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Trinity College
HARTFORD CONNECTICUT

#3

Trinity College Bulletin

Catalogue Issue 1970-1971

College Calendar

1970

Sept. 8	<i>Tuesday</i>	Last day for payment of Christmas Term fees
Sept. 10	<i>Thursday</i>	Freshman Orientation begins
Sept. 14	<i>Monday</i>	Christmas Term of 148th Academic Year begins
Sept. 25	<i>Friday</i>	Last Day to change courses
Sept. 28-30	<i>Monday-Wednesday</i>	Registration
Oct. 28-	<i>Wednesday</i>	Open Period
Nov. 3	<i>Tuesday</i>	Pre-Registration for Trinity Term
Nov. 10-12	<i>Tuesday-Thursday</i>	
Nov. 20	<i>Friday</i>	Last day to drop Christmas Term Courses. Last day to finish incomplete courses of previous term.
Nov. 23	<i>Monday</i>	<i>Wednesday</i> classes held this day.
Nov. 24	<i>Tuesday</i>	<i>Thursday</i> classes held this day
Nov. 25	<i>Wednesday</i>	<i>Friday</i> classes held this day
Nov. 25	<i>Wednesday</i>	Thanksgiving Vacation begins after last class
Nov. 30	<i>Monday</i>	Classes Resume
Dec. 22	<i>Tuesday</i>	Last day for acceptance of all course assignments for the Christmas Term
Dec. 22	<i>Tuesday</i>	Christmas Vacation begins after last class

1971

Jan. 4-8	<i>Monday-Friday</i>	Review Days
Jan. 9	<i>Saturday</i>	Final Examinations begin
Jan. 16	<i>Saturday</i>	Final Examinations end
(or earlier)		
Jan. 18	<i>Monday</i>	Last day for payment of Trinity Term fees
Jan. 25	<i>Monday</i>	Trinity Term classes begin
Feb. 5	<i>Friday</i>	Last day to change courses
Feb. 8-10	<i>Monday-Wednesday</i>	Registration
Feb. 23-26	<i>Tuesday-Friday</i>	Open Period
Mar. 26	<i>Friday</i>	Last day to drop courses. Last day to finish incomplete courses of previous term
Mar. 26	<i>Friday</i>	Spring Vacation begins after last class
April 13	<i>Tuesday</i>	Classes resume
May 3	<i>Monday</i>	Last day for acceptance of term papers for the Trinity Term
May 4-5	<i>Tuesday-Wednesday</i>	Pre-Registration for Christmas Term
May 14	<i>Friday</i>	Last day of classes in the Trinity Term
May 17-21	<i>Monday-Friday</i>	Review Days
May 18	<i>Tuesday</i>	Senior Grades due
May 19-20	<i>Wednesday-Thursday</i>	General Examinations for Seniors
May 22	<i>Saturday</i>	Final Examinations begin
May 28	<i>Friday</i>	Final Faculty Meeting
May 29	<i>Saturday</i>	Last day of Final Examinations
(or earlier)		
May 30	<i>Sunday</i>	Commencement Exercises of the 148th Academic Year

Freshman Seminars

CHRISTMAS TERM 1970-1971

The Freshman Seminar Program is described on page six of the 1970-71 Catalogue. Normally, each entering freshman chooses a Seminar as one of his courses during his first term at Trinity. The Freshman Seminar Instructor serves as the faculty advisor for his seminar students (see section, *Academic Advising*, on page twenty-three of the 1970-71 Catalogue). Mr. Borden W. Painter, Jr., Associate Professor of History, is the Coordinator of the Freshman Seminar Program.

Twelve of the Freshman Seminars in 1970-71 have no pre-selected area or topic. These will be led by Messrs. Bristow, Brown, Child, Crawford, Doten, Gronquist, Lee, C. Miller, Painter, Shamamy, R. M. Williams and Winer.

The remaining twenty-four are:

Seminar

Selected Topics in Mathematics (2 Seminars)

Special Topics in Chemistry

Chemical Problems in Air Pollution

Models for Environmental Improvement

Sport and American Society

Computers in Society

Economic Aspects of Population, Poverty & Peace

The Writers of Negritude in Africa and the

Caribbean - Militancy and Moderation

The Politics of Environmental Policy Making

Planning the Urban and Suburban Environment

Evaluating One's Secondary School Experience

Drama

Justice

Authority

Selected Topics in Contemporary Economics

Man vs. Society

Contemporary Social Problems

Classical Civilization

Biography: The Re-creation, Simulation and

Interpretation of a Life

Violence in American History

The Crusades: 11th to the 20th Century

Topics in Social Behaviour

Topics in Modern History

Instructor

Mr. Johnson
and Mr. Stewart

Mr. Moyer

Mr. Smellie

Mr. Lindsay

Mr. McPhee

Mr. Sapega

Mr. Battis

Mr. Waterman

Mr. McKee

Mr. McNulty

Mr. Morris

Mr. Potter

Mr. DeLong

Mr. Fox

Mr. Scheuch

Mr. Andrian

Mr. Fenn

Mr. J. C. Williams

Mr. Sloan

Mr. Spencer

Mr. Downs

Mr. Haberlandt

Mr. Cooper

Trinity College Bulletin



Catalogue Issue 1970-1971

Catalogue Number 239

One Hundred Forty-eighth Year of the College

September 1970

HARTFORD • CONNECTICUT



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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*

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, Psychology, or in an interdisciplinary science major such as Physical Sciences, 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 (i.e., regular summer term courses open to high school students who have completed their junior or senior year), 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.

6/Academic Information

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 person, 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 after the completion of the first year of study or at the close 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

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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	History	Physics
Chemistry	Mathematics	Political Science
Classics	Modern Languages	Psychology
Economics	(French or German	Religion
Engineering	or Spanish)	Sociology
English	Music	Theatre Arts
Fine Arts	Philosophy	

Interdisciplinary majors include:

Comparative Literature
Non-Western Studies
Urban & Environmental Studies

Interdisciplinary majors constructed by individual students:

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.

Such individually constructed interdisciplinary majors have included American Studies and Physical Sciences.

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. (Second semester seniors not taking General Examinations may be required to take final examinations in their courses.)

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.

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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 (on a Pass-Fail basis) toward meeting graduation requirements will be granted upon successful completion of the Open Semester work. Credit toward the fulfillment of major requirements may be granted at the discretion of the major department chairman. 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 cooperating institutions. In all instances, students undertaking the Open Semester program should have a clearly defined educational objective to be achieved. Students continue in regular enrollment at Trinity while engaged in an Open Semester.

In 1969-70 Open Semester programs (numbering thirty-seven) included an application of the computer to problems in psychiatry, a research and writing internship in the office of a United States Senator, an internship in the guidance department of a public high school, writing a novel, travel and study in Africa, work in a professional theatre, research on the development and

implementation of a federal education project, and a group study of philosophy in Vermont.

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. Six students acted as Teaching Assistants in 1969-70.

4. TRINITY - HIGH SCHOOL SEMINAR PROGRAM

One course credit (on a Pass-Fail basis) shall be given to any student who successfully completes one semester of faculty approved teaching in the High School Seminar Program. Each teaching student is supervised by a member of the faculty. His evaluation of the student's 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.

Arrangements to teach in this program are made the previous term through 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 and the agreement of a competent authority to serve as an outside examiner. 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. The teaching student and students in the course are evaluated on a Pass-Fail basis.

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

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Students who wish to offer a Student-Taught course should consult with the Associate Dean for Academic Affairs early in the previous term.

Some of the eight Student-Taught courses offered in 1969-70 were: Mandarin Chinese, Newswriting, Swahili, and Radical Movements in the United States, 1676-1970.

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. BLACK STUDIES

In addition to courses in this area offered at Trinity, institutions of higher education in Greater Hartford have developed the Intercollegiate Registration Program (see Interinstitutional Programs in Special Academic Opportunities) and have listed in a special catalogue black studies and related courses available in the co-operating colleges. This catalogue may be consulted in the Office of Educational Services.

8. 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 periods the operation of the College will be similar in nearly every respect to its operation during those days 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. TWELVE – 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, Wellesley, 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. Students electing private lessons in voice or an instrument will be billed an additional charge beyond the usual tuition rate at Trinity.

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3. GREATER HARTFORD INTERCOLLEGIATE REGISTRATION PROGRAM

In cooperation with the Hartford Seminary Foundation, St. Joseph 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. Transfer credit will normally be given for courses in which the student has received grades of C- or better. 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 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. Transfer credit will normally be given for courses in which the student has received grades of C- or better. Applications should be made through the Registrar.

5. CHINESE LANGUAGE AND LITERATURE COURSES

Central Connecticut State College in New Britain, Conn., and Trinity are cooperating to extend their respective offerings in Chinese language and literature (courses at Central Connecticut State College) and history (courses at Trinity College) for their respective undergraduates. Interested Trinity students should consult the Associate Dean for Educational Services. Transfer credit will normally be given for courses in which the student has received grades of C- or better.

6. TRINITY COLLEGE OF QUEZON CITY, PHILIPPINES

A student and faculty exchange program has been inaugurated between Trinity College and its namesake in the Philippines. Information about this program is available in the Office of Educational Services.

7. WASHINGTON SEMESTER PROGRAM OF THE AMERICAN UNIVERSITY

Trinity participates in the Washington Semester Program and nominates one or more students per term to enter this program in the national capital. Study is pursued through a seminar, an individual research project, and one regular course at The American University. Those interested should consult the Associate Dean for Educational Services.

8. THEATRE ARTS PROGRAM

Two programs of intensive training in theatre are available to qualified students at the Eugene O'Neill Memorial Theatre Foundation in Waterford, Connecticut. In cooperation with the University of Hartford a five-week summer program is offered that runs concurrently with the National Playwrights' Conference. In cooperation with Connecticut College an expanded training program will be available during each academic semester at the National Theatre Institute.

More detailed information may be obtained from the Director of the Theatre Arts Program. Applications for admission to these programs may be made upon his recommendation.

9. 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.

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.

10. 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 the Classics at Trinity. Applications for admission to these programs may be made upon his recommendation.

C. SPECIAL POLICIES AND PROGRAMS

1. COLLEGE COURSES

Each year Trinity offers a number of extraordinary, nondepartmental courses known as "College Courses." These courses reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects which are not encompassed within traditional departmental categories. 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" through normal registration procedures.

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, regular 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. Spouses of regular students are extended the same privilege.

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 either to undertake a career in engineering or to develop a technical foundation upon which to base an interdisciplinary program or a career in engineering management should devise a program of study based on the basic requirements of 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 several majors offered by the College which leads to the Bachelor of Science degree. It is designed in such a way as to allow considerable latitude in course selection so that differing student objectives can be achieved once the necessary core of work in physics and mathematics has been completed. Detailed specifications of the four-year engineering major will be found in the section *Courses of Instruction, Engineering*.

While specification of a "typical program" in the engineering major is rather meaningless in view of the wide range of student objectives, programs are based upon successful completion of mathematics through Mathematics 202 and of physics through Physics 221. A semester course in general chemistry is also re-

quired. The engineering content of the major is composed of any 9 course-credits within the Department, selection being made by the student in consultation with his Engineering Department faculty adviser.

2. **INTERDISCIPLINARY MAJOR PROGRAMS.** Several possibilities of interdisciplinary majors based in part on course offerings in engineering afford attractive opportunities to those students whose educational objectives do not coincide with the traditional, departmental structure of the College. Among such possibilities are programs in *Computer Sciences*, *Bio-Engineering* and *Engineering Physics*. Students interested in exploring these or other interdisciplinary programs should contact the Chairman of the Department of Engineering.

3. **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 satisfactory 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 obtained towards the conclusion of the third year upon recommendation to RPI by Trinity's Department of Engineering. Students desiring to enter this program should follow a plan of study similar to but more intensive than that for the engineering major, so that by the end of the third year substantially all of the pre-professional courses will have been completed. These include:

Chemistry 111; Mathematics through 301; Physics through 222.

Engineering 122, 223, 232, 225, 226, 337, 332, 325, 362 or Physics 302. Completion of these courses by the end of the third year affords the student maximum flexibility in planning his professional program during the fourth and fifth years. However, in special circumstances, one or two of these "core" courses can be completed during the student's fourth year. An integrated course plan for the final two years is prepared at the time of admission to the Master's Degree 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
Advanced Mathematics	1	3
Engineering Electives in Specialization Area	1	6
Engineering/Science Electives	1 or 2	
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	
Design Project (or Thesis)	—	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: Engineering Science; Systems Engineering; Thermodynamics and Heat Transfer; Fluid Dynamics; Automatic Control; Electrophysics; Solid Mechanics.

6. PRE-MEDICAL STUDIES

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

completed 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

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 se-

mester. 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.

Physical Education courses are added and dropped according to a different schedule (see "Physical Education" under *Courses of Instruction*).

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 first two-thirds of the following term in residence, a final grade of F will be entered on the student's permanent record card.

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 may not be changed after the first three weeks of the semester.

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.

CREDIT FOR WORK IN OTHER COLLEGES

Work of C- (70) grade or better done at an accredited college 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.

TRANSCRIPT SERVICE

The College will furnish transcripts of a student's academic record upon the student's request subject to the following terms:

1. All requests must be made (or confirmed) in writing. Requests from third parties will not be honored, except in certain cases involving the student's application for admission to an institution of higher learning, for financial assistance, or for employment.
2. Official transcripts (bearing the College seal and Registrar's signature) will not be delivered to the requesting student, only to the designated recipient. Unofficial transcripts can be furnished directly to the student.
3. All overdue debts and obligations to the College must be fulfilled as a prerequisite to transcript service.
4. Transcript fees will vary according to the circumstances. The first one is free of charge. One dollar each is the normal cost thereafter, except that multiple copy orders can be accommodated on a reducing scale of fees and immediate service requests (less than 24 hours) cost \$1.50.

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 Academic Affairs Committee.

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. The student should submit his petition for readmission through the Registrar to the Academic Affairs Committee, to reach the Committee not later than March 1 or November 1, whichever immediately precedes the date of proposed return. Blank petition forms are available in the Office of the Registrar.

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.

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 usually represents a course (three or four semester hours) offered in the Christmas Term (September–January), while an even number represents a course offered in the Trinity Term (January–May). 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 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 113. The Private or Commercial Pilot Certificate – Preparation for the Federal Aviation Administration written examinations. There are four divisions of material. (1) Theory of flight: theory, operation and maintenance of aircraft and aircraft instruments; (2) Navigation: including pilotage dead reckoning and instrument navigation, radio theory and procedures; flight planning, emergency procedures, pre-flight and inflight services for pilots; (3) Meteorology; use of weather information; reading and interpretation of weather maps; (4) General operating and air traffic rules.

The final examination is prepared, administered, and graded by the Federal Aviation Administration. A score of 70 or better constitutes a pass. One-half course credit.

Flight School. One-half course credit will also be given upon receipt of the FAA private pilot's license. Eligibility requirements for the flight check and oral examination include in addition to the above a minimum of forty hours flying time (as described in FARs, Part 61), and associated ground

instruction. Flight training must be taken at an FAA approved flight school approved also by the college Ground School instructor. The flight check is also FAA administered. – Mr. Neaverson.

College Course 115. Pollution – A study of pollution as an example of a problem with no purely technological or political solution. Topics will include: definition of the problem, particularly its physical aspects; the role of political, industrial and social institutions; the necessity for a multidisciplinary approach. Emphasis will be placed on metropolitan pollution. Where possible, examples will be taken from the Hartford area, with opportunities for independent work with local groups and agencies. – Mr. Perry.

College Course 151. Sociology of Politics – Social power and its various forms and their interrelations are examined in depth with special attention to the combination of legitimacy and coercion underlying political power. Interaction between the state and society and the formation of power-seeking groups are discussed as the distinctive concerns of political sociology. The dialectical interplay of Left and Right, or of groups striving for change and groups aiming at stability, within the framework of democratic politics is discussed with special reference to recent American politics, the party systems of other democratic nations, totalitarian regimes, and modernizing societies. – Mr. Wrong.

34/Courses of Instruction

Guideline Courses

CHRISTMAS TERM 1970-1971

<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 Cul- ture</i>
Engineering 107	Biology 201	Economics 101	Music 111
Mathematics 102 (1)	College Course 105	History 101	Music 103
Mathematics 103	Chemistry 111	History 201	Theatre Arts 101
Fine Arts 111	Physics 101	History 203	Fine Arts 101
Fine Arts 211	Physics 111	History 207	Philosophy 201
Fine Arts 213	Physics 121	Political Science 101	Philosophy 211
Fine Arts 215	Physics 201	Psychology 101	Philosophy 203
Dance 101	Astronomy 101	Psychology 131	Religion 211
Dance 112 (1)	Psychology 101	Psychology 201	English 207
French 111	Psychology 161	Psychology 202 (1)	English 209
French 211	Psychology 201	Psychology 221	English 211
French 221	Psychology 202 (1)	Religion 261	English 229
German 111	Psychology 221	Sociology 101	Italian 387
German 211		Sociology 251	Comparative
German 221		Sociology 311	Literature 301
Greek 101-102		Sociology 351	Comparative
Italian 111			Literature 387
Italian 221			
Latin 101-102			
Philosophy 205			
Russian 111			
Russian 211			
Religion 371			
English 203			
English 205			
English 251			
English 255			
Economics 203			
Economics 205			
Spanish 111			
Spanish 211			
Spanish 212 (1)			
Spanish 221			

TRINITY TERM 1970-1971

<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 Cul- ture</i>
Fine Arts 212	Biology 104	Engineering 402	Music 104
Fine Arts 214	Biology 202	Economics 101 (2)	Music 112
Fine Arts 216	Chemistry 112	Economics 102	Classics 202
Dance 101 (2)	Physics 102	History 101 (2)	Fine Arts 102

<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 Cul- ture</i>
Dance 112	Physics 104	History 202	Italian 364
French 204	Physics 202	History 204	Philosophy 203 (2)
French 222	Astronomy 102	History 208	Philosophy 204
German 204	Psychology 101 (2)	Political Science	Philosophy 206
German 222	Psychology 152	101 (2)	Philosophy 210
Russian 204	Psychology 201 (2)	Psychology 101 (2)	Philosophy 212
Russian 212	Psychology 202	Psychology 201 (2)	Religion 202
Italian 204	Psychology 242	Psychology 202	Religion 212
English 206	Sociology 331 (2)	Psychology 242	Religion 236
English 256		Sociology 102	Religion 242
Engineering 122		Sociology 315 (2)	English 208
Engineering 312		Sociology 322	English 210
Mathematics 101 (2)		Sociology 342	English 230
Mathematics 104			English 264
Greek 112			Comparative
Latin 112			Literature 364
Spanish 204			
Linguistics 101 (2)			
Russian 212			
Spanish 222			

Aerospace Studies

PROFESSOR BRUBAKER, *Chairman*; 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 concepts, 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. – 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: AS 301-302 – Major Brubaker.

Biology

PROFESSORS VAN STONE, *Chairman*, AND BURGER; * 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 numbered in the Catalogue 200 or higher, and 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. 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 procedure 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. 14 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.

104. **The Oceans.** – An ecological perspective of the sea which includes the

* Sabbatical leave Trinity Term, 1970–71.

treatment of the physical forces and the chemical milieu which have influenced in the past, and continue to influence today, not only the biological components of the marine environment but life itself. A guideline course for non-majors. — Mr. Brewer.

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, Mr. Child.

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 ma-

terial, 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, locomotary 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

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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 DEPHILLIPS; ASSISTANT PROFESSORS BARNES AND MOYER

CHEMISTRY MAJOR—Ten courses in Chemistry including Chemistry 206, 208, 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 and Mathematics 201. A grade of at least C— 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 two years. In 1970–71 students will be admitted to Organic Chemistry who have completed Chemistry 112, with a grade of at least C—. Consult Chairman of the Chemistry Department for further details.

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. Barnes.

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 qualita-

tive analysis of ions. Elective for those who have passed Course 111.—Mr. Moyer and Mr. Barnes.

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 112 with a grade of at least C—. —Mr. Barnes.

208. Chemical Thermodynamics—A lecture course concentrating on the study of the development of the theory and applications of thermodynamics to chemical systems. Emphasis will be placed upon mathematical techniques and calculations. Prerequisites: Chem-

istry 112 with a grade of at least C-; Math 201; Physics 122; or permission of the instructor. - Mr. Smellie.

305. Elementary Organic Chemistry - A systematic study of the compounds of carbon, including syntheses and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory each week emphasizing basic techniques and synthesis is required of each student. Elective for those who have passed Course 205, 206 or 112 with a grade of at least C-. - Mr. Bobko.

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

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 at least C-, Physics 222, and Mathematics 202. - Mr. DePhillips.

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. DePhillips.

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 at least C-.

404. Synthetic Organic Chemistry - Elective for those who have passed Course 306 with a grade of at least C-.

405. Physical Methods of Organic Structure Determination - A survey of physical methods of structure determina-

tion with emphasis on infra-red, ultra-violet, nuclear magnetic resonance and mass spectrometry. Three lectures and one laboratory period per week. Elective for those who have passed Course 306 with a grade of at least C-. - Mr. Heeren.

406. Physical Organic Chemistry - Topics in organic reaction mechanisms. Co-ordinated library work including a seminar to be presented by each student. Three lectures and one laboratory period per week. Elective for those who have passed Course 306 with a grade of at least C-. - Mr. Heeren.

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 at least C-. - Mr. Moyer.

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 at least C-. - Mr. DePhillips.

413, 414. Independent Study - An advanced-topic tutorial or a laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member.

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 at least C- and Mathematics 302.

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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.

Classics

PROFESSOR WILLIAMS, *Chairman*; ASSISTANT PROFESSORS
MACRO AND BRADLEY

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 211; 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. Williams.

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. Bradley.

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]

[302. Aeschylus and Aristophanes]

311. Thucydides – Three hours. – Mr. Macro.

312. Tragedy – A study of Aeschylus' *Prometheus*, Sophocles' *Oedipus Rex*, and Euripides' *Bacchae*. Three hours. – Mr. Bradley.

[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. Bradley.

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. Macro.

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. Bradley.

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]

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[302. Satire: Horace and Juvenal]

[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 a 300 level course in Latin. Three hours.

[311. Lucretius]

[312. Cicero]

[321. Vergil]

[322. Epistles: Cicero, Seneca, Pliny]

331 (2). Roman Historians: Tacitus – Readings from the various works of Tacitus. Three hours. – Mr. Macro.

[332. Catullus]

341. Catullus and the Elegiac Poets – Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid. Three hours. – Mr. Williams.

[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.

202. Classical Humanities: Roman Civilization – Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures. Three hours. – Mr. Bradley.

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

[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.

[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. 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 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.

202. Roman Civilization – Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; with some emphasis on the influence of Roman civilization on Inter-European cultures. – Mr. Bradley (I).

209. Oriental Literature – A study of selected masterpieces from Indian, Japanese, Arabic, and Persian literatures which typify the civilizations and cultures out of which they were produced from ancient times to the present. The study of these masterpieces will involve a consideration of their literary form, the cultural features which inhere in them, and the historical context which they reflect. – Mr. Benton (I).

234. A Study in 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

differences 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 (III).

264. Studies in Ideas: Literary Existentialism – A study of fiction, poetry, drama, and essays which present the philosophical and theological viewpoints of modern existentialism. The writers to be considered will include Poe, Nietzsche, Dostoevski, Kafka, Camus, Sartre, Dürrenmatt, and Ionesco. – Mr. Benton (IV).

338. Studies in Poetry: The Epic – 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*, *Gilgamesh*, and some modern at-

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tempts in the genre. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Ogden.

342. Ecstasy – The phenomena of ecstasy investigated through its literature and through its interpretation by theology, philosophy, and psychology. – Mr. Tull (V).

347. Poetic Prose: From Romanticism to Surrealism – A study of the development and influence of the short narrative from German Romanticism to English and French literature of the 19th and early 20th century. Writers to be considered include Novalis, Nerval, De Quincey, Baudelaire, Huysman, Poe, Lautréamont, de l'Isle-Adam, Rilke, Breton. – Miss Katz (III).

364. Italian Backgrounds to English and Continental Literature of the Renaissance – A study of the narrative, drama, pastoral, lyric, romantic epic

and other conventions; the interrelations of literary and figurative arts, etc. Works treated are Boccaccio's *Decameron*, Castiglione's *Courtier*, Machiavelli's *Prince* and *Mandragola*, Cellini's *Autobiography* plus works by Petrarch, Ariosto, Michelangelo, and French, Spanish and English writers. All texts in English. – Mr. Campo (II).

387. Dante, the Classics and Anglo-American Literature – An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. – Mr. Campo (II).

[201. Introduction to the Comparative Study of Literature]

[319. Types of Biblical Literature]

[358. Spanish Theater of the Golden Age and its Relations to Elizabethan and French Classical Theater]

Note: Literature courses in foreign languages: classical (Greek and Latin) and modern (French, German, Italian, Russian, and Spanish) will satisfy the requirements of the Comparative Literature Major.

The Roman numerals in parentheses following each course description refer to the five distribution groupings listed above.

Economics

PROFESSORS SCHEUCH, *Chairman*, AND BATTIS; ASSOCIATE

PROFESSORS TUCKER, DUNN, AND CURRAN;

INSTRUCTORS EGAN, GARSTON, AND STEFFANCI

Economics Major – Commencing with the Class of 1971, the requirements for Non-Honors Majors will be nine courses in the Department beyond Economics 101 (previously Economics 201, 202, or 100), including Economics 301, 302 and 431 or 432. An average grade of at least C– must 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, such as Engineering 312: *Linear Programming*, Mathematics 103: *Probability and Pre-Calculus Mathematics* or 104: *Calculus*, 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 Department Chairman or his Deputy.

Requirements for Honors in Economics – Students who receive a cumulative average of B or higher in Economics 301 and 302 may, with the permission of the Department, be admitted to the Honors Program in Economics. Candidates for Honors must enroll in Economics 441: *Research Seminar in Economics*, and Economics 442: *Honors Tutorial*. To receive Honors at graduation candidates must receive a grade of at least A– in both Economics 441 and 442 and distinguish themselves in a special examination on their research project.

Admission Requirements – A student who receives a grade of at least C– in Economics 101 (previously Economics 201, 202 or 100) will be admitted to the Major in Economics upon request.

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.

101, 101 (2). Basic Economic Principles – An introduction to modern economic analysis. A study of the principles of production, exchange and distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. – Mr. Scheuch, Mr. Dunn, Mr. Curran, Mr. Garston, Mr. Egan, and Mr. Steffanci.

102. Problems in Economics – An examination of a variety of economic problems such as anti-trust policy, labor problems, inequality and poverty, public finance and fiscal policy, international trade, growth and development, and pollution. Prerequisite: Economics 101. Recommended for all non-majors. – Mr. Battis, Mr. Curran, Mr. Dunn, Mr. Egan, Mr. Garston, and Mr. Steffanci.

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.

205. 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.

301. 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 101. Required for all Economics majors. – Mr. Steffanci.

302. Macroeconomic Theory – National income and its determinants: unemployment, inflation and related government policies; fundamentals of economic growth. Prerequisite: Economics 101. Required for all Economics majors. – Mr. Garston.

303. Labor Economics – A study of the problems of wage earners in modern industrial societies with particular ref-

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erence 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 101. – Mr. Scheuch.

304. 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 the public sector; government control of labor relations. Prerequisite: Economics 101. – Mr. Scheuch.

306. Public Finance: Economics of the Public Sector – A study of the growth of government expenditures and revenues; classical and contemporary theories of 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 101. – Mr. Dunn.

[307. 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 101. – Mr. Dunn.

308. 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 101. – Mr. Curran.

309. 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 101. – Mr. Curran.

310. 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 101. – Mr. Steffanci.

[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 301 or equivalent and permission of the instructor. – 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 101. – Mr. Garston.

[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. – Mr. Garston.

321. American Economic History – A basic survey of the beginnings of Amer-

ican industrialization from 1790 to 1900, with special emphasis upon factors inducing the growth of industry, problems of agriculture, the interrelation between war and economic growth, and the impact of the long deflation of the late 19th century on economic development. Prerequisite: Economics 101. – Mr. Battis.

[323. **The Industrial Revolution**] – A comparative study of the process of industrialization in England, France, Germany and Russia in the 18th and 19th centuries. Prerequisite: Economics 101. – Mr. Battis.

324 (1). **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 France, Yugoslavia and the U.S.S.R. Prerequisite: Economics 101. – Mr. Battis.

431, 432. **Seminar in Economics** – Reading and discussion of contemporary economic issues. Each student will be required to write two short research papers. Required of all non-honors majors in Economics. Prerequisite: Economics 301 and 302. – Mr. Dunn, Mr. Battis, and Mr. Curran.

441. **Research Seminar in Economics** – Introduction to research procedures in economics in preparation for thesis. Each student will prepare a report on a research project. Required of all senior honors candidates and elective for non-honors majors. Prerequisites: Economics 301 and 302. – Mr. Egan.

442. **Honors Tutorial** – Preparation of a report on a research project. No class meetings, but periodic conferences will be held with the project adviser. Required of all senior honors candidates. Prerequisite: Economics 441. – 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, required of all students majoring in economics, is to provide rigorous training in fundamental analytical techniques. – Mr. Steffanci.

502. **Macroeconomic Theory** – Neo-Keynesian economic statics; basic models of real economic growth with full employment within a monetary system. Required of all majors. Prerequisite: Economics 501 or equivalent. – Mr. Garston.

505(2). **Fiscal Policy** – A study of the role of fiscal policy as an instrument for managing the level and composition of demand, and the utilization of fiscal instruments and policies to achieve allocation and stabilization objectives within a federal system. Particular attention will be directed to the economic implications of government expenditures in the areas of defense, urban affairs, human resource development and income maintenance programs. Prerequisites: Economics 501 or equivalent. – Mr. Dunn.

510. **Money and Banking** – The nature 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 and policy. Prerequisite: Economics 501 or equivalent. – Mr. Steffanci.

512. **Mathematical Economics** – The application of mathematical techniques to problems of microeconomics and

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macroeconomics; linear programming; the theory of games. The course is designed primarily for Economics majors with limited mathematical backgrounds. Prerequisite: Economics 501 or equivalent. – Mr. Egan.

515. International Economics – An analysis of the forces that underlie the economic transactions and relations between nations. Emphasis is placed upon: foreign exchange and international financial markets; the structure and interpretation of the balance of international payments; international trade theory; the adjustment of balance-of-payments problems of the United States. Prerequisite: Economics 501 or equivalent. – Mr. Garston.

520. Managerial Accounting – Introduction to general financial controls, the use and preparation of certain accounting records and statements on the part of management in controlling fiscal matters and the formulation of policies. Emphasis is placed upon the theoretical and economic-conditioned matters involved in managerial decisions, thereby dealing with the results of general and corporate accounting procedures rather than with the procedures themselves. Presupposes a knowledge of elementary accounting principles. – Mr. Tucker.

524 (1). Comparative Economic Systems – A study of the theories of competitive capitalism, market socialism, and central planning; and a comparison of economic organization, resource allocation problems, and growth processes in several advanced industrial economies. Prerequisite: Economics 501 or equivalent. – Mr. Battis.

[503. Labor Economics]

[504. Union-Management Relations]

[506. Public Finance]

[507. History of Economic Thought]

[508. Government and Industry]

[509. Corporation Finance]

[516. International Economic Problems]

[518. Statistics for Economics]

[521. Economic History of Western Europe]

[522. Economic History of the United States]

[523. Economic Development]

Education

PROFESSORS MACKIMMIE, *Chairman*; AND MORRIS;
ASSOCIATE 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.

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 (2). 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 (2). 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:** 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 (2). 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.

507 (2). The School and Society – A study of the school as a social institution. Data will be drawn from recent

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findings in anthropology, sociology, and psychology. Community power structure, social class, economic status, and population problems in contemporary American society will be analyzed as these impinge on school policy. — Mr. Mackimmie.

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.

524 (2). Secondary School Curriculum — A study of the history and problems involved in curriculum change in the secondary school, including an analysis of trends and developments in various subjects in the curriculum. Emphasis will be placed on the role of the local school faculty in curriculum development. — Mr. Skirm.

541 (2). Educational Measurement and Evaluation — A critical examination of principles involved in the appraisal of human behavior, with emphasis upon the construction of tests for specific purposes, the use of standard group achievement and aptitude tests, and simple statistical methods involved in the interpretation of test results. — Mr. Decker.

600 (2). Problems in Education — A study, through reading and discussion, of selected contemporary issues and problems in education. These areas will

be studied in terms of the historical, philosophical, or sociological principles involved in their analysis and understanding and will be traced through all levels of the educational system. When possible, specialists from the major fields under consideration will participate in the discussions. — Mr. Mackimmie.

602A. Seminar: The Deviant Adolescent in the Classroom — The nature of norm deviance by adolescents, the relationship of deviance to the school as institution, the teacher as institutional representative, and to the peer group will be surveyed. The origins and dynamics of sociopathic behavior, sexual deviance, drug experimentation and dependence, neurotic and psychotic behavior will be studied. The disruptive effects of deviants upon the classroom learning setting and appropriate teaching approaches for norm deviants will be discussed. — Mr. Decker.

602B (2). Seminar: Cultural Anthropology — An analysis of the latest anthropological theories on the nature, properties, patterns, and processes of culture, and the extent to which these theories explain the data furnished by the descriptive work of such noted anthropologists as Mead, Benedict, Malinowski, Redfield, and others. — Mr. Morris.

651-652. Thesis

Courses given in other years:

[376. Sociology of Education]

[504. Differential Psychology]

[543. Principles of Guidance]

[570. School Law]

[601. Seminar: Research in Education]

[602A. Seminar: Comparative Education]

[602B. Seminar: Urban Education]

Engineering

PROFESSORS SAPEGA, *Acting Chairman*, AND NYE; ASSOCIATE PROFESSORS
BLAKESLEE AND BRONZINO; ASSISTANT PROFESSOR SHAMAMY;
LECTURERS JARMOC AND WOODARD

RPI HARTFORD GRADUATE CENTER FACULTY OFFERING COURSES AT TRINITY:

JOSEPH S. RICE, ASSISTANT PROFESSOR

ENGINEERING MAJOR – Nine courses in Engineering; Mathematics 201, 202; Physics 121, 122, 221, 222; and Chemistry 111.

