thomas Sasali, *Windsor Locks, Conn.*
 Michael Edwin Scammon,
Amesbury, Mass.
 Jay Lloyd Schaefer, *Kew Gardens, N.Y.*
 Richard Henry Schaefer, *Darien, Conn.*
 Richard Winsor Schultz,
Riverside, Conn.
 Donald Kenneth Schweikert, Jr.,
Maplewood, N.J.
 George William Schwert, III,
Lexington, Ky.
 Frazier G. Scott, *Westport, Conn.*
 Charles Bushnell Seaverns,
Suffield, Conn.
 Daniel Harry Seltzer, *Melrose Park, Pa.*
 David William Shappell,
Manchester, N.H.
 Garrett Edward Sheehan, *York, Pa.*
 Gregory Barker Shepard, *Pittsburgh, Pa.*
 Charles Edward Shouse,
Colorado Springs, Colo.
 Louis Nelson Slocum,
East Hartford

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Albert Marston Smith, *St. Paul, Minn.*
 Henry Blackburn Smith,
Middletown, Del.
 Joseph Roy Smith, II, *Holden, Mass.*
 Paul Burton Smyth, *Manchester, Conn.*
 Alan John Southard, *Naugatuck, Conn.*
 George Kern Stearns, *Wyoming, Ohio*
 Robert Davis Steigerwalt, Jr.,
Pittsburgh, Pa.
 John Hollister Stevenson,
Cincinnati, Ohio
 James Edward Stufflebeam,
Lewistown, Ill.
 Ralph Vincent Sturdivant,
East Orange, N.J.
 Kevin Barry Sullivan, *West Hartford*
 Bennett Everett Taber,
San Francisco, Calif.
 Kent Walter Tarpley, *Crystal Lake, Ill.*
 Carlton Chase Taylor, *Worcester, Mass.*
 Thomas Teller, *Little Falls, N.J.*
 Richard Britton Thomson, Jr.,
Saginaw, Mich.
 Richard Pratt Tobin, *Philadelphia, Pa.*
 Lawrence Wah-Chan Tom,
Honolulu, Hawaii
 Robert Arthur Towner, *Wilmette, Ill.*
 Michael Edward Trigg, *West Hartford*
 John Frederick Krollmann Tyner,
Alexandria, Va.
 Gerald Neil Van Aken, *Baltimore, Md.*
 Peter Dunlap Van Ness,

Lake Forest, Ill.
 Clinton Andrew Vince,
Garden City, N.Y.
 Peter Jeffrey Waite, *Wayland, Mass.*
 David Paige Wakefield, II,
Litchfield, Conn.
 James Garrett Wallley, *Hastings, Neb.*
 Douglas Homer Watson, *Marion, Mass.*
 George Eugene Wcislo, *Hartford*
 Arthur Michael Weber,
Middletown, Conn.
 Howard Weinberg, *Bronx, N.Y.*
 Lawrence Blaine Weiner,
Elkins Park, Pa.
 Thomas Mark Weiner, *Teaneck, N.J.*
 Roy Albert Wentz, III,
Wilmington, Del.
 Junius Marvin White, *Kansas City, Mo.*
 Kenneth Parke Winkler,
Bellerose, N.Y.
 Randolph Bennett Winton,
Needham, Mass.
 James Kevin Wolcott, *Cranston, R.I.*
 Alfred Joseph Wolsky, *Woburn, Mass.*
 Richard Offutt Wood, *Elmira, N.Y.*
 Hugh Boyd Woodruff, *Watchung, N.J.*
 Timothy Dwight Woolsey,
Bethesda, Md.
 James Wu, *Orange, Conn.*
 Anthony Peter Yablonski, Jr.,
New Britain, Conn.
 Bruce Baetz Yelton, *West Chester, Pa.*

CLASS OF 1972

William Walter Abendroth,
Towson, Md.
 Arthur Herman Adams,
Upper Montclair, N.J.
 Burt Alan Adelman, *Bronx, N.Y.*
 Nelson Howard Adler,
Spring Valley, N.Y.
 Hale Ludwig Anderson,
Cedar Falls, Iowa
 Leavitt Sprague Anderson,
Wayzata, Minn.
 Dana Jay Andrusik, *Wilbraham, Mass.*
 David Victor Appel, *Meadowbrook, Pa.*
 Robert John Arceci,
Winchendon, Mass.
 Herman Lewis Asarnow,
West Orange, N.J.
 Donald Evans Atkins, Jr.,
Springfield, Pa.
 Robert Moreland Atwater, *Summit, N.J.*
 Alexander Charles Aubry,
Greenwich, Conn.
 John Franklin Bahrenburg,
Spring Lake Heights, N.J.

Johnathan Percy Baird, *Marion, Pa.*
 Timothy Allen Balch, *Cleveland, Ohio*
 David Mock Banash, *Brookline, Mass.*
 David Lawrence Barans,
River Forest, Ill.
 Norman Bardeen, *Kalamazoo, Mich.*
 Stephen Lawrence Barrett,
Spokane, Washington
 Jack Clinton Barthwell, III,
Detroit, Mich.
 Robert James Bauman, *Parma, Ohio*
 Charles Belknap, III, *Boston, Mass.*
 Thomas Dillingham Benson, Jr.,
Rochester, N.Y.
 Christopher Schultz Berky,
Zionsville, Pa.
 Thomas Francis Birmingham,
Chelsea, Mass.
 Arthur Otis Black, III, *Butler, Pa.*
 Kenneth Worthen Blakeslee, Jr.,
Baltimore, Md.
 Michael Kelly Blanchard,
Unionville, Conn.
 Peter Robert Blum, *Hartsdale, N.Y.*

- Neil Howard Bobroff,
Marblehead, Mass.
 John Foster Braley, *Radnor, Pa.*
 Jeffrey Alan Brown, *Waban, Mass.*
 Lawrence Lloyd Bruckner, *Thomson, Ill.*
 Thomas Miller Buchenau,
San Diego, Calif.
 Anthony Kenneth Burton,
Jacksonville, Fla.
 William Julian Caldwell,
South Orange, N.J.
 Roderick Angus Cameron,
Rice Lake, Wisconsin
 Robert Eugene Carlson, *Sewickley, Pa.*
 John Givin Chase, *Des Moines, Iowa*
 Lewis Hamilton Clark, Jr.,
Cambridge, Mass.
 Thomas Hart Clark, *Wynnewood, Pa.*
 Alan Jay Cohen,
North Massapequa, N.Y.
 Robert Moss Cohen, *Westport, Conn.*
 Ronald Jeffrey Cohen, *Millburn, N.J.*
 Wade Hampton Cole, *Miami, Fla.*
 Charles Barrie Cook, Jr.,
Fairfax, Virginia
 Whitney M. Cook, *Lunenburg, Mass.*
 Douglas Paul Cooper, *Pelham, N.Y.*
 John Dawson Corning, Jr.,
Mamaroneck, N.Y.
 Richard Van Metre Corton, Jr.,
Waterloo, Iowa
 George Lacy Coyle,
Charleston, W. Va.
 Peter Crawford, *Suffern, N.Y.*
 Armando G. Cuellar, Jr.,
College Point, N.Y.
 Howard Robert Cuozzi, Jr.,
Madison, N.J.
 Stephen Hollis Curtin, *Uncasville, Conn.*
 George Charles Cutler, *Brooklyn, N.Y.*
 Robert Lee D'Agostino,
Windsor Locks, Conn.
 Harvey Dann, IV, *Pawling, N.Y.*
 Chester Congdon, d'Autremont, Jr.,
Lincoln, Mass.
 Michael Robert Davidson,
West Hartford
 Jay Griffin Davis, *Stony Brook, N.Y.*
 Carl Allan Day, *Wilmington, Del.*
 John Paul DeJongh, *Groton, Mass.*
 Robert Boerum Dennis, *Madison, Conn.*
 Raymond Victor De Silva,
Brooklyn, N.Y.
 Scott Welty Desmond, *Mt. Lakes, N.J.*
 Ralph Richard Dickman,
Cincinnati, Ohio
 Albert Michael Donsky,
Philadelphia, Penn.
 James Mark Doyle, *Massapequa, N.Y.*
 John Wesley Eaton, *Needham, Mass.*
 Robert Joseph Ellis,
LaFayette Hill, Penn.
 Mark Jackson Enoch, *Deerfield, Mass.*
 Thomas M. S. Eysmans,
Moorestown, N.J.
 Arthur Ira Fagan, *San Antonio, Texas*
 Robert Joseph Fass, *Philadelphia, Pa.*
 Milton Marion Fenner, IV,
Sewickley, Penn.
 Gerard Thomas Ferrari,
Oak Ridge, Tenn.
 Robert Kellogg Ferris, *Danbury, Conn.*
 Bayard Robert Fiechter,
Plymouth Meeting, Pa.
 John Stephen Fink, *North Haven, Conn.*
 Gregory Edward Firestone,
Great Neck, N.Y.
 Andrew Stillman Fisher, *Dedham, Mass.*
 Michael Herbert Fisher, *Syosset, N.Y.*
 William Alexander Fisher, III,
Baltimore, Md.
 Albert Lee Floyd, *Hartford*
 Stephen Richard Foley, *Hartford*
 William Martin Foster, *Auburn, N.Y.*
 Harry Melgin Fried, *Wynnewood, Pa.*
 James Peter Frost, *North Reading, Mass.*
 Andrew Aaron Gaines, *Chicago, Ill.*
 James Philip Gamberman, *Baltimore, Md.*
 Michael Ian German, *Glen Cove, N.Y.*
 Charles Michael Gerver,
Martinsburg, W. Va.
 Michael Russell Gilboy,
Lake Forest, Ill.
 Ned Ivan Gladstein,
West Caldwell, N.J.
 Robert F. Goldman,
Cincinnati, Ohio
 Raymond Edward Goldsich,
Shawnee Mission, Kan.
 Joseph Donald Goodwin, Jr.,
Philadelphia, Pa.
 John Dunnegan Gottsch, *Tampa, Fla.*
 John Gould, Jr., *Hampton, Va.*
 Kevin Seymour Gracey,
Governors Island, N.Y.
 Peter Hamilton Grant,
Downers Grove, Ill.
 George Wallace Graves, III, *Norfolk, Va.*
 Larry King Graves, *Warwick, R.I.*
 Christopher Stewart Gray,
Kansas City, Mo.
 Daniel Green, *Levittown, Pa.*
 Thomas Gilbert Greene,
Kansas City, Mo.
 Holcombe Edwin Grier, *Oxford, Pa.*
 Peter Root Griesinger, *Gates Mills, Ohio*
 Joseph Michael Groden, *Fairlawn, N.J.*

