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Trinity College
HARTFORD CONNECTICUT

Catalogue Issue 1971-1972

Trinity College Bulletin



College Calendar

1971

Aug. 17	<i>Tuesday</i>	Last day for payment of Christmas Term fees
Sept. 8	<i>Wednesday</i>	Freshman Orientation begins
Sept. 9	<i>Thursday</i>	Registration of Upper Class Students
Sept. 10	<i>Friday</i>	Registration continued
Sept. 13	<i>Monday</i>	Christmas Term of 149th Academic Year begins
Sept. 24	<i>Friday</i>	Last day to change courses
Oct. 22	<i>Friday</i>	Mid-Term
Oct. 25-29	<i>Monday-Friday</i>	Open Period
Nov. 12	<i>Friday</i>	Last day to drop Christmas Term Courses Last day to finish incomplete courses of previous term
Nov. 24	<i>Wednesday</i>	Thanksgiving Vacation begins after last class
Nov. 29	<i>Monday</i>	Classes resume
Dec. 2-3	<i>Thursday-Friday</i>	Pre-registration for Trinity Term
Dec. 21	<i>Tuesday</i>	Christmas Vacation begins after last class

1972

Jan. 5	<i>Wednesday</i>	Final Examinations begin
Jan. 10	<i>Monday</i>	Last day for payment of Trinity Term fees
Jan. 11	<i>Tuesday</i>	Final Examinations end
Jan. 17-18	<i>Monday-Tuesday</i>	Registration for Trinity Term
Jan. 19	<i>Wednesday</i>	Trinity Term classes begin
Feb. 2	<i>Wednesday</i>	Last day to change courses
Feb. 21-25	<i>Monday-Friday</i>	Open Period
Mar. 10	<i>Friday</i>	Mid-Term
Mar. 24	<i>Friday</i>	Last day to drop courses or finish incomplete courses of previous term
Mar. 29	<i>Wednesday</i>	Spring Vacation begins after last class
April 17	<i>Monday</i>	Classes resume
Apr. 27-28	<i>Thursday-Friday</i>	Pre-registration for Christmas Term
May 12	<i>Friday</i>	Last day of classes
May 15-16	<i>Monday-Tuesday</i>	General Examinations for Seniors
May 17	<i>Wednesday</i>	Final Examinations begin
May 18	<i>Thursday</i>	Honors Day
May 24	<i>Wednesday</i>	Final Examinations end
May 26	<i>Friday</i>	Final Faculty Meeting
May 28	<i>Sunday</i>	Commencement Exercises for the 149th Academic Year

Trinity College Bulletin



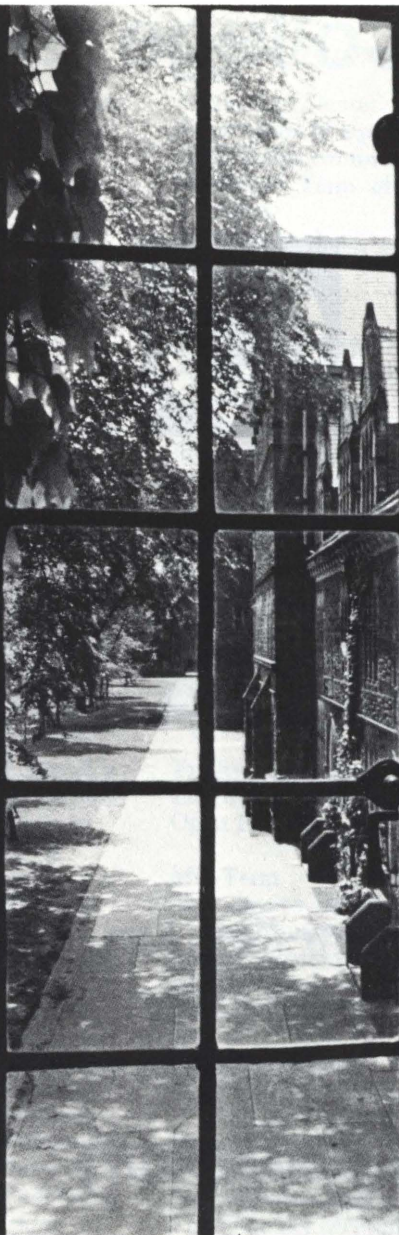
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One Hundred Forty-ninth Year of the College