Pre-architecture – Students should consult with the 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. Prerequisite: Permission of instructor. – Mr. Blakeslee.

221. Computer Applications – Study of application of digital computers in various use situations. Each student is expected to complete an appropriate project in his field of interest using the facilities of Hallden Computation Laboratory. Prerequisite: Permission of the instructor. One course-credit. – 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.

225. Statics – Principles of statics, including vector algebra, force systems and equilibrium, centroids, moment of inertia, virtual work. Recitation. One course-credit. Prerequisite: Math 106. – Mr. Shamamy.

226. Dynamics – Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. Recitation. One course-credit. Prerequisite: Engineering 225 or permission of instructor. – Mr. Shamamy.

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.

325. Mechanics of Deformable Bodies – Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members. Recitation and laboratory. One course-credit. Prerequisite: Engineering 225. – Mr. Shamamy.

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[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 source 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. Woodard.

[361. Mechanisms] – 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 226, Mathematics 202. – Mr. Blakeslee.

362. 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 226 and 337, Mathematics 301. – Mr. Shamy.

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: Permission of Instructor. – 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, grating 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:

site: Permission of instructor. – Mr. Bronzino.

446. Inelastic Mechanics of Deformable Bodies – Stress and deformation analysis of members subjected to loads causing inelastic deformation. Recitation. One course-credit. Prerequisite: Engineering 325. – Mr. Shamamy.

461. Feedback Control Systems – Analysis and design of feedback control systems utilizing both time domain and frequency domain techniques. Recitation 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 condi-

tions 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.

481. Special Topics in Engineering – Topics chosen to fit special interests of advanced undergraduates. Project oriented. One course-credit. Prerequisite: Permission of Department Chairman. – Staff.

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, SMITH, WHEATLEY, BENTON,
AND POTTER;† ADJUNCT ASSOCIATE PROFESSOR MINOT; ASSISTANT
PROFESSORS AZIZ, OGDEN, AND KUYK

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 or planning to enter the teaching profession should confer with their advisers about special preparation.

Courses Required for the English Major

2 of Narrative & Thematic Patterns	1 of Major Writer before 1800
2 of Genres	1 of Major Writer after 1800
1 of Studies in Literary History before 1800	1 of Senior Seminar
1 of Studies in Literary History after 1800	3 of English elective

*Sabbatical leave, Christmas Term 1970.

†Sabbatical leave, Trinity Term 1971.

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203. Literary Writing – An introduction to creative writing. Both poetry and fiction will be included, although poetry will be emphasized. Critiques and discussion of both student and professional work. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Ogden.

205. Literary Modes – Novels, plays, poems, and films considered in their historical, aesthetic, and linguistic contexts. Limit of 20. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. McNulty.

206. Literary Modes – Novels, plays, poems, and films considered in their historical, aesthetic, and linguistic contexts. Limit of 40. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Dando and Mr. McNulty.

207. 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 various genres and periods, with emphasis on the narrative patterns of romance and irony. Permission of the instructor required. – Mr. Smith, Mr. Wheatley, Mr. Aziz, and Mr. Kuyk.

208. 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 various genres and periods, with emphasis on the narrative patterns of tragedy and comedy. Permission of the instructor required. – Mr. Dando, Mr. Smith, Mr. Wheatley, Mr. Aziz, and Mr. Kuyk.

209A. Oriental Literature – A study of selected masterpieces from Indian, Chinese, Japanese, Arabic, and Persian literatures which typify the civilizations and cultures out of which they were produced from ancient times to the

present. The study of these masterpieces will involve a consideration of their literary form, the cultural features which inhere in them, and the historical context which they reflect. Satisfies the requirement of an elective course in English, or may be counted toward the Comparative Literature major or the Non-Western Studies major. Permission of the instructor required. – Mr. Benton.

209B. Western Literature to the Renaissance – A study of the masterpieces of western world literature, both in prose and in verse, and in the various genres, from classical times to the Renaissance, with attention to literary forms, cultural context, and historical background. The works of Homer, Aeschylus, Sophocles, Vergil, Cicero, Dante, Boccaccio, Erasmus, and Rabelais will be among those included in the course. Satisfies the requirement of an elective course in English or may be counted toward the Comparative Literature major. Permission of the instructor required. – Mr. Risdon.

210. Western 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. Authors to be studied will include Molière, Voltaire, Racine, Rousseau, Diderot, Goethe, Turgenev, Dostoevski, Flaubert, Stendhal, Ibsen, Mann, and Hesse, among others. Satisfies the requirement of an elective course in English or may be counted toward the Comparative Literature major. Permission of the instructor required. – Mr. Risdon.

211. American Literature and the Romantic Mode – A study of the relationship between aspects of the romantic mode – concepts of the hero, the romantic quest, the fictional world – and

the American cultural experience: readings in Poe, Melville, Whitman, James, Faulkner, West, Williams, Bellow, Mailer, Barth, and others. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Smith.

229. 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. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Aziz.

230. English Literature of Black Africa – A study of the renaissance of English literature in Africa south of the Sahara, and particularly in Nigeria and Kenya, during the past fifteen years. Extensive readings in all genres, accompanied by classroom discussion of the works themselves. Satisfies the requirement of an elective course in English or may be counted toward the Non-Western Studies major. Permission of the instructor required. – Mr. Williams.

251. Studies in Linguistics – An introductory course, in which the basic assumptions of historical, comparative, descriptive, structural, tagmemic, and transformational linguistic theory are studied, and the uses of each discussed. Some attention will be paid to the practical applications of linguistics in writing and literary criticism. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Williams.

255. 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 will include semantics,

stylistics, and recent developments in language studies. There will be practice in expository and critical writing, the reading and interpretative analysis of the principal literary genres, and a special project in literary criticism. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Risdon.

256. Rhetoric and Literature – Primarily a writing course, with readings from selected literature as examples of style and various ways of handling similar content. Considerable freedom will be allowed in the type of writing on which students wish to concentrate, and in the type of experiments students may wish to try. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Williams.

261. Practical Criticism – A study of the basic theories and methods of literary criticism commonly used today. Emphasis will be placed on the critical consideration of particular works of various kinds. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Potter.

264. Studies in Ideas: Literary Existentialism – A study of fiction, poetry, drama, and essays which present the philosophical and theological viewpoints of modern existentialism. The writers to be considered will include Edgar Allan Poe, Friedrich Nietzsche, Fyodor Dostoevski, Franz Kafka, Albert Camus, Jean-Paul Sartre, Friedrich Dürrenmatt, and Eugene Ionesco. Satisfies the requirement of an elective course in English, or may be counted toward the Comparative Literature major. Permission of the instructor required. – Mr. Benton.

303. Advanced Literary Writing – The writing of poetry, fiction, and drama; study and analysis of each genre with the emphasis on composition. Critiques and discussion of both student and professional work. Satisfies the re-

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quirement of a genre or elective course. Permission of the instructor required. (Preference will be given to those who have taken English 203.) – Mr. Minot.

311. Religious Classics – Selected works in prose and poetry illustrating the various “world views” the English people have expressed in their literature (sometimes in translation) from the Middle Ages to the present, with study of backgrounds and archetypal patterns. Among the authors represented: Boethius, Browne, Bunyan, William Law, the writer of the “Hymn to Narayana,” Wordsworth, Coleridge, Fitzgerald, Browning, Christina Rossetti, Tennyson, Charles Williams, Francis Thompson, Alice Meynell, T. S. Eliot, and C. S. Lewis. Reports and a short term paper. Satisfies the requirement of an elective course. Permission of the instructor required. – Mr. Cameron.

316. English Literature of the Renaissance – A study of English literature from about 1550 to 1650, excluding Shakespeare. The course concentrates on such central figures as Spenser, Marlowe, Donne, Jonson, Webster, and Marvell. Special attention also will be given to philosophic and historical backgrounds. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Aziz.

319. The Age of Pope – A study of the literature and the literary theory underlying the neo-classicism of the Age of Pope (roughly 1700–1750), and its gradual evolution into the romanticism of the Nineteenth Century. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Williams.

321. 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. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Ogden.

322A. Victorian Neo-Romanticism – A study of romantic fiction in Great Britain during the neo-romantic revolt against realism and naturalism from 1882–1914, a revolt initiated by R. L. Stevenson. In addition to Stevenson, other writers who will be studied are W. H. Hudson, Sir Arthur Conan Doyle, Sir Henry Rider Haggard, Sir Arthur Quiller-Couch, Sir Anthony Hope Hawkins, Stanley J. Weyman, Neil Munro, and Maurice Hewlett. The philosophy and literary characteristics of romance and the meaning of the revolt in literary history will be considered. Satisfies the requirement of a period, genre, or elective course. Permission of the instructor required. – Mr. Benton.

322B. Victorian Literature – Studies in the outstanding English writers, both in prose and in verse, and their historical, formal, and thematic developments between 1832 and 1901. Works to be considered in the course will include the writings of Browning, Tennyson, Arnold, Meredith, Hopkins, Yeats, Ruskin, Carlyle, Hardy, the Brontës, Dickens, Thackeray, and Eliot. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Risdon.

323. The American Renaissance – Readings in five mid-nineteenth-century “greats” – Melville, Whitman, Hawthorne, Emerson, and Thoreau – emphasizing backgrounds: critical, biographical, and social. Reports and a short term paper. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Cameron.

324. Studies in American Literature: 1865 to the Present – Emphasis on Whitman, James, Fitzgerald, Hemingway, Faulkner, Ellison, Roethke, and others. The course will focus on the

search for identity and the integrity of the self as they relate to the American experience. Satisfies the requirement of a period course. Permission of the instructor required. – Mr. Ogden.

325. Twentieth Century British Literature – Representative readings from major British literary figures of the 20th century, including Yeats, Woolf, Forster, Eliot, Joyce, Lawrence, Cary, and others. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mr. Ogden.

332. Studies in Genre in English and Continental Literature – A theoretical and practical approach to the most important genres in English and Continental literature. An attempt is made to understand such basic problems as the quantitative and qualitative differences 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. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Aziz.

333. Tragedy – A study of theories of tragedy and of major examples of tragic drama from the Greek through contemporary times. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Nichols.

335A. Studies in Fiction: Four Popular Forms – A phenomenological study of the generic characteristics of the four popular fictional forms of Gothic romance, detective story, Western story, and science fiction, both long and short types. Authors to be read will include Charles Maturin, Herman Melville, Bram Stoker, William Faulkner, Edgar Allan Poe, Sir Arthur Conan Doyle, Agatha Christie, Dashiell Hammett, Mickey Spillane, Owen Wister, Zane Grey, Ernest Haycox, Luke Short, Mary

Shelley, H. G. Wells, Ray Bradbury, and Arthur C. Clarke. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Benton.

335B. Studies in Fiction: The Novel – A study of some of the distinguishing features of the novel as a genre from the beginnings in English literature down to modern times, with emphasis on romantic and mimetic forms of representation in prose fiction. Representative writers will include Deloney, Defoe, Richardson, Fielding, and selected modern writers. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Risdon.

336A. Modern Experimental Fiction – A study of the distinguishing characteristics of the novel as a genre, with emphasis on conventional and experimental concepts of structure, themes, techniques of narration and style. Writers to be studied will include Zola, Hardy, Huysmans, Faulkner, Conrad, Mann, Hesse, Proust, Joyce, and recent twentieth-century innovators in prose fiction. Satisfies the requirement of a genre course. Permission of the instructor required. – Mr. Risdon.

336B. The American Structuralist Novel – Emphasizing James, Faulkner, Nabokov, and Barth, the course will consider these novelists' concerns with structure in experience and art, and the changing dimensions of such concerns. Satisfies the requirements of a period, genre, or elective course. Permission of the instructor required. – Mr. Wheatley.

338. Studies in Poetry: The Epic – 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*, *Gilgamesh*, and some modern attempts in the genre. Satisfies the

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requirement of a genre or elective course. Permission of the instructor required. – Mr. Ogden.

341A. Herman Melville – A study of Melville's major quests and quarrels, in and with religion, romanticism, American social thought, romance and allegory, and language itself. Satisfies the requirement of a major author or elective course. Permission of the instructor required. – Mr. Wheatley.

341B. Joyce, Yeats, and Their Milieu – A study of the Irish Renaissance with emphasis on James Joyce and W. B. Yeats. Satisfies the requirement of a major author, period, or elective course. Permission of the instructor required. – Mr. Kuyk.

342. Walt Whitman – Traditional and modern approaches to America's greatest 19th-century poet. The major works read for lyric experience in Romanticism's world of plenitude and hope. Reports and a short term paper. Satisfies the requirement of a major author or elective course. Permission of the instructor required. – Mr. Cameron.

342B. William Faulkner – A close study of Faulkner's books, their milieu, and his. Satisfies the requirement of a major author or elective course. Permission of the instructor required. – Mr. Kuyk.

344. Chaucer – Introduction to the literature during The Age of Chaucer with special emphasis upon Chaucer. Satisfies the requirement of a period, major author, or elective course. Permission of the instructor required. – Mr. McNulty.

345. Shakespeare – Intensive study of ten selected plays, including *Hamlet*, *Othello*, *Macbeth*, *A Midsummer Night's Dream*, *As You Like It*, *Richard II*, and *Henry IV* (Part I). Special attention will also be given to relevant historical and philosophic material. Satisfies the requirement of a genre, major

author, or elective course. Permission of the instructor required. – Mr. Aziz.

346. Shakespeare – Nine histories, comedies, and tragedies, including *Richard III*, *Antony and Cleopatra*, *Measure for Measure*, and *King Lear* studied in detail. Satisfies the requirement of a genre, major author, or elective course. Permission of the instructor required. – Mr. Dando.

361. Studies in Literary Criticism: Theories of Fictions – An explanation of recent attempts, in poetry, fiction, and criticism, to define or embody a theory of fictions. Readings in Sartre, Burke, Frye, N. O. Brown, and European structuralists, and in some fiction and poetry of the last decade. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Wheatley.

472. Senior Seminar – Topics to be arranged. Permission of the instructor required. – Mr. Smith, Mr. Wheatley, Mr. Minot, and Mr. Kuyk.

474A. Fiction Workshop – Advanced seminar in the writing of fiction. There will be study and analysis of professional work, but the primary emphasis will be on the writing of short stories and novels and on the seminar-discussion of this work. Satisfies the requirement of a genre or elective course. Prerequisite: English 303 or permission of the instructor. – Mr. Minot.

474B. Poetry Workshop – Detailed study of the writing of poetry, involving the examination of the work of specific poets such as Yeats, Roethke, or some contemporary poet and the practice of "making" poems. Informal class meetings, discussions, and criticism of student work. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Ogden.

516. Literature of the English Renaissance: 16th Century – The rise of modern prose fiction and poetry (ex-

clusive of drama). Special emphasis on the Elizabethan lyric, the works of Spenser, and the poems of Shakespeare. Reports on genres and cultural backgrounds with a short term paper. Satisfies the requirement of a period or elective course. — Mr. Cameron.

519. The Enlightenment — The literature and culture of The Enlightenment in France and England — Voltaire, Rousseau, Pope, Swift, Hume, Johnson, Boswell, and others. Satisfies the requirement of a period or elective course. — Mr. Kuyk.

524. American Transcendentalism — A study of selected masterworks of Whitman, Poe, Thoreau, Emerson, T. S. Eliot, and others against Classical, Oriental, Medieval, Germanic, British, and psychological backgrounds. Emphasis on predominant imagery, archetypes, symbolic patterns, literary forms, and perennial relevance of a "literature of transcendence." Reports and a term paper. Satisfies the requirement of a period or elective course. — Mr. Cameron.

533. Modern Drama — A study of the experimental nature of modern drama. Reading and analytical class discussion of the plays illustrating the main technical, generic, and modal developments in the drama since about 1850. Consideration of such playwrights as Strindberg, Chekhov, Pirandello, Yeats, Garcia-Lorca, Brecht, Genet, and Pinter, of such movements as Naturalism, Expressionism, and the Theater of Cruelty. Satisfies the requirement of a genre or elective course. — Mr. Potter.

536. Studies in Fiction — A study of some of the formal and thematic features of contemporary ironic and "post-ironic" fiction in the context of archetypal and "post-modernist" criticism. Readings in Joyce, Hemingway, Faulkner, Greene, Golding, Spark, Bellow, Updike, Barth, Vonnegut, Barthelme, and others. Satisfies the requirement of a genre or elective course. — Mr. Smith.

541. T. S. Eliot — Eliot's poetry, drama, criticism, and significance studied within the aesthetic, religious, and historical framework of the 20th-century Wasteland. Reports and a term paper. Satisfies the requirement of a period, major author, or elective course. — Mr. Cameron.

542. Seminar: Edgar Allan Poe — A detailed study in depth of the fiction, poetry, and literary criticism of Edgar Allan Poe, which will include a consideration of Poe's biography, his historical context, and his significance for his time and ours. As a writer Poe will be viewed from various angles: as an ironist, romanticist, satirist, humorist, parodist, and hoaxer; also as a master of the psychological and Gothic thriller, as the inventor of the detective story, as a pioneer in science fiction, as a symbolist and lyric poet of distinction, as a cosmic speculator who attempted to probe into the mystery of man's life, and as a literary critic whose high standards pointed to the New Criticism of the twentieth century. Satisfies the requirement of a major author or elective course. — Mr. Benton.

552. Studies in Linguistics — A study of the main linguistic theories being used in school textbooks in English today. This is an introductory course in linguistic theory, with emphasis on the practical applications of each theory in the classroom. Satisfies the requirement of an elective course. — Mr. Williams.

561. Studies in 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. Satisfies the requirement of an elective course. — Mr. Benton.

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563. 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 the study and teaching of language and literature. – Mr. Smith.

Freshman Seminar – Mr. McNulty.

Freshman Seminar – Mr. Williams.

Freshman Seminar – Mr. Potter.

Fine Arts

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

The Department offers instruction in two academic majors: Art History and Studio 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 401, and seniors 402. All majors must arrange to have an adviser within the art history faculty by the beginning of their junior year. Majors may fulfill their studio requirement on a pass-fail basis. Students who plan to continue the study of art history at the graduate level are reminded that a good reading knowledge of either French, Italian, or German is normally a prerequisite for admission to graduate school.

The award of departmental honors in art history will be based on superior performance in all history of art courses and in the senior essay (see Fine Arts 402).

101. Introduction to the History of Art I – A survey of the history of art and architecture in antiquity and the Middle Ages. As this is the initial course offered in art history, students will be divided into small groups for a third weekly hour to be arranged, during which certain aesthetic, critical, and historical problems will be discussed as background to and amplification upon the two formal weekly lectures. – Mr. Baird.

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

201. Ancient Art – A study of the art and architecture of the ancient world. Emphasis will be on Greek art and on

that of Rome through the reign of Marcus Aurelius. Prerequisite: Permission of the instructor. – Mr. Baird.

[203. Medieval Art] – A study of major developments in art and architecture from the 4th through the 14th century. Prerequisite: Permission of the instructor. – Mr. Baird.

204. Gothic and Early Renaissance Art in Italy – A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Ghiberti, and Donatello. Prerequisite: Permission of the instructor. – Mr. Baird.

[206. The High Renaissance in Italy] – The history of Italian painting, sculp-

ture, and architecture from the later 15th century through the 16th century. Prerequisite: Permission of the instructor. – Mr. Baird.

[208. Baroque Art] – A survey of Western European art during the 17th century. Special attention is given to artists like Caravaggio, Bernini, Poussin, Rembrandt, and Rubens. Prerequisite: Permission of the instructor. – Mr. Mahoney.

210. 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.

[211. Twentieth-Century Art] – A survey of a number of major artists and selected movements in 20th century painting and sculpture. Prerequisite: Permission of the instructor.

213. American Art – The history of the arts in America from colonial times to the present. Prerequisite: Permission of the instructor.

302. The Northern Renaissance – The art of Northern Europe from the end of the Middle Ages through the 16th century, including Sluter, Van Eyck and later Flemish masters, the painting and sculpture of such German artists as Riemenschneider, Grünewald, Dürer, and Holbein, and the art of the period in the kingdom of France. Prerequisite: Permission of the instructor. – Mr. Baird.

303. Seventeenth Century Studies – An intensive study of selected major figures such as Bernini, Rembrandt, Rubens or

Velasquez who epitomize the artistic character of the century. Fine Arts 208 is not a prerequisite. Prerequisite: Permission of the instructor. – Mr. Mahoney.

[304. The Art of the Ancien Régime in France: Louis XIV, XV, and XVI] – Prerequisite: Permission of the instructor. – Mr. Baird.

[305. Studies in the Nineteenth Century] – An intensive study of figures such as David, Ingres, Delacroix, the Realists, the Barbizon School or the Impressionists who epitomize the art of the century. Fine Arts 210 is not a prerequisite. Prerequisite: Permission of the instructor. – Mr. Mahoney.

401. Junior Seminar in Art History – 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.

402. Senior Seminar in Art History – Intensive study, with an extended paper, on a topic in the history of art. Required of all art history majors in their senior year. Prerequisite: Permission of the instructor. – Mr. Baird.

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.

[405, 406] – Special studies in a selected topic under the guidance of a visiting professor. When offered, permission is granted only to qualified students.

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.

Students who intend to major are urged to have taken at least two studio courses

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before the end of their sophomore year, at which time they will be assigned an adviser in the Department who will review their intended plan of study.

Majors may choose to be candidates for departmental honors in studio art. The award will be based on superior performance and the presentation of a number of representative works at the end of the senior year for evaluation by the Department.

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

112. Elements of Drawing—An introduction to the basic problems involved in drawing. Prerequisite: Fine Arts 111, the equivalent, and permission of the instructor. — Mr. Froese.

211. Introductory Painting—The materials and practice of painting as well as the problems of representation and interpretation. Prerequisite: Permission of the instructor. — Mr. Froese.

212. Intermediate Painting—Prerequisite: Fine Arts 211, the equivalent, and 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. — Permission of the instructor. — Mr. La Noue.

313, 314. Advanced Graphics I & II—The study of silk-screen print media, including photographic processes. Prerequisite: Fine Arts 213, 214. 314 is a continuation of 313. Permission of the instructor. — Mr. Froese.

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. Permission of the instructor. — 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.

Pre-architecture students are advised that requirements for admission to graduate schools vary greatly but they may include: (a) at least a year's survey in art history; (b) studio courses in basic design, drawing, painting, and sculpture; plus (c) a college level physics course—but not mechanical drawing.

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.

History

PROFESSORS COOPER, *Chairman*, DAVIS, DOWNS, AND BANKWITZ,*

ASSOCIATE PROFESSORS WEAVER, SLOAN, STEELE, AND PAINTER;

ASSISTANT PROFESSORS OXNAM AND NETTING;†

INSTRUCTORS SPENCER AND BRISTOW; 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.

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 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 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 from Carolingian times to 1715. Designed as an elective for all classes. Prospective majors should implement their preparation in history by taking History 101 or History 102 or both. – Mr. Downs, Mr. Painter, and Mr. Bristow.

102. An Introduction to the History of Europe – Western Europe from 1715 to the present. – Mr. Cooper and Mr. Bristow.

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

202. The United States from Recon-

struction 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.

* Sabbatical leave, 1970–71.

† Leave of absence.

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301. The Emergence of Christian Civilization – Several of the principal topics in the history of Europe and the 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 – The political, economic, and cultural movements with especial emphasis on Italy. – Mr. Painter.

304. The Reformation – The political, economic, cultural, and religious movements of the period 1500 to 1648 emphasizing the Continental Reformation. – Mr. Painter.

[305. The Expansion of Europe] – The European imperial system from the 15th century to the close of the 19th 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 18th and 19th centuries.

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

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. 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.

[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. – Mr. Bristow.

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

[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. 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, 1914 to the Present – European colonial rule, the emergence of resistance movements, the rise of modern African nationalism, decolonization, and problems of African 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.

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 19th and 20th century China, the Peoples' Republic. – Mr. Oxnam.

343. 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.

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 1970–71, the following seminars will be given:

391. Section A, Russian History

391. Section B, The Age of Jackson – Mr. Spencer.

392. Section A, The Age of Reform in the United States – Mr. Sloan.

392. Section B, Imperialism – Mr. Steele.

392. Section C, Tudor England – Mr. Painter.

392. Section D, China – Mr. Oxnam.

401, 402. Seminar – Required of all majors in their senior year. Students submit reports and a final paper based on their research. In 1970–71, the Department offers the following seminars:

401. Section A, Ancient History – Mr. Davis.

401. Section B, The Slave Trade – Mr. Steele.

402. Section A, Early America – Mr. Weaver.

402. Section B, Modern Europe – Mr. Bristow.

402. Section C, The Gilded Age in United States History – 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. United States History – Mr. Sloan.

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.

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505. Greece 594–338 B.C. – Mr. Davis.
524. Tudor-Stuart England – Mr. Painter.
550. New England – Mr. Weaver.
552. U.S. The Revolution and Early National Period – Mr. Weaver.
553. Civil War and Reconstruction – Mr. Spencer.
565. Theodore Roosevelt and His Era – Mr. Sloan.
580. Ch'ing China – Mr. Oxnam.
581. China in Revolution – Mr. Oxnam.
585. Ideas and Institutions of India – Mr. Ferguson.
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 AND JOHNSON;
LECTURERS BUTCHER AND BENNETT

MATHEMATICS MAJOR – Ten courses in mathematics beyond Mathematics 105, 106, 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. Mathematics 519, 520 may replace Mathematics 307, 308. A grade of at least C– must be attained in the specified courses.

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

101 (2). **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 (1). **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.

This course does not count toward the major in mathematics, but it can be taken as an elective by any student.

– 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.

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. 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, Mrs. Butcher, Mr. Johnson, Mr. Mattson, and Mr. Stewart.

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, and Mr. Mattson.

201. Analytic Geometry and Calculus III – Technique of integration; polar coordinates; parametric equations; im-

proper 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. Mattson, and Mr. Poliferno.

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. Mattson, and Mr. Poliferno.

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. Whittlesey.

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. Prerequisite: Differential and integral calculus or permission of the instructor. – Mr. Klimczak.

[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. Klimczak.

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. Poliferno.

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

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 testing, 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

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among the following: solution of non-linear equations; solution of linear equation systems; 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.

511. Advanced Numerical Analysis I – Special topics from linear analysis and their application to the numerical solution of systems of ordinary differential equations and of integral equations. Prerequisite: Mathematics 510 or permission of the instructor. – Mr. Bennett.

512. Advanced Numerical Analysis II – The numerical solution of partial differential equations with emphasis on the concept of stability and the rate of convergence of iterative techniques. Prerequisite: Mathematics 511. – Mr. Bennett.

[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 fundamental 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.

[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, 101 (2). Elementary Modern Dance (Kinesthetic Awareness) – Exer-

cises in the relationship of body control, sound, time and space. An in-

troductory course emphasizing physical coordination and development of perception through movement. – Mr. Thompson.

112 (1), 112. Intermediate Modern Dance – Designed for the student with some previous training. Work towards development of technique through study of varied styles. Modern, ballet, ethnic, improvisations and introduction to composition. Prerequisite: Dance 101

or permission of the instructor. – Mr. Thompson.

311, 312. Workshop in Advanced Technique – Problems in translating into visual expression, the making of dances. Students selected from this class will have a chance to appear in works by professional choreographers as well as in student compositions. Prerequisite: permission of the instructor. – Mr. Thompson.

Modern Languages

PROFESSORS HUGHES AND CAMPO, *Co-Chairmen*, ANDRIAN AND WATERMAN; * ASSOCIATE PROFESSORS HANSEN, HOOK, AND KERSON; ASSISTANT PROFESSORS PRETINA AND KATZ; INSTRUCTORS QUIRK AND SAINÉ

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

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.

Majors pursuing either of these two plans are required to take in addition to a senior seminar (401 or 402), courses from among the following three subject groups: literary periods and/or movements; major authors and works; genres (three courses, one for each major genre: prose, poetry, drama).

Upper level courses are conducted in the original language unless otherwise indicated.

Majors and other serious students of modern languages and literatures are urged if possible to spend their junior year abroad or to enroll either in a program of summer study abroad or in a recognized summer language school in the United States. If this is not feasible, a summer experience requiring the use of foreign language (work abroad, Experiment in International Living, tutoring, foreign language camp counseling), or an extensive program of summer reading is highly recommended. A reading list will be provided by the Department on request.

FRENCH

111. Elementary Course – An intensive course designed to introduce the student to the basic written and oral

skills of the language. Five hours of classes plus work in the language laboratory. 1½ course credits. – Miss Katz.

*Sabbatical leave, Trinity Term 1971.

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204. Intensive Intermediate French – An intensive intermediate course planned to develop basic skills of language through readings and discussions of Modern French literature. Prerequisite: French 111 or two years of French at entrance. Three hours plus one hour laboratory. – Mr. Pretina.

211. Intermediate French I – 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. Three hours plus one hour laboratory. – Mrs. Saine.

221. Composition and Conversation Through Literature 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 contemporary texts presenting the French view of the "Ugly American." – Mr. Waterman.

222. Conversation and Composition through Literature II: Stylistics – 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. – Mrs. Saine.

251. French Literature I: Renaissance and Classical Age – 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. – Mr. Waterman.

252. French Literature II: Modern French Literature – Elective for those who have completed French 212, or

equivalent, or three years of French at entrance. This course is designed to introduce the student to modern French literature. – Mrs. Saine.

Note: Upper level courses listed below usually will not be available in two successive years.

311. French Poetry of the Sixteenth and Seventeenth Centuries, From Marot Through Boileau – The emergence of the lyric will be studied as it developed through the poets of La Pléiade and declined under the influence of the Baroque movement of the 17th century, the tendency toward "préciosité," and the emergence of classicism. Poets to be read include: Marot, Scève, Ronsard, Du Bellay, Labé, du Bartas, d'Aubigné, Voiture, Vieu, Malherbe, La Fontaine and Boileau. – Miss Katz.

321. Seventeenth Century French Theatre – Intensive study of the innovations in dramatic technique and theory, as well as the examination of Man in Society during the Age of Classicism. Based primarily on the plays of Corneille, Molière and Racine. Course taught in English; texts in French. – Mr. Pretina.

322. Man and Society in the Seventeenth Century – A study of the double tradition of society and introspective individualism in the Seventeenth Century. Principally an examination of the Court of Louis XIV and the Jansenist upheaval as seen in the works of Mme. de La Fayette, La Fontaine, Mme. de Sévigné, La Bruyère, Saint-Simon, and Pascal. Undergraduate course open to graduate students with permission. – Mr. Pretina.

352. Twentieth Century Literature: Poetry and Poetics Between Two Wars – A study of French poetry and poetics between W.W.I and W.W.II. European movements of the period such as Futurism, Dada, Surrealism, will be considered along with some of the innovations contributed by expatriates

who promoted the new spirit of "modernism." Writers to be read include Apollinaire, Breton, Eluard, Tzara, Desnos, Michaux, Cummings. — Miss Katz.

371. **Tutorial** — Special topics. Permission of instructor and chairman. — Staff.

372. **Tutorial** — Special topics. Permission of instructor and chairman. — Staff.

392. **Existentialism and French Literature** — An examination of the Existentialist School and its repercussions in later French literature: atheism, absurdity, nothingness, commitment, freedom and action. Readings drawn from the works of Malraux, Sartre, Camus, de Beauvoir, Le Duc, Le Clézio, Vian and Beckett. All texts in French; course conducted in English. — Mr. Pretina.

401. **Seminar: La Connaissance de l'Homme: Montaigne, Descartes, Rousseau** — Self-analysis as *point de départ* of three seminal interpretations of Man. Montaigne: the anthropological-relativistic perspective; Descartes: the rationalist-scientific perspective; Rousseau: the utopian perspective. — Mrs. Saine.

402. **Seminar: The Satirical Vision from Rabelais to the Revolution** — Satire, not as genre, but as wide-ranging and versatile literary perspective, attacking Tradition, depicting social types, high and low, deprecating human folly and vice. Authors to be studied: Rabelais, Molière, La Rochefoucauld, Montesquieu, Voltaire, Marivaux, Diderot, Laclos, Beaumarchais. — Mrs. Saine.

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.

511. **Eighteenth Century Prose from Prévost to Sade** — Esthetic and ideologi-

cal development of prose writing (*conte, roman, récit*) as exemplified in three of its principal modes: the autobiographical, the satirical and the anthropological-philosophical. Open to undergraduates with permission of the instructor. — Mrs. Saine.

513. **Twentieth Century French Theatre** — Examination of the major trends in Twentieth Century drama: symbolism, surrealism, essentialism, solipsism, existentialism and the absurd. Plays selected from the works of Jarry, Cocteau, Anouilh, Giraudoux, Montherlant, Sartre, Genêt, Ionesco, Beckett and Adamov. Open to French graduate students or undergraduates with permission of the instructor. — Mr. Pretina.

518. **The Lyric in French Poetry from the Renaissance to Symbolism. Study of a Genre** — An investigation of the lyric developing from the idea of poetry as a picture reflected by a mirror held to nature to that of the manifestation of the interior landscape of the soul; a historical perspective from Scève to Laforgue. Poets to be read include: Scève, Ronsard, Sponde, Chénier, Lamartine, Nerval, Hugo, Baudelaire, Verlaine, Mallarmé, Rimbaud, Laforgue. Graduate course open to undergraduates with permission of the instructor. — Miss Katz.

[275, 276. **The Literature of Négritude**]

[301, 302. **Literature of the Middle Ages**]

[—, 312. **Sixteenth Century Literature**]

[331, 332. **Eighteenth Century Literature**]

[341, 342. **Nineteenth Century Literature**]

[351, —. **Twentieth Century Literature**]

[501, 502. **Studies in Language**]

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[503, 504. Literary Periods]

[507, 508. Literary Movements]

[—, 512. Genre: Prose]

[—, 514. Genre: Drama]

[517, —. Genre: Poetry]

[521, 522. Major Authors]

[525, 526. The Literature of Ideas]

[531, 532. Special Subjects: The Literature of Négritude]

Most of the bracketed courses listed above will vary in content from year to year.