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- John Bruce Gwaltney,
Wilmington, Del.
- Stephen Roark Gyllenhaal,
Huntingdon Valley, Pa.
- Mark David Hagedorn,
New Britain, Conn.
- Kevin Charles Hails, Pittsburgh, Pa.
- Jeffrey Wade Hales, St. Louis, Mo.
- James Matthew Hall, Jr., Summit, N.J.
- Richard Leon Hall, East Hartford, Conn.
- Robert Peter Halpern, New York, N.Y.
- Edward Michael Hammond,
New London, Conn.
- John Michael Hancock,
Margate, Fla.
- James Graham Hanley,
London, W. 5, England
- Richard Jonathan Harder,
Chestertown, Md.
- William Forsyth Harmon,
Huntington, N.Y.
- Jonathan Tyler Harris, Grafton, Mass.
- Mark John Haslett, Quincy, Mass.
- John Edward Heppe, Bryn Mawr, Pa.
- Steven Laurence Hill, Jamaica, N.Y.
- Neil Joseph Holland, Wolcott, Conn.
- Robert Thomas Hollister, Chana, Ill.
- Henry Diedrich Holljes, Baltimore, Md.
- James Robert Holmberg, Milford, Conn.
- Michael Hyman Huberman,
New Haven, Conn.
- Richard Neil Jacobson, Lynnfield, Mass.
- Anthony William Jenney,
Cazenovia, N.Y.
- Peter Walter Jessop, Guilford, Conn.
- Norman Arthur Johanson,
Old Greenwich, Conn.
- Jerome Ford Johnson,
Lexington, Kentucky
- Woolsey M. Johnson, Northfield, Ill.
- Lee Kaplan, Springfield, Mass.
- Quentin Barry Kieth, Potomac, Md.
- Vaughn Phillips Montaigne Keith,
Red Bank, N.J.
- Howard Michael Kelfer,
Swampscott, Mass.
- James Perry Kendrick, Darien, Conn.
- Marshall Martin Kennard, Lenox, Mass.
- Thomas John Kennedy, Toledo, Ohio
- Glenn Michael Kenney,
Berkeley Heights, N.J.
- Warren Kent Khtikian, Trumbull, Conn.
- John Coleman Kiley, III,
Chestnut Hill, Mass.
- Charles Randolph King,
West Willington, Conn.
- John William Kirshon,
Mamaroneck, N.Y.
- Richard Boyd Klibaner, Stamford, Conn.
- John Theodore Koehler, Jr.,
Chevy Chase, Md.
- Peter Stephen Kovatis,
Cedar Grove, N.J.
- Kirk Alan Kubicek,
River Forest, Ill.
- Brian Steven Kunz, Merion Station, Pa.
- Jeff Leon Kupperman, New Orleans, La.
- Douglas Thomas Lake, Dedham, Mass.
- Dennis Alan Lalli, Andalusia, Pa.
- Stephen Whittum Larrabee,
Bronxville, N.Y.
- Robert Ashton Lawrence, Jr.,
Westwood, Mass.
- David Aran Lee, Cincinnati, Ohio
- Wayne Thomas Leghorn, Hartford
- Thomas Brent Leonard,
Chadds Ford, Pa.
- Albin Bingkin Leong, Astoria, Ore.
- Steven David Levy, Newton, Mass.
- William Ervin Lingard, Barrington, R.I.
- David Dunbar Livingston,
Nahant, Mass.
- James Halliwell Longley,
River Forest, Ill.
- Alan Birkett Loughnan,
Williamsburg, Mass.
- Albert Lucas, Jr., West Simsbury, Conn.
- John Mowbray MacCallum,
Warsaw, N.Y.
- Alan Bruce MacDonald, Abington, Mass.
- Alexander Sterling MacDonald, III,
Beverly, Mass.
- Frank Lamberton Stevens MacGruer,
Pittsfield, Mass.
- Thomas Alexander Mackenzie,
Milton, Mass.
- Compton Cufshall Maddux,
New Canaan, Conn.
- Rocco John Maffei, Jr.,
South Portland, Maine
- Gregory David Magnon Maletta, II,
Kensington, Md.
- Almer Joseph Mandt, III,
Freeport, Ill.
- Philip Colbert Manker, Jr.,
Chicago, Ill.
- Derek Rumrill Mansell,
Painsville, Ohio
- Anthony John Marchetti, Jr.,
New Britain, Conn.
- George Leonard Marks,
Lawrenceville, Va.
- Kenneth Gregory Martin, Wyncote, Pa.
- Carlos Manuel Martinez, New York, N.Y.
- John Charles Matulis, Jr.,
New Britain, Conn.
- Andrew West McClaine,
Wellesley Hills, Mass.

David Elliott McCloud, *Pittsburgh, Pa.*
 Richard Marshall McCrensky,
New York, N.Y.
 James Andrew McCune, *Ballwin, Mo.*
 Michael John McDonald,
East Norwich, N.Y.
 Thomas McGuirk, *New London, Conn.*
 Michael McVoy, *Lake Forest, Ill.*
 James Bruce W. McWilliams,
Pound Ridge, N.Y.
 Jeffrey Louis Meade, *Arlington, Mass.*
 Bruce Edward Menees,
Los Angeles, Calif.
 Samuel Holgate Merrill,
Portland, Me.
 Gary Lawrence Mescon,
Newton Centre, Mass.
 Joseph Dicus Messler, Jr.,
Pasadena, Calif.
 Stephen Carl Metz, *Bay Shore, N.Y.*
 Paul Meyendorff, *Tuckahoe, N.Y.*
 Paul Henry Midney,
South Meriden, Conn.
 Jeffrey Allan Miller,
Chagrin Falls, Ohio
 William John Miller, *Pittsburgh, Pa.*
 Thomas Marchand Milligan,
Pittsburgh, Penn.
 Everett Lawrence Minard, III,
Seattle, Wash.
 Andrew West Mitchell,
West Hartford
 Daniel Ruggles Mixter,
Dobbs Ferry, N.Y.
 Hugh Elliott Mohr,
West Simsbury, Conn.
 James Aloysius Monahan, Jr.,
Palisades Park, N.J.
 Timothy Hayes Moran, *Yonkers, N.Y.*
 Michael Alan Moraski,
Torrington, Conn.
 William Davidson Morrison, III,
Riverside, Conn.
 Michael David Morton, *Baltimore, Md.*
 John Bromley Moses, *Scarsdale, N.Y.*
 Philip Daly Mulvey, *Bethesda, Md.*
 Frederic Alan Munz, *Flourtown, Pa.*
 Gregg Stiefel Neiman,
Ft. Wayne, Ind.
 John Richard Nelson,
West Hartford
 Philip Ballantyne Nelson,
Barnstable, Mass.
 Nicholas Radley Neumann,
Richmond, Va.
 Gary Roger Newton,
East Longmeadow, Mass.
 David Lawrence Nichols,
Skaneateles, N.Y.

Michael Bruce Athelstane Nobbs,
Middlesex, England
 John Shaw Notman, *Marion, Mass.*
 John Joseph Novello, *Elizabeth, N.J.*
 Robert Stearns O'Connor,
Great Neck, N.Y.
 Timothy Noll O'Dell, *Pottstown, Pa.*
 John Stewart Orton, *Houston, Texas*
 Stephen Alan Osborn, *Worcester, Mass.*
 Gilbert Frederic Ott, *Blue Bell, Pa.*
 Richard Chase Palamar, *Quogue, N.Y.*
 Richard Neal Palmer,
Wethersfield, Conn.
 Alan Michael Patrignani, *Lancaster, N.Y.*
 Lewis Hill Payne, *Portland, Me.*
 Richard Poole Pearson,
Watertown, Conn.
 David Allen Pemmerl, *Lincroft, N.J.*
 Joseph Edward Peters,
New Britain, Conn.
 Xavier Daniel Pique, *Hartford*
 Carl Lindell Prather, *Jersey City, N.J.*
 James Tate Preston,
Glace Bay, Nova Scotia, Canada
 Michael Terry Price, *Dayton, Ohio*
 Jeffrey Willard Prince, *Concord, Mass.*
 Arthur Lawrence Rack, Jr.,
Hewlett, N.Y.
 Russell Vern Rand, *Farmington, Conn.*
 John Mateer Randall,
Birmingham, Mich.
 Charles Christopher Ray,
Grosse Pointe, Mich.
 Kenneth Errol Reeves,
Detroit, Mich.
 Thomas Glen Regnier,
Little Rock, Ark.
 Daniel Alan Reifsnyder,
Washington, D.C.
 Ralph Raymond Riehl, III, *Erie, Pa.*
 David Hopkins Robinson,
Dedham, Mass.
 Peter Eliot Robinson,
Birmingham, Mich.
 Robert Thomas Robinson,
Salisbury, Conn.
 Brian Douglas Rogers,
Manchester, Conn.
 Gary Thomas Rohrback,
Torrington, Conn.
 James Louis Rosenberg,
Cincinnati, Ohio
 David Stuart Rosenthal,
Worcester, Mass.
 Thomas Alan Rouse, *Horseheads, N.Y.*
 Jerry Stuart Rowe, *St. Johnsbury, Vt.*
 Paul Michael Sachner, *Bristol, Conn.*
 James Julian Sadoski, *Terryville, Conn.*

190/Student List 1968-69

- Duncan Salmon,
Mexico 18, D. F., Mexico
- Gregory Pinney Sammons,
Pittsfield, Mass.
- Thomas Ray Savage,
Chagrin Falls, Ohio
- David MacIntosh Savory, Wilmette, Ill.
- William Langer Schaeffer, Rye, N.Y.
- Thomas Frederick Schaible,
Westfield, N.J.
- Charles Andrew Schloss, New York, N.Y.
- Michael Schwartz, Great Neck, N.Y.
- John William Packer Seager,
Washington, D.C.
- Michael Edward Seifert, Evanston, Ill.
- Barclay Shaw, Jr., Chappaqua, N.Y.
- Charles Tuke Shaw, Hightstown, N.J.
- Lawrence Drucker Sichel,
Elkins Park, Pa.
- John Louis Simone, Jr., Fairfield, Conn.
- James Thomas Sinnamon,
Manchester, Conn.
- Archibald Alexander Smith, III,
Houston, Texas
- Byron Whitaker Smith,
East Grand Rapids, Mich.
- Gary Austin Smith, Old Tappan, N.J.
- Joseph Cotter Smith, Washington, D.C.
- Roger Manning Smith, Worcester, Mass.
- Sumner Merrill Smith, Cohasset, Mass.
- Timothy King Smith, Jewett City, Conn.
- Douglas James Snyder,
Dusseldorf, Germany
- Michael Alex Sooley, Waukegan, Ill.
- William George Speed, IV,
Baltimore, Md.
- Bryan Paul Sperry, West Haven, Conn.
- John Albert Speziale, Torrington, Conn.
- Gene W. Stamell, Swampscott, Mass.
- Roger David Stamm, Stamford, Conn.
- Noah Hubbard Starkey,
West Hartford
- William Christian Staudt, Jr.,
Granby, Conn.
- Jeffrey Blake Stern, Westbury, N.Y.
- John Harold Stines, Scarsdale, N.Y.
- David Gilbert Strimaitis,
Manchester, Conn.
- Changez Sultan, Shrewsbury, England
- David Paul Sutherland,
Litchfield, Conn.
- Richard Alan Sviridoff,
New Haven, Conn.
- Stephen Anthony Sylvestro,
Worcester, Mass.
- John Leo Talerico, Old Forge, Pa.
- Terry Craig Tapley, Streator, Ill.
- Karsten Tom Klas Thompson,
Upsala, Sweden
- Martin Mei Tong,
Shibuyaku, Tokyo, Japan
- Farzam Toub, Tehran, Iran
- Gerrardo Cesidio Tramontozzi,
Newton, Mass.
- Anthony Joseph Tranquillo,
Southington, Conn.
- George Morgan Traver, Jr.,
Staatsburg-on-Hudson, N.Y.
- Jonathan Manning Treat, Bolton, Conn.
- Marc Bruce Tucker,
Wilmington, Del.
- William Van Auker,
U.S. Mil. Gp. Brasil,
APO New York, N.Y.
- Robert Paul van der Stricht,
Greenwich, Conn.
- Donald Joseph Viering, Jr.,
Collinsville, Conn.
- Paul Angelo Vitello, New York, N.Y.
- John William Wachewicz,
Lansing, Illinois
- William Harry Wagner, Oak Park, Ill.
- Richard Henry Walker,
Wilmington, Del.
- Robert Greydon Walker, Hartford
- Tim N. Wallach, Brewster, N.Y.
- Adam Charles Walms,
Stafford Springs, Conn.
- Robert LeRoy Watts, Washington, D.C.
- Eric Steven Weiss, New York, N.Y.
- Roger Livingston Werner, Jr.,
Wilmette, Ill.
- Peter Matthiessen Wheelwright,
Lenox, Mass.
- William Mellon Whetzel,
Washington, D.C.
- Richard Duvall, White, Catonsville, Md.
- Robert Atha Whitehead, Jr.,
Manchester, Conn.
- Walter William Whitehouse,
Evanston, Ill.
- Steven Winston Wilcox, Winnetka, Ill.
- Lawrence Beatty Willson,
Albany, Georgia
- Alan Richard Winrow, Malden, Mass.
- Peter Kley Wittman, Philadelphia, Pa.
- Malcolm David Woade, Norwalk, Conn.
- Edward Joseph Wojciechowski, Jr.,
Stamford, Conn.
- Thomas Allen Wolk, Rutland, Vt.
- Charles Joseph Yeager, Alexandria, La.
- William Randall Yeomans, Bethesda, Md.
- Melvin Walter Young, Akron, N.Y.
- William Brown Zachry, Norwalk, Conn.
- George Harvey Zendt,
Fort Washington, Pa.
- Michael Joseph Zimmerman,
Randallstown, Md.