September 1971

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*

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. The seminars vary widely in format, choice of study area and topic, these being determined by the competences and interests of both students and instructors. Some of the seminars are offered with pre-determined topics or general areas of concern, others are "open" and the orientation of each seminar is determined during the first few meetings by the students in consultation with the instructor of their seminar. Students will be assigned in groups of eight to ten to a single instructor, who is also faculty adviser to each member of the seminar (see *Academic Advising*). 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.

6/Academic Information

THE NON-MAJOR GUIDELINES

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 (see Guideline Courses under *Courses of Instruction*). 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 has 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.

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 are not solely affairs of the mind.

Special Academic Opportunities

A. OPPORTUNITIES FOR STUDENT-DESIGNED STUDY

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

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

1. INDEPENDENT STUDY

Any student or group of students may, after the Freshman year and upon receiving approval of a faculty member and the faculty member's department chairman, undertake an independent study program outside the major. Specific notification, on a form provided for this purpose, must be presented to the Registrar. 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

Under this program, each student may apply to participate in some form of independent research or study (on the campus or elsewhere) or serve as an intern under the auspices of an ap-

proved agency or institution. Application is made by securing a faculty member as Open Semester Adviser and by making appropriate arrangements through the Dean for Educational Services. To be eligible, the student must have completed all his work of the preceding term.

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 1970-71 Open Semester programs (numbering sixty-seven) included the production of a film about Shakespeare, industrial research, participation in and analysis of Congressional and Senatorial campaigns, study and research in the Philippines, teaching in Appalachia, creative writing, analyzing and working in programs directed toward alienated youth, a group seminar in philosophy in Vermont, internships in government, projects in child development in the United States and abroad, and intensive music study in New York and Paris.

3. WORK INTERNSHIPS IN THE HARTFORD REGION

The academic opportunities to engage in independent study, take open semesters, or be assigned to a field work project through a particular course, require the availability of good work experiences. Many work internships are available in the Hartford region with private and public agencies, with business and industry, with educational and health institutions, and with other community groups. The Office of Community Affairs will assist students in locating suitable internships or research opportunities related to their academic program.

The Office of Community Affairs also assists students in finding

places where they can work as volunteers in a variety of service programs: Big Brother or Sister, tutoring, counseling, teachers' aides, recreation, arts and crafts, youth clubs. These opportunities are independent of academic credit.

4. 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. Eight students acted as Teaching Assistants in 1970-71.

5. 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 Dean for Educational Services.

6. 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.

12/*Academic Information*

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

Students who wish to offer a Student-Taught course should observe the necessarily early deadline for submitting proposals and should consult with the Curriculum Committee's Coordinator of Student-Taught Courses.

Some of the ten Student-Taught courses offered in 1970-71 were: American Reform Movements, Russia and Revolution: 1894-1941, Practical Journalism, Introduction to Stage Lighting, and Color Photography.

7. 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 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.

8. INTERCULTURAL STUDIES PROGRAM

An interdisciplinary study of various cultures and societies with an initial emphasis in two areas, Black Studies and Non-Western Studies, has been initiated at Trinity. A liberal arts education implies an awareness and understanding of cultural pluralism. This program is intended to serve the need of students who wish to prepare themselves to live in a global context as an extension of the long-established aim of colleges to prepare students to exercise their political freedom within the narrower context of a single country and a single culture. This interdisciplinary program will provide opportunities for the construction of a variety of majors within the general intercultural structure.

9. 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 re-

quiring 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 Educational Services. Whenever possible, the College attempts to arrange transportation for students participating in any one of these programs in or near Hartford. However, such transportation is limited and cannot be guaranteed.