GERMAN

111. Elementary German – Designed to develop facility in reading German and a basic ability to understand, speak, and write German. Five class meetings 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 in 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. Hook.

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. Hook.

221. German Conversation and Composition I – Designed to develop accu-

racy and facility in understanding, speaking, and writing German. Prerequisite: German 204 or the equivalent or permission of the instructor.

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

Note: Upper level courses listed below usually will not be available in two successive years.

305. German Epic Poetry – A study of the *Nibelungenlied* and other major German epics. Prerequisite: German 212 or equivalent. – Mr. Hansen.

306. The German Lyric – A study of major German lyric poetry from Walther von der Vogelweide to modern times. Prerequisite: German 212 or equivalent. – Mr. Hughes.

400, etc. German Independent Study – Reading, reports, and discussion under the supervision of the instructor. Qualified students may choose for the equivalent of a semester-course any one of the following topics: *Period studies* – Middle High German Literature; Humanism, Renaissance, and Reformation 1400–1600; Baroque Literature 1600–1700; Rationalism, Rococo, Sturm und 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 instructor. 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 adviser, of the instructor, and of the Associate Dean for Academic Affairs.

501. Applied Linguistics - An analysis of the phonological, morphological, and syntactic features of Modern German as applied to the teaching situation, with particular emphasis on the contrasting features of the two languages. - Mr. Hook.

506. Civilization and Culture - An introduction to the historical study of literature, art, and learning in Germany, Austria, and German-speaking Switzer-

land from their beginnings to modern times, with attention to geographical, political, and economic influences. Lectures, discussions, and student reports. - Mr. Hansen.

[303. The German Novel]

[304. The German *Novelle*]

[307. The German Drama]

[308. Modern German Literature]

[—, 502. Studies in Language]

[—, 506. Civilization and Culture]

[507, 508. Literary Periods]

[511, 512. Genre: Prose]

[513, 514. Genre: Drama]

[517, 518. Genre: Poetry]

[521, 522. Major Authors]

[525, 526. Major Works]

[531, 532. Special Subjects]

Most of the bracketed courses listed above will vary in content from year to year.

ITALIAN

111. Intensive Introductory Italian - A study of the fundamentals of grammar. Designed to develop a reading facility with a basic facility in conversation. Five hours of classes plus work in the language laboratory. 1½ course credits. - Mr. Campo.

204. Introductory Readings - Readings in prose fiction, poetry, the press, opera libretti, film scripts, history and expository writing. - Mr. Campo.

221. Contemporary Italian Civilization through Cinema - A study of cultural developments in Italy based especially on reading and discussion of film scripts by Antonioni, De Sica, Fellini, Germi

and others. Three hours plus one hour laboratory. - Mr. Campo.

252. Contemporary Italian Literature - Readings in Pirandello, Svevo, Moravia, Vittorini, Calvino, Montale, Quasimodo and others. - Mr. Campo.

364. Italian Backgrounds to English and Continental Literature of the Renaissance - A study of the narrative, drama, pastoral, lyric, romantic epic and other conventions; the interrelations among literary and figurative arts, etc. Works treated are Boccaccio's *Decameron*, Castiglione's *Courtier*, Machiavelli's *Prince* and *Mandragola*, Cellini's *Autobiography* plus works of Petrarch,

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Ariosto, Michelangelo, and French, Spanish and English writers. All texts in English. May be applied toward the major in Comparative Literature. — Mr. Campo.

371. Italian Tutorial — Special topic. The theater of Goldoni in France. May be applied toward the major in Comparative Literature. Permission of the Instructor. — Mr. Campo.

387. Dante, the Classics and Anglo-American Literature — An intensive study of the *Divine Comedy* (in trans-

lation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. May be applied toward the major in Comparative Literature. — Mr. Campo.

[301, 302. Dante, Petrarch and Boccaccio]

[321, 322. Italian Renaissance Literature]

[341, 342. Italian Literature of the Ottocento]

[—, 372. Italian Tutorial]

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. 1½ course credits. — Mr. Quirk.

204. Advanced Elementary Spanish — A continuation of Spanish 111, with greater emphasis on readings and discussion of modern Spanish literature. Three hours of classes plus work in the language laboratory. — Mr. Quirk.

211. Intermediate Course — Elective for those who have had one year of college Spanish, or at least two years of secondary school Spanish. Grammar review, oral and written practice, in addition to wide reading in cultural and literary texts. Work in the language laboratory will supplement the regular class assignments. — Mr. Kerson.

212. Advanced Intermediate Spanish — Elective for those who have completed Spanish 211, or who are credited with two or three years of Spanish at entrance. Intensive readings in literary and cultural texts. — Mr. Andrian.

221. Conversation and Composition — 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. — Mr. Andrian.

222. Hispanic Culture and Civilization — Same prerequisites as for Spanish 221. Emphasis will continue to be given to the spoken and written language through a study of important trends in Hispanic life. — Mr. Andrian.

251. Survey of Spanish Literature I — Elective for those who have completed Spanish 212, or equivalent, or three to four years of Spanish at entrance. This course introduces the student to the techniques of literary appreciation through a study of works of several genres of the Middle Ages, Renaissance and Golden Age. — Mr. Quirk.

252. Survey of Spanish Literature II — Same prerequisite as for Spanish 251. A study of Spanish Literature of the eighteenth, nineteenth and twentieth centuries. — Mr. Quirk.

Note: Upper level courses listed below usually will not be available in two successive years.

331. The Realist Novel of the Nineteenth Century – Elective for those who have completed Spanish 252, or with permission of the instructor. Works by Alarcón, Valera, Pardo Bazán, Caldós and Clarín will be studied. – Mr. Quirk.

332. Drama and Poetry of the 19th Century – Mr. Andrian.

401. Seminar on the Generation of '98: Selected Topics – Mr. Kerson.

402. A Seminar on the Classical Influences on Spanish Golden Age Poetry – (A knowledge of Latin is highly desirable, although not required.) No one admitted without permission of the instructor. – Mr. Kerson.

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.

512. The Realist Novel of the Nineteenth Century – Graduate course open to undergraduates with permission of the department. Works by Alarcón, Valera, Pardo Bazán, Pereda, Galdós and Clarín will be studied. – Mr. Quirk.

521A. Cervantes – A study primarily of the significance and influence of *Don Quixote*. Consideration will also be given to the *Novelas ejemplares*, the *Entremeses*, and the *Comedias*. – Mr. Andrian.

521B. Baroja and Unamuno – A seminar on the prose fiction of Pío Baroja and Miguel de Unamuno. – Mr. Kerson.

526. Spanish American Poetry and Essay: 19th and 20th Centuries – A survey of the major poets and writers of this period. Includes Ruben Dario and the *modernista* movement, and such modern poets as Pablo Neruda, Nicolás Guillén, Jorge Luis Borges and Octavio Paz. The essayists include Sarmiento, Rodó, Alfonso Reyes, Samuel Remos and others. – Mr. Kerson.

[321, 322. Sixteenth Century Literature]

[325, 326. Cervantes]

[341, 342. The Generation of '98]

[343, 344. Twentieth Century Literature]

[351, 352. Spanish-American Literature]

[371, 372. Tutorial]

[501, 502. Studies in Language]

[503, 504. Literary Periods]

[507, 508. Literary Movements]

[511, —. Genre: Prose]

[513, 514. Genre: Drama]

[517, 518. Genre: Poetry]

[—, 522. Major Authors]

[525, —. Spanish-American Literature]

[531, 532. Special Subjects: Methods of Literary Criticism and Research]

Most of the bracketed courses listed above will vary in content from year to year.

LINGUISTICS

101(2). 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.

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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. 1½ course credits. – Mr. Hansen.

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. Hansen.

211. 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. Hansen.

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. Hansen.

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.

Music

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

HARTT COLLEGE OF MUSIC FACULTY OFFERING COURSES AT TRINITY:

PROFESSOR FRANCHETTI; INSTRUCTOR WASON

(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 220-1; HLM 230-1; three courses in electives; Seminar; and three hours of Applied Music.

Theory Concentration: TH 818-9; TH 828-9; TH 136-7; HLM 220-1; HLM 230-1; three hours of elective; Seminar; and three hours of Applied Music.

Composition Concentration: TH 818-9; TH 828-9; TH 136; COM 010-1; COM 020; HLM 220-1; HLM 230-1; Seminar; and two hours of Applied Music.

Applied Concentration: TH 818-9; TH 828-9; HLM 220-1; HLM 230-1;

twelve hours of Applied Music; Seminar; and Recital.

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.

Requirements for Honors in Music – Distinction in the average of grades for all required music courses and the satisfactory completion of one of the following products, depending on the area of concentration: music history essay, essay on topic in music theory, an original composition, or recital with distinction.

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: Medieval, Renaissance, and Baroque music. Second term: Classical, 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 114. Opera – The study of selected operatic masterpieces from the romantic and early modern periods. The Italian school with emphasis on Verdi; Weber and Wagner; examples of French and Russian opera; opera after Wagner. Permission.

HLM 160. Seminar: Mozart – For graduate students majoring in music history, but open to others with consent of instructor. Permission.

HLM 162-3. History of Music Theory – The study of the theoretical and aesthetic thought of the major theorists from the Greeks to the Modern. Extensive readings from original sources. Permission.

Music 216. Keyboard Music – Solo literature written for the clavichord, harpsichord, organ, and piano – including major works by Byrd, Scarlatti, Couperin, Bach, Mozart, Haydn, Beethoven, Schubert, Chopin, Schumann, Liszt, Brahms. Prerequisite: An introductory course in music or permission of the instructor. Limit 25.

HLM 220, 221. 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. Required for majors. Open to other students with special permission only.

HLM 230, 231. Music in Western Culture (II) – First term: Music in the Classic Period. Second term: Romantic music into Modern times. Prerequisite: HLM 220, 221. Required for majors. Open to other students with special permission only.

HLM 240, 241. The History of Afro-American Music (Jazz) – A description of the origins of Afro-American music from early African pre-dynastic times to the present day with stress upon the

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development in America from 1619. Course will include lectures, listening, readings and performance demonstrations. Permission.

Music 312. Modern Music – A study of contemporary idioms and the music of modern composers from the French school of the late 19th century to the present. Prerequisite: An introductory music course or permission of the instructor. Limit: 25.

HLM 352. Baroque Seminar – An advanced course concentrating on selected topics of the Baroque period. Permission.

HLM 353. Seminar in Performance Practices – A detailed study of specific performance problems in early music such as ornamentation, tempo, dynamics, the execution of a thorough-bass, improvisation, and editorial problems of Medieval, Renaissance and Baroque music. 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.

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 creative process, coordinating with drill on tonal organization from Gregorian chant to contemporary practices. Either or both terms may be elected by the general 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. Permission.

Music 415A. Senior Seminar in Music History – Required for all Trinity music majors but open to other qualified students with permission. A review of the major periods of music history in relation to the outstanding composers, forms, treatises, sources, bibliography, etc.

Music 415B. Classical and Romantic Styles in Music – The rise of the Classical style in late 18th century culture with emphasis on the Viennese school of Haydn and Mozart. The impact of the French Revolution and the special position of Beethoven.

Concepts of Romanticism and the influence of Beethoven on Romantic music. Permission.

HLM 440-1. Guitar Literature – A survey of guitar literature from the 16th to the 20th century. Included is a thorough study of guitar figured bass realization. First term: 16th and 17th centuries. Second term: 18th to the 20th century. Permission.

(For additional courses in music history and literature, liturgical music repertory, etc., consult the Hartt College Bulletin.)

TH 818-819. Theory-Analysis Ia-IIa – Writing and analysis of Gregorian chant; two and three-part counterpoint in 15th and 16th 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. Prerequisite: TH 103-104 or equivalent.

TH 828-829. Theory-Analysis IIIa-IVa – Four-part writing in 18th 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 010-011. First Course Composition – A course designed to stimulate and direct the creative instincts of the student. Writing and adaptation of melody to simple musical forms. One hour weekly.

COM 020-021. 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 010-011 or permission of instructor.

COM 030-031. 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 College. Eligibility for credit is determined by audition. Required preparation and a half-hour lesson each week carries two hours credit per term. Required preparation and a one-hour lesson each week carries four hours credit per term.

Majors with concentration in music history, theory, or composition may earn credit for applied music through private lessons or approved performance groups.

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 (solo or group performance), consult the Music faculty.

Individual instruction is offered in voice, keyboard, strings, woodwind, brass and percussion instruments. (For complete listing, see the Hartt College of Music Bulletin.)

For information concerning private lesson fees, see Page 118.

Non-Western Studies Program

The Director of the Non-Western Studies Program is Professor H. McKim Steele, Jr. Members of the Non-Western Studies Committee are: Mr. Battis, Mr. Benton, Mr. Cobbledick, Mr. Ferguson, Mr. Garston, Mr. Gastmann, Mr. Hendel, Mr. Morris, Mr. Oxnam, Mr. Steele, Mr. Waterman, and Mr. Williams.

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 1970–71 are:

Christmas Term

Non-Western Seminar I

Approaches to Non-Western Studies

Trinity Term

Non-Western Seminar II

Problems of 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 1970–71:

Economics 315, International Economics; **Economics 324**, Comparative Economic Systems; **Economics 524 (1)**, Comparative Economic Systems.

English 209A, Oriental Literature; **English 230**, English Literature of Black Africa.

History 307, Russia to 1881; **History 308**, The Rise of Modern Russia; **History 328**, History of Africa, 1914 to the Present; **History 329**, The Middle East in Modern History; **History 330**, Modern Japan; **History 341**, China to 1750; **History 342**, China from 1750 to the Present; **History 391A**, Seminar in Russian History; **History 392B**, Seminar in Imperialism; **History 392D**, Seminar in China; **History 401B**, The Slave Trade; **History 402B**, Soviet Cultural History; **History 580**, Ch'ing China; **History 581**, China in Revolution; **History 585, 586**, Ideas and Institutions of India.

Political Science 201, International Politics; **Political Science 305**, Interna-

tional Organization; **Political Science 308**, Soviet Union in Theory and Practice; **Political Science 403**, International Relations; **Political Science 508**, Soviet Political Institutions; **Political Science 517**, Government and Politics in Latin America; **Political Science 523**, International Organization.

Psychology 311, Physical Anthropology.

Sociology 315, Race Relations in Comparative Perspective.

Non-Western Studies Seminar – In addition to the above courses, the student may offer as part of his program course work from those institutions with which Trinity has cooperative arrangements.

Philosophy

ASSOCIATE PROFESSOR R. T. LEE, *Chairman*, PROFESSOR MEANS;

ASSOCIATE PROFESSORS DELONG AND HYLAND; ASSISTANT

PROFESSOR BROWN; INSTRUCTOR SCHLOSBERG

PHILOSOPHY MAJOR – Ten courses in Philosophy, with a grade of at least C– in each, including Philosophy 205 (or 302), 307, 308, and 410.

Honors will be awarded to those students who complete with distinction Philosophy 405–406, or 410, 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 vary 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.

CHRISTMAS TERM

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.

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.

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. DeLong.

209. Introduction to Philosophical Thought – An introduction to philosophy in terms of the relation between knowledge, value, and action in the philosophies of Plato, Aristotle, Descartes, Marx, and Kierkegaard. Permission of instructor. – Mr. Schlosberg.

211. 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.

213. Philosophy and Drama – An exploration of parallels between philosophy and dramatic art as techniques for the revelation of truth. We will explore the relationship between Socratic irony

and Aristophanic satire, and then turn to an analysis of connections between modern absurdist and exhibitionist theater, and the insights of contemporary existentialism and philosophy of language. An introductory course for those interested in philosophy and/or drama. – Mr. Schlosberg.

301–501. Pragmatism – A study of some of the major works of Peirce, James, Royce, Santayana, Dewey, and Whitehead. The course will emphasize the systematic relatedness of these philosophers' positions, and will show how pragmatism and the American tradition stand in regard to the major traditions of Western Philosophy. – Mr. Lee.

307–507. 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. Hyland.

325. Philosophy of Language – A systematic study of problems arising from reflection on language and speech acts: meaning and reference, truth, linguistic conventions and the theory of use, illocutionary acts and the comparison of ordinary and artistic uses of language. – Mr. Lee.

327. Philosophy of Science – Through a careful study of selected episodes in the history of science, this course will seek to formulate some of the basic structural and methodological features of science, such as the nature of explanation, laws, theories, confirmation, and models. The case histories will be chosen from among such topics as the alternative theories of light and matter, the concepts of space and time, the development of molecular biology. Emphasis will be placed upon periods of

transition in scientific thought. The course will conclude with a brief study of the sociology of science and the relevance of its findings to scientific research and philosophic inquiry. — Mr. Brown.

347-547. Kant — Primarily a careful reading of the *Critique of Pure Reason* from both critical and historical points of view. Kant's other writings will also be consulted to assess the relevance of his thought to more recent philosophy. — Mr. Hyland and Mr. Brown.

365. Existential Phenomenology — An analysis of the phenomenologies of Merleau-Ponty, Sartre, and other existential phenomenologists. Their treatments of central philosophical problems will be analyzed against the background

of pre-phenomenological thought and the transcendental phenomenology of Husserl. — Mr. Schlosberg.

401. Senior Seminar: Justice — An inquiry into the philosophic problems of justice. Readings will include both classical and contemporary sources. — Mr. DeLong.

405-406. Senior Thesis — Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper to be read by two members of the Department. No class meetings, but periodic conferences with the supervisor. Elective only for philosophy majors with a college average of B and an average of B in philosophy who present in writing a project meeting with the approval of the Department. — The Staff.

TRINITY TERM

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.

204. Introduction to Philosophy: Selfhood and Society — The modern dilemma of the need for authentic personal existence in a de-personalized social order forms the background for this study of various philosophical formulations of the relation between self and society. Some of the philosophers who will be studied: Plato, Aristotle, Kant, Kierkegaard, Marx, Sartre, and Camus. — Mr. Schlosberg.

206. Introduction to some Philosophic Problems — An introductory treatment of some fundamental problems in philosophy, such as the problem of free will and human agency, the conception of God, and the nature of the external world. — Mr. Lee.

210. Philosophy of Art — An introduction to some of the traditional problems of aesthetics relating to the nature of art, truth and belief in art, the nature and justification of criticism, and the theory of symbolic systems. — Mr. Brown.

212. Philosophy of Religion — A discussion of some of the philosophical problems that arise out of reflection on religion: the nature of religion and its relation to science, art, and morality; the nature of religious and theological language; the concept of God; the problem of evil; the justification of religious belief. — Mr. DeLong.

308-508. History of Philosophy (II) — History of later medieval and modern philosophy through the 18th century, concentrating on Descartes, Spinoza, Leibnitz, Hobbes, Locke, Berkeley, Hume, and Kant. Prerequisites: Philosophy 307 or permission of the instructor. — Mr. Schlosberg.

324. Philosophy of the State — An in-

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vestigation 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.

326. Advanced Logic — An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. — Mr. DeLong.

328. Philosophy of Mathematics — After considering the nature of the axiomatic method, set theory, and some fundamental results of mathematical logic, the course concentrates on a study of logicism, intuitionism, and formalism. — Mr. DeLong.

348–548. Whitehead — A study of the major writings of A. N. Whitehead. — Mr. Lee.

350. Plato — Taught as part of an open

semester program. Permission of instructor. — Mr. Hyland.

352. Nietzsche, Kierkegaard, and Heidegger — Taught as part of an open semester program. Permission of instructor. — Mr. Hyland.

362. Classical Empiricism — A critical study of the epistemological theories of Locke, Berkeley and Hume and of the conceptions of man that lie behind them. Some attention will be paid to the significance of the empiricists for modern philosophy. — Mr. Schlosberg.

364. 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.

402. Tutorial in Philosophy — Taught as part of an open semester program. Permission of instructor. — Mr. Hyland.

410. Junior-Senior Seminar — Required of all majors, and open only to them. The topic will be determined in the Spring of 1970 in consultation with the department. — Mr. Brown and Mr. Lee.

Physical Education

PROFESSORS KURTH, *Chairman*, AND DATH; ASSOCIATE PROFESSORS
MC PHEE, SHULTS, AND MILLER; ASSISTANT PROFESSORS
SLAUGHTER, BURAN, AND DANIELS; INSTRUCTOR SFERRO

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 a 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 area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Specific courses include:

I Aquatics

Beginning Swimming
Survival Swimming
Senior Life Saving
Water Safety Inst.

II Racquets

Beg. Squash
Adv. Squash
Beg. Tennis
Adv. Tennis
Badminton

III Physical Development & Body Mechanics

Physical Development
(men)
Body Mechanics
(women)
Gymnastics

IV Individual and Combatives

Golf
Bowling
Archery
Wrestling (men)
Fencing
Beg. Karate
Adv. Karate
Beg. Judo
Adv. Judo

V Classroom

Medical Self-help
Coaching Seminar
Recreational Leadership

VI Special

Scuba
Skiing
Sailing
Recreational Rowing

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.

Permission to change courses is given a student during the first ten days of the physical education quarter. A student may drop a course during this period without its being entered on his permanent record card. After that time and until the end of the second ten days of the quarter, a student may drop a course with either a "Drop/Pass" or a "Drop/Fail." *During the remainder of the quarter no student is permitted to drop a course.*

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

ASSOCIATE PROFESSOR MILLER, *Acting Chairman*;

PROFESSORS CONSTANT AND LINDSAY; ASSOCIATE PROFESSOR

HOWARD; ASSISTANT PROFESSORS SCHMUGGE, WITT

AND PERRY; LECTURER LAMB; 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 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.

PHYSICS

101. Principles of Physics I—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. Principles of Physics II—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 Staff.

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 en-

vironment 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.

111. Frontiers of Physics—A course for non-science majors which will deal with some of the important as well as interesting developments in contemporary physics. Exemplary topics to be

considered are gravitational waves and the search for the graviton; quarks and the elementary particles; the status of time reversal in current physical theories; pulsars, quasars, and cosmogony; controlled fusion research. The development will be carried out with a minimum of mathematical analyses and at a pre-calculus level. Prerequisite: Permission of the instructor. – 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. Advanced Principles of Physics I – This course covers the major topics of elementary physics at a somewhat more intensive level than Physics 101, 102. It is primarily designed for students who have had a good high school physics course and who have a reasonable proficiency in algebra and geometry. The accompanying laboratory will be project oriented. Consideration will be given to the interests of biological science and pre-med majors in the selection of topics. Three classroom periods and one laboratory. Prerequisite: Permission of the instructor. – Mr. Witt.

202. Advanced Principles of Physics II – Continuation of Physics 201. Three classroom periods and one laboratory. Prerequisite: Permission of instructor. – Mr. Witt.

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. Schmugge.

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. Miller.

[301. 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.

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. Schmugge.

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 solution, 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. Schmugge.

304(1). Statistical Physics – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Applica-

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tion to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 303. – Mr. Perry.

[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 spinorbit interaction, origins of fine and hyperfine structure, and atomic transition probabilities. Prerequisite: Physics 303.

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. Mathematical Physics – Special topics in mathematical physics. Prerequisite: Physics 222. – Mr. Miller.

[402. Theoretical Seminar] – Special topics in mathematical physics. Prerequisites: Physics 301, 302. – Mr. Miller.

403 (2). 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 222. – 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 the 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 – 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. Lindsay.

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 Thursday evening, September 10, 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.

[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.

511. **Modern Physics I** – An introduction to quantum mechanics including applications. Topics include: a brief review of the necessity for quantum mechanics and its early development; the basic postulates of quantum mechanics; the Schrodinger and the matrix formulations of quantum mechanics; the harmonic oscillator in the Schrodinger and matrix mechanics formulations; central forces and angular momentum; the hydrogen atom; the hydrogen molecule. Prerequisite: Physics 501. – Mr. Witt.

512. **Modern Physics II** – A continuation of Physics 511 with particular attention paid to application of quantum mechanics to topics of current interest. Included will be treatments of: scattering theory; time independent perturbation theory; time dependent perturbation theory with emphasis on radiation theory; many body systems, (relativistic effects in quantum mechanics). Prerequisite: Physics 511. – Mr. Witt.

[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.

[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.

RPI H16:31 (2). **Modern Physics I** – Wave mechanics; Schrodinger equation and its solutions 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. Prerequisite: Classical Mechanics I. RPI Hartford Center – Mr. Schwarz.

RPI H16:33 (1). **Modern Physics III** – Relativistic quantum theory; solution of Dirac equation with matrix presentation of operators; positron, anti-particles; limitations of Dirac's particle theory; field theory of matter; conservation of charge in complex quantum field; Feynman diagram; Scalar Meson field; Jordan Wigner matrices; nuclear forces. Prerequisites: Modern Physics I and II. RPI Hartford Center – Mr. Schwarz.

RPI H16:45 (1). **Nuclear Physics** – Measurement of nuclear charge, mass, and radius; generalized radioactive decay; interaction of charged particles and gamma rays with matter. Prerequisites: Modern Physics I and Classical Mechanics I.

RPI G33:60 (1). **Magneto Plasma Dynamics** – The effect of magnetic fields on stability and transport properties of both weakly and strongly ionized plasma (such as glow and arc discharges). Application to current research problems, to thrusters for space flight, controlled thermonuclear fusion devices and M H D

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power generation, will be considered. Prerequisite: Classical Mechanics I and II.

RPI G33:80 (2). Quantum Electronics and Coherent Optics – Principles and techniques for generating coherent radiation from crystal, gas, and semiconductor lasers. Topics will include optical cavity design, Q-switching, non-linear optics and radiation detection. Prerequisite: Classical Mechanics I, Modern Physics I.

[503. Electricity and Magnetism I]

[504. Electricity and Magnetism II]

[505. Mathematical Physics]

[507. Electromagnetic Theory of Light]

[508. Statistical Mechanics]

[513. Quantum Mechanics]

[514. Quantum Mechanics]

[517. Plasma Physics]

[518. Group Theory and Applications]

[519. Solid State Physics I.]

[520. Solid State Physics II.]

[521. Sound and Acoustics]

[601, 602. Research]

Political Science

PROFESSORS HENDEL, *Chairman*, AND NEAVERSON; ASSOCIATE PROFESSORS GASTMANN AND MCKEE; ASSISTANT PROFESSOR COBBLEDICK; INSTRUCTOR JACOBSON; LECTURER NAYAK

POLITICAL SCIENCE MAJOR – Ten courses in the Department and one of the following: Economics 101, Sociology 101 or a Statistics course approved by the Department.

Majors must take Political Science 101, plus two of the following courses: 304, 319, or 320; plus one senior seminar.

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 coloni-

alism; 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: Political Science 101 for freshmen and sophomores. – Mr. Gastmann.

202 (1), 202. American National Government – An examination of the basic institutions and processes of national government. Included in the analysis are constitutional foundations, federal-

ism, 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: Political Science 101 for freshmen and sophomores. – Mr. Neaverson and Mr. Cobblelick.

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. – Staff.

[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 (2). 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: Political Science 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. – Staff.

305. International Organization – A study of the historical bases for inter-

national 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: Political Science 201 or permission of the instructor. – Mr. Cobblelick.

308 (1). 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: Political Science 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: Political Science 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 political science 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

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be examined with the aim of studying group behavior in administrative agencies. Prerequisite: Political Science 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: Political Science 201 or permission of the instructor. – Mr. Gastmann.

315 (2). 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: Political Science 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: Political Science 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: Political Science 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: Political Science 101 or permission of the instructor. – Mr. Neaverson.

[401. Seminar: International Relations] – Mr. Gastmann.

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

402. Seminar: American Government – Staff.

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

[404. Seminar: Comparative Politics]

[405. 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.

502 (1). American National Government – Mr. McKee.

[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.

508. Soviet Political Institutions – 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. Hendel.

[511. Public Administration] – The development 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.

513 (2). American Political Parties – Staff.

514. American Constitutional Law – Mr. McKee.

[517. Government and Politics of Latin America] – Political development, mod-

ernization, and social change in Latin America. Particular attention is given to the organization and functioning of government. – Mr. Gastmann.

522. International Law – Mr. Gastmann.

523. International Organizations – Mr. Cobbledick.

532. Comparative Politics – Mr. Neaverson.

[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.

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]

[515. American Foreign Policy]

[521. International Politics]

[533 (2). Political Ideology]

Psychology

PROFESSORS DOTEN, *Chairman*, AND LANGHORNE;

ASSOCIATE PROFESSORS CALLANAN AND HIGGINS;

ASSISTANT PROFESSORS WINER, HABERLANDT, ROBINSON, AND LEE

PSYCHOLOGY MAJOR B.A. OR B.S. – Eight semester courses in Psychology.

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Students who expect to go to graduate school in Psychology are strongly urged to take Psychology 101, 152, 161, 211, 491.

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. Senior Thesis – 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. This is a full year course for which two course credits are given. – The Staff.

All students are required to do an in depth study project in an area of interest. This requirement may be satisfied by an Open Semester, independent study, Psychology 491 or within a specific course if such project exceeds the scope of the course.

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>	Mrs. Robinson
<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 Clinical Psychology</i>	Mr. Lee

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 of 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 1970-71 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 performance in various work environments. – Mr. Doten.

221. Introduction to Personality – A survey of contemporary personality theories; psychoanalytic, organismic, existential, and others. – Mrs. Robinson.

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.

272. Attitude Formation and Interpersonal Communication – A study of the formation and change of attitudes, and the role of interpersonal communication in this process, with emphasis on theories of attitude formation and experimental studies of significant aspects of this communication. Permission of instructor. – Mr. Lee.

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. – Mrs. Robinson.

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, Sherring-

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ton, 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. — Mrs. Robinson.

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.

471. Advanced Psychopathology and Clinical Psychology — An investigation of methods of treatment of psychological problems by clinical psychologists, emphasizing current research into the dynamics of mild and severe problems, the nature of the therapeutic process, and the relationship between problem and treatment. Permission of instructor. — Mr. Lee.

Religion

PROFESSORS CHERBONNIER,* *Chairman*, AND MAUCH;
ASSISTANT PROFESSORS TULL, KIRKPATRICK, FOX,
AND EDWARDS; INSTRUCTOR GETTIER, *Acting Chairman*;
LECTURER KESSLER; TEACHING FELLOW YOUNG

RELIGION MAJOR — A student applies (a) by calling on each member of the Department, and (b) by submitting a written statement of what he or she expects to accomplish from the study of religion.

Requirements — A grade of C- or better in 10 courses in the Department, including at least two courses in religious scriptures, and at least one in each of the following areas: (a) evolution of religious thought and institutions; (b) philosophical or scientific interpretation; (c) ethics and society. Majors are also expected to participate in a Senior Seminar (Religion 451 or 452) and the Department's program for a General Examination.

Alternatively, a student who believes that his goals are better pursued in ways other than those recommended, may submit his own carefully planned course of study to the Department for approval. If and when accepted, this course of study would supplant the above requirements (excepting the last two).

Honors are awarded to those who attain distinction in the General Examination Program and in their courses.

* Sabbatical leave, 1970-71.

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.

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 1970–71.

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. Not offered in 1970–71.

[204. Readings in Hebrew Literature II] – Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. – Mr. Gettier. Not offered in 1970–71.

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 Mendelsohn, 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. Not offered in 1970–71.

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: Augustine, Aquinas, Luther, Calvin, the radical reformers, and Hume. – Mr. Kirkpatrick.

224. Major Religious Thinkers in the West II – Trinity Term: Kant, Nietzsche, Kierkegaard, Marx, Tillich, Bonhoeffer, and representatives of some contemporary theological movements. – Mr. Kirkpatrick.

231. Ethics: The Dilemmas of Decision-Making I – Major religious responses to man's quest for the good life, and their relation to moral philosophy. Christmas Term: prior to 1750. – Mr. Edwards.

232. Ethics: The Dilemmas of Decision-Making II – Trinity Term: the modern period. – Mr. Edwards.

[234. Ecumenical Social Thought] – A comparison of various models for involving religious institutions in social change. Evaluation of specific church and syna-

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gogue 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. Not offered in 1970–71.

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. Not offered in 1970–71.

261. Religion in American Society – The historical role of religion in shaping American life and thought, with special attention to the development of religious ideas and their influence on social reform. – Mr. Kirkpatrick.

[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. – Not offered in 1970–71.

277. Religious Existentialism – The relevance of existentialist motifs to the quest for meaning in the 20th century. – Mr. Fox.

281. Black Religion and Conflict in American Society – The reactions of various black religious groups to the limits placed upon black people which deny them full participation in American life; their attempts to break down racial barriers in society. – Mr. Edwards.

284. The Black Church in America – The development of the black church:

its worship, its theology, and its major leaders from Richard Allen to Martin Luther King, Jr. – Mr. Edwards.

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. Not offered in 1970–71.

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. – Not offered in 1970–71.

[319. Types of Biblical Literature] – An intensive examination of a specific type of biblical literature (narrative, prophetic, apocalyptic, wisdom, etc.) within the framework of ancient Near Eastern thought and institutions. Prerequisite: Permission of the instructor. – Mr. Gettier. Not offered in 1970–71.

[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. Not offered in 1970–71.

342 (1). Ecstasy – The phenomena of ecstasy investigated through its literature and through its interpretation by theology, philosophy, and psychology. – Mr. Tull.

352. Philosophy of Religion – A critical comparison of alternative religious philosophies: their respective conclusions concerning such problems as religious knowledge, the nature of man and God, and the significance of human history. Prerequisite: Permission of the instructor. – Mr. Kirkpatrick.

[361. Junior Colloquium] – Not offered in 1970–71.

371. 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.

374. Psychology and Religion – Psychological evaluation of the belief in God; the contributions of psychology to

a religious understanding of human nature. Prerequisite: Permission of the instructor. – Mr. Fox.

391, 392. Tutorial – Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. – The Department.

451. Seminar – Some contemporary philosophers and theologians. Prerequisite: Permission of the instructor. – Mr. Kirkpatrick.