FIFTH-YEAR ENGINEERING STUDENTS

Boris Paul Busheuff, Jr.,
Wellesley, Mass.
Walter Allan Clearwaters,
Windsor Locks, Conn.
Alexander Scott Duncan,
Mentor, Ohio

Anthony Holmes Furman,
Plainfield, N.J.
Manuel Galo Martins,
Lisbon, Portugal
Marino Severo Pena Taveras,
Pimentel, Dominican Republic

SPECIAL STUDENTS

Russell James Bannock, *Hartford*
Ina Lee Bernstein, *West Hartford*
Norman Lewis Chambliss,
Lawrenceville, Va.
Carolyn Johnson Griffin, *Hartford*
Michelle Ryan Hubbard, *Hartford*
Anne Sloat Hyland,
East Hampton, Conn.
Jill Brennan Lee, *Hartford*
Ray Joseph Libera, *Cromwell, Conn.*
Michael Margulis, *Hartford*
Matthew McConnel, *Suffield, Conn.*
John Andrew Molyn, *Suffield, Conn.*

Robert Ernest Murphy, *Hartford*
Laurie Irene Person,
Glastonbury, Conn.
Marc David Shapiro,
Woodbridge, Conn.
Amy Bears Shillary,
Wethersfield, Conn.
Raymond Julius Tomroy,
Unionville, Conn.
Frederick P. Woodbridge,
St. Louis, Mo.
John Herbert Woolley,
Tariffville, Conn.

ENROLLMENT FIGURES FOR 1968-1969

(As of February, 1969)

Class of 1969	297
Class of 1970	300
Class of 1971	303
Class of 1972	344
5th Year Engineering	6
Special	18
Vassar Girls	16
Total	1284
Graduate Students	675
Grand Total	1959

This issue of the General Catalogue lists all students enrolled at any time during the academic year prior to publication. Tentative lists of the incoming Freshman Class and transfer students have been included on the following pages.

Freshman Class

CLASS OF 1973*

- Alyson Koeppel Adler,
Kings Point, N.Y.
William Barry Ahearn,
Greenfield, Mass.
Kathleen Margaret Alling,
Milford, Conn.
James Waters Allison, III,
Wilmington, Del.
Kenneth James Andrien,
Springfield, Pa.
Jean Meredith Ashburn, *Gladwyne, Pa.*
Thomas Steven Ashford, *Hinsdale, Ill.*
Mary Taylor Aspinwall,
Philadelphia, Pa.
George Andrew Bachrach,
Larchmont, N.Y.
Orlando Emilio Baker, *Hartford*
Steven Chalmers Baker,
Timonium, Md.
Arthur Lamkin Baldwin, III,
Milford, Conn.
George Charles Baldwin, *Ramsey, N.J.*
Robert Harvey Baldwin,
New Canaan, Conn.
Timothy Mark Baldwin,
Durham, Conn.
David William Bargman,
Great Neck, N.Y.
Steven Edward Barkan, *Glenside, Pa.*
David Hitchcock Barnes,
Wellesley, Mass.
Harry Livingstone Barrett, III,
Wayland, Mass.
Michael Anthony Battle, *St. Louis, Mo.*
Richard Seth Beaser, *Newton, Mass.*
James Scott Bedingfield,
Coos Bay, Ore.
Martha Kristina Benson,
Norwich, Vermont
Susan Elizabeth Berry, *Easton, Md.*
Peter Arthur Bilecky,
Willimantic, Conn.
William Edward Bilodeau,
Milton, Mass.
Julian Wyndham Birch,
Maningtree, Essex, England
- Barbara Anne Blank,
Scarsdale, N.Y.
Benjamin John Bock, *Tiffin, Ohio*
Marcy Celia Bonola,
New Britain, Conn.
Susan Lynn Brechlin, *Meriden, Conn.*
Barbara Lois Brown, *West Hartford*
David Ingalls Brown,
Chagrin Falls, Ohio
Marjorie Carpenter Brown,
Wayne, Pa.
Alfred Joseph Brunetti, *Orange, Conn.*
Donald Peck Burt, Jr.,
Morristown, N.J.
Virginia Anne Butera, *Norristown, Pa.*
Robert Dana Butters, *Glen Ellyn, Ill.*
Susan Katherine Calabro,
Simsbury, Conn.
William Scott Cameron,
Milford, Conn.
Victor Thomas Cardell,
Wethersfield, Conn.
Elaine Magdalene Cardenas,
San Antonio, Texas
Christopher Neville Carley,
Fairfield, Conn.
Elizabeth Jane Chamish, *Roslyn, N.Y.*
Mitchell Howard Charap,
Forest Hills, N.Y.
Theodore Arthur Chase,
San Marino, Calif.
Laurie Goodwin Cherbonnier,
West Hartford
Alan James Child,
Blackburn, Lancashire, England
Alison Kiersted Clark,
Scarsdale, N.Y.
Gregory Edward Cogoli,
Wethersfield, Conn.
Burton Bartlett Cohen,
West Haven, Conn.
Sandra Irene Cohen, *Brooklyn, N.Y.*
Robert LaHuis Coith, *Cincinnati, Ohio*
Craig Colgate, III, *Bethesda, Md.*
Gene Coney, *Philadelphia, Pa.*
Andrew Jerome Connolly, *Berwyn, Pa.*

* As of June 15, 1969.

Freshman Class 1969-70/193

- John Michael Conte, *Hamden, Conn.*
 Stuart Vincent Corso, *Hartford*
 Fred Courtney, Jr., *Boston, Mass.*
 John Joseph Coyne, *Cheshire, Conn.*
 Anne Bernard Crichton,
Palm Beach, Fla.
 Walter Joseph Patrick Curley, III,
New York, N.Y.
 Philip Carmien Daley, *Suffield, Conn.*
 David Robert Dangler,
Greenwich, Conn.
 Bruce Skiles Danzer, Jr.,
Baltimore, Md.
 Nelville Sapleton Davis,
Glen Head, L.I., N.Y.
 Alan Lee Dayno, *Laverock, Pa.*
 Mark Alan DeMeulenaere,
Shaker Heights, Ohio
 Lynne Cushman Derrick,
Manchester, Conn.
 Shelley Lee Dickinson, *Matamoras, Pa.*
 Peter Anthony DiCorleto,
Bloomfield, Conn.
 Dorothy Cushman Dillon,
Oldwick, N.J.
 Blane Thornhill Dodson, *Bethesda, Md.*
 Jean Marie Dorchester,
Manchester, Conn.
 Larry Richard Dow, *Hanover, N.H.*
 Burt Richard Downes,
East Williston, N.Y.
 Dirk Robert Dreux, *Simsbury, Conn.*
 David James Dubicki, *East Peoria, Ill.*
 Paul Henry Dumont, *Windsor, Conn.*
 Mary Vaughan Durkee,
Washington, D.C.
 John David Eckelman, *Forty Fort, Pa.*
 Demetrio Economou,
Pogoniani - Ioannini, Greece
 JoAnne Adrienne Epps,
Philadelphia, Pa.
 Peter Michael Epstein, *Glencoe, Ill.*
 Ellen Lee Erpf, *New York, N.Y.*
 James Daniel Evans, III,
Villanova, Pa.
 Jay Stewart Fagan, *Wyncote, Pa.*
 Raymond Eugene Fahrner,
Fort Washington, Pa.
 John Farrenkopf, *Teaneck, N.J.*
 Frank Cooley Farwell, *Lake Forest, Ill.*
 Kim Samuel Fennebresque,
Oyster Bay, N.Y.
 Martha Field, *Barrington, R.I.*
 Diane Fierri, *Simsbury, Conn.*
 Karen Frances Fink,
Glastonbury, Conn.
 James Thomas Finn,
Dorchester, Mass.
- Stephen Charles Fischer,
Pittsburgh, Pa.
 Scott Andrews Fitzpatrick,
Westwood, Mass.
 Peter Fogh, *Stamford, Conn.*
 Jeanne Elizabeth Frawley,
Darien, Conn.
 Penny Riihiluoma French,
Southampton, Bermuda
 Henry Fairchild Furst,
South Orange, N.J.
 Lawrence Malvin Garber,
Woodbridge, Conn.
 Pierce Symmes Gardner, *Wawa, Pa.*
 Alfred James Garofolo, *Hartford*
 John Dawless Gatsos, *Hudson, Ohio*
 Harold Robert Gaw, *Manchester, N.H.*
 Robert Kibrick Gershenfeld,
Rydal, Pa.
 Carlota Patricia Geyer, *Darien, Conn.*
 Robert George Ghazey, *Teaneck, N.J.*
 Patricia Catherine Gibbons, *Hartford*
 Jan Campbell Gimar,
Hutchinson, Kan.
 Peter Gleysteen, *Washington, D.C.*
 Demetrios George Glinos,
Great Neck, N.Y.
 Neal Moses Goff, *Wyncote, Pa.*
 Jon Dana Goguen, *Fitchburg, Mass.*
 George Herbert Gonyer,
Cape Elizabeth, Me.
 Jonathan Adam Goodwin,
Maplewood, N.J.
 Jonathan Louis Gould, *Orange, Conn.*
 John Christopher Graham,
Medina, N.Y.
 Samuel Welldon Graham, *Chicago, Ill.*
 Kenneth Abbott Grass, *Solon, Ohio*
 Nancy Loretta Griffin, *Bradford, Mass.*
 Charles Lanier Griswold,
Worcester, England
 Michael Jon Gross, *Cranford, N.J.*
 Richard Charles Gurchin, *Hartford*
 Glenn Gray Gustafson, *Dedham, Mass.*
 Jane Helen Gutman, *Elkins Park, Pa.*
 Robert Patterson Haff, *Rye, N.Y.*
 Dean Heilman Hamer,
Upper Montclair, N.J.
 Alice Child Hamilton, *Newtown, Conn.*
 Gertrude Mary Harhay,
Chicopee, Mass.
 Kenneth Wayne Harl, *Glen Cove, N.Y.*
 Jeffrey Phillip Harris,
Cincinnati, Ohio
 William Balber Harris, *Pittsburgh, Pa.*
 David Alan Harrold, *Mentor, Ohio*
 Janice Marie Hartford,
Winchendon, Mass.