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. A student in good standing may apply, through the Dean for Educational Services, to spend his Junior year (or possibly another period) 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 established 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 extracurric-

ular activities in music at both colleges. Interested students should consult the music faculty.

A number of general music courses and electives are offered on the Trinity campus. However, some 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.

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 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 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 Center 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 (see Leave of Absence under *Academic Standards and Regulations*).

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. Before taking a Leave of Absence to study elsewhere, the student should discuss his program with the Dean for Educational Services. Information about various opportunities is available in his office. He must also apply, through the Registrar, for approval to participate in a particular program.

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 apply for a Leave of Absence through 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 outstanding records may elect as a part of their undergraduate program graduate courses in the departments in which such courses are available. Permission to register for a graduate course must be obtained from the student's major adviser, from the instructor of the course and from the Office of Graduate Studies. 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, at the student's choice, to either a Bachelor of Arts or a 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 under *Courses of Instruction*.

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 required. 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 the following:

Computer Science: A student may develop his own program to prepare for a career in computer science by taking appropriate courses offered by various departments. Such a program should include, but not be limited to, the following courses: Math 105, 106, 201, 202, 307; Phil. 205, 326; Engineering 122, 221, 211. The computer facility at the College is a time-shared system based on a Digital Equipment Corporation PDP-8 computer. Students have free access to the system at all times, both for course work and to carry out personal projects. Students at the College also have opportunities to work in the computer field at local insurance companies, in biomedical research laboratories, and in the studios of Connecticut Public Television, located on the College campus.

Biomedical Engineering: A student may develop his own program to prepare for a career in the biomedical sciences by taking appropriate courses, such as: Math 105, 106, 201, 202; Biology 201, 202; Physics 421; Engineering 411, 522; and additional courses according to his special interests in the field. In addition to these courses, Trinity students have access to courses offered in the Master of Science in Biomedical Engineering program at the RPI Hartford Graduate Center. Other student opportunities include work on biomedical projects at local medical institutions.

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, 125, 211, 212, 224, 226, 325, 337, 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 Bachelor'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	-	-

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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

The preparation of men and women for medicine and allied professions is an important part of education at Trinity College; over ten percent of the student body is taking a program designed to fulfill the requirements of graduate schools of medicine, dentistry, veterinary medicine and the life sciences.

A pre-medical student at Trinity is not required to take a specific academic major but may choose whichever major interests him. 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 be taken by undergraduates: one year of mathematics, one year of English, 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 one of the sciences) is one of the main factors considered by medical school admissions committees. Students should try to complete their medical school requirements by the end of the Junior year in order to be properly prepared for the Medical College Admission Test (MCAT), which is usually taken in May of the Junior year. This is a nationally administered aptitude and achievement test which is used by the medical schools as one of the criteria which they consider in admitting candidates.

The Pre-Medical Advisory Committee is specifically charged with giving counsel to and preparing evaluation letters for students particularly interested in medicine and related fields. Stu-

dents should consult with the Committee early in their college career to help in setting up a suitable program. It is not the policy of the Committee to determine arbitrarily which students may or may not proceed with pre-medical education. Neither can the Committee guarantee admission to medical school. The competition is extremely difficult, and many more qualified students apply to medical schools than there are places. A student whose academic record is not above average is strongly encouraged to consider other career choices.

7. TRINITY COLLEGE/ROME CAMPUS

The Summer and Fall semester programs of the Trinity College/Rome Campus are designed as part of the undergraduate program offered on the main campus of Trinity College in Hartford. They are conceived as a way of offering special educational opportunities for students who want to broaden their cultural horizons and to learn through immediate exposure to a different and stimulating environment. Rome is a natural center for such a learning experience because of its wide range of objects of interest in art, music, literature, history, religion and archaeology in addition to its many contemporary cultural attractions.

Courses include anthropology, archaeology, history of fine arts, studio arts, Italian language, classical and modern literatures, history, cinema and music. Courses are taught in English except for those in Italian. Excursions, informal study tours and side trips are arranged and integrated into the educational program.