452. Seminar – Intensive study of special topics in the field of religion. In 1970–71: The masculine archetype in religion. Prerequisite: Permission of the instructor. – Mr. Fox.

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 Chairman. – The Department.

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Trinity students are also referred to the Catalogue of the Hartford Seminary Foundation, where they may take courses at no extra charge.

Sociology

PROFESSORS MILLER, *Chairman*, MORRIS, AND VISITING PROFESSOR
WRONG; ASSISTANT PROFESSOR FENN

SOCIOLOGY MAJOR – Eight courses in Sociology, including Soc. 410 (Senior Seminar). Outside the Department the student must also take at least one course in each of the following Departments: Economics, Political Science, History, Mathematics, and Psychology.

101. 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. – Staff.

102. Introduction to Sociology – A continuation of Sociology 101, intended primarily for sociology majors. Students will be expected to become familiar with the methods of sociology. – Mr. Miller.

150. Revolution – An examination of revolutionary political movements (in-

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cluding 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.

251. Society and the Individual — Examination of the relationship between social systems and “individual” responses to situations. Culture and personality. Studies of small groups. Collective behavior. Attitude formation and change. — Mr. Fenn.

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.

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. Fenn.

331 (2). Physical Anthropology — A study of man's biological place in nature,

including an analysis of race. Origin, development, and distribution of man from prehistoric times to the present. Open to sophomores, juniors, and seniors. — Mr. Morris.

332. 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.

342. Sociology of Religion — The social sources of ritual and belief. Magic, witchcraft and sorcery. Folk and official religions. Religion from the standpoint of formal organization. Church and sect, with particular emphasis on schism. — Mr. Miller.

351. Sociology of Politics — Social power and its various forms and their interrelations are examined in depth with special attention to the combination of legitimacy and coercion underlying political power. Interaction between the state and society and the formation of power-seeking groups are discussed as the distinctive concerns of political sociology. The dialectical interplay of Left and Right, or of groups striving for change and groups aiming at stability, within the framework of democratic politics is discussed with special reference to recent American politics, the party systems of other democratic nations, totalitarian regimes, and modernizing societies. — Mr. Wrong.

410. Senior Seminar — Sociological Theories. Intensive study of one or two selected problems. — Mr. Fenn.

Theatre Arts

PROFESSOR NICHOLS*, *Director of the Program in Theatre Arts*;

INSTRUCTOR ELIET; ASSISTANT IN THEATRE ARTS WOOLLEY

* Sabbatical leave, Trinity Term, 1970–71.

Urban-Environmental Studies Program/103

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 345 or 346—Shakespeare); Fine Arts and Music courses (one course required from Fine Arts 101, 102, 111, 112, 211, 212, 215, Music HLM 111, 112, 452, 453, or Dance).

Production requirement: each major is required to participate in a minimum of eight productions of which two must be in backstage work. Two one-act plays count as one production.

101. Introduction to Theatre—A survey of drama and the art and craft of theatre. — Mr. Nichols.

211. Acting—The study and practice of the basic techniques of analyzing and developing a role. Permission of the instructor. — Mr. Eliet.

212. Advanced Acting — Intensive study and practice of character analysis, style and development of the role in performance. Permission of the instructor. — Mr. Eliet.

221. Production Techniques — The study and practice of the techniques of designing, mounting and running a production. Permission of the instructor. — Mr. Woolley.

[222. 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. — Mr. Woolley.

301. 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. — Mr. Eliet.

[311. Directing]—Play analysis and practice in the fundamental elements of directing plays. Prerequisites: T.A. 101,

211 and 221. Permission of the instructor.

[312. Advanced Directing]—Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance. Prerequisite: T.A. 311. Permission of the instructor.

321, 322. Seminar in Theatre and Drama—Seminars devoted to the investigation of special phases of the history, theory and aesthetics of theatre and dramatic literature. Permission of the instructor. Staff.

English 333. Studies in Drama: Tragedy—A study of theories of tragedy and of major examples of tragic drama from the Greek through contemporary times. Permission of the instructor. — Mr. Nichols.

402. Playwriting Workshop — Advanced work in the analysis and writing of plays. Permission of the instructor. — Mr. Eliet.

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 to qualified upperclassmen with the approval of the Theatre Arts faculty. Permission of the instructor. — Staff.

Urban-Environmental Studies Program

The Program in Urban-Environmental Studies is broadly multi-disciplinary, emphasizing a productive combination of the experiential and analytic approaches to all aspects of urban life: environmental, institutional (political, social, economic),

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and cultural. Special attention is given to aspects of the urban crisis in contemporary society, focusing on examples offered within the Hartford urban complex. The Program is supervised by the Committee on Urban-Environmental Studies.

The purpose of the Program is to provide participants with an understanding of urban life and of the contemporary urban situation, not to train specialists in urban-environmental issues (e.g., city planners or meteorologists) or in related disciplines (e.g., sociology, psychology, physics). Wherever appropriate, courses will be taught by representatives of more than one discipline.

A student wishing to major in Urban-Environmental Studies should submit to the Committee a description of his proposed course of study. Each individual program of study should provide both a broad understanding of the city and a more intensive study within a particular area or discipline. It should include courses utilizing each of the approaches to urban life mentioned above, with a concentration in one of them. Imaginative and innovative programs are encouraged. (This major will not be available in 1970-1971.)

Requirements of the Major

Students are normally expected to take as their first course in the Program Urban Studies 101, 102.

Recognizing the variety of backgrounds of students in this Program, majors in the Program are urged to take an Open Semester in which they live and work in a city, in order to gain experiences and skills which cannot be communicated within the classroom. Independent study and other supervised projects may be arranged with faculty permission.

Each year, special seminars will be developed within the Program which majors are encouraged to take.

In the final semester of the Senior year, each major is expected to take Urban Studies 402.

At the end of each academic year, a major must submit a written evaluation of his work for that year, as well as a statement of any proposed changes in his program for the next year. This may also include a critique of specific courses taken and of the major.

During the February Open Period each year, the entire program will be evaluated by the Committee on Urban-Environmental Studies and by other interested people.

Courses Appropriate to Urban-Environmental Studies

For the academic year 1970-1971, the following courses offered at Trinity are especially appropriate for students who wish to major in the program. Courses at the University of Hartford and St. Joseph College may be applied to the major when taken under the Greater Hartford Intercollegiate Registration Program, and at Wesleyan University by special arrangement.

Urban Studies 101, 102: Introduction to Urban Studies - An introduction to all aspects of urban life - environmental, institutional (political, social, economic), and cultural - approaching the city as a total system. Attention will be given to methods of collecting

and evaluating data in both natural and social sciences and to the value questions implied by such methods.

[Urban Studies 402: Senior Seminar] - An interdisciplinary seminar involving faculty and students in an intensive

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study of selected topics, seeking to bring together the insights gained by majors in their areas of concentration. Open to Senior majors and other qualified students. (Not offered in 1970-1971.)

Biology 104: The Oceans

Biology 306: Ecology

College Course 105: Engineering and Society

College Course 115: Pollution

Economics 304: Labor Relations

Economics 306: Public Finance

Economics 308: Government and Industry

Education 475: Principles and Methods of Secondary Education

Education 476: Evaluation and Guidance in the Secondary School

Education 480: Issues in Educational Practice and Policy

Education 507: School and Society

Education 521: Secondary School Teaching

Education 522: Secondary School Administration

Education 524: Secondary School Curriculum

Engineering 402: Technology and Society Seminar

Physics 104: Environmental Physics

Political Science 301: American Political Parties

Political Science 303: Supreme Court in American Politics

Political Science 402: Seminar: American Government

Psychology 201: Developmental Psychology

Psychology 202: Psychology of Adolescence

Psychology 213: Human Factors Psychology

Religion 236: Religion and Social Change

Religion 261: Religion in American Society

Religion 281: Black Religion and Conflict in America

Sociology 101, 102: Introduction to Sociology

Sociology 311: Privilege and Power in Modern Society

Sociology 315: Race Relations in Comparative Perspective

Sociology 322: The City

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 1*. The entire application procedure must be completed by *February 15*.

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. In order to receive consideration under the Early Decision Program, the applicant must have on file in the Admissions Office by November 1 the following items:

1. Early Decision card (available from the Office of Admissions at the candidate's request);
2. The Personal Application;
3. The Secondary School Report form covering the academic record and school recommendation through the junior year;
4. The two Teacher's Recommendation forms;
5. 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 will be required to have submitted the seventh and eighth semester transcripts covering their academic work for the senior year, which 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.

* The Committee on Admissions strongly recommends that applicants develop depth in a single foreign language by studying it three or four years, if possible.

COLLEGE BOARD EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the Scholastic Aptitude Test and the Achievement Test in English Composition of the College Entrance Examination Board. The Committee on Admissions will accept scores of any test taken from March, 1970, through January, 1971.

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.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to the College 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 4:00 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.

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.

The following departments grant qualitative and quantitative credit (two course-credits) for scores of 5, 4, or 3 on the Advanced Placement Tests:

Biology	Modern Languages
Classics	Physics
History	

There are special restrictions concerning the granting of credit for Advanced Placement Tests in the following departments:

- Mathematics – *Two* course-credits (Math 105, 106) for scores of:
 5, 4, or 3 on AP Calculus BC Test
 5 or 4 on AP Calculus AB Test
 3 on AP Calculus AB Test if a Qualifying Exam given
 by the department is also passed.
- English – *One* course-credit for 5 or 4 on the English AP Test.
 – No credit for scores of 3, 2, or 1.
- Chemistry – *Two* course-credits (Chem 111, 112) for scores of 5,
 4, or 3, provided a passing grade is also received on an
 examination administered by the department during
 the freshmen orientation period.

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,

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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.

A small number of transfer students will be admitted to commence study in the second semester which starts January 25, 1971. A larger number will be offered admission to start their study in September, 1971.

For mid-year admission consideration, applications must be completed by December 1, 1970. The College will endeavor to notify all mid-year candidates by no later than January 15, 1971.

Students desiring to commence their studies at Trinity in September, 1971, must complete the application process by April 1. However, since the Committee on Admissions will begin to review transfer applicants in early February, it is urged that the application process be initiated early and completed promptly. All September admission applicants will be notified by May 15.

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.

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 1 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. Parents' Confidential Statement – An analysis of information contained on this form will enable the Office of Financial Aid to make adjustments in each renewal award in response to changing family circumstances.
2. Undergraduate Application for Financial Aid
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 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

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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 Office of Financial Aid. 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 Office of Financial Aid 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 costs considerably more than the actual tuition charged.

Bills for tuition, fees, room and board are rendered and are payable one week before the opening of each semester. All checks should be made payable to "The Trustees of Trinity College." Any individual who fails to pay his bills before the term begins is not considered a student at Trinity and may not attend classes, register, or utilize campus facilities. No refund for tuition, fees, or room is made for courses dropped, for absences, or for withdrawal from college. Board refunds are made on a pro rata basis.

Supplementary bills for extra courses and fees not included in the original billing will be rendered when applicable and are payable within ten days.

Scholarship awards are credited to the student's account. One-half of each financial aid award is credited to the student's account at the beginning of each semester.

Parents or guardians may also pay term bills by alternate arrangements made available to them by the Richard C. Knight Agency of Boston: (1) the Insured Tuition Payment Plan or (2) the Extended Repayment Plan. The Insured Tuition Payment Plan is based on prepayments on a monthly basis without interest and with insurance protection on the earning power of the parent. The Extended Repayment Plan is an insured loan program under which four years of educational expenses may be paid over a period of approximately six years. Use of either plan is optional and is suggested solely as a convenience. Information about both plans is sent to the parent of each incoming student when the student has been accepted for admission. Inquiries should be addressed to: Richard C. Knight Agency, Inc., Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

Communications regarding college expenses should be addressed to the Associate Comptroller.

Schedule of College Fees 1970-1971

Tuition per year \$2,300.00*

(Tuition increases of \$200.00 per year, subject to annual review, are anticipated as long as educational costs continue to rise.)

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 \$57.00

(Payable at the beginning of the year, this fee, enacted by the Mather Hall Board of Governors, 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.

Extra Fee for Private Music Instruction at Hartt College of Music

Fees for private music lessons at Hartt College will be billed by Hartt in addition to the regular tuition charges rendered by Trinity. Such fees will vary from \$100-\$300 for one-half hour lesson per week, per term, depending on the charges of the instructor.

Additional Expenses for Resident Students

Room Rent per year \$600.00*

Board in College Dining Hall:

7-day meal plan per year \$560.00*

5-day meal plan (optional) per year \$490.00*

*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, late payment charges, 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.

Scholars for 1969-70: Orlando E. Baker, '73, T. Roger Briggs, '71, Gary R. Cahoon, '70, Susan K. Calabro, '73, Richard E. Christensen, '71, Robert L. D'Agostino, '72, Paul H. Dumont, '73, Robert B. Fawber, '71, Albert L. Floyd, '72, Dominick F. Franco, '71, Alfred J. Garofolo, '73, Marshall B. Garrison, '71, Patricia C. Gibbons, '73, A. Christopher Hall, '71, Richard L. Hall, '72, Romeo N. LaFaive, '71, William H. Muden, '70, Eugene L. Newell, '70, Michael J. Ohliger, '70, Xavier D. Pique, '72, Gerard R. Rucci, '70, Michael T. Saunders, '73, Theodore R. Simon, '71, James T. Sinnamon, '72, Kevin B. Sullivan, '71, Michael E. Trigg, '71, John M. Verre, '70

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.

Scholars for 1969-70: Steven A. Anderson, '70, David L. Barans, '72, James S. Bernardoni, '70, Lawrence L. Bruckner, '72, Robert D. Butters, '73, Ronald E. Cretaro, '71, 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, O. Joseph Harm, III, '70, Robert T. Hollister, '72, Michael P. Holverson, '73, Charles R. Hosking, '70, Edward W. Huntley, '73, Stephen J. Jianakoplos, '71, Christopher J. Kapilla, '70, James H. Longley, '72, Almer J. Mandt, '72, C. Gary McKenzie, '71, James H. Miller, '71, Barry R. Nance, '71, John M. Neylon, '71, Michael W. O'Melia, '73, Rodney Patmon, '71, Spencer S. Reese, '71, C. Thomas Sager, '70, Michael E. Seifert, '72, Murray A. Sigman, '73, Michael A. Sooley, '72, Mark L. Splaingard, '73, James E. Stufflebeam, '71, George C. Sutherland, '73, Terry C. Tapley, '72, Kent W. Tarpley, '71, Brian A. Taylor, '70, Stephen L. Tody, '70,

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James H. Tonsgard, '70, John W. Wachewicz, '72, William H. Wagner, '72, John A. Warmbold, '70, John G. White, '73, Walter W. Whitehouse, '72.

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.

Scholars for 1969-70: Joseph M. Groden, '72, Robert J. LaRose, '71, Robert B. Pippin, '70, Paul H. Serafino, '70

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 1969-70 was as follows: Hartford, Conn. (8); Massachusetts (0); New York, N.Y. (2); Philadelphia, Pa. (0).

Hartford Area Alumni Scholars for 1969-70: Mark J. Comeau, '71, Gene Coney, '73, Mark J. Formica, '71, Bradley H. Friedrich, '72, Jonathan E. Miller, '71, Philip L. Poirier, '73, Ronald J. Smith, '71, Gary L. Stever, '73

New York Alumni Scholars for 1969-70: William M. Foster, '72, Richard M. Heithoff, '73

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.

Scholars for 1969-70: Eric E. Aasen, '70, Kevin B. Anderson, '70, Peter L. Anderson, '70, David H. Bamberger, '70, Harold Z. Bencowitz, '70, Peter A. Bileckyj, '73, 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, Richard M. LaSalle, '73, Andrew L. Lipps, '71, James A. Monahan, '72, Steven R. Pearlstein, '73, James F. Plennert, '71, Gregory P. Sammons, '72, Albert M. Smith, '71, Henry B. Smith, '71, Bennett E. Taber, '71, Carlton L. Taylor, '71, John W. Tyler, '73

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.

Scholar for 1969–70: Steven K. Dowinsky, '70

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.

Scholars for 1969–70: Michael K. Blanchard, '72, Richard C. Heinz, '70

David S. Gottesman Scholarship – given by Mr. David S. Gottesman '48 of New York.

Scholar for 1969–70: Carlos M. Martinez, Jr., '72

Greenberg Family Foundation Scholarship – given by Mr. Leonard E. Greenberg '48 of West Hartford.

Scholar for 1969–70: Orlando E. Baker, '73

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.

Scholar for 1969–70: W. Allan Clearwaters, '69

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.

Scholar for 1969–70: A. Scott Duncan, '69

Hartford Insurance Group Scholarship – a scholarship grant for full tuition and college fees given by the Hartford Fire Insurance Company Group.

Scholars for 1969–70: Edward J. Garofolo, '70, James A. Kowalski, '73, Philip M. McGoohan, '71, Stephen A. Osborn, '72, Brian D. Rogers, '72

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. Kriebel Memorial Scholarship – given annually by the Loctite Corporation of Newington, Connecticut, in memory of the late Vernon K. Kriebel, 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.

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.

Scholar for 1969–70: James R. Golmon, '70

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Edward C. and Ann T. Roberts Scholarships – given by the Edward C. and Ann T. Roberts Foundation of Hartford for students from urban areas at Trinity College. Scholars for 1969–70: Albert L. Floyd, '72, Marshall B. Garrison, '71

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.

Scholars for 1969–70: Julian W. Birch, '73, Alan J. Child, '73, James G. Hanley, '72, Christopher Lees, '70, Michael B. A. Nobbs, '72, Changez Sultan, '72, Adrian G. P. Thomas, '73, Martin H. Williams, '70

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.

Scholars for 1969–70: Armando G. Cuellar, Jr., '72, Stephen E. Rorke, '70, John E. Taylor, '73, Bruce B. Wallace, '70

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.

Scholar for 1969–70: Alan S. Henson, '73

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.

Scholar for 1969–70: Charles J. Yeager, '72

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.

Scholar for 1969–70: John W. Pye, '70

Goodman, George F. – given by Richard French Goodman, 1863, of Newtown, New Jersey.

Scholar for 1969–70: Michael T. Price, '72

Hitchings, Horace B. – given by the Rev. Horace B. Hitchings, 1854.

Scholar for 1969–70: Warren V. Tanghe, '70

Kirby, Harriette – given by Miss Harriette Kirby of Hartford.

Lake, Horatio N. – given by Horatio N. Lake of Bethlehem, Connecticut.

Scholar for 1969–70: Jennings W. Hobson, III, '70

Toucey, Isaac – given by the Honorable Isaac Toucey, Hon. 1845, Trustee of the College from 1830 to 1869, of Hartford.

Scholars for 1969–70: Thomas M. Buchenau, '72, Robert B. Hurst, '71, David E. Ormiston, '71

Tuttle, Isaac H. – given by the Rev. Isaac H. Tuttle, 1836, of New York City.

Scholar for 1969–70: Nicholas G. Maklary, '71

Waterman, Nathan M. – given by General Nathan Morgan Waterman of Hartford.

Scholar for 1969–70: J. Ward Godsall, '71

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.

Scholar for 1969–70: William J. Belisle, III, '71

Arrow-Hart – given by Arrow-Hart, Inc., of Hartford, with preference to be given to sons and daughters of company employees.

Backus, Clinton J., Jr. and Gertrude M. – given by Mr. ('09) and Mrs. Clinton J. Backus of Midway City, California.

Scholars for 1969–70: Thomas R. DiBenedetto, '71, Thomas B. Jensen, '73, James A. Sedgwick, '70

Beckwith, Isbon Thaddeus – given by the Rev. I. T. Beckwith, Hon. 1898, of Atlantic City, New Jersey.

Scholars for 1969–70: Arthur L. Baldwin, III, '73, Gerard W. Bartlett, '70, William S. Bush, '70, Ronald J. Megna, '71

Bethlehem Steel Corporation – given by Bethlehem Steel Corporation of New York City.

Scholars for 1969–70: John F. Bahrenburg, '72, John E. Knapp, '73, Edward H. Yeterian, '70

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Bishop of Connecticut – given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford.

Scholar for 1969–70: James M. McClaugherty, Jr., '70

Bliss, Grace Edith – given by Grace Edith Bliss of Hartford.

Scholars for 1969–70: Larry C. Andriks, '71, Richard D. Harvey, '70, Thomas Sasali, '71

Bodman, Henry E. Memorial – given by Mrs. William K. Muir of Grosse Pointe, Michigan, in memory of her father.

Scholars for 1969–70: John E. Helsdon, '70, Rayfield V. Perkins, '73

Bond, George Meade – bequest of Ella Kittredge Gilson of Hartford in memory of George Meade Bond, Hon. '27.

Scholar for 1969–70: Howard W. Pearson, '70

Boyer, John F. Memorial – given by Francis Boyer, Hon. '61, of Philadelphia.

Scholars for 1969–70: Alexander Belida, Jr., '70, Carlo A. Forzani, '70, Kenneth P. Winkler, '71, David P. Wolfe, '70

Brainerd, Lucy M. – given by Lyman B. Brainerd, '30, of Hartford, Trustee of the College. Additions have been made by members of the family.

Scholars for 1969–70: 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, Susan – given by Miss Susan Bronson of Watertown, Connecticut.

Scholar for 1969–70: Kathleen M. Alling, '73

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.

Scholar for 1969–1970: Robert J. Arceci, '72

Class of 1916 Memorial – given by the Class of 1916.

Scholars for 1969–70: Louis K. Birinyi, '71, Peter W. Jessop, '72, Glenn M. Kenney, '72, J. Tate Preston, '72, John L. Talerico, '72

Class of 1918 Memorial Scholarship – established in 1968 by members and friends of the Class of 1918, in memory of classmates and of Laurence P. Allison, Jr.

Scholars for 1969–70: Robert J. Fass, '72, Patrick W. Mitchell, '70, James K. Wolcott, '71

Class of 1940 – given by the Class of 1940.

Scholar for 1969–70: David B. Brackett, '71

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.

Scholars for 1969–70: David V. Appel, '72, Gene Coney, '73, Albert C. Humphrey, '71, Dennis A. Lalli, '72, Raymond W. McKee, '70

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.

Scholars for 1969–70: William R. Anderson, '70, Robert L. Geary, '70, Bruce A. Harmon, '71

Cole, Richard H. – given by Richard H. Cole of Hartford.

Scholars for 1969–70: W. Scott Cameron, '73, Princess O. Hodges, '73

Collegiate – gifts for scholarship purposes where a special scholarship was not designated.

Scholars for 1969–70: Jean M. Dorchester, '73, Grace E. Moody, '73, Bryan P. Sperry, '72, Howard Weinberg, '71

Converse, E. C. – given by Edmund C. Converse of Greenwich, Connecticut.

Scholars for 1969–70: Richard S. Belas, '70, Robert N. Davis, '70, Michael D. Glowa, '70, Neil J. Holland, '72, Francis A. Minitier, '70, James Wu, '71

Curtis, Lemuel J. – given by Lemuel J. Curtis of Meriden, Connecticut.

Scholar for 1969–70: John R. Anderson, '70

Daniels, Charles F. – given by Mrs. Mary C. Daniels of Litchfield, Connecticut.

Scholar for 1969–70: Carlos E. Rodriquez, '73

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.

Scholar for 1969–70: Jonathan C. Neuner, '73

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.

Scholars for 1969–70: Kevin S. Gracey, '72, Elmond A. Kenyon, '70, Alan B. Loughnan, '72, Joseph E. Peters, '72, Alan J. Southard, '71, Margo E. Stage, '73, Robert L. Watts, '72

Dewey, Jane N. – given by Mrs. Albert T. Dewey of Manchester, Connecticut.

Scholar for 1969–70: Jeffrey W. Hales, '72

Dillon, Edward H. and Catherine H. – given by Catherine H. Dillon of Hartford.

Scholars for 1969–70: Anthony J. Tranquillo, '72, Donald J. Vierung, Jr., '72

Douglas, George William – given by the Rev. George William Douglas, 1871, M.A. 1874, Hon. 1895, of New York City.

Scholar for 1969–70: Georges P. Roumain, '71

Easterby, Alfred J. and Elizabeth E. – given by Charles T. Easterby, '16, of Philadelphia, Pennsylvania.

Scholars for 1969–70: Robert J. Ellis, '72, John W. Gohsler, '70

Eaton, William S. – given by Mrs. Julia Allen Eaton, of Hartford, and others in memory of her husband.

Scholars for 1969–70: Elaine M. Cardenas, '73, Steven W. Delano, '71

Ellis, Leonard A. – given by Leonard A. Ellis, 1898, of San Diego, California.

Scholar for 1969–70: Robert E. Garrett, '71

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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.

Scholars for 1969–70: J. Jacques Lagasse, '71, Ethan A. Loney, '73, Philip M. Olander, '71

Feingold, Gustave A. – bequest of Dr. Gustave A. Feingold, '11, of Hartford.

Scholar for 1969–70: Michael H. Huberman, '72

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.

Scholar for 1969–70: Noah H. Starkey, '72

Ferree, S. P. and Barr – given by Mrs. Annie A. Ferree of Rosemont, Pennsylvania.

Scholar for 1969–70: E. Scott Sutton, '70

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.

Scholar for 1969–70: Raymond E. Fahrner, '73

Flagg, Edward Octavus, D.D. – given by Mrs. Sarah Peters Flagg of Woodcliff Lake, New Jersey.

Scholar for 1969–70: Aletha M. Strong, '73

Fuller, Frank Roswell – given by Frank Roswell Fuller of West Hartford, Connecticut.

Scholars for 1969–70: Burt A. Adelman, '72, Peter S. Kovatis, '72

Gary, Elbert H. – given by Elbert H. Gary, Hon. '19, of Jericho, New York.

Scholars for 1969–70: Martha K. Benson, '73, Stuart A. Hamilton, '70, Alan L. Marchisotto, '71, Colleen T. Pendleton, '73, Richard C. Ricci, '73, Andrew T. Shaw, '70

George, James Hardin – given by Mrs. Jane Fitch George of Newtown, Connecticut.

Scholar for 1969–70: Kenneth M. Stone, '73

Getlin, Michael P. – established in memory of Michael P. Getlin, '62, for students from the Greater St. Louis area.

Scholars for 1969–70: Michael A. Battle, '73, Dennis W. Bruns, '71, J. Andrew McCune, '72, Charles E. Taylor, '70

Gilman, George Shepard – given by the family of George Shepard Gilman, 1847.

Scholars for 1969–70: Grant W. Branstator, '70, William J. Sartorelli, '71

Griswold, B. Howell – given in honor of B. Howell Griswold, 1866, for students from the state of Maryland.

Scholars for 1969–70: Stuart W. Mason, '71, Richard D. White, '72, Michael J. Zimmerman, '72

Hallden, Karl W., Engineering – given by Karl W. Hallden, '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College.

Scholars for 1969–70: Michael L. Downs, '71, Hugo J. Luke, '70, Roy M. McCord, '70, Martin M. Tong, '72

Halsey, Jeremiah – given by Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

Scholars for 1969–70: Jan C. Gimar, '73, Thomas Teller, '71

Hartford Rotary–Charles J. Bennett – given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

Scholar for 1969–70: Albert Lucas, Jr., '72

Howard, Rex J. – given by J. Blaine Howard in memory of his son, Rex J. Howard, '34.

Scholar for 1969–70: Raymond F. Angelo, '71

Kneeland, George – given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford.

Scholar for 1969–70: Christine M. Siegrist, '73

Kriebble, Vernon K. – given by relatives and friends in memory of Dr. Vernon K. Kriebble, 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.

Scholar for 1969–70: Thomas A. Rouse, '72

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.

Scholar for 1969–70: Carl L. Prather, '72

McLean, George Payne (Hon. '29) – given by Mrs. George Payne McLean of Simsbury, Connecticut.

Scholar for 1969–70: William J. Montgomery, '71

Mears, Caroline Sidney – given by Dr. J. Ewing Mears, 1858, of Philadelphia, Pennsylvania.

Scholars for 1969–70: Peter G. McMorris, '73, Erich J. Wolters, '73

Memorial – gifts in memory of alumni and friends.

Scholar for 1969–70: Natalie Korsheniuk, '73

Moak–Trinity Fund – given by the Cymoak Foundation of Miami, Florida.

Scholars for 1969–70: Neville S. Davis, '73, John P. Reale, '71, Charles E. Shouse, '71

Morris, Robert S. – given by Robert S. Morris, '16, of West Hartford, Connecticut.

Scholars for 1969–70: John S. Fink, '72, Joseph P. Maryeski, '70

Morris, Shiras – given by Mrs. Grace Root Morris of Hartford.

Scholars for 1969–70: Christopher T. MacCarthy, '70, Garry A. Plagenhoef, '73, William C. Staudt, Jr., '72

Moses, John Shapleigh – from a bequest of Annette Foxall McCarteney Moses of Andover, Massachusetts in memory of John Shapleigh Moses, D.D., '14.

Scholars for 1969–70: Christian L. Lindgren, '73, Thomas M. Orfeo, '73

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Nelson, William J. – from a bequest of William J. Nelson, '10, of Plaistow, New Hampshire, and memorial gifts from his family and friends.

Scholars for 1969–70: Stephen B. Prudden, '73, David W. Shappell, '71

Nordstrom, Gustav P. – from a bequest of Estelle E. Goldstein of Hartford in memory of Gustav P. Nordstrom, '29.

Scholar for 1969–70: Michael J. McDonald, '72

Ogilby, Remsen Brinkerhoff – 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.

Scholars for 1969–70: John Gould, Jr., '72, Alan M. Patrignani, '72, Owen M. Snyder, '73

Pardee, Dwight Whitefield – given by Miss Cora Upson Pardee of Hartford.

Scholar for 1969–1970: Peter M. O'Beirne, '71

Perkins, Henry – given by Mrs. Susan S. Clark of Hartford. Nominations made by the Bishop of Connecticut.

Scholar for 1969–70: James M. McClaugherty, Jr., '70

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.

Scholar for 1969–1970: Lewis Williams, '73

Ribicoff, Governor Abraham A. – given by the Suisman Foundation, Inc., of Hartford.

Scholar for 1969–70: Richard J. Reinhart, '73

Ripley, Maria L. – given by Miss Maria L. Ripley of Hartford.

Scholar for 1969–70: Gary R. Dibble, '71

Stedman, General Griffin A., Jr., (1859, M.A. 1863) Memorial – given by Miss Mabel Johnson of Hartford.

Scholars for 1969–70: Robert J. Bauman, '72, Eli Mackey, '70, Lucian Zielinski, '70

Stock, Mitchell B. – given by Mitchell B. Stock of Bridgeport, Connecticut.

Suisman Foundation, Inc. – given by the Suisman Foundation, Inc., of Hartford.

Scholars for 1969–70: Roderick A. Cameron, '72, Paul Meyendorff, '72, David Sarasohn, '71

Suisman, Samuel C. and Edward A. – given by Samuel C. and Edward A. Suisman of West Hartford.

Scholars for 1969–70: William R. Fuller, '71, Neal M. Goff, '73, Charles J. Lemonier, '71

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.

Scholar for 1969–70: Douglas E. Greene, '70

Taylor, Edwin P., III – given by members and friends of the family of Edwin P. Taylor, III, '46.

Scholars for 1969–70: JoAnne A. Epps, '73, Frederick B. Foxley, '71

Thompson, Mathew George – given by the Rev. Mathew George Thompson, Hon. '20, of Greenwich, Connecticut.

Scholars for 1969–70: Linda J. Avseev, '71, Joseph A. Barkley, III, '70, Steven A. Charleston, '71, James A. Chesney, '71, Christian K. Dahl, '71, George E. Dunkel, '70, Michael T. Gillette, '71, Alice C. Hamilton, '73, Thomas McGuirk, '72, Charles T. Shaw, '72, David P. Sutherland, '72, LaLeace V. Williams, '73

Title, Melvin W. – given by the Suisman Foundation, Inc., of Hartford, Connecticut, and friends.

Scholars for 1969–70: Paul G. Cullen, '71, James P. Gamerman, '72, J. Marvin White, '71

Topham, William – given by Mrs. Margaret McComb Topham of New York City. Scholar for 1969–70: Ralph V. Sturdivant, '71

Turner, B. Floyd – given by B. Floyd Turner, '10, of Glastonbury, Connecticut. Scholar for 1969–70: Karen F. Fink, '73

Wean, Raymond J. – given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College.

Scholars for 1969–70: W. Barry Ahearn, '73, Timothy A. Balch, '72, James T. Finn, '73, Philip F. Smith, '73

Weed, Charles F. – given in memory of Charles F. Weed, 1894, a Trustee of the College, for students from the Greater Boston area.

Scholars for 1969–70: Fred Courtney, Jr., '73, Thomas E. McGrath, '71, Jean M. Miley, '73, Robin G. Symonds, '70

Western Connecticut Trinity Alumni – established by gifts from the Western Connecticut Trinity Alumni Association in 1961. Preference is given to students from western Connecticut.

Scholar for 1969–70: Robert P. Berardino, '70

Williams, Mary Howard – given by Augusta Hart Williams of Hartford.

Scholar for 1969–70: Stanley P. Littlefield, '71

Wise, Isidore – given by Isidore Wise, Hon. '49, of Hartford.

Scholars for 1969–70: Dana J. Andrusik, '72, Timothy M. Baldwin, '73, Larry K. Graves, '72, Stephen W. Larrabee, '72, Daniel J. Nichols, '70, Leslie G. Parr, '71, James B. Tully, '70

Woodward, Charles G. – given by Charles G. Woodward, 1898, of Hartford, Trustee of the College from 1917 to 1950.

Scholars for 1969–70: Donald J. Ganley, '71, William D. Prevost, '71, William S. Searle, '70

Young, Vertrees – given by Vertrees Young, '15, of Bogalusa, Louisiana, Trustee of the College.

Scholars for 1969–70: J. Scott Bedingfield, '73, C. Michael Gerver, '72, John R. Suroviak, '73

General purpose awards extended from Trinity College.