194/Freshman Class 1969-70

- Robert John Hecht,
Garden City, N.Y.
Guy Carroll Heckman,
Greenwich, Conn.
David Joseph Heinlein,
New London, Conn.
Leonard Robert Heinrich,
Lexington, Mass.
Richard Michael Heithoff,
So. Hempstead, N.Y.
Charlotte Ann Hennegan,
New London, Conn.
Alan Stuart Henson, *Clawson, Mich.*
Hannah Susannah Heschel,
New York, N.Y.
Bruce David Hettleman, *Baltimore, Md.*
Diane Sarah Hill, *Philadelphia, Pa.*
Steven Laurence Hoch,
Swampscott, Mass.
Princess Oletha Hodges, *Seattle, Wash.*
David Irwin Hoffman, *Philadelphia, Pa.*
Stephen Louis Hoffman, *Dayton, Ohio*
Susan Jane Hoffman, *West Hartford*
Michael Peter Holverson,
Champaign, Ill.
Frederick Clinton Horn,
Doylestown, Pa.
Miklos Ferenc Horvath, *Weston, Conn.*
Holly Hotchner, *New York, N.Y.*
Lawrence Steven Hotez, *West Hartford*
Kent Eaton Howard, *Wellesley, Mass.*
Elizabeth Thompson Hunter,
Pittsburgh, Pa.
Edward William Huntley,
Springfield, Ill.
Abby Elizabeth Huntoon,
Providence, R.I.
Charles Gray Hurd, Jr.,
Chevy Chase, Md.
Jeffrey Hutchinson, *Rocky River, Ohio*
Peter Louis Ippedico, *West Hartford*
Rod Murray Jacobsen, *Ridgefield, Conn.*
Thomas Bennett Jensen,
Salt Lake City, Utah
Richard William Johansen,
Sudbury, Mass.
David Henry Jones, *Poughkeepsie, N.Y.*
Eric Herbert Joosten, *Darien, Conn.*
Alan Stuart Kannof, *Hartford*
Herbert James Keating, III,
Springfield, Pa.
Hallie Burford Keiler, *Brookline, Mass.*
Joel Martin Kemelhor, *Bethesda, Md.*
Alan Richard Kerr, *Wellesley, Mass.*
Malcom Alexander Kirkland,
Paget, Bermuda
David Perry Kleeman, *Litchfield, Conn.*
Andrea Lynne Klibanoff,
Springfield, Mass.
John Edward Knapp, *Ansonia, Conn.*
Michael Robert Knapp, *Closter, N.J.*
Juergen Koerber, *Hartford*
Daniel Lynn Korengold,
Chevy Chase, Md.
Natalie Korsheniuk, *Simsbury, Conn.*
James August Kowalski,
Willimantic, Conn.
Kay Keapick Koweluk, *Nome Alaska*
Joyce Ann Krinitsky, *Terryville, Conn.*
John William Krysko,
Fresh Meadows, N.Y.
Josh Philip Kupferberg,
Great Neck, N.Y.
Lenn Carl Kupferberg,
Great Neck, N.Y.
Sara Martha Laden, *Bridgeport, Conn.*
George Washington Lambertson,
Basking Ridge, N.J.
Alan Sullivan Landry, *Andover, Mass.*
Richard Michaelis LaSalle,
Remsenburg, N.Y.
Nicholas William Lazares,
Haverhill, Mass.
Susan Marie LeBlanc, *Gardner, Mass.*
Michael Samuel Lederberg,
Oyster Bay, N.Y.
Lawrence Severn Lewis,
West Point, Va.
Robert Lawrence Liebross,
Westbury, N.Y.
Christian Lars Lindgren,
Elmwood, Conn.
Jeffrey Steven Lippa, *Beverly, Mass.*
Ethan Anthony Loney, *Brooklyn, N.Y.*
Janet Breeze Loveland,
Cincinnati, Ohio
Steven Mark Lozanov,
Bridgeport, Conn.
John Francis Luby, *Windsor, Conn.*
Malcolm MacColl, *Ambler, Pa.*
Charles Standish Mack, Jr., *Glencoe, Ill.*
Barry Thomas Madden,
W. Roxbury, Mass.
Frank Kerr Mahan, Jr.,
Fayetteville, W. Va.
Janice Majewski, *New Britain, Conn.*
Joan Louise Malatesta, *Arlington, Mass.*
Lewis Sheer Mancini, *Buffalo, N.Y.*
Timothy Kenneth Mansfield,
Wallingford, Conn.
Patti Ellen Mantell, *Stamford, Conn.*
Richard Tyler Markovitz,
Philadelphia, Pa.
Richard Heeman Marshall,
Shaker Heights, Ohio
Mark W. Masters, *Wayne, N.J.*
Sarah Worthington Masters,
St. Louis, Mo.

Freshman Class 1969-70/195

- Mark Frederic Matthews,
Cincinnati, Ohio
John David Mattus, *West Hartford*
George Horner Maxted,
Birmingham, Mich.
Anne Finch Maxwell, *Weston, Conn.*
Lance Robert Mayer, *West Hartford*
Joseph Edward McCabe,
Middletown, Conn.
William Joseph McGeown, Jr.,
Meriden, Conn.
Michael McGuirk, *New London, Conn.*
Helen Martin McMahon,
West Plandome, N.Y.
Peter Garfield McMorris,
New York, N.Y.
John Bulkley Meacham,
Shaker Heights, Ohio
Renee Deni Mehlinger, *Chicago, Ill.*
Harriet Jane Melrose, *West Hartford*
Robin Bea Messier, *Coventry, Conn.*
Michael William Michelson,
Springfield, Pa.
Jean Margaret Miley, *Lexington, Mass.*
Bruce Richard Miller,
Newton Centre, Mass.
Sari Rose Miller, *East Rockaway, N.Y.*
Michael Christian Mitchell,
Drexel Hill, Pa.
Grace Elizabeth Moody,
Lynchburg, Va.
Charles Hewes Moore, III,
West Chester, Pa.
Ira Jeffrey Mowitz, *Teaneck, N.J.*
Neil Francis Mullarkey, *Hartford*
Charles Levon Nazarian,
Watertown, Mass.
William Hawe Nealon,
Greenwich, Conn.
Jonathan Clare Neuner,
Cheektowaga, N.Y.
Robert Christopher Nielsen,
New York, N.Y.
Charles Morgan Norris, Jr.,
Philadelphia, Pa.
Robert Kevin O'Malley, *Holyoke, Mass.*
Michael William O'Melia,
Rock Island, Ill.
Nancy Ann Oosterom,
Garden City, N.Y.
Thomas Matthew Orfeo,
Morris Plains, N.J.
Dolores Ann Paliocha, *Hartford*
Frank Joseph Pallone,
Long Branch, N.J.
William White Parish, Jr.,
New York, N.Y.
Cynthia Mary Parzych,
New Britain, Conn.
Aron Lee Pasternack, *West Hartford*
Steven Robert Pearlstein,
Brookline, Mass.
Colleen Teresa Pendleton,
Bedford, Mass.
Rayfield Vernon Perkins,
Middletown, Conn.
Nancy Jean Perugini, *Oakville, Conn.*
Lawrence Turner Pistell, *Rumson, N.J.*
Garry Alan Plagenhoef,
Amherst, Mass.
Nancy Joan Plekan, *Morris, Conn.*
Eugene Lester Pogany, *Hillside, N.J.*
Philip Laurent Poirier, *Troy, N.H.*
Malcolm Frederic Poole,
Portland, Me.
Stephen Brooks Prudden,
Concord, N.H.
Linda Jeanne Raciborski,
Springfield, Mass.
William Edwin Raws, *Yardley, Pa.*
Nicholas Cary Read, *Chapel Hill, N.C.*
Winthrop William Redmond,
Washington, D.C.
William James Reedy,
Washington, D.C.
Sterling Sidney Reese, II,
New York, N.Y.
Robin Beth Reif, *Brooklyn, N.Y.*
Richard John Reinhart, *Milford, Conn.*
Martha Garrett Rhoads,
Wilmington, Del.
Richard Claude Ricci,
Pleasant Valley, N.Y.
Wendy Rita Robbins, *New York, N.Y.*
Stephanie Jean Robiner, *Brooklyn, N.Y.*
Carlos Eugenio Rodriguez,
New York, N.Y.
Juliet Adair Rogers, *Conshohocken, Pa.*
Susan Lancaster Rogers,
Dedham, Mass.
David Lee Roochnik, *Englewood, N.J.*
Robin Eric Rosenberg,
Jenkintown, Pa.
Michael Richard Rosiello,
Franklin, Mich.
Daniel Michael Roswig,
New Haven, Conn.
Stephen Robert Roylance,
Pittsburgh, Pa.
Barbara Lynn Rubensohn,
New York, N.Y.
Daniel Paul Russo, *Bloomfield, Conn.*
Tijan Mallay Sallah,
Bathurst, The Gambia
Mary Barbara Salter, *Newport, R.I.*
Jonathan Christian Sauer,
Washington Court House, Ohio
Michael Thomas Saunders, *Hartford*

196/Freshman Class 1969-70

- Bruce Lee Schafer, *Toledo, Ohio*
 Phyllis H. Scheinberg, *Brooklyn, N.Y.*
 David Austin Schirmer, Jr.,
New Canaan, Conn.
 Matthew David Schor,
Shaker Heights, Ohio
 Judy Mary Sello, *Cedar Grove, N.J.*
 Robert Franklin Shapiro, *Jamaica, N.Y.*
 Marc Lee Sherman, *East Meadow, N.Y.*
 Beth Anne Shipley, *Penn Wynne, Pa.*
 David William Shively,
Gates Mills, Ohio
 John Thomas Shortell, *Newark, Del.*
 Richard Paul Sieger, *New York, N.Y.*
 Richard Evans Siegesmund,
Birmingham, Mich.
 Christine Mary Siegrist,
New Britain, Conn.
 Murry Allen Sigman, *Evanston, Ill.*
 Philip Frank Smith, *Mohawk, N.Y.*
 Owen Mercer Snyder,
South Orange, N.J.
 Susan Beth Snyder, *Kenmore, N.Y.*
 Eleanor Kay Solo, *Philadelphia, Pa.*
 James Franklin Solomon,
Cincinnati, Ohio
 George Edward Spencer, III,
Shaker Heights, Ohio
 Robert Bruce Spiegelman,
Melrose Park, Pa.
 Mark Louis Splaingard, *Collinsville, Ill.*
 Andrew Nelson Squire,
Roslyn Heights, N.Y.
 Margo Elaine Stage, *Pleasantville, N.Y.*
 Harry Robert Stahl, *Avon Conn.*
 Richard Trueblood Steere,
Philadelphia, Pa.
 Wendy Jill Stein, *Pittsfield, Mass.*
 Jonathan Ames Stevens, *Andover, Mass.*
 Gary Lynn Stever, *Lansdale, Pa.*
 Douglas Kohler Stewart, *Buffalo, N.Y.*
 Kenneth Maurice Stone, *Chicago, Ill.*
 Aletha Magdalene Strong,
Chicago, Ill.
 James Lawrence Sullivan, Jr.,
Nashua, N.H.
 John Raymond Suroviak,
Colchester, Conn.
 George Clayton Sutherland,
Ottawa, Ill.
 Andrew Richard Taussig,
Elkins Park, Pa.
 Gary Patrick Taylor, *West Islip, N.Y.*
 John Edward Taylor, *Brooklyn, N.Y.*
 Robert Besant Thiel, Jr., *Westfield, N.J.*
 Adrian Griffith Powell Thomas,
Weston-on-the-Green, Oxfordshire, England
 Charla Jane Thompson, *Narberth, Pa.*
 Jeffrey Michael Tucker, *Akron, Ohio*
 Patricia Anne Tuneski,
New London, Conn.
 Linda Susan Tuttle, *Bedford, Mass.*
 Stanley Albert Twardy, Jr.,
Stamford, Conn.
 John Waples Tyler, *Wilmington, Del.*
 Richard Vincent Vane, *Stamford, Conn.*
 Deborah Joan Veis, *Antwerp, Belgium*
 Nancy Welles Vignone,
Wellesley, Mass.
 Michael Anthony Vitale,
Madison, Conn.
 Jacquelyn Beryl Volk, *Scarsdale, N.Y.*
 Mark von Mayrhauser,
Worcester, Mass.
 Robin Wagge, *Waterbury, Conn.*
 James Garrison Webster, *Sewickley, Pa.*
 Marcia Lynne Weiner,
Wynnewood, Pa.
 Henry Sabath Wiesburg,
New York, N.Y.
 Mark Jeffrey Welshimer, *Canton, Ohio*
 Martha Elizabeth Wettemann,
Guilford, Conn.
 James Whitall, *New York, N.Y.*
 John Gustaf White, *Rockton, Ill.*
 Virginia Camp Wier, *Montchanin, Del.*
 Ruth Baldwin Wiggins, *Dedham, Mass.*
 Donald Edward Williams,
Wilmington, Del.
 JoAnne Williams, *New Vernon, N.J.*
 LaLeace Vernetta Williams,
Chicago, Ill.
 Leonard Lawson Williams,
Bridgeport, Conn.
 Lewis Williams, *New York, N.Y.*
 Nathaniel Williams, *New York, N.Y.*
 Robert Downs Wilson, *Narberth, Pa.*
 Andrew Ian Wolf, *New Haven, Conn.*
 Stephen Hale Wolf, *Cambridge, Mass.*
 Erich James Wolters, *Akron, Ohio*
 Dirk Johannes Wybenga,
Washington, D.C.
 Thomas Widdell Wynne,
Cleveland, Ohio
 James Edmond Zaccaria,
Oakville, Conn.
 Gregory Nicholas Zec, *Tenafly, N.J.*
 Alan Patrick Zimmerle, *Tolland, Conn.*
 Donna Zito, *Chester, Conn.*
 Mark Allen Zivin, *Highland Park, Ill.*
 Paul Bennett Zolan, *Fairfield, Conn.*

Transfer Students 1969-70/197

TRANSFER STUDENTS - FALL OF 1969*

Mary Asbury, *Cincinnati, Ohio*
Linda June Avseev, *West Hartford*
Mariette Starr Badger,
 Greenwich, Conn.
Susan Frances Bauer,
 Wethersfield, Conn.
Wendy Ann Bosworth,
 Wethersfield, Conn.
Elaine Gopher Carlson, *Hartford*
Margaret Hale Clement, *Buffalo, N.Y.*
Bonita Frances Coriale, *Utica, N.Y.*
Beverly Jeanne Diamond,
 West Hartford
Deborah Lane Endersby,
 Princeton, N.J.
Louise Hopkins Fisher, *Granby, Conn.*
Arlene Ann Forastiere,
 Springfield, Mass.
Benjamin Foster, Jr., *Hartford*
Kathleen Louise Frederick,
 Scarsdale, N.Y.
Elizabeth Adele Gallo, *Hartford*
Alva Arlington Garnes, *New York, N.Y.*
Deborah Bradley Gibson, *Avon, Mass.*
Jane Ellen Ginsberg,
 New London, Conn.
Susan Ann Grace, *White Plains, N.Y.*
Kathleen Corson Graham,
 Clarks Summit, Pa.
Susan Grace Haines, *West Hartford*
Elatia E. Harris, *Ft. Worth, Texas*
Maud Hecker, *Greens Farms, Conn.*
Nancy Ann Heffner, *New York, N.Y.*
Lucile McMillan Howard,
 Glen Head, N.Y.
Deborah Davenport Iannitto,
 Cincinnati, Ohio
Laura June Kaplan, *Woodstock, Conn.*
Stella Laura Laskowski, *Hartford*

Karen Anne Lewchik, *Berlin, Conn.*
Hilary Dixon Lewis, *Philadelphia, Pa.*
Dennis Ray Lindeman, *Tampa, Fla.*
Susan Elizabeth Martin,
 Norwich, Conn.
Kathleen McKay, *West Hartford*
Nancy Coolidge Milnor,
 Pomfret, Conn.
Kathryn Valentine Mohn,
 New Canaan, Conn.
Rosemary Anne Morante,
 Plainville, Conn.
Per Fredrik Naess, *New Canaan, Conn.*
Leslie Jay Nevulis, *New Britain, Conn.*
Judith Ann Laughton Odium,
 West Hartford
Leslie Gale Parr, *Tulsa, Okla.*
Jose Manuel Peman,
 Pimentel, Dominican Republic
Anne G. Pomeroy, *Poquonock, Conn.*
Louise Brooke Riskin, *Passaic, N.J.*
Constance Rogers, *Huntington, N.Y.*
Frances Ann Rohlen, *Winnetka, Ill.*
Victoria Lou Schott, *New York, N.Y.*
Norma Jean Schreiber,
 New Britain, Conn.
Holly Alan Schumacher,
 New Canaan, Conn.
Laura Emma Shapiro, *Stamford, Conn.*
Abbie Belle Sikes, *Suffield, Conn.*
Laura Sanders Sohval, *New York, N.Y.*
Martha Jane Stein, *Cleveland, Ohio*
Nancy Jean Tripp,
 West Scarborough, Maine
Thelma Marie Waterman, *Hartford*
Suzanne Deforest Wilsey,
 Riverside, Conn.
Virginia Norcross Yerkes,
 Bloomfield, Conn.

* Class designation undetermined as of June 15, 1969.

Graduate Studies

San Ysidro College's program of Graduate Studies provides for further scholarly development of talented men and women who cannot engage in full-time graduate study.

Courses in the program may lead to the degrees of Master of Arts and Master of Science. Men and women who hold the Bachelor's degree may enroll in graduate courses.

They do not have to graduate for the degree. Courses are offered in English, History, Education, English, French, Government, Biology, Mathematics, Chemistry, Physics, and Spanish. (See also section on Graduate Studies.)

As a result of a year's experience in the program, the faculty has concluded that the following conditions must be met by students to progress toward a Master's degree which will represent an honor achievement: first, a high enrollment of students who are capable, mature, highly motivated; second, a faculty of scholars teaching the subjects; and third, a liberal attitude toward the program.

Graduate Studies Summer Term



Graduate Studies

THE Trinity College program of Graduate Studies provides for further scholarly development of talented men and women who cannot engage in full-time graduate study.

Courses in the program may lead to the degrees of Master of Arts and Master of Science. Men and women who hold the Bachelor's degree may enroll in graduate courses for which they are qualified even though they do not matriculate for the Master's degree. During the regular academic year, degree programs are offered in chemistry, economics, education, English, French, government, history, mathematics, philosophy, physics and Spanish. (See also section: *Summer Term*.)

As a result of its experience since 1927 with part-time graduate study, Trinity has concluded that the following conditions enable graduate students to progress toward a Master's degree which will represent superior accomplishment: *first*, a limited enrollment of students who are capable, mature, highly motivated; *second*, a faculty of scholar-teachers; *third*, courses which meet for the longest possible time consistent with the efficient use of the student's necessarily limited time; *fourth*, small classes which meet at the College; *fifth*, excellent library facilities; *sixth*, encouragement of independent research; *seventh*, careful counseling of students to undertake in any semester no more courses than they can complete to the best of their ability.

The Master's Degree

Men and women holding Bachelor degrees may apply to the Committee on Graduate Studies for admission as candidates for the degree of Master of Arts or Master of Science. Catalogues and forms to be used in applying for admission to Graduate Studies or the Summer Term are available at the Graduate Office.

Candidates for the Master's degree must complete a total of ten graduate courses (numbered in the 500's or 600's), a minimum of 30 semester hours. At least eight courses must be in the field of major study. Courses elected from another field must be approved by the Graduate Adviser of the department of major study. Most departments

require students to write a thesis as the final project undertaken for completion of degree requirements. Credit in the amount of two courses is awarded for the thesis. Some departments require a comprehensive examination in lieu of a thesis or give students the opportunity of electing one or the other.

Candidates must study at Trinity the equivalent of at least one year. Under certain conditions as many as two courses (six semester hours) from another graduate school will be credited toward the requirements for the Master's degree at Trinity.

It is implicit in the conferral of any earned degree that study toward that degree has assumed an important position in the student's life. Consistent with this implication is the imposition of a time limit within which the requirements for a degree must be completed. At Trinity College the requirements for the Master's degree must be completed within six years from the beginning of study toward the degree.

Trinity undergraduates who desire to take graduate courses to be credited toward the Master's degree must receive the approval of the Graduate Office. The student may not later elect to use these courses to satisfy the requirements of the Bachelor's degree.

Other information may be obtained from the Office of Graduate Studies.

Summer Term

EACH SUMMER Trinity College makes available for both men and women a program of studies in arts and sciences at the undergraduate and graduate levels. A separate catalogue of courses is published for the Summer Term.