Trinity Scholars 1969–70: William W. Abendroth, '72, Daniel S. Andrus, '70, Joseph A. Angiolillo, '71, Jack C. Barthwell, III, '72, Leon A. Blais, '71, Kenneth W. Blakeslee, '72, Anthony K. Burton, '72, Victor T. Cardell, '73, Alfonso L. Carney, Jr., '71, Burton B. Cohen, '73, Jerome F. Crowley, '70, Philip C. Daley, '73, Michael

R. Davidson, '72, Roderick A. DeArment, '70, Raymond V. DeSilva, '72, Shelley L. Dickinson, '73, Larry R. Dow, '73, John W. Eaton, '72, Demetrio Economou, '73, Thomas B. Ewing, '70, John Farrenkopf, '73, Benjamin Foster, Jr., '72, William C. Foureman, '71, James P. Frost, '72, A. Arlington Garnes, '72, Robert G. Ghazey, '73, George H. Gonyer, '73, Charles Z. Greenbaum, '71, Abdillahi M. Haji, '70, James H. Hanzlik, '70, Richard J. Harder, '72, Mark J. Haslett, '72, Diane S. Hill, '73, David I. Hoffman, '73, Susan J. Hoffman, '73, James R. Holmberg, '72, Joel H. Houston, '71, Howard P. James, '70, Berardo Jurado, '70, Lee Kaplan, '72, Edward B. Karam, Jr., '71, Herbert J. Keating, III, '73, Vaughn P. M. Keith, '72, Howard M. Kelfer, '72, Marshall M. Kennard, '72, Juergen Koerber, '73, Kay K. Koweluk, '73, Joyce A. Krinitsky, '73, William F. LaPlante, '71, Robert A. LaPorte, '70, D. Bruce Mahaffey, '71, Janice Majewski, '73, Derek R. Mansell, '72, Anthony J. Marchetti, Jr., '72, George L. Marks, '72, John C. Matulis, '72, Joseph E. McCabe, '73, Iradj Mehrmanesh-Tehrani-pour, '70, Samuel H. Merrill, '72, Stephen C. Metz, '72, Brian E. Meyers, '71, Michael W. Michelson, '73, Paul H. Midney, '72, Thomas M. Milligan, '72, Kermit G. Mitchell, '70, Michael C. Mitchell, '73, Yvonne M. Mullen, '73, Cynthia M. Parzych, '73, Nancy J. Plekan, '73, Michael J. Plummer, '70, Eugene L. Pogany, '73, Sterling S. Reese, II, '73, Ralph T. Robinson, '70, Gary T. Rohrback, '72, David S. Rosenthal, '72, Daniel M. Roswig, '73, Tijan M. Sallah, '73, Thomas F. Schaible, '72, Richard P. Sieger, '73, Stephen B. Smith, '70, Timothy K. Smith, '72, R. David Stamm, '72, David G. Strimaitis, '72, Nancy J. Tripp, '71, William J. Thompson, '70, Gerardo C. Tramontozzi, '72, William Van Auken, '72, Paul A. Vitello, '72, Thelma M. Waterman, '71, Martha E. Wettemann, '73, Leonard L. Williams, '73, Nathaniel Williams, '73, M. Walter Young, '72, Paul B. Zolan, '73

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.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund – established by Thomas B. Myers, '08, in his name and in that of his brother, Edward J. Myers, '14, with preference to graduates of accredited Racine County (Wisconsin) high schools.

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 Brinckerhoff 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.

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.

1970 Recipients: Francis A. Minitier, '70

Honorary: Paul H. Serafino, '70

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.

1970 Recipient: Lawrence A. Fox, '70

The University of Chicago Law School has established a National Honor Scholarship to be awarded annually to a senior at Trinity College. The scholarship is a full tuition award. Candidates must score well on the Law School Aptitude Test and maintain a high class rank.

The Thomas J. Watson Foundation each year receives from Trinity College four nominations of graduating seniors who then participate in a national competition. Fellowships of \$6,000 (\$8,000 for married students) are awarded to those who are selected (approximately 50% of the nominees) so that they may pursue an independent program of travel and study in the year following graduation. All seniors, regardless of career plans or rank-in-class, are eligible to compete for the College's nomination.

1970 Recipients: Michael F. Jimenez, '70

William C. Lawrence, '70

The College also nominates qualified seniors to compete for (among others) such national graduate fellowships as:

Danforth Graduate Fellowship

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Keasbey Memorial Foundation Scholarship

1970 Recipients: Jay Bernstein, '70
Eugene L. Newell, '70

National Science Foundation Graduate Fellowship

1970 Recipients: Winston G. Davids, '70
Grant W. Branstator, '70

Rhodes Fellowship

Rockefeller Brothers Fellowship

Woodrow Wilson National Fellowship

1970 Recipients: Winston G. Davids, '70
Robert B. Pippin, '70

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.

1970 Winner: William K. Newbury '70

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.

1970 Winners: 1st Prize – Robert B. Pippin '70
(tie) Steven K. Dowinsky '70

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.

1970 Winners: 1st Prize – Steven A. Bauer '70
2nd Prize – R. Paul Burton '71
3rd Prize – David E. Rosner '72

Modern Languages Department Prize for Outstanding Achievement in Hispanic Language and Literature – awarded annually to the student in advanced courses whose performance in competition with others has been judged outstanding by the Department.

1970 Winner: Thomas R. Kauffman '70

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.

1970 Winner: Daniel Drury '70

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.

1970 Winners: 1st Prize – David W. Shappel '71

2nd Prize – Not Awarded

3rd Prize – Not Awarded

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 \$100 and a second prize of \$75. All essays must be typewritten. They must be submitted to the Chairman 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.

1970 Winners: 1st Prize – Howard P. James '70

2nd Prize – Charles E. McConnell '70

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. April 15.

1970 Winners: 1st Prize – Ernest J. Mattei '70

2nd Prize – Warren V. Tanghe '70

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.

1970 Winners: 1st Prize – David S. Carman '70

2nd Prize – Steven W. Delano '71

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.

1970 Winners: 1st Prize – Gary R. Cahoon '70

2nd Prize – Not Awarded

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.

1970 Winners: Civil Rights – William S. Searle, Jr. '70
Community Service – Benjamin Foster, Jr. '71

The Goodwin Greek Prizes, one of \$250 and one of \$150, 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 in 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.

1970 Winners: 1st Prize – Daniel N. Maxwell '70
2nd Prize – Joseph B. Ewbank '71

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.

1970 Winner: Howard K. Gilbert '70

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.

1970 Winners: 1st Prize – Roy C. McCord '70
2nd Prize – David J. Agerton '70
(tie) – Daniel Drury '70

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.

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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.

1970 Winner: Charles R. Hosking '70

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*.

Not Awarded.

History – The Mead Prize of \$50 will be awarded on Honors Day to the freshman who writes the best paper in any history course during the academic year.

1970 Winner: Kenneth W. Harl '73

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 in April, 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.

1970 Winners: 1st Prize – Daniel N. Maxwell '70

2nd Prize – David T. Hill '70

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.

1970 Winners:

First Year Mathematics: *First Prize*: Benjamin J. Bock, '73, David A. Harrold, '73; *Second Prize*: Not awarded; *Third Prize*: Alfred J. Brunetti, '73; Second Year Mathematics: *First Prize*: Larry K. Graves, '72, William B. Zachry, '72; *Second Prize*: Not Awarded; *Third Prize*: Thomas R. Savage '72.

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.

1970 Winner: Lawrence A. Fox '70

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.

Sage-Allen Award in Graphics and Painting is given to a graduating major in studio art for work of high excellence and promise.

1970 Winner: Peter A. Heller '69

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.

1970 Winners: Stephen C. Metz '72

Christopher H. Baker '71

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.

1970 Winner: Dean H. Hamer '73

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 in April, 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.

1970 Winners: 1st Prize – Thomas S. Ashford '73

2nd Prize – Kenneth W. Harl '73

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.

1970 Winners: 1st Prize – Christopher L. Evans '71

2nd Prize – Robert A. Whitehead, Jr. '72

3rd Prize – John W. Pye '70

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The Miles A. Tuttle Prize of \$150 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.

1970 Winner: Robert W. Duncan, Jr. '70

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 deemed by him respectively the best and second-best scholars in the English Department from the junior class; the first prize will be \$800 and the second prize \$400. 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.

1970 Winners: 1st Prize – Russell P. Kelley, III '71

2nd Prize – Robert B. Fawber '71

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.

1970 Winners: 1st Prize – Steven A. Bauer '70

2nd Prize – John M. Rezek '71

3rd Prize – Carlos M. Martinez '72

The Frank Urban, Jr., Memorial Prize – awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

1970 Winner: Daniel J. Zitin '70

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.

1970 Winner: M. William Scherer '70

The Frank W. Whitlock Prizes in Drama 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.

1970 Winners: 1st Prize – William R. Keyes '71

2nd Prize – Kevin W. Kerr '70

3rd Prize – Christopher Lees '70

The Friends of Art Award for Art History is made to the outstanding scholar in art history whose superior undergraduate work and further promise anticipates his sustaining and cultivating among us that high regard for the arts shared by the Friends who make this award.

1970 Winner: Dean C. Walker, Jr. '70

American Institute of Chemists Medal

1970 Winner: William S. Bush '70

AIR FORCE ROTC AWARDS FOR 1970

COMMISSIONS GRANTED MAY 30, 1970

Richard Stephen Belas '70
Alan Stuart Farnell '70
John Edmund Flaherty '70
Pierre du Pont Hayward '70
James Milton McClaugherty, Jr. '70

Michael John Ohliger '70
Howard William Pearson '70
Michael Gregory Porlides '70
David Harvey Shipman '70

AIR FORCE ROTC AWARDS FOR 1970

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. Michael J. Ohliger, '70

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. William R. Fuller, '71

PRATT AND WHITNEY AIRCRAFT SENIOR AWARD – to the Senior year cadet who has demonstrated the highest leadership, cooperation, and loyalty. John E. Flaherty, '70

PRATT AND WHITNEY AIRCRAFT JUNIOR AWARD – to the Junior year cadet who has demonstrated the highest leadership, cooperation, and loyalty. Stephen J. Jiana-koplos, '71

THE GENERAL DYNAMICS JUNIOR AWARD – to the first-year cadet who has demonstrated the greatest interest in the United States Air Force mission. Mark B. Macomber, '71

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 awards, 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.

1970 Winner – Peter T. Wiles '70

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.

1970 Winner – Peter N. Campbell '70

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The Blanket Award is awarded to students who have earned 8 varsity letters in 3 different sports. The award is a Trinity College blanket.

1970 Winner – Peter T. Wiles '70

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.

1970 Winner – Ronald J. Megna '71

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.

1970 Winner – James S. Bernardoni '70

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.

1970 Winner – Jonathan E. Miller '71

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.

1970 Winner – Alan W. Gibby '70

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.

1970 Winner – Jeffrey R. Clark '71

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.

1970 Winner – Joseph J. Pantalone '70

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.

1970 Winner – Albert L. Floyd '72

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.

1970 Winner – Christopher R. Knight '71

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.

1970 Winner – Robert L. D'Agostino '72

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.

1970 Winner – Peter T. Wiles '70

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.

1970 Winner – Jay G. Davis '72

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.

1970 Winner – James S. Bernardoni '70

The John Sweet Batting Award is given annually to the member of the varsity baseball team having the highest batting average for the season.

1970 Winner – Paul B. Smyth '71

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.

1970 Winner – Thomas R. Kauffman '70

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.

1970 Winner – Bruce Mahaffey '71

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.

1970 Winner – Peter T. Wiles '70

The Wyckoff Award is presented annually to the winner of the varsity golf team tournament.

1970 Winner – Douglas J. Snyder '72

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.

1970 Winner – William K. Newbury '70

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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.

1970 Winner – Howard Weinberg '71

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.

1970 Winner – Richard C. Ricci '73

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.

1970 Winner – Franklin D. Stowell '70

The Thomas H. Taylor Fencing Trophy is to be awarded annually to a member of the Trinity College fencing team who, in his enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

1970 Winner – E. Scott Sutton '70

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

1970 Winner – Jack A. Luxemburg '70

The Sheldon Tilney Tennis Trophy is awarded each year to the tennis player who best combines the qualities of sportsmanship and leadership with tennis excellence.

1970 Winner – No Award

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.

Meetings of the Council are open to the College Community and for participation by the public according to established procedures.

Membership is selected by and from each constituency.

COLLEGE GOVERNANCE

Trinity students are encouraged actively to concern themselves with their own government and regulation. Many of the standing faculty committees include student members.

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. A revised Adjudicative System which deals with all members of the College Community was adopted in 1970.

RESIDENCE HALLS

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. Students desiring campus housing sign an annual contract.

Many of the residence halls are arranged in suites which accommodate two to eight students each. There are also a number of single rooms. 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.

Some of the residence halls have furnished lounges, study areas, ironing rooms, and coin-operated laundromats.

COMMUNITY FACILITIES

Trinity provides a wide variety of facilities for services, activities, and relaxation.

MATHER HALL CAMPUS CENTER contains the Main Dining Hall, the "Cave" (a snack bar), lounges, and an Information Desk on the first floor. General meeting rooms are located on the second floor while on the lower level the following facilities are available: the Game Room, a four-lane bowling alley, the College Post Office providing complete postal services, the College Bookstore, and offices for both the *Tripod* (student newspaper) and the *Ivy* (the yearbook).

THE AUSTIN ARTS CENTER provides facilities for extracurricular activities in drama, music and art. The listening room has a large collection of musical and literary records for student use. This Center offers exhibitions, concerts and dramatic productions in its Goodwin Theatre (named for the late James Lippincott Goodwin, Hon. '63) and the Widener Art Gallery.

CINESTUDIO, a movie theatre, has recently been installed in Kriebel Auditorium of the Clement Chemistry Building. Many classics and newly released films are scheduled throughout the year.

THE FERRIS ATHLETIC CENTER and TROWBRIDGE MEMORIAL include squash courts, swimming pool, intramural gymnasium, weight room, and locker and shower facilities. There are a large number of playing fields and tennis courts for student use.

COUNSELING

A major strength of a liberal arts 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 develop, in con-

sultation with a faculty adviser, an individualized study program to suit particular needs. The Registrar is also available for academic advisement.

The Community Life staff is responsible for developing and coordinating policies and programs which bear upon the welfare of the total College community including such areas as housing, food services, campus activities, health services, and security. The staff is available for counseling on student problems of a personal or academic nature.

The College Counselor, with special training and experience in dealing with emotional development, is available to those who desire his assistance. Under his supervision, all students are given the opportunity to utilize psychological tests of interests, motivation, aptitude, ability, and achievement to the end of serving a more satisfactory educational experience.

A consulting psychiatrist is available for evaluation, diagnosis, and recommendations in cases of serious emotional disturbances.

The College Chaplain is available to all students who desire his assistance in dealing with a wide range of personal concerns including military service obligations.

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.

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 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 Greater Hartford Campus Ministry, directed by an ecumenical board, provides a campus minister who serves the colleges of the area, including Trinity College.

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 assigned by the Archbishop of Hartford.

STUDENT HEALTH

The College maintains a student health service for all full-time, regularly enrolled students. The College Medical Director is on duty part time on weekdays in the Medical Office. The College retains on the staff registered nurses and trained personnel who give twenty-four hour coverage to the Infirmary when the College is in session.

The College infirmary has facilities for temporary medical confinement and 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, the College reserves the right to notify parents; but, if parents cannot be reached, the college authorities reserve the right to act as seems best for the welfare of the student concerned.

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 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 Trinity has carried a 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, 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 and fees. 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 AND STUDENT ACTIVITIES

The facilities and activities on campus and the location of the College in Hartford offer numerous opportunities for enriching the students' life outside the classroom. A Trinity education is based upon the close association of students with faculty and administration. The size of the College permits this close association both in the class room and in extracurricular activities.

A series of concerts, dances, and mixers are planned each year by the Mather Hall Board of Governors, the campus social committee. The Board has been authorized to act as the coordinator of student activi-

ties and as the budget committee for those organizations that are financed by the Student Activities Fee.

Student organizations include activities in the field of music, art, drama, journalism, politics, broadcasting, social action projects, film, and crafts. These activities generate concerts, plays, lectures, movies, literary magazines, a campus newspaper, etc.

Under the direction of the Music Department and the cooperative program with Hartt College, a number of recitals and special musical programs, with visiting artists and choruses, are held each year.

Fraternities and other social clubs offer programs and activities for the students. Residence hall groups have sponsored movies, mixers, faculty receptions and other events, as well.

The faculty have been active in programming lectures, panel discussions, receptions, and other cultural events. There are organized clubs paralleling classroom interests in a variety of departments.

Trinity's location in Hartford provides the students with many cultural and social opportunities: symphony, opera, theatres, museums, and recreational facilities. As with other urban areas, Hartford has the need for assistance by students in social action projects including tutoring, recreation, and in other programs.

FRATERNITIES

Eleven social fraternities are active at Trinity. Ten of these 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); IKA, 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.

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.

COLLEGE LECTURES

A series of addresses by distinguished visitors is arranged each year. 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) is the original residence hall of the College.

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), contains administrative and faculty offices;

THE DOWNES MEMORIAL CLOCK TOWER (1958), with faculty and administrative offices; and

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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 RESIDENCE HALL (1931), which contains the Faculty Club, Hamlin Dining Hall, and student residences;

GOODWIN AND WOODWARD RESIDENCE HALLS (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 used as a movie theatre called Cinestudio, 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;

RESIDENCE HALLS – 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), named in honor of A. Everett Austin, Jr., Hon. '30, founder of Trinity's Dept. of Fine Arts, with the GOODWIN THEATRE, WIDENER GALLERY and studios for art, music and drama;

MATHER HALL (1960), the Campus Center, named for William Gwinn Mather, Class of 1877; and

MAINTENANCE BUILDING (1968).

The college athletic facilities include 19 acres of playing fields along the **eastern part** of the campus, Jessee 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, 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 multi-purpose 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 and administration residences, Alumni Office, Office of Public Information and six residence halls:

OGILBY HALL (1941);

THE NORTH CAMPUS RESIDENCE HALL (1962);

THE HIGH RISE RESIDENCE HALL (1968);

ALLEN EAST and ALLEN WEST RESIDENCE HALLS; and

90-92 Vernon St.

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.

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 whose architects were Frohman, Robb, and Little was dedicated in 1932.

Trinity College is accredited by the New England Association of Colleges and Secondary Schools.

Degrees Conferred in 1970

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 31.

BACCALAUREATE DEGREES IN COURSE

Winston George Davids, *New York*, B.S.

VALEDICTORIAN

with Honors in Mathematics and General Scholarship

Steven Kenneth Dowinsky, *New Jersey*, B.A.

SALUTATORIAN

with Honors in English and General Scholarship

William Edward Allan, *Michigan*, B.A.,

with Honors in Economics

Peter Leonard Anderson, *Connecticut*, B.S.,

with Honors in Mathematics

David Michael Angelica, *Connecticut*, B.A.,

with Honors in Psychology

Steven Albert Bauer, *New Jersey*, B.A.,

with Honors in English

* Grant Webster Branstator, *Oregon*, B.S.,

with Honors in Mathematics

Robert Ernest Broatch, III, *Connecticut*, B.A.,

with Honors in Economics

William Stephen Joseph Bush, *New Jersey*,

B.S., *with Honors in Chemistry*

Gary Robert Cahoon, *Connecticut*, B.A.,

with Honors in Modern Languages

Robert Alan Caine, *Massachusetts*, B.S.,

with Honors in Biology

David Alan Clayman, *Massachusetts*, B.A.,

with Honors in Psychology

† Walter Allan Clearwaters, *Connecticut*, B.A.

with Honors in Engineering

George Charles Conklin, *Maryland*, B.A.,

with Honors in English

Winston George Davids, *New York*, B.S.,

with Honors in Mathematics and

General Scholarship

Philip John Davis, *Illinois*, B.A.,

with Honors in Government

Roderick Allen De Arment, *Virginia*, B.A.,

with Honors in English

Dale David Dershaw, *Pennsylvania*, B.A.,

with Honors in Biology

Steven Kenneth Dowinsky, *New Jersey*, B.A.,

*with Honors in English and General
Scholarship*

† Alexander Scott Duncan, *Ohio*, B.S.,

with Honors in Engineering

Robert William Duncan, Jr., *New Jersey*, B.A.,

with Honors in History

Alan Stuart Farnell, *Connecticut*, B.A.,

with Honors in English

† Anthony Holmes Furman, *New Jersey*, B.S.,

with Honors in Engineering

Howard Kent Gilbert, *Michigan*, B.A.,

with Honors in Mathematics

Joel Richard Greenspan, *Illinois*, B.S.,

with Honors in Biology

John Frederick Hagaman, *Pennsylvania*, B.S.,

with Honors in Biology

Kerry de Sandoz Hamsher, *New Jersey*, B.S.,

with Honors in Psychology

Oscar Joseph Harm, III, *Illinois*, B.S.,

with Honors in Psychology

John Stephen Harrison, *Illinois*, B.A.,

with Honors in Economics

Howard Philip James, *Pennsylvania*, B.A.,

with Honors in Economics

* *In absentia*

† These students will receive a Master of Engineering degree from Rensselaer Polytechnic Institute (Troy) and are the first to complete the special program in cooperation with the R.P.I. Hartford Graduate Center.

Degrees Conferred in 1970/155

- Michael Francis Jimenez, *Colombia, B.A.*,
with Honors in Non-Western Studies
- Berardo Vallalaz Jurado, *Panama, B.S.*,
with Honors in Chemistry
- Thomas Ryder Kauffmann, *Maryland, B.A.*,
with Honors in Modern Languages
- Paul Scott Marshall, *Pennsylvania, B.A.*,
with Honors in English
- Joel Gordon Martin, *Massachusetts, B.A.*,
with Honors in English
- Ernest Joseph Mattei, *Connecticut, B.A.*,
with Honors in History
- Charles Edward McConnell, *Connecticut, B.A.*,
with Honors in Economics
- Jonathan Reuben Moldover, *New York, B.A.*,
with Honors in Biology
- Clifford Leonard Neuman, *Pennsylvania, B.A.*,
with Honors in English
- Eugene Lachicotte Newell, *Connecticut, B.A.*,
with Honors in English
- Robert Buford Pippin, *Florida, B.A.*,
with Honors in English
- Albert Lewis Pottash, *Pennsylvania, B.S.*,
with Honors in Biology
- Stevenson Archer Williams Richardson,
Maryland, B.A.,
with Honors in Psychology
- Frederick Barker Rose, *Delaware, B.A.*,
with Honors in English
- Charles Thomas Sager, *Illinois, B.A.*,
with Honors in Economics
- Martin William Scherer, *New York, B.A.*,
with Honors in Economics
- Jay Scott Schinfeld, *Pennsylvania, B.S.*,
with Honors in Biology
- John Vackiner Scholes, *Delaware, B.S.*,
with Honors in Chemistry
- Paul Hans Serafino, *Connecticut, B.S.*,
with Honors in Physics and General
Scholarship
- Curtis Stoughton Shaw, *Connecticut, B.A.*,
with Honors in Economics
- John Fouts Sibley, *Texas, B.A.*,
with Honors in English
- Theodore Ronald Simon, *Connecticut, B.A.*,
with Honors in Psychology
- William Frederick Staples, *Connecticut, B.A.*,
with Honors in History
- Robin Gregory Symonds, *Massachusetts, B.S.*,
with Honors in Mathematics
- Warren Verze Tanghe, *New York, B.A.*,
with Honors in History
- Stephen John Tremont, *Connecticut, B.A.*,
with Honors in Biology
- Dean Crittenden Walker, Jr., *Oklahoma, B.A.*,
with Honors in Art History
- Edward Harry Yeterian, *Connecticut, B.S.*,
with Honors in Psychology
- Eric Edwin Aasen, *Oregon,*
B.A., Psychology
- Howard Jay Alfred, *Massachusetts,*
B.A., Religion
- Frank Charles Anderson, *Florida,*
B.A., English
- John Richard Anderson, *Rhode Island,*
B.A., English
- Kevin Brett Anderson, *New Jersey,*
B.A., History
- Steven Allen Anderson, *Illinois,*
B.A., Economics
- William Robert Anderson, *Maine,*
B.A., History
- Daniel Sylvester Andrus, Jr., *Connecticut,*
B.A., Art History
- Stephen Ankudowich, *Massachusetts,*
B.A., History
- Marc Ernest Atkinson, *Massachusetts,*
B.A., Government
- Steven Eldredge Atwood, *Massachusetts,*
B.A., Psychology
- Harry Norman Baetjer, III, *Maryland,*
B.A., History
- Robert Knight Baker, *New York,*
B.A., English
- Ralph Vaughn Baldwin, *Connecticut,*
B.A., Psychology
- David Henry Bamberger, *Maryland,*
B.A., Philosophy
- Joseph Amos Barkley, III, *Connecticut,*
B.A., Philosophy
- Richard Stephen Belas, *Connecticut,*
B.A., Government
- Alexander James Belida, Jr., *Massachusetts,*
B.A., Government
- Harris Jay Belinkie, *Connecticut,*
B.A., History
- Harold Zalmon Bencowitz, *Texas,*
B.S., Chemistry
- Robert Philip Berardino, *Connecticut,*
B.A., History
- James Stephen Bernardoni, *Illinois,*
B.S., Biology
- Jay Bernstein, *New York,*
B.A., Religion
- William Howard Beyer, *Massachusetts,*
B.A., Psychology
- Robert Sabin Bingham, *New Jersey,*
B.S., Mathematics
- Winthrop Bushnell Bissell, *Connecticut,*
B.A., History
- Fedrico Ollino Biven, Jr., *Hawaii,*
B.A., History
- Roy Arthur Blixt, *Connecticut,*
B.A., Psychology
- James Selib Bolan, *Massachusetts,*
B.S., Biology

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- John Leon Bonee, III, *Connecticut*,
B.A., *History*
- Douglas Robin Boynton, *Maine*,
B.A., *Government*
- Robert Marshall Brandt, *New Jersey*,
B.A., *Psychology*
- Peter Warren Braver, *New York*,
B.A., *Government*
- Robert Newton Brey, *Pennsylvania*,
B.S., *Biology*
- Peter Andrew Brinckerhoff, *New Jersey*,
B.A., *Art History*
- James Anderson Broers, *Ohio*,
B.A., *History*
- Steven Michael Brown, *Connecticut*,
B.A., *Economics*
- Dale Buchbinder, *New York*,
B.A., *Biology & Psychology*
- Mark Morris Burnham, *Connecticut*,
B.A., *Government*
- † Boris Paul Bushueff, Jr., *Massachusetts*,
B.S., *Engineering*
- * Philip Paul Butkus, *Connecticut*,
B.A., *History*
- Peter Nelson Campbell, *Georgia*,
B.S., *Mathematics*
- David Spencer Carman, *New Jersey*,
B.A., *Government*
- Michael Arthur Chamish, *New York*,
B.A., *Government*
- John Carsten Chapin, Jr., *Michigan*,
B.A., *History*
- Charles Henry Chrystal, Jr., *Connecticut*,
B.A., *History*
- Jerome Francis Crowley, *New York*,
B.A., *Government*
- * Robert Douglas Cushman, *New York*,
B.A., *English*
- * Eric Frederick Dahn, *New York*,
B.A., *History*
- William Karl Daiber, *Pennsylvania*,
B.S., *Biology*
- Richard Colgate Dale, Jr., *Pennsylvania*,
B.A., *History*
- Stephen Newton Dale, *Massachusetts*,
B.A., *History*
- * Michael Peck Davidson, *Washington*,
B.A., *Art History*
- Robert Nelson Davis, Jr., *North Carolina*,
B.S., *Psychology*
- * Paul Albert DeBonis, *Connecticut*,
B.S., *Engineering*
- James Ray Demicco, *Connecticut*,
B.S., *Physical Sciences*
- Peter Giltner DePrez, *Indiana*,
B.A., *Government*
- Pierre Claude de Saint Phalle, *New York*,
B.A., *History*
- David Leath Dietrich, *Connecticut*,
B.A., *English*
- Scott Michael Donahue, *New York*,
B.A., *Religion*
- * Mark Terrice Doyle, *Connecticut*,
B.A., *Modern Languages*
- George Eugene Dunkel, *New Jersey*,
B.A., *Modern Languages*
- William Porter Durkee, IV, *District of Columbia*, B.A., *Studio Art*
- Gene Parker Dusseau, *District of Columbia*,
B.A., *English*
- Judith Dworin, *Connecticut*,
B.A., *American Studies*
- Daric Nicholas Ebert, *Pennsylvania*,
B.A., *History*
- John Wilson Ehrlich, *Michigan*,
B.A., *Music*
- Tom Baylor Ewing, *Illinois*,
B.A., *Biology*
- Russell Norman Fairbanks, Jr., *New Jersey*,
B.A., *Economics*
- Sherman Farnham, Jr., *Connecticut*,
B.A., *Government*
- Charles Cuthbert Fenwick, Jr., *Maryland*,
B.A., *History*
- John Edmund Flaherty, *New Jersey*,
B.A., *Psychology*
- Drew Trudeau Fleisch, *Connecticut*,
B.A., *English*
- William Christopher Flood, *Pennsylvania*,
B.A., *Philosophy*
- Carlo Albert Forzani, *Connecticut*,
B.A., *Religion & Psychology*
- Charles MacLeish Foss, *Illinois*,
B.A., *English*
- Lawrence Alan Fox, *Connecticut*,
B.A., *Government with Honors in General Scholarship*
- Robert Christopher Francks, *New York*,
B.A., *Music*
- Geoffrey Alson Frank, *Illinois*,
B.S., *Mathematics*
- Randolph Jay Friedman, *Michigan*,
B.A., *English*
- Elizabeth Martin Gallo, *Connecticut*,
B.A., *Psychology*
- John Francisco Gallo, Jr., *Connecticut*,
B.A., *English*
- Glenn David Gamber, *New York*,
B.A., *English*
- Edward Joseph Garofolo, *Connecticut*,
B.A., *Economics*
- Robert Lawrence Geary, *Maine*,
B.A., *English*
- Alan Willard Gibby, *New Jersey*,
B.A., *Religion*

* In absentia

† These students will receive a Master of Engineering degree from Rensselaer Polytechnic Institute (Troy) and are the first to complete the special program in cooperation with the R.P.I. Hartford Graduate Center.

Degrees Conferred in 1970/157

- David Swift Gilbert, *California*,
B.S., *Psychology*
- Alan Richard Gladstone, *Connecticut*,
B.S., *Biology*
- Ralph Wilson Glendinning, *Ohio*,
B.A., *History*
- Michael Dimitri Glowa, *Connecticut*,
B.A., *Psychology*
- * John William Gohsler, Jr., *Connecticut*,
B.A., *Economics*
- David Grant Goldberg, *Connecticut*,
B.A., *Religion*
- James Roy Golmon, *Connecticut*,
B.A., *Biology*
- James Stanley Gordon, *Ohio*,
B.A., *Government*
- Jeffrey Charles Green, *Illinois*,
B.A., *Religion*
- William Hadfield Green, *Massachusetts*,
B.A., *History*
- Stephen Randolph Gretz, *New York*,
B.A., *Economics*
- * John Claude Grzeskiewicz, *Connecticut*,
B.A., *Government*
- Thomas Stevenson Hackett, *Pennsylvania*,
B.A., *English*
- Jack N. Hale, *Oregon*,
B.A., *English*
- Stephen Pierpont Hamilton, *Connecticut*,
B.A., *Art History*
- Stuart Arnim Hamilton, *New York*,
B.S., *Biology*
- Norman Jameson Hannay, *Pennsylvania*,
B.S., *Biology*
- * James Harry Hanzlik, *Connecticut*,
B.A., *Economics*
- Robert Johnstone Harrity, Jr., *Pennsylvania*,
B.A., *History*
- Richard Charles Harvey, Jr., *Connecticut*,
B.S., *Biology*
- Lawrence Brooks Hawkins, *Pennsylvania*,
B.A., *Economics*
- Pierre duPont Hayward, *Delaware*,
B.A., *History*
- Richard Charles Heinz, *Connecticut*,
B.S., *Biology*
- John Hebard Helsdon, Jr., *New York*,
B.S., *Physics*
- Paul Middleton Herron, *Ohio*,
B.A., *Economics*
- David Thomas Hill, *New York*,
B.A., *Classics*
- Jennings Wise Hobson, III, *Virginia*,
B.A., *Religion*
- Richard Curzon Hoffman, IV, *Maryland*,
B.A., *History*
- Charles Richard Hosking, *Illinois*,
B.A., *History*
- William Daley Hough, *Florida*,
B.A., *Government*
- David Francis Jankowski, *Connecticut*,
B.A., *Psychology*
- Kenneth David Johnson, *Connecticut*,
B.A., *English*
- Webster Newton Jones, III, *Delaware*,
B.S., *Biology*
- Christopher John Kapilla, *Illinois*,
B.A., *Philosophy*
- Lawrence Bruce Katzenstein, *Delaware*,
B.S., *Biology*
- David Dudley Field Kennard, *Massachusetts*,
B.A., *Theatre Arts*
- * Mark Leslie Kennedy, *Hawaii*,
B.A., *Music*
- Elmond Arthur Kenyon, *Connecticut*,
B.A., *English*
- Kevin Whitney Kerr, *Massachusetts*,
B.A., *English*
- Jonathan Fields Knight, *Maryland*,
B.A., *Psychology*
- Ryan Anthony Kuhn, *New Jersey*,
B.A., *Psychology*
- Robert Anthony LaPorte, *Connecticut*,
B.A., *English*
- Jack Everett Larson, Jr., *Connecticut*,
B.A., *English*
- Michael Alan Lavorgna, *Connecticut*,
B.A., *English*
- William Carroll Lawrence, *Delaware*,
B.A., *Government*
- Douglas Morgan Lee, *Connecticut*,
B.S., *Biology*
- * Christopher Lees, *England*,
B.A., *English*
- Alfred Dix Leeson, Jr., *Rhode Island*,
B.A., *History*
- Douglas Luddy Leight, *New York*,
B.A., *Economics*
- Scott Lennox, *Illinois*,
B.A., *Economics*
- Douglas Paul Liskow, *New York*,
B.A., *English*
- * Thomas Peter Lom, *Pennsylvania*,
B.A., *Government*
- * Frederick Shepard Lowe, *Ohio*,
B.A., *Philosophy*
- Jack Alan Luxemburg, *New Jersey*,
B.A., *Religion*
- John Andrew MacDonald, *Ohio*,
B.A., *Economics*
- * Eli Mackey, Jr., *Missouri*,
B.A., *Psychology*
- William Frank Maccreery, *New York*,
B.S., *Biology & Modern Languages*
- * Albert Raymond Madorin, *Connecticut*,
B.A., *English*

* In absentia

These students will receive a Master of Engineering degree from Rensselaer Polytechnic Institute (Troy) and are the first to complete the special program in cooperation with the R.P.I. Hartford Graduate Center.