Although the Summer Term, consisting of two five-week sessions, is shorter than the winter and spring terms at Trinity College, instruction is of the same quality, and the amount of work is equivalent. Indeed, the Summer Term is considered to be one of the three terms on the College Calendar – Christmas, Trinity, and Summer. Because of the compressed schedule and the varying demands of different courses, the student is cautioned to follow carefully the advice regarding course loads included in many course descriptions. In no case will a student be permitted to enroll in more than two three-credit courses in one term. Experience indicates, however, that achievement is highest when the student engages in a full program of study. Outside employment is not advised.

UNDERGRADUATE STUDIES

The undergraduate courses are intended for the college students who have requirements to fulfill, who desire to accelerate their college career, or who wish to include in their undergraduate study courses not available to them during the regular college year. Except those students admitted to participate in the Transition to College Plan, admission to the Summer Term is limited to students who have completed at least one year of college. Students who have been required to withdraw from Trinity College or from another college and who are not eligible to return to their college in September will not be admitted. Non-Trinity students are required to certify their academic standing.

Undergraduates who are entering their junior or senior year and whose records have been outstanding will be permitted to enroll in certain graduate-level courses. To enroll in these courses the student must have the prior approval of his college and the permission of the office of the Trinity College Summer Term. Undergraduates who are admitted to these courses are expected to complete the same requirements that apply for graduate students.

Faculty and Administration

GRADUATE STUDIES

A number of graduate courses, designed primarily for secondary school teachers, are available in the Summer Term. The graduate courses are intended for candidates for the Master's degree at Trinity or elsewhere and for college graduates interested in a specific subject at an advanced level.

Through study exclusively in summer terms men and women who qualify for admission to candidacy can earn the Master's degree at Trinity in education, English, French, history, Latin, and Spanish. Trinity also grants the Master's degree in chemistry, economics, government, mathematics, philosophy, and physics. With the exception of chemistry, which is a two-year, full-time residence program, most of the course work in these latter areas is offered in the evening during the regular college year.

THE TRANSITION TO COLLEGE PLAN

Selected high school students who have completed the eleventh or twelfth grades with honor records are admitted to certain undergraduate courses. Both in and out of the classroom they are treated as regular college students. Upon satisfactory completion of their course work, full college credit is granted.

Since 1958, when the Transition Plan was introduced as a complement to Advanced Placement, more than 1000 students have enrolled in the Summer Term at Trinity prior to their normal college freshman year. The experience of a summer on a college campus studying college courses has given these students a valuable preview of college.

Further information is available at the Summer Term Office.

OTHER SPECIAL PROGRAMS

Certain special opportunities are available during each Summer Term: a program in Italian Language and Literature at the beginning and intermediate levels; a program in Technology and Society for secondary school teachers of science and mathematics; a Summer Physics Laboratory for high school students with no previous experience in physics. Information about these and other opportunities is available from the Summer Term office.



President Theodore Davidge Lockwood, Ph.D.

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- St. Louis* – WILLIAM M. VIBERT, '52
705 West Essex Ave., Kirkwood, Missouri 63122
- San Francisco* – ROBERT S. ELLIOTT, '51
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23850 Kingman Rd., Homestead, Fla. 33030
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325 Lincoln Parkway, Buffalo, N.Y. 14216

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Faculty

- GEORGE ALBERT ANDERSON *Assistant Professor of Mathematics*
B.S. 1959 (Trinity), Ph.D. 1964 (Yale) [1964]*
- GUSTAVE WILLIAM ANDRIAN† *Professor of Modern Languages*
B.A. 1940 (Trinity), Ph.D. 1946 (Johns Hopkins) [1946]
- PAUL DOUGLAS AZIZ *Assistant Professor of English*
B.A. 1960, M.A. 1961 (Michigan), Ph.D. 1968 (Brown) [1967]
- PHILIP CHARLES FARWELL BANKWITZ *Professor of History*
B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]
- CLARENCE HOWARD BARBER *Professor of Music*
B.A. 1940, M.A. 1942, Ph.D. 1954 (Harvard) [1954]
- RICHARD DAVID BARNES *Assistant Professor of Chemistry*
B.S. 1959 (Massachusetts Institute of Technology), Ph.D. 1965 (Iowa State) [1965]
- DONALD A. BARROWS *Assistant in Physical Education*
B.A. 1968 (Yale) [1968]
- ROBERT ALDEN BATTIS *Professor of Economics*
B.S.B.A. 1948 (Rutgers), M.A. 1952, Ph.D. 1958 (New York) [1959]
- JOHN H. BENNETT *Lecturer in Mathematics (Graduate Studies)*
B.A. 1957, M.S. 1958, Ph.D. 1962 (Harvard)
- RICHARD PAUL BENTON *Associate Professor of English*
B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins) [1955]
- THEODORE ROBERT BLAKESLEE, II *Associate Professor of Engineering*
B.S. 1945 (Massachusetts Institute of Technology), M.S. 1952 (Lehigh) [1958]
- EDWARD BOBKO *Professor of Chemistry*
B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern) [1955]
- EUGENE JOSEPH BOYER *Instructor in Mathematics*
B.A. 1960 (Johns Hopkins), M.A. 1962 (Yale) [1965]
- ROBERT HYDE BREWER *Assistant Professor of Biology*
B.A. 1955 (Hanover), Ph.D. 1963 (Chicago) [1968]

† Sabbatical Trinity Term.

* Date in brackets indicates year of original appointment as a full-time member of the Trinity Faculty.

- JOSEPH DANIEL BRONZINO *Associate Professor of Engineering*
B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]
- WESLEY MILLER BROWN *Instructor in Philosophy*
B.A. 1958 (Amherst) [1965]
- RICHARD IRVIN BRUBAKER *Professor of Aerospace Studies*
Major, United States Air Force, B.A. 1955 (Gettysburg), M.A. 1966 (University of Washington) [1969]
- DAVID RUNYON BURAN *Instructor in Physical Education*
B.A. 1962, M.A. 1964 (Colgate) [1967]
- JAMES WENDELL BURGER *J. Pierpont Morgan Professor of Biology*
B.A. 1931 (Haverford), M.A. 1933 (Lehigh), Ph.D. 1936 (Princeton) [1936]
- MARJORIE VAN EENAM BUTCHER *Lecturer in Mathematics*
B.A. 1947, M.A. 1949 (Michigan) [1956]
- EDWARD CALLANAN *Associate Professor of Psychology*
A.B. 1946 (Harvard), M.Ed. 1962 (Temple), Ph.D. 1967 (Duquesne) [1968]
- KENNETH WALTER CAMERON* *Associate Professor of English*
B.A. 1930, M.A. 1931 (West Virginia), S.T.B. 1935 (General Theological), Ph.D. 1940 (Yale) [1946]
- MICHAEL RICHARD CAMPO *Professor of Modern Languages*
Director of The Cesare Barbieri Center for Italian Studies
B.A. 1948 (Trinity), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- EDMOND LABEAUME CHERBONNIER *Professor of Religion*
B.A. 1939 (Harvard), B.D. 1947 (Union Theological), B.A. 1948, M.A. 1952 (Cantab.), Ph.D. 1951 (Columbia), D.D. 1959 (Vermont) [1955]
- FRANK MALCOLM CHILD, III *Associate Professor of Biology*
A.B. 1953 (Amherst), Ph.D. 1957 (California) [1965]
- JAMES ROBERT COBBLEDICK *Assistant Professor of Government*
B.A. 1957 (Wesleyan), M.A. 1959, M.A.L.D. 1960, Ph.D. 1965 (Fletcher School of Law and Diplomacy) [1967]
- FRANK WOODBRIDGE CONSTANT *Jarvis Professor of Physics*
B.S. 1925 (Princeton), Ph.D. 1928 (Yale) [1946]
- GEORGE BRINTON COOPER *Northam Professor of History*
B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale) [1941]
- RICHARD BRADWAY CRAWFORD *Associate Professor of Biology*
A.B. 1954 (Kalamazoo), Ph.D. 1959 (Rochester) [1967]
- WARD SCHENK CURRAN *Associate Professor of Economics*
George M. Ferris Lecturer in Corporation Finance and Investments
B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]

* Sabbatical 1969-70.

- JOHN ARTHUR DANDO *Professor of English*
B.A. 1938, M.A. 1945 (McGill) [1950]
- ROY ALFRED DATH *Professor of Physical Education*
B.S. 1951 (West Chester State Teachers), M.A. 1956 (Trinity) [1952]
- EUGENE WOOD DAVIS *Professor of History*
B.A. 1940 (Texas), M.A. 1941 (Harvard), Ph.D. 1948 (North Carolina) [1948]
- MARTIN GEORGE DECKER *Assistant Professor of Education*
B.A. 1958 (Hartwick), M.Ed. 1959 (Springfield), Ed.D. 1965 (Boston) [1966]
- HOWARD DELONG* *Associate Professor of Philosophy*
B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]
- HENRY ALFRED DEPHILLIPS, JR.† *Associate Professor of Chemistry*
B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern) [1963]
- JAMES A. DE PONCEAU *Assistant in Aerospace Studies*
Technical Sergeant, United States Air Force [1967]
- GEORGE WILLIAM DOTEN *Professor of Psychology*
B.S. 1948, M.S. 1950 (Massachusetts), Ph.D. 1952 (Northwestern) [1968]
- NORTON DOWNS† *Professor of History*
B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- LEROY DUNN *Associate Professor of Economics*
B.Sc. 1949 (American University), Ph.D. 1956 (London) [1957]
- FRANCIS JOSEPH EGAN *Instructor in Economics*
B.A. 1963 (Providence), M.A. 1966 (Fordham) [1967]
- DAVID F. ELIET *Instructor in Theatre Arts*
B.A. 1966 (Carleton), M.A. 1969 (Tufts) [1969]
- DONALD BROWN ENGLE *Librarian and College Professor*
B.A. 1939 (Amherst), B.L.S. 1941 (Columbia), M.A. 1947 (Chicago), Hon. M.A. 1959 (Amherst) [1949]
- HENRY FERGUSON *Lecturer in History*
A.B. 1950 (Union), A.M. 1954, Ph.D. 1958 (Harvard) [1969]
- LAWRENCE D. FLYNN *Assistant Professor of Aerospace Studies*
Captain, United States Air Force, B.A. 1963 (Providence) [1969]
- ROBERT DANA FOULKE *Associate Professor of English*
A.B. 1952 (Princeton), M.A. 1957, Ph.D. 1961 (Minnesota) [1961]
- FERNEN EARLE FOX, JR. *Assistant Professor of Religion*
B.A. 1957 (Trinity), B.D. 1960 (General Theological), Ph.D. 1964 (Oxford) [1968]
- HANS-DIETRICH FROESE *Assistant Professor of Fine Arts*
Abitur 1959 (Deutsches Gymnasium), MFA 1964 (Hochschule fuer Bildende Kuenste) [1969]

* Leave of absence 1969-70.

† Sabbatical 1969-70.

- ROBERT WORKS FULLER *Dean of the Faculty
and College Professor*
(Oberlin), M.A. 1959, Ph.D. 1961 (Princeton) [1968]
- DONALD BARRETT GALBRAITH *Associate Professor of Biology*
B.S. 1958 (Grove City), Sc.M. 1960, Ph.D. 1962 (Brown) [1962]
- NEIL HOWARD GARSTON *Instructor in Economics*
A.B. 1965 (Brooklyn) [1969]
- ALBERT LODEWIJK GASTMANN *Associate Professor of Government*
B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- JOHN ANDREW GETTIER *Instructor in Religion*
B.A. 1956 (Wesleyan), B.D. 1961 (Yale) [1966]
- ROBERT EDWIN GRONQUIST *Assistant Professor of Music*
B.A. 1960 (Illinois), M.A. 1964 (California) [1967]
- KARL F. HABERLANDT *Assistant Professor of Psychology*
Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- CARL VICTOR HANSEN *Associate Professor of Modern Languages*
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]
- BAIRD HASTINGS *Lecturer in Music*
A.B. 1939 (Harvard), M.A. 1966 (Queens, New York) [1965]
- ROY HEATH *Professor of Psychology*
A.B. 1939 (Princeton), M.A. 1947, Ph.D. 1952 (Pennsylvania) [1964]
- JAMES K. HEEREN *Associate Professor of Chemistry*
B.S. Chem. 1951, M.S. 1952 (Tufts), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- SAMUEL HENDEL *Visiting Professor of Government*
LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College), Ph.D. 1948 (Columbia) [1969]
- TERRANCE R. HERR *Assistant Professor of Physical Education*
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B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity) [1935]

- KATHLEEN O'SHEA HUNTER *Lecturer in Government*
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- DREW ALAN HYLAND *Assistant Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- EDWIN ADAM JARMOC *Lecturer in Engineering*
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- EDWIN AUGUSTUS STEVENS LEWIS *Assistant Professor of Physics*
A.B. 1961 (Princeton), M.S., Ph.D. 1969 (University of Illinois) [1969]
- ROBERT LINDSAY *Professor of Physics*
Sc.B. 1947 (Brown), M.A. 1949, Ph.D. 1951 (Rice) [1956]
- THEODORE DAVIDGE LOCKWOOD *President*
A.B. 1948 (Trinity), M.A. 1950, Ph.D. 1952 (Princeton), L.H.D. 1968 (Concord), LL.D. 1968 (Union), LL.D. 1969 (University of Hartford) [1968]
- MARK L. LYNDRUP *Assistant Professor of Chemistry*
B.S. 1961 (Trinity), Ph.D. 1966 (Northwestern) [1969]
- ANTHONY DAVID MACRO *Assistant Professor of Classical Languages*
B.A. 1961, M.A. 1964 (Wadham) [1969]
- ALEXANDER ANDERSON MACKIMMIE, JR.* *Professor of Education*
B.A. 1928 (Amherst), M.A. 1942 (Boston University), Hon. M.A. 1958 (Amherst) [1962]
- MICHAEL R. T. MAHONEY *Professor of Fine Arts*
1959 (Yale), Ph.D. 1965 (Courtauld Institute, University of London) [1969]
- JAMES MITCHELL MANN *Instructor in Mathematics*
B.A. 1964 (Southern California), M.A. 1966, M.Phil. 1968 (Yale) [1968]
- DON ARTHUR MATTSON *Assistant Professor of Mathematics*
B.A. 1961 (Wesleyan), M.S. 1962, Ph.D. 1965 (Wisconsin) [1965]
- THEODOR MARCUS MAUCH *Professor of Religion*
Ellsworth Tracy Lecturer in Religion
A.B. 1943 (Elmhurst), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological) [1957]
- H. LYNN McDOWELL *Teaching Fellow in Religion*
B.S. 1965 (University of Illinois), M.Div. 1969 (Hartford Seminary) [1969]
- CLYDE DAVID MCKEE *Associate Professor of Government*
B.A. 1952, M.A.T. 1959 (Wesleyan), M.A. 1963, Ph.D. 1967 (Connecticut) [1965]
- JOHN BARD McNULTY *James J. Goodwin Professor of English*
B.S. 1938 (Trinity), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]
- CHESTER HERMAN MCPHEE *Associate Professor of Physical Education*
B.A. 1951 (Oberlin), M.A. 1957 (Ohio State) [1957]
- BLANCHARD WILLIAM MEANS *Brownell Professor of Philosophy*
B.A. 1927, Ph.D. 1932 (Yale) [1932]

* Sabbatical Trinity Term.

- ALBERT MERRIMAN *Associate Professor of Classical Languages*
B.A. 1933, M.A. 1937 (Harvard) [1948]
- CHARLES ROBERT MILLER* *Associate Professor of Physics*
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- DONALD GRANT MILLER *Associate Professor of Physical Education*
B.S. 1955, M.E. 1957 (Delaware) [1965]
- NORMAN MILLER *Professor of Sociology*
A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969]
- STEPHEN MINOT *Adjunct Associate Professor of English*
B.A. 1953 (Harvard), M.A. 1955 (Johns Hopkins) [1959]
- RICHARD KNOWLES MORRIS *Professor of Education*
B.A. 1940 (Trinity), M.A. 1949, Ph.D. 1951 (Yale) [1951]
- RALPH OWEN MOYER, JR. *Assistant Professor of Chemistry*
B.S. 1957 (Southeastern Massachusetts Technological Institute), M.S. 1963 (University of Toledo), Ph.D. 1969 (University of Connecticut) [1969]
- REX CHARLTON NEAVERSON *Secretary of the Faculty*
Professor of Government
B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]
- CHARLES SOLOMON NEWMAN *Instructor in Philosophy*
B.A. 1965 (Oberlin), M.A. 1968 (Brown) [1969]
- ANTHONY GRAHAM NETTING *Assistant Professor of History*
B.A. 1958 (Reed), M.A. 1962, Ph.D. 1967 (Columbia) [1966]
- GEORGE EMORY NICHOLS, III *Professor of Theatre Arts*
B.A. 1938, M.F.A. 1941 (Yale) [1950]
- EDWIN PACKARD NYE *Hallden Professor of Engineering*
B.S. 1941 (New Hampshire), Sc.M. 1947 (Harvard) [1959]
- HUGH STEPHEN OGDEN *Assistant Professor of English*
A.B. 1959 (Haverford), M.A. 1961 (New York), Ph.D. 1967 (Michigan) [1967]
- GEORGE CURTIS OLSEN *Assistant Professor of English*
B.A. 1959 (Augustana), M.A. 1961 (Wisconsin), Ph.D. 1966 (Kentucky) [1967]
- ROBERT BROMLEY OXNAM *Assistant Professor of History*
B.A. 1964 (Williams), M.A. 1966, Ph.D. 1969 (Yale) [1969]
- BORDEN WINSLOW PAINTER, JR. *Assistant Professor of History*
B.A. 1958 (Trinity), M.A. 1960 (Yale), B.S.T. 1963 (General Theological), Ph.D. 1965 (Yale) [1964]
- MITCHEL NICHOLAS PAPPAS *Associate Professor of Fine Arts*
Director, Austin Arts Center
B.F.A. 1941, M.F.A. 1947 (Yale) [1947]

* Leave of absence 1969-70.

- BRADLEY WILBUR PERRY *Assistant Professor of Physics*
B.A. 1960 (Williams), Ph.D. 1964 (Columbia) [1966]
- MARIO JOSEPH POLIFERNO *Associate Professor of Mathematics*
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]
- JAMES LAIN POTTER *Assistant Professor of English*
B.A. 1944, M.A. 1946 (Wesleyan), Ph.D. 1954 (Harvard) [1955]
- MICHAEL JOHN PRETINA, JR. *Assistant Professor of Modern Languages*
A.B. 1962 (Fordham), Ph.D. 1967 (Yale) [1967]
- RONALD JOSEPH QUIRK *Instructor in Modern Languages*
B.A. 1964 (Trinity), M.A. 1966 (Brown) [1969]
- DANIEL BOND RISDON *Associate Professor of English*
B.A. 1930 (Amherst), M.A. 1938 (Trinity), M.A. 1947 (Yale) [1936]
- UTE M. SAINÉ *Instructor in Modern Languages*
(University of Tubingen), M.Phil. 1968 (Yale) [1969]
- AUGUST EDWARD SAPEGA *Professor of Engineering*
B.S. 1946, M.S. 1951 (Columbia) [1951]
- RICHARD SCHEUCH* *G. Fox and Company Professor of Economics*
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- THOMAS JOSEPH SCHMUGGE *Assistant Professor of Physics*
B.S. 1959 (Illinois Institute of Technology), Ph.D. 1965 (University of California) [1964]
- LEON HAROLD SEITELMAN *Lecturer in Mathematics (Graduate Studies)*
B.E.E. 1960 (Cooper Union), S.M. 1963 (Chicago), Ph.D. 1967 (Brown)
- MARK MAJID SHAMAMY *Assistant Professor of Engineering*
B.S. 1960 (Al-Hikma University), M.S. 1962, Ph.D. 1965 (Illinois) [1968]
- ROBERT ELLIS SHULTS *Associate Professor of Physical Education*
A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green) [1957]
- NANCY L. SILVERMAN *Lecturer in Sociology*
B.A. 1964 (Harvard), M.A. 1966 (University of Michigan) [1969]
- HERBERT JAI SINGH *Lecturer in Government*
B.A. 1939 (Lucknow University), B.D. 1946 (Leonard Theological), M.A. 1948 (Northwestern), Ph.D. 1953 (University of Chicago) [1969]
- THOMAS HEADLEY SKIRM *Lecturer in Education*
B.A. 1931 (Wesleyan), M.Ed. 1942 (Vermont) [1968]
- ROBERT DENNIS SLAUGHTER *Assistant Professor of Physical Education*
B.S. 1948, M.S.Ed. 1952 (Springfield) [1951]
- CHARLES FREEMAN SLEEPER *Associate Professor of Religion*
B.A. 1954 (Colby), B.D. 1958 (Yale Divinity), Ph.D. 1963 (Vanderbilt) [1961]

* Sabbatical Trinity Term.