158/Degrees Conferred in 1970

- Randolph Jay Man, *Texas*,
B.A., *Theatre Arts*
- * Manuel Galo Martins, *Portugal*,
B.S., *Engineering*
- Joseph Paul Maryeski, *Connecticut*,
B.A., *History*
- * Daniel Newhall Maxwell, *Massachusetts*,
B.A., *Classics*
- Lewis Ankeny McArthur, *Oregon*,
B.A., *Philosophy*
- James Milton McClaugherty, *Virginia*,
B.A., *History*
- Raymond William McKee, *Pennsylvania*,
B.A., *Philosophy*
- John Stuart McKinney, *Massachusetts*,
B.A., *Psychology*
- Peter Campbell Meacham, *Ohio*,
B.S., *Biology*
- * "Iradj" Gholamhossein Mehrmanesh-
Tehranipour, *Iran*, B.S., *Biology &*
Psychology
- Peter Paul Melinoskas, Jr., *Connecticut*,
B.A., *English*
- Seth Grant Merriman, *Ohio*,
B.S., *Mathematics*
- Jeremiah Milbank, III, *Connecticut*,
B.A., *Economics*
- William John Millard, III, *Texas*,
B.A., *Psychology*
- Alan Miller, Jr., *Massachusetts*,
B.A., *Biology*
- * Peter MacNaughton Miller, III, *California*,
B.A., *History*
- Francis Anthony Minitier, *Connecticut*,
B.A., *Philosophy & Classical Languages*
- Kermit Gerald Mitchell, *Connecticut*,
B.A., *Economics*
- Patrick Wellington Mitchell, *Massachusetts*,
B.A., *Psychology*
- * Michael Crofton Mithoefer, *New York*,
B.A., *English*
- Walter Francis Moody, Jr., *Connecticut*,
B.A., *English*
- David Michael Moss, *Connecticut*,
B.A., *History*
- William Henry Muden, *Connecticut*,
B.S., *Biology*
- George Albert Munkwitz, Jr., *Wisconsin*,
B. S., *Biology*
- * Robin Patrick Neary, *Connecticut*,
B.S., *Engineering*
- William Kellogg Newbury, *Massachusetts*,
B.A., *Economics*
- Jay Grant Newquist, *Minnesota*,
B.A., *Government*
- Daniel John Nichols, *Connecticut*,
B.A., *History*
- James Murray O'Brien, Jr., *Massachusetts*,
B.A., *History*
- Judith Ann Laughton Odlum, *Connecticut*,
B.A., *Modern Languages*
- Michael John Ohliger, *Connecticut*,
B.A., *Economics*
- * Nels Lineer Olson, *Michigan*,
B.A., *English*
- Peter Arpin Orgain, *New Jersey*,
B.A., *Economics*
- James Walter Osher, *Ohio*,
B.A., *Economics*
- John Philip Osler, *New Jersey*,
B.A., *Religion*
- Joseph John Pantalone, *Connecticut*,
B.A., *Economics*
- Howard William Pearson, *Connecticut*,
B.A., *English*
- Raymond Parker Pech, *Connecticut*,
B.A., *Psychology*
- José Manuel Pemán, *Spain*,
B.A., *Government*
- James Reeve Petersen, *Connecticut*,
B.A., *English*
- Jeffrey Baker Phillips, *Connecticut*,
B.A., *Religion*
- * Gerolf M. S. Píkl, *New Jersey*,
B.A., *History*
- Roy Hardy Pingel, *Michigan*,
B.A., *Religion*
- * Michael Justin Plummer, *Massachusetts*,
B.A., *Religion*
- William Eltwood Pomeroy, *Connecticut*,
B.A., *Philosophy*
- Michael Gregory Porlides, *New York*,
B.S., *Biology*
- Frederick Wallace Prella, Jr., *Connecticut*,
B.A., *Economics*
- John William Pye, *Massachusetts*,
B.A., *Religion*
- Thomas Michael Ramseur, III, *Connecticut*,
B.A., *Psychology*
- * Eric Tompkins Rathbun, *District of Columbia*,
B.A., *English*
- William Campbell Redfield, *New York*,
B.A., *Religion*
- Dale Charles Reed, *Virginia*,
B.A., *Economics*
- Daniel Jay Reilert, *New York*,
B.A., *Religion*

* In absentia

Degrees Conferred in 1970/159

- | | |
|---|--|
| David Bennett Richards, <i>Massachusetts</i> ,
B.A., <i>Modern Languages</i> | Charles Edward Taylor, <i>Missouri</i> ,
B.S., <i>Mathematics</i> |
| Ralph Thomas Robinson, <i>Connecticut</i> ,
B.A., <i>Psychology</i> | Aram Hagop Tellalian, III, <i>Connecticut</i> ,
B.A., <i>Psychology</i> |
| Stanley Herrick Robinson, <i>Vermont</i> ,
B.A., <i>English</i> | Randall Peernick Terho, <i>New York</i> ,
B.S., <i>Mathematics</i> |
| John Allen Robson, <i>New Jersey</i> ,
B.S., <i>Biology</i> | William John Thompson, <i>Connecticut</i> ,
B.S., <i>Mathematics</i> |
| Stephen Ernest Rorke, <i>New York</i> ,
B.A., <i>Religion</i> | Stephen Lee Tody, <i>Illinois</i> ,
B.S., <i>Biology</i> |
| Gerard Robert Rucci, <i>Connecticut</i> ,
B.A., <i>Government</i> | James Howard Tonsgard, <i>Illinois</i> ,
B.S., <i>Biology</i> |
| Roberta Joy Russell, <i>Connecticut</i> ,
B.A., <i>English</i> | James Bernard Tully, <i>New York</i> ,
B.A., <i>History</i> |
| David Michael Sadayasu, <i>New York</i> ,
B.A., <i>History</i> | Richard Stephen Turk, <i>Connecticut</i> ,
B.S., <i>Chemistry</i> |
| James Lawrence Sanford, <i>New York</i> ,
B.A., <i>Art History</i> | John Martin Verre, <i>Connecticut</i> ,
B.A., <i>Psychology</i> |
| Leonard Charles Schneider, <i>New Jersey</i> ,
B.A., <i>Psychology</i> | Raphael Paul Viscidi, <i>Massachusetts</i> ,
B.A., <i>Psychology</i> |
| William Smallridge Searle, Jr., <i>Maine</i> ,
B.A., <i>Government</i> | Bruce Butterfield Wallace, <i>New York</i> ,
B.A., <i>History</i> |
| Andrew Tuke Shaw, <i>New Jersey</i> ,
B.A., <i>Government</i> | George John Anthony Warmbold, IV, <i>Illinois</i> ,
B.A., <i>Psychology</i> |
| David Harvey Shipman, <i>Pennsylvania</i> ,
B.A., <i>English</i> | Elliot Mark Weinstein, <i>Massachusetts</i> ,
B.A., <i>Economics</i> |
| Benson Bennett Sloan, III, <i>New York</i> ,
B.A., <i>History</i> | George Carey Wheelwright, <i>Massachusetts</i> ,
B.A., <i>English</i> |
| Frank Duncan Smith, <i>Maryland</i> ,
B.A., <i>Psychology</i> | Peter Thompson Wiles, <i>Connecticut</i> ,
B.A., <i>English</i> |
| Stephen Bruce Smith, <i>Connecticut</i> ,
B.A., <i>Psychology</i> | Peter Clarke Wilkins, <i>Massachusetts</i> ,
B.A., <i>History</i> |
| Michael Edward Sobotka, <i>New York</i> ,
B.A., <i>History</i> | Bradford Curtis Willcox, <i>New Jersey</i> ,
B.A., <i>English</i> |
| William Frederick Sorin, <i>New York</i> ,
B.A., <i>Economics</i> | Martyn Huw Williams, <i>Wales</i> ,
B.A., <i>English</i> |
| Peter Richard Starke, <i>New York</i> ,
B.A., <i>Biology</i> | John Melvin Willin, <i>Connecticut</i> ,
B.A., <i>History</i> |
| David William Steuber, <i>Pennsylvania</i> ,
B.A., <i>Government</i> | John Alva Willoughby, Jr., <i>Massachusetts</i> ,
B.A., <i>Economics</i> |
| Andrew Fyfe Stewart, <i>New York</i> ,
B.S., <i>Biology</i> | Robert Lawrence Wilson, <i>New Jersey</i> ,
B.A., <i>History</i> |
| Franklin D'Olier Stowell, <i>New Jersey</i> ,
B.A., <i>History</i> | David Philip Wolff, <i>New York</i> ,
B.S., <i>Physics</i> |
| Alan Thomas Sullivan, <i>New York</i> ,
B.A., <i>English</i> | Charles Wright, <i>Michigan</i> ,
B.A., <i>Religion</i> |
| Edwin Scott Sutton, <i>Pennsylvania</i> ,
B.A., <i>Government/Sociology</i> | Jeffrey Kimmel Wright, <i>Pennsylvania</i> ,
B.A., <i>English</i> |
| John Pike Swaluk, <i>Florida</i> ,
B.S., <i>Biology</i> | Joshua Soule Wunsch, <i>Michigan</i> ,
B.A., <i>English</i> |
| William DuBose Taggart, <i>New York</i> ,
B.A., <i>History</i> | Richard Rees Wyland, <i>New York</i> ,
B.A., <i>History</i> |
| Brian Albert Taylor, <i>Illinois</i> ,
B.A., <i>Philosophy</i> | Daniel Joseph Zitin, <i>Pennsylvania</i> ,
B.A., <i>English</i> |

160/Degrees Conferred in 1970

Masters Degrees in Course

Maria Mozzicato Alderuccio	B.S., 1965, Central Connecticut State College	French	M.A.
Richard Francis Anderson	B.S., 1967, Austin Peay State College	Government	M.A.
Richard Coe Austin	B.A., 1954, Trinity College	History	M.A.
Bruce Wayne Baker	B.S., 1963, University of Hartford	Economics	M.A.
* Cecil Percy Balderson, Jr.	B.S., 1961, Virginia Polytechnic Institute	Physics	M.S.
Robert Jerome Baskin	B.A., 1965, Middlebury College	Chemistry	M.S.
Elizabeth Joeek Bassford	B.S., 1940, Rutgers University	Philosophy	M.A.
Richard Waldo Beach	B.A., 1967, Wesleyan University	Education	M.A.
Pauline Theresa Beaudoin	B.A., 1965, Colby College	French	M.A.
Allen Richard Beebe	B.A., 1951, Princeton University	History	M.A.
Carrollee Berg	B.A., 1963, University of Connecticut	English	M.A.
Sister Elaine Betoncourt, C.S.J.	B.A., 1962, Diocesan Sisters College	Latin	M.A.
* Robert Frederick Bokern	B.S., 1951, St. Louis University	Education	M.A.
Ronald Joel Book	B.A., 1964, Hunter College	Mathematics	M.S.
* John Vincent Borgo	B.A., 1950, Boston College, B.S.T., 1958, Western College of Theology	Latin	M.A.
Cynthia Ellen Browne	B.A., 1947, Connecticut College, M.S., 1952, Simmons College	History	M.A.
Janice Elaine Brunelle	B.A., 1965, Saint Joseph College	Education	M.A.
Nicholas P. Cardwell	B.A., 1960, University of Hartford, J.D., 1964, University of Connecticut	Government	M.A.
Anthony G. Carreno	B.A., 1963, Escuela Normal P. Feijoo	Spanish	M.A.
Genaro Fernandez Centurion	D.D.C., 1938, Universidad De La Habana	Spanish	M.A.
* William Hayward Clark	B.A., 1941, Princeton University	Latin	M.A.
John Joseph Colgan	B.S.Met.E., 1957, Polytechnic Institute of Brooklyn, M.B.A., 1965 Hofstra University	Economics	M.A.
* Marilyn Miller Colvin	B.A., 1968, Skidmore College	Education	M.A.
Frederick Bruce Corbett	B.S., 1963, Lycoming College	Government	M.A.
Joseph James Costa	B.A., 1960, Saint John's Seminary, M.Ed., 1963, State College at Boston	English	M.A.
* Robert Francis Cronin	B.S., 1961, College of the Holy Cross, M.S., 1962, Boston University	English	M.A.
Charles Howard Dietrich	B.S., 1963, Trinity College	Mathematics	M.S.
Anne Ryan Doyle	B.A., 1949, Albertus Magnus College	English	M.A.
* Howard Allen Emsley, Jr.	B.A., 1963, Trinity College	History	M.A.
William Paul Ferris	B.A., 1966, Dartmouth College	English	M.A.
Rachel Galbis Flores-Jenkins	B.A., 1967, University of Hartford	Spanish	M.A.
* Sandra Kay Florstedt	B.A., 1965, Upsala College	Spanish	M.A.
Theodore Sebastian Formica	B.S., 1968, Duquesne University	Education	M.A.
Patricia Nelson Foulke	B.S., 1953, University of Minnesota	Education	M.A.
* Christopher Powell Frost	B.A., 1965, Wake Forest College	Latin	M.A.
* Robert Francis Gazda	B.A., 1965, American International College	Education	M.A.
Arthur Philip Greenblatt	B.A., 1940, Yale University	Government	M.A.
Ainsworth Minot Greene	B.A., 1955, Colby College	Economics	M.A.
* William Ray Gross	B.A., 1965, Grove City College	Education	M.A.
* Dennis Holmes Grubbs	B.A., 1963, Princeton University	Education	M.A.
* Josephine Noguera Habeski	B.A., 1965, Central Connecticut State College	Spanish	M.A.
* Robert Michael Hanlon	B.A., 1956, M.A., 1958, M.A., 1963, Boston College	English	M.A.
Clyde Pierce Henderson	B.S., 1961, Southern Connecticut State College, M.A., 1962, Fairfield University	English	M.A.
* Kenneth Joseph Hughes	B.A., 1959, M.A., 1960, S.T.L., 1968, Boston College	Latin	M.A.
Michael Jackson	B.A., 1953, Harvard University	Mathematics	M.S.
* James Junius Johnson, II	B.S., 1959, St. Benedict's College	Education	M.A.
Thomas Joseph Kelley	B.A., 1962, University of Hartford	History	M.A.
Joan Tilton Kenney	B.A., 1948, Vassar College	English	M.A.

* In absentia

Degrees Conferred in 1970/161

Roland Richard Kessler	B.A., 1954, Western Reserve University	Government	M.A.
* Jeanne Horvath Kissner	B.A., 1963, Albertus Magnus College	French	M.A.
Betty Louise McNulty Kuyk	B.A., 1964, Westhampton College	History	M.A.
Robert Peter Landon	B.S., 1964, American International College	Economics	M.A.
* Stuart Roy Lavin	B.A., 1967, American International College	English	M.A.
Ann Marie Levesque	B.A., 1965, American International College	French	M.A.
Nancy Lou Lister	B.A., 1962, Ohio Wesleyan University	Latin	M.A.
* Mary L. Dale Little	B.A., 1966, University of Connecticut	French	M.A.
Vincent Luppino	B.S., 1959, Central Connecticut State College	Education	M.A.
Hugh Jerome MacDonald, Jr.	B.A., 1960, St. Mary's College	English	M.A.
Paul Mancigli	B.A., 1966, University of Connecticut	Spanish	M.A.
Joseph Arnold Marti	B.S.M.E., 1964, Western New England College	Physics	M.S.
Ralph Alfred Mazzarella	B.A., 1963, Rutgers University	Physics	M.S.
* Garrett John McDonald	B.A., 1963, University of Connecticut	Physics	M.S.
James Patrick McGlone	B.A., 1965, La Salette Seminary, S.T.B., 1968, M.A., 1970, The Catholic University of America	Latin	M.A.
Oscar Emilio Mejia	B.A., 1956, Atlantic Union College	French	M.A.
Richard John Mihm	B.A., 1956, Rutgers University, M.A., 1960, Columbia University	Physics	M.S.
Francis Anthony Minitier	B.A., 1970, Trinity College	Philosophy	M.A.
Joan Morgan	B.A., 1965, Hollins College	French	M.A.
Richard Paul Morris	B.A., 1968, Trinity College	Education	M.A.
Jeannette Beausoleil Mueller	B.A., 1963, Rivier College	English	M.A.
Robert Lawrence Mullaney	B.A., 1959, M.A., 1962, Trinity College	English	M.A.
Daniel Eli Okolica	Rabbi, 1967, Beth-Medrash Govoha	Education	M.A.
Haydee Rodriguez Padilla	Ed.D., 1952, University of Havana	Spanish	M.A.
Theresa Avallone Petit	B.A., 1947, Keuka College	Education	M.A.
* John Brand Pitman, II	B.A., 1960, Marietta College	English	M.A.
Robert Lord Porter	B.A., 1963, Rutgers University	Economics	M.A.
usan Bonadies Richards	B.A., 1965, University of Connecticut	Education	M.A.
Joyce Twible Runge	B.S., 1952, Boston University	Education	M.A.
* Michael Jude St. Clair	B.A., 1964, M.A., 1965, Boston College	Latin	M.A.
Barbara Janson Shallenberger	B.S., 1965, Iowa State University of Science and Technology	Mathematics	M.S.
Faith Madeline Shinder	B.A., 1966, University of Connecticut	History	M.A.
Violet Cameron Bruce Skorina	B.A., 1965, Western Connecticut State College	English	M.A.
Lillian Louise Smith	B.S., 1964, Boston University	Spanish	M.A.
Virginia Hay Smith	B.A., 1951, Wheaton College	Education	M.A.
Peter Tyler Steinwedell	B.A., 1954, Hamilton College	Education	M.A.
James Clement Sweeney, Jr.	B.A., 1964, Columbia College	Latin	M.A.
Deborah Fox Thomas	B.A., 1964, Gettysburg College	Education	M.A.
Charles Edgar Todd	B.A., 1964, Trinity College	History	M.A.
* Cynthia Anne Tricinella	B.A., 1961, American International College	History	M.A.
Joel Nance Williams	B.A., 1958, Rice University, M.A., 1963, Yale University	Mathematics	M.S.
Robert Benjamin Wilson	B.A., 1962, Columbia College	English	M.A.
Richard Rees Wyland	B.A., 1970, Trinity College	History	M.A.
Lucille A. Zimnoch	B.S., 1964, Central Connecticut State College	French	M.A.
Waclaw Marian Zurawski	B.A., 1962, University of Hartford	Education	M.A.

HONORIS CAUSA

JOHN MORTON BLUM, *New Haven, Connecticut*
 FRANCIS GOODWIN, II, *Wethersfield, Connecticut*
 HAROLD CLARK MARTIN, *Schenectady, New York*
 CEDRIC EARL MILLS, *St. Thomas, Virgin Islands*
 HENRY REGINALD ROBERTS, *Hartford, Connecticut*

Doctor of Humane Letters
 Doctor of Fine Arts
 Doctor of Humane Letters
 Doctor of Divinity
 Doctor of Laws

*In absentia

Student List for 1969-70

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,
Plantsville, 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,
Wilmington, Del.
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.
Jay Bernstein, *New York, N.Y.*
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.
Peter Warren Braver,
Hastings-on-Hudson, N.Y.
Robert Newton Brey, III,
Philadelphia, Pa.
Peter Andrew Brinckerhoff,
Fair Haven, N.J.
Robert Ernest Broatch, III,
Orange, Conn.
James Anderson Broers, *Akron, Ohio*
Steven Michael Brown,
Fairfield, Conn.
Dale Buchbinder, *Brewster, N.Y.*
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.*

Student List 1969-70/163

- 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.
Paul Albert DeBonis, *West Hartford*
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*
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.*
Judith Dworin, *West Hartford*
Daric Nicholas Ebert, *Pittsburgh, Pa.*
John Wilson Ehrlich,
Grosse Pointe, Mich.
Tom Baylor Ewing, *Cuba, Ill.*
Russell Norman Fairbanks, Jr.,
Moorestown, N.J.
Alan Stuart Farnell, *Avon, Conn.*
Sherman Farnham, Jr., *Hartford*
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.*
Lawrence Alan Fox, *West Hartford*
Robert Christopher Francks,
New York, N.Y.
Geoffrey Alson Frank, *Jacksonville, Ill.*
Randolph Jay Friedman, *Detroit, Mich.*
Elizabeth Martin Gallo, *Hartford*
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
Jeffry Charles Green, *Glenview, Ill.*
Stephen Fernell Green, *Hartford*
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.
Norman Jameson Hanney,
Gladwyne, Pa.
James Harry Hauzlik, *Norwalk, Conn.*
Oscar Joseph Harm, III,
Murphysboro, Ill.
John Stephen Harrison, *Wilmette, Ill.*

164/Student List 1969-70

- Robert Johnstone Harrity, 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.
William Daley Hough,
Coral Gables, Fla.
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.
David Dudley Field Kennard,
Newton Center, Mass.
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 Carroli 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
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.
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.
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 1969-70/165

- 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.
Judith Ann Laughton Odium,
West Hartford
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.*
José Manuel Pemán, *Spain*
James Reeve Petersen, *Avon, Conn.*
Jeffrey Baker Phillips, *Fairfield, Conn.*
Roy Hardy Pingel,
Grosse Pointe, Mich.
Robert Buford Pippin, *Jacksonville, Fla.*
Michael Justin Plummer,
Cambridge, Mass.
William Eltwood 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.

166/Student List 1969-70

- 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.*
 John Pike Swaluk, *Jacksonville, Fla.*
 Robin Gregory Symonds,
Marblehead, Mass.
 William DuBose Taggart,
Garden City, N.Y.
 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 Tongard,
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.
 Peter Clarke Wilkins,
Brookline, Mass.
 Bradford Curtis Wilcox,
Hasbrouck Heights, N.J.
 Martyn 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.
 Fredrik Pittock Woodbridge, *Hartford*
 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.
 Daniel Joseph Zitin, *North Wales, Pa.*

CLASS OF 1971

- Raymond Walter Acker,
Wethersfield, Conn.
 Mark Johnson Adair, *Wilmington, Ohio*
 Peter Winslow Adams,
Upper Montclair, N.J.
 Mark Aldrich, *Meriden, Conn.*
 James Curtis Amis, *Durant, Okla.*
 Larry Charles Andriks, Jr.,
East Hartford
 Raymond Fontana Angelo, Jr.,
Southington, Conn.
 Joseph Anthony Angiolillo, Jr., *Hartford*
 Norman Max Aprill,
Rockville Centre, N.Y.
 James Anthony Armentano, *Hartford*
 Linda June Avseev, *West Hartford*
 John Boynton Ayres, *Springfield, Mass.*
 Richard Hall Bacon, *West Hartford*
- Marietta Starr Badger,
Greenwich, Conn.
 Christopher Hart Baker,
Newcastle, Me.
 John Roberto Barbour, *Roslyn, N.Y.*
 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, Me.
 Edwin Berk, *Elkins Park, Pa.*

Student List 1969-70/167

- George Andrew Besch,
Springfield, N.J.
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.
Edwin Allen Bowe, *West Hartford*
David Blaine Brackett,
West Springfield, Mass.
William Edward Bradford, Jr.,
Denver, Colo.
Thomas Roger Briggs,
Manchester, Conn.
Willard Mead Bright, Jr.,
Winston-Salem, N.C.
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.*
Alfonso Linwood Carney, Jr.,
Norfolk, Va.
Robert Oliver Carr, *Potomac, Md.*
Ann Hopkins Carroll,
Brooklandville, Md.
David Seabold Casey, *LaJolla, Calif.*
Anthony Joseph Castagno,
West Hartford
Brian Joseph Castronovo,
Brooklyn, N.Y.
Richard Arthur Chapman, *Dover, Mass.*
Steven Andrew Charleston, *Hartford*
Steven Robert Chernaik,
Longmeadow, Mass.
Gregory Cherneff, *Mt. Vernon, N.Y.*
James Arthur Chesney, *Fairfield, Conn.*
Jeffrey Rawle Clark, *Villanova, Pa.*
Margaret Hale Clement, *Buffalo, N.Y.*
Bruce Edward Colman, *Berkeley, Calif.*
Michael Frank Colomonico, Jr.,
Hamden, Conn.
Mark Joseph Comeau, *Canton, Conn.*
Bonita Frances Coriale, *Utica, N.Y.*
David Martin Covey, *Great Neck, N.Y.*
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.
Beverly Jeanne Diamond,
West Hartford
Gary Robert Dibble, *Waterbury, Conn.*
Anthony Joseph DiBella,
West Roxbury, Mass.
Thomas Richard DiBenedetto,
Everett, Mass.
Howard Cronson Dickler,
Clayton, Mo.
Peter Graham Dodd, *Ottumwa, Iowa*
Michael Lee Downs,
Windsor Locks, Conn.
Roy Alan Dudley,
West Springfield, Mass.
John Stewart Durland, III,
Darien, Conn.
Deborah Lane Endersby,
Princeton, N.J.
Christopher Lee Evans,
Swampscott, Mass.
Douglas Robert Evarts, *West Hartford*
Joseph Boothroyd Ewbank,
Hendersonville, N.C.
Leo C. Farrenkopf, Jr., *Teaneck, N.J.*
Robert Bryan Fawber, *West Hartford*
Crist Nicholas Filer, *Windsor, Conn.*
Andrew Stillman Fisher,
Dedham, Mass.
Louise Hopkins Fisher, *Granby, Conn.*
Harper Follansbee, Jr., *Andover, Mass.*
Arlene Ann Forastiere,
Springfield, Mass.
Benjamin Foster, Jr., *Hartford*
John Francis Foulkrod, Jr.,
Upper Montclair, N.J.
William Collier Foureman,
Fort Thomas, Ky.
Frederick Bruce Foxley, *Weston, Conn.*
Dominick Francis Franco,
West Hartford
Peter Douglas Franklin,
Newton Centre, Mass.

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- Kathleen Louise Frederick,
Scarsdale, N.Y.
Steven Franklin Freudenthal,
Thermopolis, Wyo.
Dennis Charles Friedman,
Great Neck, N.Y.
William Roger Fuller,
Gales Ferry, Conn.
George Keith Funston, Jr.,
Greenwich, Conn.
David Galbraith, *Northfield, Ill.*
Donald Joseph Ganley, *Keene, N.H.*
Robert Edward Garrett, *Berkeley, Calif.*
Marshall Brown Garrison, *Hartford*
John Oliver Gaston, *Alton, Ill.*
Glenn Marshall Gazley, *Stratford, Conn.*
Thomas Alan Geckler, *Kenmore, N.Y.*
Michael Thomas Geiser,
South Glastonbury, Conn.
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.
Susan Ann Grace, *White Plains, N.Y.*
Kathleen Curson Graham,
Clarks Summit, Pa.
William Charles Granville,
Mendham, N.J.
James Henry Graves, *Freeport, Ill.*
David Waghalter Green,
Kew Gardens, N.Y.
Charles Zachary Greenbaum,
Marblehead, Mass.
Howard Bruce Greenblatt, *Hartford*
Douglas Everitte Greene,
Pawcatuck, Conn.
Philip Towle Griffith, *Van Nuys, Calif.*
John Edgar Griggs, Jr.,
Wilmington, Del.
Robert Victor Haas, Jr., *Canton, Ohio*
Susan Grace Haines, *West Hartford*
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.*
Peter Jordan Hartman, *Wellesley, Mass.*
Mark William Hastings, *Penfield, N.Y.*
Clifford Tolmage Hauser,
Sands Point, N.Y.
Matthew Augustine Heard,
Chevy Chase, Md.
Nancy Ann Heffner, *New York, N.Y.*
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 Jacobson, III,
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.
Laura June Kaplan, *Woodstock, Conn.*
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.*
Melvin Southworth Kendrick,
Wenham, Mass.
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.

Student List 1969-70/169

- Richard Allan Lebert, *Lutherville, Md.*
Charles John Lemonier, *Glen Rock, N.J.*
Karen Anne Lewchik, *Berlin, Conn.*
Howard Lewis, III, *Van Wert, Ohio*
Stephen Van Rennselaer Lines,
Pittsford, N.Y.
Andrew Lawrence Lipps,
Swampscott, Mass.
Thomas David Lisk, *Ellington, Conn.*
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*
Eric David Manheimer, *Riverdale, N.Y.*
Robert Taylor Mann, *Sewickley, Pa.*
Richard James Manna, *Maplewood, N.J.*
Alan Lewis Marchisotto, *Baldwin, N.Y.*
Susan Elizabeth Martin, *Norwich, Conn.*
Stuart Walton Mason, *Baltimore, Md.*
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.*
John Warren Milliken,
Greenwich, Conn.
Mark Jay Mittenenthal, *Great Neck, N.Y.*
Timothy Ruggles Mixter,
Needham, Mass.
William James Montgomery,
Wilmington, Del.
Peter Michael Moore, *Greenville, S.C.*
Rosemary Anne Morante,
Plainville, Conn.
Ralph Edward Morini, *Mahopac, N.Y.*
Jeffrey Alden Morrow, *Naperville, Ill.*
Harold Gleason Morse, *Decatur, Ga.*
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.
Leslie Gale Parr, *Tulsa, Okla.*
Douglass Blake Payne,
South Hadley, Mass.
Christina Lee Pennoyer, *New York, N.Y.*
Scott Nelson Phillips,
Manchester, Mass.
James Frank Plennert, *Manhasset, N.Y.*
Anne Gilbert Pomeroy,
Poquonock, Conn.
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.
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.*
Louise Brooke Riskin, *Passaic, N.J.*
Frances Ann Rohlen, *Winnetka, Ill.*
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.*

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- 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.*
Victoria Lou Schott, *New York, N.Y.*
Norma Jean Schreiber,
New Britain, Conn.
Donald Kenneth Schweikert, Jr.,
Maplewood, N.J.
George William Schwert, III,
Lexington, Ky.
Frazier G. Scott, *Westport, Conn.*
Charles Bushnell Seaverns,
Suffield, Conn.
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
Albert Marston Smith, *St. Paul, Minn.*
Henry Blackburn Smith,
Middletown, Del.
Joseph Roy Smith, II, *Holden, Mass.*
Ronald James Smith, *Avon, Conn.*
Paul Burton Smyth, *Manchester, Conn.*
Laura Sanders Sohval, *New York, N.Y.*
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.
Jeffrey Charles Sturgess,
Branford, Conn.
Kevin Barry Sullivan, *West Hartford*
Bennett Everett Taber,
San Francisco, Calif.
Bruce Edward Talbert,
Morris Plains, N.J.
Kent Walter Tarpley, *Crystal Lake, Ill.*
Carlton Chase Taylor, *Worcester, Mass.*
Thomas Teller, *Little Falls, N.J.*
Richard Britton Thomson, Jr.,
Saginaw, Mich.
Lawrence Wah-Chan Tom,
Honolulu, Hawaii
Robert Arthur Towner, *Wilmette, Ill.*
Michael Edward Trigg, *West Hartford*
Nancy Jean Tripp,
West Scarborough, Me.
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 Walley, *Hastings, Neb.*
Thelma Marie Waterman, *Hartford*
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.
Thomas Swartz Wiswall,
Brookhaven, N.Y.
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.*
Alyson Koeppel Adler
Kings Point, N.Y.
Nelson Howard Adler,
Spring Valley, N.Y.
Dana Jay Andrusik, *Wilbraham, Mass.*

- David Victor Appel, *Meadowbrook, Pa.*
 Robert John Arceci,
Winchendon, Mass.
 Herman Lewis Asarnow,
West Orange, N.J.
 Mary Asbury,
Cincinnati, Ohio
 Donald Evans Atkins, Jr.,
Springfield, Pa.
 Robert Moreland Atwater, *Summit, N.J.*
 John Franklin Bahrenburg,
Spring Lake Heights, N.J.
 Jonathan Percy Baird, *Marion, Pa.*
 Timothy Allen Balch, *Cleveland, Ohio*
 David Mock Banash, *Brookline, Mass.*
 David Lawrence Barans,
River Forest, Ill.
 Norman Bardeen, *Kalamazoo, Mich.*
 Jack Clinton Barthwell, III,
Detroit, Mich.
 Susan Frances Bauer,
Wethersfield, Conn.
 Robert James Bauman, *Parma, Ohio*
 Charles Belknap, III, *Boston, Mass.*
 Thomas Dillingham Benson, Jr.,
Rochester, N.Y.
 Christopher Schultz Berky,
Zionsville, Pa.
 Arthur Otis Black, III, *Butler, Pa.*
 Kenneth Worthen Blakeslee, Jr.,
Baltimore, Md.
 Peter Robert Blum, *Hartsdale, N.Y.*
 Neil Howard Bobroff,
Marblehead, Mass.
 Wendy Ann Bosworth,
Wethersfield, Conn.
 John Foster Braley, *Radnor, Pa.*
 Jeffrey Alan Brown, *Waban, Mass.*
 Lawrence Lloyd Bruckner, *Thomson, Ill.*
 Thomas Miller Buchenau,
San Diego, Calif.
 Thomas Arthur Burt,
Wellesley, Mass.
 Anthony Kenneth Burton,
Jacksonville, Fla.
 William Julian Caldwell,
South Orange, N.J.
 Roderick Angus Cameron,
Rice Lake, Wis.
 Elaine Gopher Carlson,
Hartford
 Robert Eugene Carlson, *Sewickley, Pa.*
 John Givin Chase, *Des Moines, Iowa*
 Laurie Goodwin Cherbonnier,
West Hartford
 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, Va.
 Whitney M. Cook, *Lunenburg, Mass.*
 Douglas Paul Cooper, *Pelham, 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 Cuoizzi, 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, Pa.
 James Mark Doyle, *Massapequa, N.Y.*
 John Wesley Eaton, *Needham, Mass.*
 Hugh Miller Elder,
Berkeley, Calif.
 Robert Joseph Ellis,
LaFayette Hill, Pa.
 Mark Jackson Enoch, *Deerfield, Mass.*
 Thomas M. S. Eysmans,
Moorestown, N.J.
 Arthur Ira Fagan, *San Antonio, Texas*
 Robert Joseph Fass, *Philadelphia, Pa.*
 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.
 Michael Herbert Fisher, *Syosset, N.Y.*

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- 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.*
 Bradley Henderson Friedrich,
Williamsville, N.Y.
 James Peter Frost, *North Reading, Mass.*
 Andrew Aaron Gaines, *Chicago, Ill.*
 James Philip Gamerman, *Baltimore, Md.*
 Michael Ian German, *Glen Cove, N.Y.*
 Charles Michael Gerver,
Martinsburg, W. Va.
 Michael Russell Gilboy,
Lake Forest, Ill.
 Jane Ellen Ginsberg,
New London, Conn.
 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.*
 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.*
 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*
 Robert Peter Halpern, *New York, N.Y.*
 Dean Heilman Hamer,
Upper Montclair, N.J.
 Edward Michael Hammond,
New London, Conn.
 John Michael Hancock,
Margate, Fla.
 James Graham Hanley,
London, W. 5, England
- Jonathan Tyler Harris, *Grafton, Mass.*
 Mark John Haslett, *Quincy, Mass.*
 Maud Hecker,
Greens Farms, Conn.
 John Cwikla Henry,
Wethersfield, Conn.
 John Edward Heppe, *Bryn Mawr, Pa.*
 Richard Prescott Hess,
Haddonfield, N.J.
 Bruce David Hettleman,
Baltimore, Md.
 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.*
 Lucile McMillan Howard,
Glen Head, N.Y.
 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.
 Lee Kaplan, *Springfield, Mass.*
 Quentin Barry Keith, *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.
 Harry Haywood Kirkland,
Irrington, N.Y.
 John William Kirshon,
Mamaroneck, N.Y.
 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.
 Stella Laura Laskowski, *Hartford*

Student List 1969-70/173

- Robert Ashton Lawrence, Jr.,
Westwood, Mass.
David Aran Lee, *Cincinnati, Ohio*
Robert Alan Leghorn,
Cromwell, Conn.
Thomas Brent Leonard,
Chadds Ford, Pa.
Steven David Levy, *Newton, Mass.*
Hilary Dixon Lewis,
Philadelphia, Pa.
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, Me.
Gregory David Magnon Maletta, II,
Kensington, Md.
Almer Joseph Mandt, III,
Freeport, Ill.
Philip Colbert Manker, Jr.,
Chicago, Ill.
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 David Mattus, *West Hartford*
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.
Lawrence Matthew McGoldrick,
North Meriden, Conn.
Thomas McQuirk, *New London, Conn.*
Kathleen McKay, *West Hartford*
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, Pa.
Nancy Coolidge Milnor,
Pomfret, Conn.
Everett Lawrence Minard, III,
Seattle, Wash.
Andrew West Mitchell,
West Hartford
Daniel Ruggles Mixter,
Dobbs Ferry, N.Y.
Kathryn Valentine Mohn,
New Canaan, Conn.
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.
John Bromley Moses, *Scarsdale, N.Y.*
Forrest Booth Munger,
New York, N.Y.
Frederic Alan Munz, *Flourtown, Pa.*
Per Fredrik Naess,
New Canaan, Conn.
Barry Richard Nance,
Hartford
Gregg Stiefel Neiman,
Ft. Wayne, Ind.
John Richard Nelson,
West Hartford
Philip Ballantyne Nelson,
Barnstable, Mass.
Nicholas Radley Neumann,
Richmond, Va.
Leslie Jay Nevulis,
New Britain, Conn.
Gary Roger Newton,
East Longmeadow, Mass.

174/Student List 1969-70

- 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.
- Charles Christopher Ray,
Grosse Pointe, Mich.
- Thomas Glen Regnier,
Little Rock, Ark.
- Daniel Alan Reifsnnyder,
Washington, D.C.
- Ralph Raymond Riehl, III, *Erie, Pa.*
- David Hopkins Robinson,
Dedham, Mass.
- Peter Eliot Robinson,
Birmingham, Mich.
- Robert Thomas Robinson,
Salisbury, Conn.
- Constance Rogers, *Huntington, N.Y.*
- Gary Thomas Rohrback,
Torrington, Conn.
- James Louis Rosenberg,
Cincinnati, Ohio
- David Stuart Rosenthal,
Worcester, Mass.
- David Escoll Rosner, *Wyncote, Pa.*
- Thomas Alan Rouse, *Horseheads, N.Y.*
- Jerry Stuart Rowe, *St. Johnsbury, Vt.*
- Paul Michael Sachner, *Bristol, Conn.*
- James Julian Sadoski, *Terryville, Conn.*
- 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.*
- Bruce Lee Schafer,
Toledo, Ohio
- Thomas Frederick Schaible,
Westfield, N.J.
- Charles Andrew Schloss,
New York, N.Y.
- Holly Alan Schumacher,
New Canaan, Conn.
- Michael Schwartz, *Great Neck, N.Y.*
- Laura Emma Shapiro,
Stamford, Conn.
- Barclay Shaw, Jr., *Chappaqua, N.Y.*
- Charles Tuke Shaw, *Hightstown, N.J.*
- Lawrence Drucker Sichel,
Elkins Park, Pa.
- Murray Allen Sigman,
Evanston, Ill.
- Abbie Belle Sikes,
Suffield, Conn.
- John Louis Simone, Jr., *Fairfield, Conn.*
- James Thomas Sinnamon,
Manchester, Conn.
- Archibald Alexander Smith, III,
Houston, Texas
- Byron Whitaker Smith,
East Grand Rapids, Mich.
- 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.*

Student List 1969-70/175

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.
Langdon William Tyler,
West Hartford
William Van Auken,
U.S. Mil. Gp. Brasil,
APO New York, N.Y.
Robert Paul van der Stricht,
Greenwich, Conn.
Donald Joseph Vierung, Jr.,
Collinsville, Conn.
Paul Angelo Vitello, *New York, N.Y.*
John William Wachewicz,
Lansing, Illinois
Richard Henry Walker,
Wilmington, Del.
Robert Greydon Walker, *Hartford*
Tim N. Wallach, *Brewster, N.Y.*
Adam Charles Walmus,
Stafford Springs, Conn.
Robert LeRoy Watts, *Washington, D.C.*

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, Ga.
Suzanne Deforest Wilsey,
Riverside, Conn.
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.

CLASS OF 1973

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.*
Jane Hildreth Bayard, *Wilmington, Del.*
Richard Seth Beaser, *Newton, Mass.*
James Scott Bedingfield,
Coos Bay, Ore.
Martha Kristina Benson,
Norwich, Vt.
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*

176/Student List 1969-70

- 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.
McCandless Sewall Charles,
Washington, D.C.
Theodore Arthur Chase,
San Marino, Calif.
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.*
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.
Neville Sapleton Davis,
Glen Head, L.I., N.Y.
Alan Lee Dayno, *Laverock, Pa.*
Mark Alan DeMeulenaere,
Shaker Heights, Ohio
Lyne 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.*
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.*
 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.*
 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*
 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.
 Diane Sarah Hill, *Philadelphia, Pa.*
 Steven Lawrence 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*
 Deborah Davenport Iannitto,
Cincinnati, 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.*
 Malcolm 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*
 Janice Marie Kozovich,
New Britain, Conn.
 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.*

178/Student List 1969-70

- Michael Samuel Lederberg,
Oyster Bay, N.Y.
- Lawrence Severn Lewis,
West Point, Va.
- Robert Lawrence Liebross,
Westbury, N.Y.
- Dennis Ray Lindeman, *Tampa, Fla.*
- Christian Lars Lindgren,
Elmwood, Conn.
- Jeffrey Steven Lippa, *Beverly, Mass.*
- Ethan Anthony Loney, *Brooklyn, N.Y.*
- Janet Breese 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.
- Mark Frederic Matthews,
Cincinnati, Ohio
- 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.*
- John Comerford McLoughlin,
Darien, 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*
- Yvonne Marie Mullen, *Springfield, Mass.*
- 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*
- 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.

Student List 1969-70/179

- 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*
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.
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, *Landsdale, Pa.*
Douglas Kohler Stewart, *Buffalo, N.Y.*
Kenneth Maurice Stone, *Chicago, Ill.*
Joel Benjamin Strogoff, *Worcester, Mass.*
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.*
William Page Thompson,
Bronxville, N.Y.
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 Weisburg,
New York, N.Y.

180/Student List 1969-70

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.*

SPECIAL STUDENTS

Rebecca S. Bailey, *Hartford*
 Julia P. Burrow, *Worcester, Mass.*
 Elizabeth A. Canar, *West Hartford*
 Morris B. Cartin, *West Hartford*
 Nona L. Charleston, *Hartford*
 Barbara F. Cisco, *Torrington*
 Ramona C. Doten, *Wethersfield, Conn.*
 Stephen B. Elliott, *Windsor, Conn.*
 Candace Farnell, *Manchester, Conn.*
 Cathy M. Finamore, *Simsbury, Conn.*
 Mariana A. Garcia, *Simsbury, Conn.*
 Susan V. Greene, *Windsor, Conn.*
 Beverly B. Hall, *Farmington, Conn.*
 Elizabeth Hills, *Bloomfield, Conn.*
 Karen L. Johnson, *West Hartford*
 Truda Kaschmann, *West Hartford*
 Katharine Kilborne, *New York, N.Y.*
 James K. Knox, *West Hartford*

Clara C. Lee, *Hartford*
 Hannelone Lohse, *Hartford*
 Abbey K. Macreery, *Hartford*
 Dorothy M. Manner, *Manchester, Conn.*
 John A. Molyn, *Windsor Locks, Conn.*
 Paul C. Mortel, *New Britain, Conn.*
 Harriet Moss, *Bloomfield, Conn.*
 George P. Nasinnyk, *New Britain, Conn.*
 Belle K. Ribicoff, *Hartford*
 Anne E. Risdon, *West Hartford*
 Patricia G. Seibel, *Hartford*
 Gisela Silk, *Haddam, Conn.*
 Elizabeth C. Sklar, *Hartford*
 Dorothy H. Smith, *Hartford*
 Patricia M. Whalen, *Hartford*
 John N. Williams, *Coventry, Conn.*
 John Woolley, *Hartford*

ENROLLMENT FIGURES FOR 1969-1970

(As of February, 1970)

Class of 1970	297
Class of 1971	315
Class of 1972	341
Class of 1973	373
5th Year Engineering	5
Special	35
Eleven College Exchange	13
Students in other Cooperative Programs at Trinity	17
Total	1396
Graduate Students	644
Grand Total	2040

Freshman Class

CLASS OF 1974*

- Paul Acampora, *North Haven, Conn.*
James William Adams,
Lloyd Harbor, Huntington, N.Y.
Rebecca Gay Adams,
Brookfield Center, Conn.
Robin Ina Adelson, *Brookline, Mass.*
Christine Martha Adrianowycz,
Cleveland, Ohio
Elizabeth Townsend Alexander,
Rosemont, Pa.
John Kevin Allen, *Peekskill, N.Y.*
Jacqueline Ardrey, *Pleasantville, N.Y.*
Elizabeth Sue Arnold, *Darien, Conn.*
Caroline Dana Asher, *Washington, D.C.*
Elaine Ruth Austin, *Reading, Vt.*
Joyce Arlene Babb, *Wheaton, Ill.*
Susan Dwight Baillet, *Evanston, Ill.*
Margaret Cooper Bain,
Cambridge, Mass.
Juliet Balian, *Hartford*
Gregory Richard Barison,
Long Branch, N.J.
William Hadwen Barney,
Manhasset, N.Y.
Elizabeth Pratt Barringer,
Chadds Fords, Pa.
David Anthony Barthwell,
Detroit, Mich.
Gregory Albert Bartlett, *Concord, Mass.*
Peter Basch, *West Hartford*
Christine Marie Basso, *Haverhill, Mass.*
Dana Ellen Battey, *Wethersfield, Conn.*
Jane Hildreth Bayard, *Wilmington, Del.*
Isabel Lockwood Beers,
Huntington, N.Y.
Mary LeVaun Bell, *Media, Pa.*
Donald Jeffrey Belmont, *Elkins Park, Pa.*
Lisbeth Richards Bensley,
Morristown, N.J.
Bruce Nelson Bishop, *Hartford*
William Thomas Blake,
West Haven, Conn.
Thomas John Bolger, *Auburn, Me.*
David Currier Bono, *Woburn, Mass.*
Francisco Lopes Borges,
New Haven, Conn.
David Andrew Bornn,
St. Thomas, Virgin Islands
Bruce Haig Bossidy, *Mt. Kisco, N.Y.*
Charles Woodbury Bowman,
New Canaan, Conn.
Dean Edward Bowman, *Bel Air, Md.*
Susan Elizabeth Boynton,
Milwaukee, Wis.
Marjorie Odell Bradford,
Centerville, Del.
Richard William Brouse, III,
East Aurora, N.Y.
Aimee Susan Brown, *Westfield, N.J.*
Constance Whitney Brown,
Huntington, N.Y.
Patricia Anne Brown, *Lexington, Mass.*
Lynn Myra Brownstein,
New York, N.Y.
Nancy Anne Bruckner, *Thomson, Ill.*
Alexander Harrah Bruen,
New York, N.Y.
Richard Conger Bryan, Jr.,
Pepper Pike, Ohio
Lynn Susanne Buchwald,
Brooklyn, N.Y.
Chester John Bukowski, Jr.,
Terryville, Conn.
Gail Sharon Burns, *Woburn, Mass.*
Gail Sarah Buxton,
Old Greenwich, Conn.
Margaret Burgess Caldwell,
Norfolk, Va.
Keith Laurence Callahan,
Sevenoaks, Kent, England
Mark McLeod Cameron,
Washington, D.C.
Martha Talmadge Carey,
Hingham, Mass.
Lisa Booker Carothers, *Cincinnati, Ohio*
Leslie Ellen Carr, *Chagrin Falls, Ohio*
Carolyn Ruth Cartland, *West Hartford*
Paul Walter Charow,
Wellesley Hills, Mass.
Christopher Hudson Chase,
Excelsior, Minn.

* As of July 22, 1970

182/Freshman Class 1970-71

- Francis Fessenden Chase, III,
Norwell, Mass.
Michael Steven Chearneyi,
Baltimore, Md.
Bruce Alan Cholist,
Rockaway Park, N.Y.
June Marie Cicerchia, *Bethany, Conn.*
John Newbold Clark, *Wynnewood, Pa.*
Nancy Scott Clark, *Boxford, Mass.*
Henry Rawle Clement,
Valley Forge, Pa.
Judith Greenleaf Coffin,
Glen Head, N.Y.
Archie Colander, Jr., *Suffolk, Va.*
Paula Frances Colangelo,
Watertown, Conn.
Harry James Conaway,
Wilmington, Del.
Alice Ann Convery, *Trenton, N.J.*
Mercy Lee Cook, *New Bedford, Mass.*
Claire Louise Coons, *Columbus, Ohio*
Jeffrey Thomas Corrigan, *Warren, Conn.*
Pierre Cournot, *Paris 16e, France*
Susan Hammond Coverdale,
Glen Head, N.Y.
Wilburn Kendrick Covington,
Cleveland, Ohio
Leonard Chaffee Cowan,
Worcester, Mass.
John Douglas Cowles, *Westwood, Mass.*
Steven Julian Crandall, *Ashaway, R.I.*
Pamela Marie Crimi, *Oyster Bay, N.Y.*
David Blakeslee Curwen,
Westwood, Mass.
Gary Lee Czajkowski, *East Hartford*
Leonard J. Dack, *New York, N.Y.*
Kathy Nelson Dane, *Madison, N.J.*
Susan Jane Dansker, *New York, N.Y.*
Hugh Frederic d'Autremont,,
Lincoln, Mass.
Malcolm Lincoln Davidson,
New York, N.Y.
Joan Livingston Davies,
Oyster Bay, N.Y.
Phyllis Anne Degen, *Bronxville, N.Y.*
Kevin Robert Degnan, *Armonk, N.Y.*
Howard Malcolm DeLaittre, Jr.,
Minneapolis, Minn.
David John Doerge, *Rocky River, Ohio*
Kathy Fay Donaghey,
White Plains, N.Y.
Lisa Donneson, *Roslyn Heights, N.Y.*
Lynn Janet Dowinsky,
East Paterson, N.J.
Constance Karen Doyle, *Garrison, N.Y.*
Ronald Duckett, *Philadelphia, Pa.*
David Andrew Duennebie, *Rochester, N.Y.*
Stephen Alan Duennebie, *Niantic, Conn.*
Erica Dumpel, *Princeton, N.J.*
Pamela Elizabeth Dyer,
Lexington, Mass.
David Wood Eckels, *Hanover, N.H.*
Laura Florence Einstein,
Westport, Conn.
Kathryn Louise Eklund,
Westwood, Mass.
Barbara Tucker Ellinghaus,
Baltimore, Md.
Jonathan Willard Emery,
Westport, Conn.
Elizabeth Appleby Endicott,
Chicago, Ill.
Jon Howard Entine, *Melrose Park, Pa.*
Margaret Huntington Erhart,
New York, N.Y.
Ridgely Clyde Evers,
Shaker Heights, Ohio
Theodore Fischer Eynon,
Rocky River, Ohio
Edward James Faneuil,
Brookline, Mass.
Michael Cowan Farber, *Towson, Md.*
Mark Macaulay Farrell, *Troy, N.Y.*
Patricia Ellen Farrell,
Manchester, Conn.
Mark Randall Feathers, *Bedford, N.Y.*
William Ralph Finkel, *Wyncote, Pa.*
Barbara Eliana Fernandez,
New York, N.Y.
Susan Lee Ferris, *Old Greenwich, Conn.*
James Bertram Filler, *Willingboro, N.J.*
James Arthur Finkelstein,
New Rochelle, N.Y.
George Caulkins Finkenstaedt,
Grosse Pointe, Mich.
Charles Franklin Fitter, Jr.,
Rochester, N.Y.
Steven Robert Flom, *St. Paul, Minn.*
Ann Bridget Force, *Glen Ridge, N.J.*
Gregory Lanza Forte, *Claremont, Calif.*
Margaretta MacIntyre Foulk,
Flourtown, Pa.
Katharine Lloyd Fowle, *Villanova, Pa.*
Mary Ellen Fox, *West Hartford*
Frederick Archer Francis,
Springfield, Mass.
Jenifer Beth Frank, *Stamford, Conn.*
Jonathan White Frank,
Philadelphia, Pa.
Robert Charles Fratini, *Broomall, Pa.*
Daniel Hill Freeland, *Worcester, Mass.*
Bennett David Freeman,
Manchester, N.H.
Andrea Jean Galvin, *East Hartford*

Freshman Class 1970-71/183

- William Bergh Gamble, *Baltimore, Md.*
 Joseph Steven Garamella,
Bloomfield, N.J.
 James Bateman Gayley, *Naperville, Ill.*
 Sylvester Elmo Geer, *New York, N.Y.*
 David Dunlap Gellatly,
New Canaan, Conn.
 Ty Eugene Geltmaker, *Peoria, Ill.*
 Lise Jill Gescheidt, *Boca Raton, Fla.*
 Gray Southerland Gibson,
Greenwich, Conn.
 Samuel Solomon Gidding,
Wildwood, N.J.
 Gail Deborah Gingras, *Milton, Mass.*
 Neil Benjamin Glassman,
Wilmington, Del.
 Mark Elliot Goldberg, *Altoona, Pa.*
 Deborah Tully Goldreyer,
Bridgeport, Conn.
 Wayne Michael Goldstein,
Chevy Chase, Md.
 Paul Leslie Gossling, *Bloomfield, Conn.*
 Robert Mark Gottlieb, *Livingston, N.J.*
 Elizabeth Ryan Grady,
San Marino, Calif.
 Byron Alexander Grant,
Oyster Bay, N.Y.
 Dorothy Jane Greenberg, *Brooklyn, N.Y.*
 Ina Therese Greenfield,
Woodmere, N.Y.
 Hancock Griffin, *Bar Harbor, Me.*
 Paul Howard Griffith, III, *Bethesda, Md.*
 Elizabeth Beach Grover,
Danbury, Conn.
 Paula Mary Habel, *West Hartford*
 Candace Elizabeth Hackett,
Lenox, Mass.
 Lisa Ann Haggman, *Milwaukee, Wis.*
 Richard Bradway Hall,
Pleasantville, N.Y.
 Martha Treadwell Hamblin,
Peterborough, N.H.
 Catherine Lawrence Harris,
Greenwich, Conn.
 Karen Lee Harris, *Richmond, Va.*
 Mallory Maxwell Harris, *Baltimore, Md.*
 Geoffrey Todd Harrison, *Berwyn, Pa.*
 Constance Colburn Hart,
Santa Monica, Calif.
 Ellen Ruth Harvey, *Amherst, N.H.*
 John Hasychak, Jr., *West Hartford*
 Cynthia Joan Hawkins, *Darien, Conn.*
 Don Crocker Hawley, *Winchester, Mass.*
 John Carlyle Heath, *Exeter, N.H.*
 Edward William Heiderich,
Wilmington, Del.
 Peter Bruce Heimann,
Washington, D.C.
 Harry Eddy Heller, *Bronx, N.Y.*
 Ellen Roessler Hendrie,
Colorado Springs, Col.
 Wayne Bradford Hickory,
Windsor, Conn.
 Caroline McCormick Hollingsworth,
Dover, Mass.
 David Charles Hopkins,
Mountain Lakes, N.J.
 Michael Scott Hoskinson, *Ottawa, Ill.*
 Cynthia Leila Howar, *Bethesda, Md.*
 John David Howard, *New York, N.Y.*
 Eleanor Hathaway Huber, *Locust, N.J.*
 Clare Julie Hudson, *Great Falls, Va.*
 Harriott Page Humphrey,
Warsaw, N.Y.
 Robert Joseph Ingria, *New York, N.Y.*
 Linda Susan Jacobs, *Manchester, Conn.*
 Susan Winifred Jacobson,
Manchester, Conn.
 John Alden James, Jr., *Andover, Mass.*
 Elizabeth Heidi Jerome,
Minneapolis, Minn.
 Carla Ann Johnson, *Andover, Mass.*
 Reeves Kemp Johnson, III,
Philadelphia, Pa.
 Ralph Curtis Jordan, *Phenix City, Ala.*
 Bruce Meyer Kahn, *Memphis, Tenn.*
 Karen Barbara Kahn, *Westport, Conn.*
 Elmars Edgar Kalve, *Hartford*
 Lisa Robin Kantrowitz, *Brooklyn, N.Y.*
 Ronald William Kaplan,
New Britain, Conn.
 Steven Charles Kasel,
Manchester, Conn.
 Stephen Michael Kasowitz,
New Haven, Conn.
 Richard Carroll Kauffman,
Baltimore, Md.
 Suzanne Kaufmann, *New Britain, Conn.*
 Adron Donald Keaton,
New Haven, Conn.
 Cynthia Ann Keller, *St. Louis, Mo.*
 Paul Michael Kelley, *Verona, N.J.*
 Marjorie V. Kelsey, *West Orange, N.J.*
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Purley, Surrey, England
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 John Joseph Kindl, *Hartford*
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 Gary Frank Kinsella, *Springfield, Pa.*
 James Edward Kjorlien, *New York, N.Y.*
 Stanley Bernard Klein,
West Haven, Conn.
 James Gordon Knight, *Houston, Texas*
 John David Koizim, *Westport, Conn.*
 Charles David Koncz, *Guilford, Conn.*
 Marianne Elisabeth Kozynsky,
Collinsville, Conn.
 Peter Steven Kraus, *Meadowbrook, Pa.*

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Bayside, N.Y.
 Phillip Stuart LaBove, *Deal, N.J.*
 Arthur Erwin Larson, *Cheshire, Conn.*
 Joyce Elaine Laughlan, *Enfield, Conn.*
 William Homer Lawson,
Chevy Chase, Md.
 John Frederick Lehr, Jr.,
Old Lyme, Conn.
 Halli Harris Lehrer,
Roslyn Heights, N.Y.
 Edward Monroe Leigh,
Washington, D.C.
 Antoinette Lucy Leone, *Hartford*
 Albert Sylvestra Leveille,
Providence, R.I.
 Marilyn Elizabeth Lewis,
Scarsdale, N.Y.
 Joseph Palmer Liberatore,
Broomall, Pa.
 George Jones Lincoln, *Villanova, Pa.*
 David Jay Litman, *Worcester, Mass.*
 Thomas David Lloyd, *Vestal, N.Y.*
 Jerry Michael Lockhart, *Pekin, Ill.*
 Barbara Ann Lundy, *Lake Forest, Ill.*
 Deborah Jean MacArthur,
Tolland, Conn.
 Carol Elizabeth Manago,
New York, N.Y.
 Margaret Lacey Marks, *Pittsburgh, Pa.*
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East Norwich, N.Y.
 Reginald Frederick Martin, III,
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Torrington, Conn.
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Bryn Mawr, Pa.
 Scott Macauley McBride, *St. Louis, Mo.*
 Thomas Joseph McBride,
Wallingford, Pa.
 Philip John McBrien, *Durham, Conn.*
 Stephen Cushing McBroom,
Roanoke, Va.
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Munster, Ind.
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Shrewsbury, Mass.
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Terrie Suzitte Rouse, *Baltimore, Md.*
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Mohsin Saeed, *Lahore, West Pakistan*
Wesley Robert Sager, *Trumbull, Conn.*
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Jeffrey David Saxe, *East Lyme, Conn.*
Stephen Alan Saxe, *East Lyme, Conn.*
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Christina Margaret Van Itallie,
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Jane Lynne Veith, *Leonia, N.J.*
Sara King Vogeler, *Cincinnati, Ohio*
Robert Steven Walker, *Akron, Ohio*

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Jennifer Joan Warburg,
Greenwich, Conn.
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Huntington Station, N.Y.
Jean Teresa Wierzbicki,
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Lloyd David Wolf, *Falls Church, Va.*
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Christopher Charles Wyle,
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Wethersfield, Conn.
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- Paul John Ambrosini,
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Gail Louise Ballantine, *Stamford, Conn.*
Giorgio Barone, *Prospect, Conn.*
Mark Edward Bartelt, *San Jose, Calif.*
Barbara Fontaine Bass, *Louisville, Ky.*
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Worcester, Mass.
Wendy Anne Evans, *Wyncote, Pa.*
Brooke Wallace Ferris,
Chacao, Caracas, Venezuela
Alex Armer Finlayson, *Richmond, Texas*
Isabel Cynthia Gould, *Pottersville, N.J.*
Elizabeth Adams Harvey, *Rumson, N.J.*
Olivia Peters Henry, *New York, N.Y.*
Diana Newhall Howard, *Bryn Mawr, Pa.*
Lawrence Douglas Humphrey,
Croton-on-Hudson, N.Y.
Margery Lyman Izard,
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Newington, Conn.
Keith Alan Klevan, *Philadelphia, Pa.*
Debra Leah Koret, *West Hartford*
Peter George Lacy, *West Hartford*
Ronette Loganzo, *Bay Shore, N.Y.*
Catherine Canfield Meyer, *McLean, Va.*
Cathleen Mulligan, *Meriden, Conn.*
Beverly Burwell Nelson, *Concord, Mass.*
Karen Courtney Netter, *Rumford, R.I.*
Cassandra Blair Phillips,
San Marino, Calif.
Mildred Theresa Ross,
New London, Conn.
Martha Hume Scifres,
Terrace Park, Ohio
Mary-Helen Corning Sheppard,
Jarrettsville, Pa.
Lorraine Marie Shuster, *Pasadena, Calif.*
Janet Ellen Spector, *New Haven, Conn.*
Thomas Henry Tamoney, Jr.,
West Hartford
Ruth Sylvia Thornton, *Hartford*
Nancy Avis Townshend, *Baltimore, Md.*
Candee Ann Treadway, *Bristol, Conn.*
Penelope Chase Twichell,
Hamden, Conn.
Durward Allen Watson,
Milwaukee, Wis.
Karol Ann Westelinck,
Torrington, Conn.
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Kenneth Lamar Wilson, *Hartford*

Graduate Studies

THE Trinity College program of Graduate Studies provides for the further scholarly development of talented men and women who wish to engage in a program of part-time graduate study.

Courses in the program 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, political science, history, mathematics, philosophy, physics and Spanish. During the Summer Term, instruction is offered in most of these areas. A degree program in Latin Literature and Classical Civilization is available only during the summer.

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 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 are available at the Office of Graduate Studies.

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.

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.

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.

Every effort is made to develop an exciting residential program during the Summer Term. Students and faculty living in the South Campus complex engage in developing a residential life and program appropriate to an intellectual community. Although the residential community is the heart of the educational program, commuting students may register for any of the undergraduate courses and are encouraged to participate in other aspects of the program. A separate brochure de-

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scribing the Summer Term undergraduate program is available from the Summer Term Office.

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, political science, 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.

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.

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.

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5255 Fair Oaks St., Pittsburgh, Pa. 15217
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John Williams	1848–1853	Ogilby	1920–1943
Daniel Raynes Goodwin	1853–1860	Arthur Howard Hughes,	
Samuel Eliot	1860–1864	Acting President	1943–1945
John Barrett Kerfoot	1864–1866	George Keith Funston	1945–1951
John Brocklesby,		Arthur Howard Hughes,	
Acting President	1866–1867	Acting President	1951–1953
Abner Jackson	1867–1874	Albert Charles Jacobs	1953–1968
Thomas Ruggles Pynchon	1874–1883	Theodore Davidge	
George Williamson Smith	1883–1904	Lockwood	1968–
Flavel Sweeten Luther	1904–1919		

Faculty

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), L.H.D. 1970 (Wesleyan) [1968]**

PROFESSORS

ARTHUR HOWARD HUGHES

Vice President, Emeritus

*Professor of Modern Languages, Special Assistant to the President
Chairman of the Board of The Cesare Barbieri Center for Italian Studies*

B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity) [1935]

FRANK WOODBRIDGE CONSTANT

Jarvis Professor of Physics

B.S. 1925 (Princeton), Ph.D. 1928 (Yale) [1946]

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]

JAMES WENDELL BURGER*

J. Pierpont Morgan Professor of Biology

B.A. 1931 (Haverford), M.A. 1933 (Lehigh), Ph.D. 1936 (Princeton) [1936]

BLANCHARD WILLIAM MEANS

Professor of Philosophy

B.A. 1927, Ph.D. 1932 (Yale) [1932]

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]

GEORGE BRINTON COOPER

Northam Professor of History

B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale) [1941]

ROBERT HENDERSON SMELLIE, JR.

Scovill Professor of Chemistry

B.S. 1942, M.S. 1944 (Trinity), Ph.D. 1951 (Columbia) [1943]

WALTER JOHN KLIMCZAK

*Seabury Professor of Mathematics
and Natural Philosophy*

B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951]

** Date in brackets indicates year of original appointment as a full-time member of the Trinity Faculty.

For alphabetical listing of the Faculty, see page 213.

* Sabbatical leave, Trinity Term, 1970-71.

§ Sabbatical leave, 1970-71.

196/Faculty

- MAURICE CURTIS LANGHORNE *Professor of Psychology*
B.A. 1925, M.A. 1926 (Washington and Lee), Ph.D. 1932 (Ohio State) [1959]
- EDWIN PACKARD NYE *Dean of the Faculty
and Hallden Professor of Engineering*
B.S. 1941 (New Hampshire), Sc.M. 1947 (Harvard) [1959]
- JOHN BARD McNULTY *James J. Goodwin Professor of English*
B.S. 1938 (Trinity), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]
- GUSTAVE WILLIAM ANDRIAN *Professor of Modern Languages*
B.A. 1940 (Trinity), Ph.D. 1946 (Johns Hopkins) [1946]
- EUGENE WOOD DAVIS *Professor of History*
B.A. 1940 (Texas), M.A. 1941 (Harvard), Ph.D. 1948 (North Carolina) [1948]
- KARL KURTH, JR. *Professor of Physical Education
Director of Athletics*
B.S. 1942, M.Ed. 1947 (Springfield) [1952]
- RALPH MEHLIN WILLIAMS *Professor of English*
B.A. 1933 (Amherst), Ph.D. 1938 (Yale) [1946]
- ALEXANDER ANDERSON MACKIMMIE, JR. *Professor of Education*
B.A. 1928 (Amherst), M.A. 1942 (Boston University), Hon. M.A. 1958 (Amherst) [1962]
- NORTON DOWNS *Professor of History*
B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- ROBERT LINDSAY *Professor of Physics*
Sc.B. 1947 (Brown), M.A. 1949, Ph.D. 1951 (Rice) [1956]
- RICHARD SCHEUCH *G. Fox and Company Professor of Economics*
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- JAMES MORRILL VAN STONE *Professor of Biology*
B.A. 1949 (Wesleyan), Ph.D. 1954 (Princeton) [1954]
- EMMET FINLAY WHITTLESEY *Professor of Mathematics*
A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- ROBERT ALDEN BATTIS *Professor of Economics*
B.S.B.A. 1948 (Rutgers), M.A. 1952, Ph.D. 1958 (New York) [1959]
- 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]

† Sabbatical leave, Christmas Term, 1970-71.