- EDWARD WILLIAM SLOAN, III* *Associate Professor of History*
 A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- ROBERT HENDERSON SMELLIE, JR.† *Scovill Professor of Chemistry*
 B.S. 1942, M.S. 1944 (Trinity), Ph.D. 1951 (Columbia) [1943]
- PAUL SMITH *Associate Professor of English*
 B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]
- JAMES RONALD SPENCER *Instructor in History*
 B.A. 1964 (Trinity), M.A. 1966 (Columbia) [1968]
- STEPHEN SPENDER *Lecturer in English*
- HEINRICH HERMANN STABENAU *Instructor in English*
 A.B. 1961 (Williams), M.A. 1966 (Princeton) [1966]
- HOLLINS MCKIM STEELE, JR. *Assistant Professor of History*
 B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- ROBERT CLARENCE STEWART *Professor of Mathematics*
 B.A. 1942, M.A. 1944 (Washington and Jefferson), M.A. 1948 (Yale) [1950]
- CHUCK STONE *John T. Dorrance Professor*
 A.B. 1948 (Wesleyan), M.A. 1950 (University of Chicago) [1969]
- EDWARD AMORY SZIKLAS *Lecturer in Physics (Graduate Studies)*
 B.A. 1951 (Williams), M.S. 1953 (M.I.T.), Ph.D. 1964 (Yale)
- JOHN CORWIN EMERSON TAYLOR *Professor of Fine Arts*
 B.A. 1926, M.A. 1940 (Yale) [1941]
- CLIVE THOMPSON *Artist-in-Residence (Dance)*
- RAYMOND J. TOMORY *Assistant in Aerospace Studies*
 Staff Sergeant, United States Air Force [1968]
- LAWRENCE WILLIAM TOWLE *Professor of Economics*
 B.A. 1924 (Bowdoin), M.A. 1927, Ph.D. 1932 (Harvard) [1942]
- RANDALL WILLIAM TUCKER *Associate Professor of Economics*
 B.A. 1939 (Northeastern), M.B.A. 1942 (Chicago) [1946]
- ALAN CONDIE TULL *Chaplain and Assistant Professor of Religion*
 B.A. 1955 (Stanford), S.T.B. 1958, Th.D. 1968 (General Theological) [1964]
- JAMES MORRILL VAN STONE *Professor of Biology*
 B.A. 1949 (Wesleyan), Ph.D. 1954 (Princeton) [1954]
- WILLIAM POLLARD ELSTON WADBROOK *Assistant Professor of Economics*
 B.S. 1958 (Georgetown), M.A. 1959, M.A.L.D. 1961 (Fletcher School of Law and Diplomacy) [1967]

* Sabbatical 1969-70.

† Leave of absence Trinity Term.

ROBERT PALMER WATERMAN

*Associate Professor of
Modern Languages*

B.A. 1932, M.A. 1934 (Trinity), Ph.D. 1948 (Yale) [1936]

GLENN WEAVER

Associate Professor of History and College Archivist

A.B. 1941 (Catawba), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh),
M.A. 1951, Ph.D. 1953 (Yale) [1957]

JOHN J. WELTMAN

Lecturer in Government

B.A. 1963, M.A. 1965, Ph.D. 1967 (Johns Hopkins) [1969]

JAMES HOLBROOK WHEATLEY

Associate Professor of English

B.A. 1951 (Dartmouth), M.A. 1959, Ph.D. 1960 (Harvard) [1968]

EMMET FINLAY WHITTLESEY

Professor of Mathematics

A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]

JOHN CARTER WILLIAMS

Professor of Classical Languages

B.A. 1949 (Trinity), M.A. 1951, Ph.D. 1962 (Yale) [1968]

RALPH MEHLIN WILLIAMS*

Professor of English

B.A. 1933 (Amherst), Ph.D. 1938 (Yale) [1946]

JOSEPH McCUNE WILSON, III

Instructor in Physical Education

B.A. 1964 (Amherst), M.S.Ed. 1966 (Pennsylvania) [1967]

DAVID WINER

Assistant Professor of Psychology

B.A. 1959 (Vermont), M.A. 1961 (Connecticut) [1966]

GERALD LEE WITT

Assistant Professor of Physics

B.S. 1960 (Illinois), Ph.D. 1964 (California) [1965]

EMERITI

GOODWIN BATTERSON BEACH

Lecturer in Latin, Emeritus

B.A. 1907 (Harvard), M.A. 1931 (Trinity), Litt.D. 1953 (Leeds) [1954, Ret.
1965]

HAROUTUNE MUGURDICH DADOURIAN

*Seabury Professor of Mathematics
and Natural Philosophy, Emeritus*

Ph.B. 1903, M.A. 1905, Ph.D. 1906 (Yale) [1919, Ret. 1949]

HAROLD LAIRD DORWART

Professor of Mathematics, Emeritus

B.A. 1924 (Washington and Jefferson), Ph.D. 1931 (Yale), Sc.D. 1968 (Wash-
ington and Jefferson) [1949, Ret. 1968]

THURMAN LOS HOOD

Professor of English, Emeritus

B.A. 1908, M.A. 1909, Ph.D. 1924 (Harvard) [1928, Ret. 1959]

ALBERT CHARLES JACOBS

President, Emeritus

B.A. 1921 (Michigan), B.A. 1923, B.C.L. 1924, M.A. 1927 (Oxford), LL.D.
(Syracuse, Columbia, Temple, University of Colorado, Colorado College, Wes-
leyan, Denison, Long Island, Kenyon, Amherst), D. Can. L. (Berkeley Divinity
School), D.P.S. (Denver), D. Hum. (Hartt), D. C. L. (The Divinity School,
Philadelphia), Litt.D. 1968 (Trinity) [1953, Ret. 1968]

* Sabbatical 1969-70.

DANIEL EDWARD JESSEE *Professor of Physical Education, Emeritus*
B.A. 1926 (Pacific), M.A. 1931 (Columbia), L.H.D. 1967 (Pacific) [1932, Ret. 1967]

WENDELL EVERETT KRAFT *Associate Professor of Engineering, Emeritus*
B.S. 1924 (United States Naval Academy), M.S. 1929 (Massachusetts Institute of Technology) [1954, Ret. 1968]

LOUIS HASTINGS NAYLOR *Professor of Modern Languages, Emeritus*
B.A. 1917, M.A. 1922, Ph.D. 1923 (Johns Hopkins) [1923, Ret. 1966]

RAYMOND OOSTING *Professor of Physical Education, Emeritus*
B.P.E. 1924, M.Ed. 1931 (Springfield) [1924, Ret. 1966]

STERLING BISHOP SMITH *Scovill Professor of Chemistry, Emeritus*
Ph.B. 1920, M.S. 1923 (Yale), Ph.D. 1927 (New York University) [1923, Ret. 1965]

DANIEL GARRISON BRINTON THOMPSON *Northam Professor of History, Emeritus*
B.A. 1920 (Pennsylvania), B.S. 1923 (Massachusetts Institute of Technology), Ph.D. 1945 (Columbia) [1945, Ret. 1968]

EDWARD LEFFINGWELL TROXELL *Professor of Geology, Emeritus*
B.A. 1908, M.A. 1909 (Northwestern), Ph.D. 1914 (Yale) [1919, Ret. 1954]

CLARENCE EVERETT WATTERS *College Organist, Honorary*
Mus.M. 1935 (Trinity) [1932, Ret. 1969]

HARTT COLLEGE OF MUSIC FACULTY

ARNOLD FRANCHETTI *Professor of Theory and Composition*
Chairman of Department of Theory and Composition
B.A. 1929 (Lice Michelangelo, Florence), Master in Physics 1930 (University of Florence), Master of Music 1937 (Mozarteum, Salzburg)

JOSEPH J. IADONE *Associate Professor of Lute, Early Music, and Theory*
Mus.B. 1946, Mus.M. 1953 (Yale)

IMANUEL WILLHEIM *Professor of Music History and Music Literature; Chairman of Department of Music History and Literature*
Mus.B. 1946, Mus.M. 1948 (St. Scholastica College, Manila), M.A. 1956, Ph.D. 1961 (Illinois)

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*Dean of the Faculty
and College Professor*

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GERALD ROY MARSHALL, B.A.	<i>Assistant Dean of the Faculty</i>
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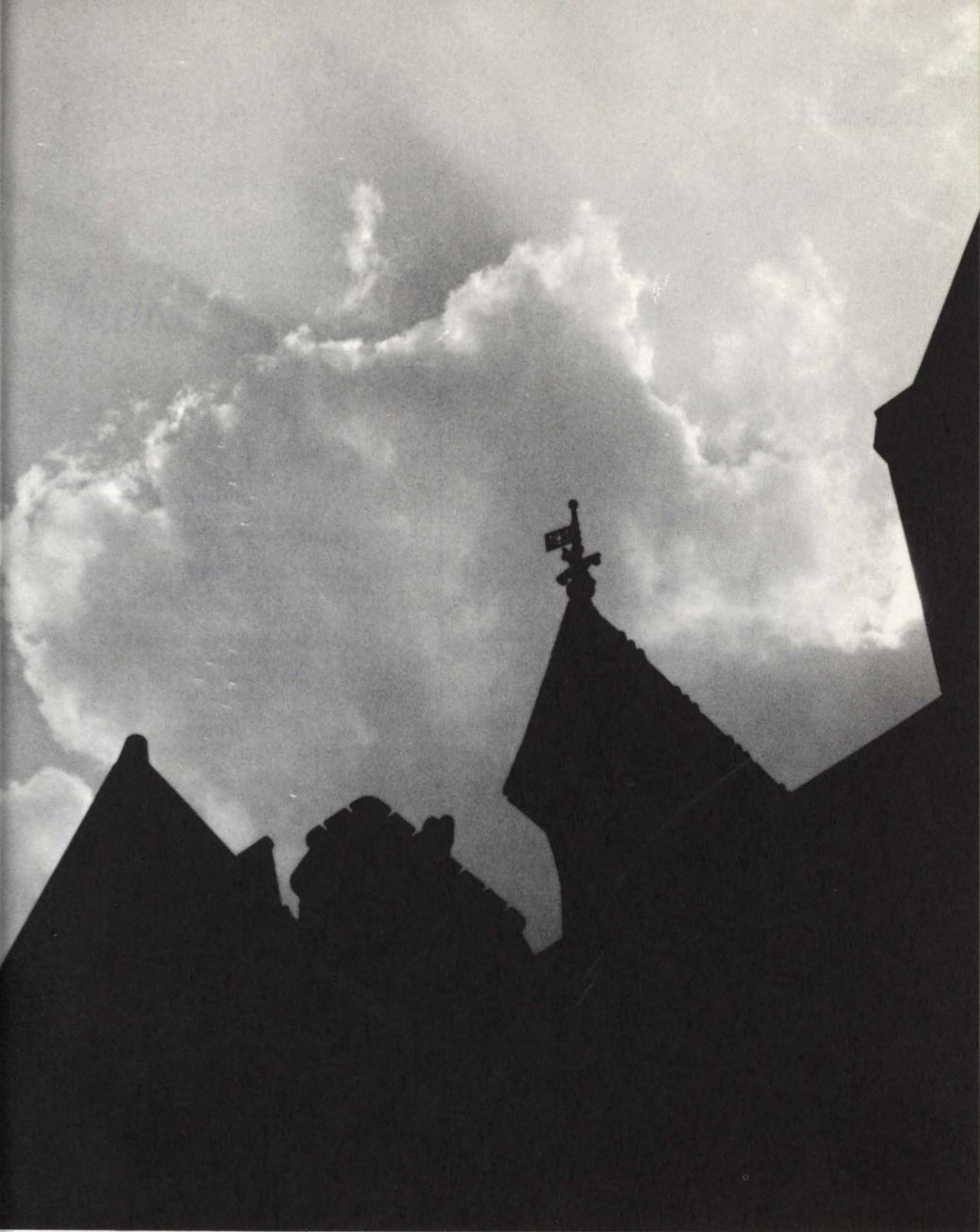
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MARY P. LYONS (MRS.)	<i>Bookstore</i>
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DORIS MERWIN	<i>Faculty Secretary, Seabury Hall</i>
CYNTHIA L. MORSE	<i>Registrar's Office</i>
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