- 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]
- RICHARD KNOWLES MORRIS *Professor of Education*
 B.A. 1940 (Trinity), M.A. 1949, Ph.D. 1951 (Yale) [1951]
- AUGUST EDWARD SAPEGA *Professor of Engineering*
 B.S. 1946, M.S. 1951 (Columbia) [1951]
- ROBERT CLARENCE STEWART *Professor of Mathematics*
 B.A. 1942, M.A. 1944 (Washington and Jefferson), M.A. 1948 (Yale) [1950]
- CLARENCE HOWARD BARBER *Professor of Music*
 B.A. 1940, M.A. 1942, Ph.D. 1954 (Harvard) [1954]
- 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]
- GEORGE EMORY NICHOLS, III* *Professor of Theatre Arts*
 B.A. 1938, M.F.A. 1941 (Yale) [1950]
- REX CHARLTON NEAVERSON *Secretary of the Faculty*
Professor of Political Science
 B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]
- GEORGE WILLIAM DOTEN *Professor of Psychology*
 B.S. 1948, M.S. 1950 (Massachusetts), Ph.D. 1952 (Northwestern) [1968]
- PHILIP CHARLES FARWELL BANKWITZ§ *Professor of History*
 B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]
- EDWARD BOBKO *Professor of Chemistry*
 B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern) [1955]
- JOHN CARTER WILLIAMS *Professor of Classics*
 B.A. 1949 (Trinity), M.A. 1951, Ph.D. 1962 (Yale) [1968]
- RICHARD IRVIN BRUBAKER *Professor of Aerospace Studies*
 Major, United States Air Force, B.A. 1955 (Gettysburg), M.A. 1966 (University of Washington) [1969]
- MICHAEL R. T. MAHONEY *Professor of Fine Arts*
 1959 (Yale), Ph.D. 1965 (Courtauld Institute, University of London) [1969]
- NORMAN MILLER *Professor of Sociology*
 A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969]
- ROBERT PALMER WATERMAN* *Professor of Modern Languages*
 B.A. 1932, M.A. 1934 (Trinity), Ph.D. 1948 (Yale) [1936]

§ Sabbatical leave, 1970-71.

* Sabbatical leave, Trinity Term, 1970-71.

198/Faculty

SAMUEL HENDEL

Professor of Political Science

LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College), Ph.D. 1948 (Columbia) [1970]

DENNIS HUME WRONG

Dorrance Professor of Sociology
(Christmas Term)

B.A. 1945 (Univ. of Toronto), Ph.D. 1956 (Columbia) [1970]

ASSOCIATE PROFESSORS

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]

THEODORE ROBERT BLAKESLEE, II

Associate Professor of Engineering

B.S. 1945 (Massachusetts Institute of Technology), M.S. 1952 (Lehigh) [1958]

MITCHEL NICHOLAS PAPPAS

Associate Professor of Fine Arts

B.F.A. 1941, M.F.A. 1947 (Yale) [1947]

RANDALL WILLIAM TUCKER

Associate Professor of Economics

B.A. 1939 (Northeastern), M.B.A. 1942 (Chicago) [1946]

DANIEL BOND RISDON

Associate Professor of English

B.A. 1930 (Amherst), M.A. 1938 (Trinity), M.A. 1947 (Yale) [1936]

CARL VICTOR HANSEN

Associate Professor of Modern Languages

B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]

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]

LEROY DUNN

Associate Professor of Economics

B.Sc. 1949 (American University), Ph.D. 1956 (London) [1957]

MARIO JOSEPH POLIFERNO

Associate Professor of Mathematics

B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]

FRANK MALCOLM CHILD, III

Associate Professor of Biology

A.B. 1953 (Amherst), Ph.D. 1957 (California) [1965]

CHESTER HERMAN MCPHEE

Associate Professor of Physical Education

B.A. 1951 (Oberlin), M.A. 1957 (Ohio State) [1957]

ROBERT ELLIS SHULTS

Associate Professor of Physical Education

A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green) [1957]

PAUL SMITH

Associate Professor of English

B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]

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]
- HOWARD DELONG *Associate Professor of Philosophy*
 B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]
- ALBERT LODEWIJK GASTMANN *Associate Professor of Political Science*
 B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- JAMES K. HEEREN *Associate Professor of Chemistry*
 B.S. Chem. 1951, M.S. 1952 (Tufts), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- ALBERT JOSEPH HOWARD, JR. *Associate Professor of Physics*
 B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- DONALD GRANT MILLER *Associate Professor of Physical Education*
 B.S. 1955, M.E. 1957 (Delaware) [1965]
- CHARLES ROBERT MILLER *Associate Professor of Physics*
 B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- RICHARD THOMPSON LEE *Associate Professor of Philosophy*
 B.A. 1958 (Emory), M.A. 1960, Ph.D. 1962 (Yale) [1962]
- HENRY ALFRED DEPHILLIPS, JR. *Associate Professor of Chemistry*
 B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern) [1963]
- EDWARD WILLIAM SLOAN, III *Associate Professor of History*
 A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- GEORGE CLINTON HIGGINS, JR. *Associate Professor of Psychology
and College Counselor*
 B.A. 1959 (Amherst), Ph.D. 1964 (Rochester) [1963]
- 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]
- EDWARD CALLANAN *Associate Professor of Psychology*
 A.B. 1946 (Harvard), M.Ed. 1962 (Temple), Ph.D. 1967 (Duquesne) [1968]
- JAMES HOLBROOK WHEATLEY *Associate Professor of English*
 B.A. 1951 (Dartmouth), M.A. 1959, Ph.D. 1960 (Harvard) [1968]
- RICHARD PAUL BENTON *Associate Professor of English*
 B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins) [1955]
- STEPHEN MINOT *Adjunct Associate Professor of English*
 B.A. 1953 (Harvard), M.A. 1955 (Johns Hopkins) [1959]
- ARNOLD LEWIS KERSON *Associate Professor of Modern Languages*
 B.A. 1953, Ph.D. 1963 (Yale) [1960]

200/Faculty

- DONALD DWIGHT HOOK *Associate Professor of Modern Languages*
B.A. 1950 (Emory), M.A. 1957 (Duke), Ph.D. 1961 (Brown) [1961]
- DONALD BARRETT GALBRAITH *Associate Professor of Biology*
B.S. 1958 (Grove City), Sc.M. 1960, Ph.D. 1962 (Brown) [1962]
- CLYDE DAVID MCKEE *Associate Professor of Political Science*
B.A. 1952, M.A.T. 1959 (Wesleyan), M.A. 1963, Ph.D. 1967 (Connecticut) [1965]
- JAMES LAIN POTTER* *Associate Professor of English*
B.A. 1944, M.A. 1946 (Wesleyan), Ph.D. 1954 (Harvard) [1955]
- BORDEN WINSLOW PAINTER, JR. *Associate Professor of History*
B.A. 1958 (Trinity), M.A. 1960 (Yale), B.S.T. 1963 (General Theological), Ph.D. 1965 (Yale) [1964]
- MARTIN GEORGE DECKER *Associate Professor of Education*
B.A. 1958 (Hartwick), M.Ed. 1959 (Springfield), Ed.D. 1965 (Boston) [1966]
- HOLLINS MCKIM STEELE, JR. *Associate Professor of History*
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- DREW ALAN HYLAND *Associate Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- THOMAS P. BAIRD *Associate Professor of Fine Arts*
B.A. 1947, M.F.A. 1950 (Princeton) [1970]

ASSISTANT PROFESSORS

- ROBERT DENNIS SLAUGHTER *Assistant Professor of Physical Education*
B.S. 1948, M.S.Ed. 1952 (Springfield) [1951]
- THOMAS JOSEPH SCHMUGGE *Assistant Professor of Physics*
B.S. 1959 (Illinois Institute of Technology), Ph.D. 1965 (University of California) [1964]
- GEORGE ALBERT ANDERSON *Assistant Professor of Mathematics*
B.S. 1959 (Trinity), Ph.D. 1964 (Yale) [1964]
- RICHARD DAVID BARNES *Assistant Professor of Chemistry*
B.S. 1959 (Massachusetts Institute of Technology), Ph.D. 1965 (Iowa State) [1965]
- DON ARTHUR MATTSON *Assistant Professor of Mathematics*
B.A. 1961 (Wesleyan), M.S. 1962, Ph.D. 1965 (Wisconsin) [1965]
- ANTHONY GRAHAM NETTING** *Assistant Professor of History*
B.A. 1958 (Reed), M.A. 1962, Ph.D. 1967 (Columbia) [1966]
- BRADLEY WILBUR PERRY *Assistant Professor of Physics*
B.A. 1960 (Williams), Ph.D. 1964 (Columbia) [1966]
- DAVID WINER *Assistant Professor of Psychology*
B.A. 1959 (Vermont), M.A. 1961 (Connecticut) [1966]

* Sabbatical leave, Trinity Term, 1970-71.

** Leave of Absence.

- PAUL DOUGLAS AZIZ *Assistant Professor of English*
B.A. 1960, M.A. 1961 (Michigan), Ph.D. 1968 (Brown) [1967]
- JAMES ROBERT COBBLEDICK *Assistant Professor of Political Science*
B.A. 1957 (Wesleyan), M.A. 1959, M.A.L.D. 1960, Ph.D. 1965 (Fletcher School of Law and Diplomacy) [1967]
- ROBERT EDWIN GRONQUIST *Assistant Professor of Music*
B.A. 1960 (Illinois), M.A. 1964 (California) [1967]
- TERENCE DAVID LA NOUE *Assistant Professor of Fine Arts*
B.F.A. 1964 (Ohio Wesleyan), M.F.A. 1967 (Cornell) [1967]
- HUGH STEPHEN OGDEN *Assistant Professor of English*
A.B. 1959 (Haverford), M.A. 1961 (New York), Ph.D. 1967 (Michigan) [1967]
- MICHAEL JOHN PRETINA, JR. *Assistant Professor of Modern Languages*
A.B. 1962 (Fordham), Ph.D. 1967 (Yale) [1967]
- GERALD LEE WITT *Assistant Professor of Physics*
B.S. 1960 (Illinois), Ph.D. 1964 (California) [1965]
- ALAN CONDIE TULL *Chaplain and Assistant Professor of Religion*
B.A. 1955 (Stanford), S.T.B. 1958, Th.D. 1968 (General Theological) [1964]
- ROBERT HYDE BREWER *Assistant Professor of Biology*
B.A. 1955 (Hanover), Ph.D. 1963 (Chicago) [1968]
- KARL F. HABERLANDT *Assistant Professor of Psychology*
Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- MARK MAJID SHAMAMY *Assistant Professor of Engineering*
B.S. 1960 (Al-Hikma University), M.S. 1962, Ph.D. 1965 (Illinois) [1968]
- LAWRENCE D. FLYNN *Assistant Professor of Aerospace Studies*
Captain, United States Air Force, B.A. 1963 (Providence) [1969]
- 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]
- ROBERT BROMLEY OXNAM *Assistant Professor of History*
B.A. 1964 (Williams), M.A. 1966, Ph.D. 1969 (Yale) [1969]
- 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), M.F.A. 1964 (Hochschule fuer Bildende Kuenste) [1969]
- FRANK GLOYD KIRKPATRICK *Assistant Professor of Religion*
B.A. 1964 (Trinity), M.A. 1966 (Union Theological, Columbia) Ph.D. 1970 (Brown) [1969]

202/Faculty

- ANTHONY DAVID MACRO *Assistant Professor of Classics*
B.A. 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]
- WESLEY MILLER BROWN *Assistant Professor of Philosophy*
B.A. 1958 (Amherst), Ph.D. 1970 (Harvard) [1965]
- DAVID RUNYON BURAN *Assistant Professor of Physical Education*
B.A. 1962, M.A. 1964 (Colgate) [1967]
- RANDOLPH MITCHELL LEE *Assistant Professor of Psychology*
Assistant College Counselor
B.A. 1966 (Trinity), M.S. 1969, Ph.D. 1970 (Massachusetts) [1970]
- JAMES ROBERT BRADLEY *Assistant Professor of Classics*
A.B. 1957 (Trinity), A.M. 1959, Ph.D. 1969 (Harvard) [1970]
- JACK DANIELS *Assistant Professor of Physical Education*
B.A. 1963 (Univ. of Buffalo), M.A. 1965 (Colgate) [1970]
- HERBERT O. EDWARDS *Assistant Professor of Religion*
Assistant Dean for Community Life
A.B. 1956 (Morgan State), S.T.B. 1959 (Harvard Divinity) [1970]
- RICHARD K. FENN *Assistant Professor of Sociology*
- DIRK KUYK *Assistant Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [1970]
- ANN E. ROBINSON *Assistant Professor of Psychology*
- DORI KATZ *Assistant Professor of Modern Languages*
A.A. 1959 (Los Angeles City), B.A. 1961 (Los Angeles State), M.F.A. 1963 (University of Iowa) [1969]

INSTRUCTORS

- EUGENE JOSEPH BOYER *Instructor in Mathematics*
B.A. 1960 (Johns Hopkins), M.A. 1962 (Yale) [1965]
- JOHN ANDREW GETTIER *Instructor in Religion*
B.A. 1956 (Wesleyan), B.D. 1961 (Yale) [1966]
- FRANCIS JOSEPH EGAN *Instructor in Economics*
B.A. 1963 (Providence), M.A. 1966 (Fordham) [1967]
- DAVID RANDOLPH JOHNSON, JR. *Instructor in Mathematics*
B.A. 1964 (Wesleyan), M.A. 1966 (Yale) [1968]
- JAMES RONALD SPENCER *Instructor in History*
B.A. 1964 (Trinity), M.A. 1966 (Columbia) [1968]
- DAVID F. ELIET *Instructor in Theatre Arts*
B.A. 1966 (Carleton), M.A. 1969 (Tufts) [1969]

- NEIL HOWARD GARSTON *Instructor in Economics*
A.B. 1965 (Brooklyn) [1969]
- RONALD JOSEPH QUIRK *Instructor in Modern Languages*
B.A. 1964 (Trinity), M.A. 1966 (Brown) [1969]
- UTE M. SAINÉ *Instructor in Modern Languages*
(University of Tübingen), M.Phil. 1968 (Yale) [1969]
- GARY C. JACOBSON *Instructor in Political Science*
B.A. 1966 (Stanford), M.Phil. 1969 (Yale) [1970]
- JED SCHLOSBERG *Instructor in Philosophy*
B.A. 1965 (Williams) [1970]
- THOMAS J. STEFFANCI *Instructor in Economics*
A.B. 1966 (Providence College), M.A. 1968 (Univ. of New Hampshire) [1970]
- EDWARD J. BRISTOW *Instructor in History*
- WILLIAM P. SFERRO *Instructor in Physical Education*
B.S. 1966 (Clarion State), M.Ed. 1970 (Univ. of Virginia) [1970]

LECTURERS

- MARJORIE VAN EENAM BUTCHER *Lecturer in Mathematics*
B.A. 1947, M.A. 1949 (Michigan) [1956]
- FLORENCE SHIRLEY JONES *Lecturer in Astronomy*
B.A. 1935, M.A. 1936 (Toronto), Ph.D. 1941 (Radcliffe) [1964]
- EDWIN ADAM JARMOC *Lecturer in Engineering*
B.S.E.E. 1960, M.S.E.E. 1962 (University of Connecticut) [1967]
- STANLEY M. KESSLER *Lecturer in Religion*
A.B. 1947 (Yeshiva), M.H.L. 1951 (Jewish Theological) [1967]
- THOMAS HEADLEY SKIRM *Lecturer in Education*
B.A. 1931 (Wesleyan), M.Ed. 1942 (Vermont) [1968]
- HENRY FERGUSON *Lecturer in History*
A.B. 1950 (Union), A.M. 1954, Ph.D. 1958 (Harvard) [1969]
- KUMBALE NARASINGHA NAYAK *Lecturer in Political Science*
B.A. 1947 (Madras University), LL.B. 1951, M.A. 1952, LL.M. 1954 (Banaras Hindu University), LL.M. 1963, J.S.D. 1967 (Yale) [1970]
- DAVID ERIC WOODARD *Lecturer in Engineering*
B.Arch. 1961 (Texas A&M.), M.Arch. 1962 (Cranbrook Academy of Art) [1970]

ARTIST IN RESIDENCE

- CLIVE THOMPSON *Artist-in-Residence (Modern Dance)*

TEACHING FELLOW

HENRY JAMES YOUNG *Teaching Fellow in Religion*
B.A. 1967 (Tougaloo), Th.M. 1970 (Boston University) [1970]

LECTURERS IN GRADUATE STUDIES

JOHN H. BENNETT *Lecturer in Mathematics*
B.A. 1957, M.S. 1958, Ph.D. 1962 (Harvard)

GEORGE LAWRENCE LAMB, JR. *Lecturer in Physics*
B.S. 1953, M.S. 1954 (Boston College), Ph.D. 1958 (M.I.T.)

ASSISTANTS

JAMES A. DE PONCEAU *Assistant in Aerospace Studies*
Technical Sergeant, United States Air Force [1967]

RAYMOND J. TOMORY *Assistant in Aerospace Studies*
Staff Sergeant, United States Air Force [1968]

JOHN H. WOOLLEY *Assistant in Theatre Arts*

WILLIAM KWOKA *Assistant in Chemistry*

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)

ROBERT WESLEY WASON *Instructor of Composition and Theory*
Mus.B. 1967, Mus.M. 1969 (Hartt)

TRINITY COLLEGE FACULTY EMERITI

HAROUTUNE MUGURDICH DADOURIAN *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*
Ph.B. 1903, M.A. 1905, Ph.D. 1906 (Yale) [1919, Ret. 1949]

EDWARD LEFFINGWELL TROXELL *Professor of Geology, Emeritus*
B.A. 1908, M.A. 1909 (Northwestern), Ph.D. 1914 (Yale) [1919, Ret. 1954]

THURMAN LOS HOOD *Professor of English, Emeritus*
B.A. 1908, M.A. 1909, Ph.D. 1924 (Harvard) [1928, Ret. 1959]

STERLING BISHOP SMITH *Scovill Professor of Chemistry, Emeritus*
Ph.B. 1920, M.S. 1923 (Yale), Ph.D. 1927 (New York University) [1923, Ret. 1965]

- GOODWIN BATTERSON BEACH *Lecturer in Latin, Emeritus*
B.A. 1907 (Harvard), M.A. 1931 (Trinity), Litt.D. 1953 (Leeds) [1954, Ret. 1965]
- RAYMOND OOSTING *Professor of Physical Education, Emeritus*
B.P.E. 1924, M.Ed. 1931 (Springfield) [1924, Ret. 1966]
- LOUIS HASTINGS NAYLOR *Professor of Modern Languages, Emeritus*
B.A. 1917, M.A. 1922, Ph.D. 1923 (Johns Hopkins) [1923, Ret. 1966]
- 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, Wesleyan, 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]
- 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]
- 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]
- HAROLD LAIRD DORWART *Professor of Mathematics, Emeritus*
B.A. 1924 (Washington and Jefferson), Ph.D. 1931 (Yale), Sc.D. 1968 (Washington and Jefferson) [1949, Ret. 1968]
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Mus.M. 1935 (Trinity) [1932, Ret. 1969]
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B.A. 1924 (Bowdoin), M.A. 1927, Ph.D. 1932 (Harvard) [1942, Ret. 1969]

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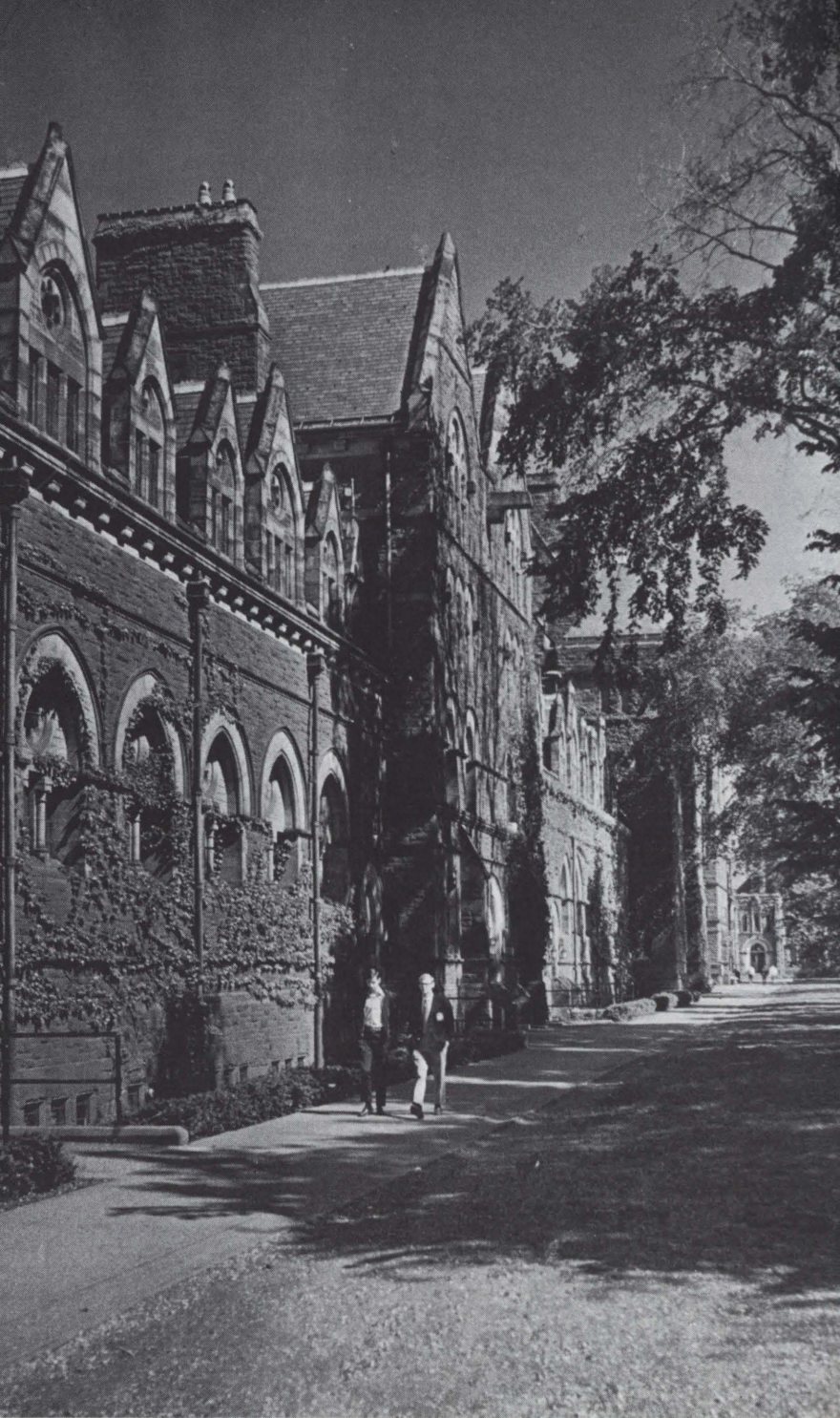
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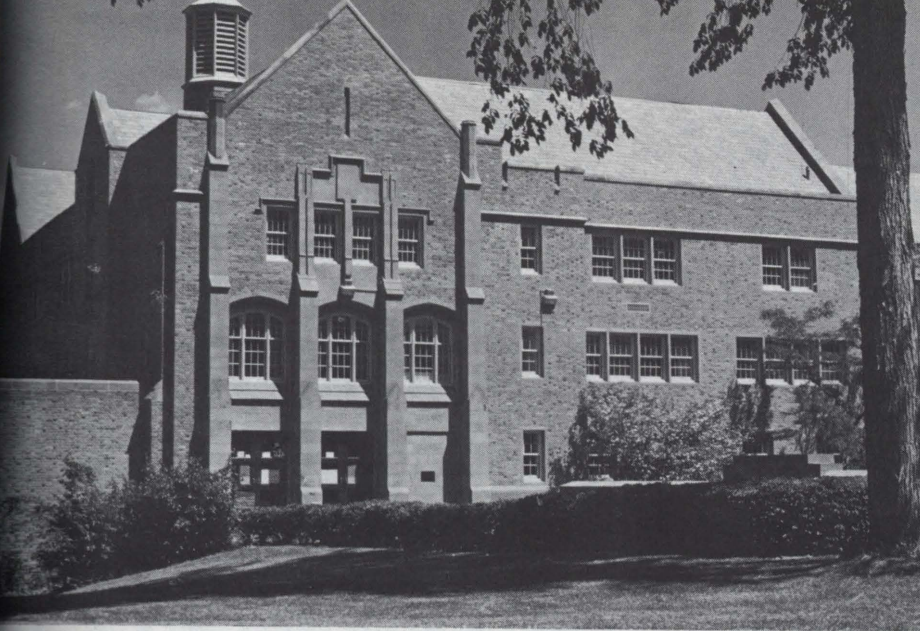
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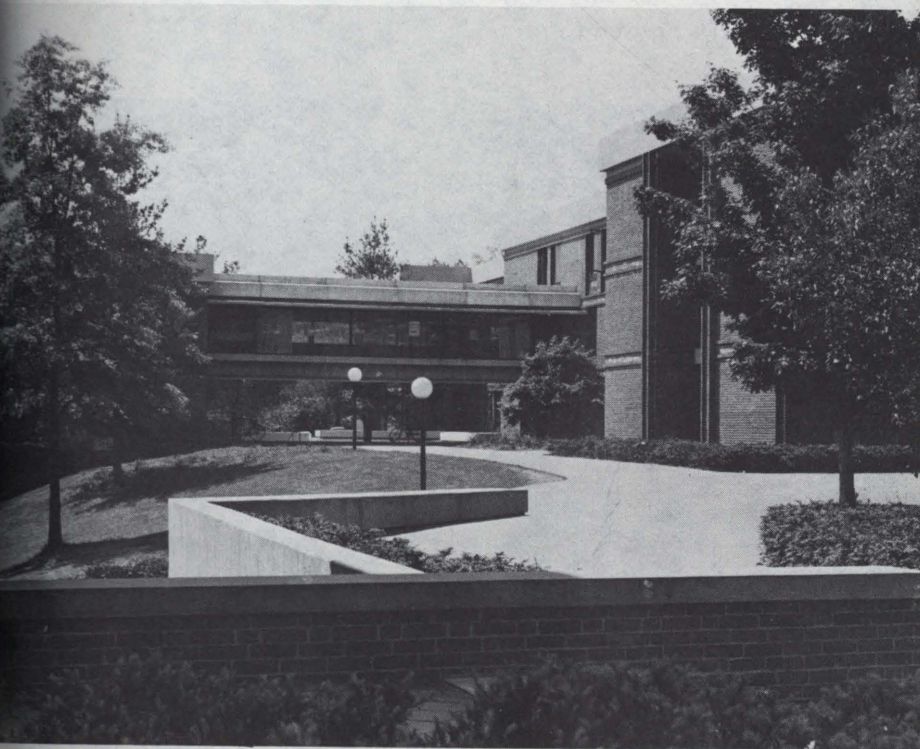
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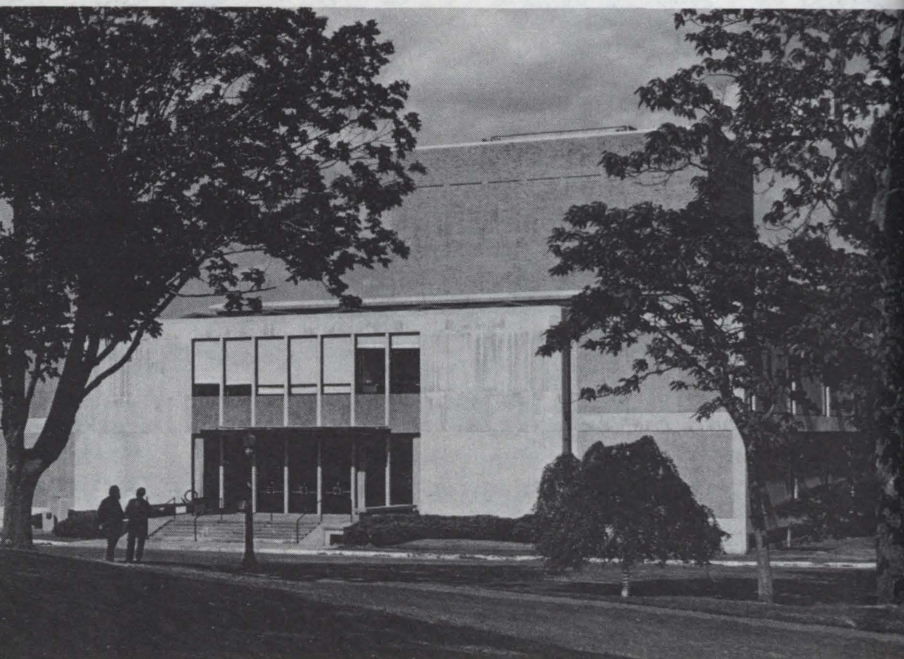
Library



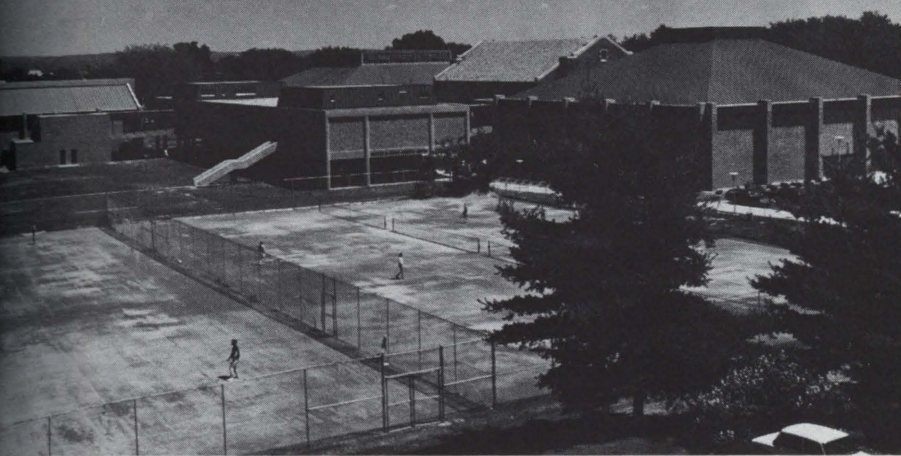
South Campus Dorms



McCook Math-Physics Center



Austin Art Center



Ferris Athletic Center

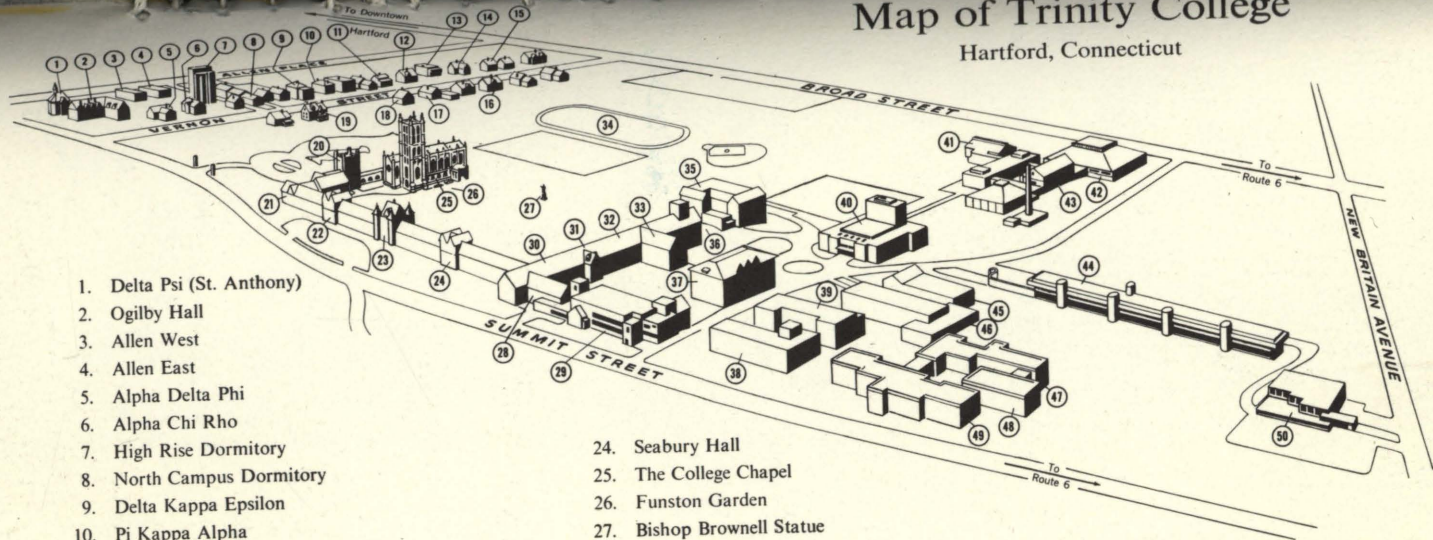


Albert C. Jacobs Life Sciences Center



Map of Trinity College

Hartford, Connecticut



1. Delta Psi (St. Anthony)
2. Ogilby Hall
3. Allen West
4. Allen East
5. Alpha Delta Phi
6. Alpha Chi Rho
7. High Rise Dormitory
8. North Campus Dormitory
9. Delta Kappa Epsilon
10. Pi Kappa Alpha
11. The Black House
12. Sigma Nu
13. Theta Xi
14. Phi Kappa Psi
15. Delta Phi
16. Associate Dean for Community Life (Residence)
17. Alumni and Public Information Offices
18. Psi Upsilon
19. The President's House
20. Downes Memorial Clock Tower
21. Williams Memorial (Administrative Offices)
22. Jarvis Hall
23. Northam Towers

24. Seabury Hall
25. The College Chapel
26. Funston Garden
27. Bishop Brownell Statue
28. Hamlin Hall
29. Mather Hall (Student Center)
30. Cook Dormitory
31. Woodward Dormitory
32. Goodwin Dormitory
33. Clement Chemistry Building (Krieble Auditorium)
34. Jessee Field
35. The Library
36. Funston Court
37. Boardman Hall
38. Elton Hall
39. Jones Hall

40. Austin Arts Center (Goodwin Theatre)
41. George M. Ferris Athletic Center
42. Memorial Field House
43. Trowbridge Memorial Pool
44. Albert C. Jacobs Life Sciences Center
45. Hallden Engineering Laboratory
46. McCook Math-Physics Center
47. Jackson (B) Hall
48. Smith (C) Hall
49. Wheaton (A) Hall
50. Buildings and Grounds