The Trinity College/Rome Campus is situated on one of the original seven hills of Rome, the lovely Aventine, overlooking the Tiber on one side and the Circus Maximus on the other, close to most of the famous monuments of antiquity and convenient to transit facilities. Living quarters are in dormitory style dwellings of a renovated convent which is surrounded by parks and public gardens. Accommodations are mostly in rooms of double occupancy with private bath.

For additional information see the Director of the Trinity College/Rome Campus, Professor Michael R. Campo, or the Dean for Educational Services.

Academic Advising

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. Accordingly, each freshman is assigned his Freshman Seminar Instructor as Adviser and 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.

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 *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.

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).

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.

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. Complete at least eight course credits through registration in courses taught or supervised by Trinity faculty members during the regular academic year. Course credits earned through enrollment in an Open Semester shall not be counted toward the residency requirement.
5. Pass a General Examination if it is required in his major. (Second

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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.

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

CONCENTRATION IN MAJOR FIELDS AND INTERDISCIPLINARY 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 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
Intercultural Studies
Program (in process
of formulation)

Interdisciplinary majors may be individually constructed by interested students (see Opportunities for Student-Designed Study under *Special Academic Opportunities*).

Such individually constructed interdisciplinary majors have included American Studies, Physical Sciences, Arab Studies and Political Philosophy.

Academic Standards and Regulations

ENROLLMENT IN COURSES

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.

In making his selections for a given term a student should take into account the choices which the schedule allows for the following term 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. 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 two 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 two weeks of the term. Any course dropped after the first two weeks of the term and up to the end of the second third of the term 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 term.

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 term.

Absences from class of freshmen and students on academic probation will be reported to the Office of the 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 required for his major, in which he may request to be graded with either "Pass" or "Fail." This election may not be changed after the first two weeks of the term.

The Pass-Fail option may be exercised for physical education courses in addition to the one authorized for academic courses.

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.

Normal Course Load and Normal Progress toward the Degree

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. Every candidate for the degree must enroll in at least four courses in both the Christmas and Trinity Terms, except that he may enroll in fewer than four courses if:

1. he obtains the approval of the Academic Affairs Committee to reduce his course load; or
2. he has 30 course credits or more toward the 36 course credits required for graduation, in which case he is free to distribute his courses as he wishes during the next two terms of the regular academic year.

A student who enrolls for three course credits shall be considered to be in a full-time program and he shall be charged full tuition and fees if he is domiciled in Trinity housing.

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

LEAVE OF ABSENCE AND CREDIT FOR WORK IN OTHER COLLEGES

Students who plan to be absent from Trinity College for one or two terms in order to participate in a program under the auspices of another academic institution must consult with the Dean for Educational Services and secure the prior approval of the Registrar for specific courses to be taken. Provided that the student maintains good standing and completes satisfactorily the work he has undertaken, as evidenced by a transcript, and provided he notifies the Registrar by March 1 or November 1, whichever date immediately precedes the term in which he intends to return, his readmission shall be automatic.

Work of C- (70) grade or better done at an accredited college may be counted toward satisfying the requirements for a degree. 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.

VOLUNTARY WITHDRAWAL

It is the policy of Trinity College to permit and, in certain cases, to encourage students to interrupt their college careers for a year of non-academic experience. A student in good academic standing who decides to interrupt his enrollment may voluntarily withdraw by informing the Registrar prior to his withdrawal. Such a student shall be automatically readmitted to the College provided he notifies the Registrar by March 1 or November 1, whichever date immediately precedes the term in which he intends to return. In any extraordinary case, where the Registrar has reason to believe the student should not be readmitted, the Academic Affairs Committee shall render a decision on the request for readmission. Students interested in exploring job opportunities for the period of

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their withdrawal should consult the Director of Career Counseling for assistance.

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 should be directed to the Transcript Office and must be made (or confirmed) in writing by the requester. 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 *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 first two-thirds of 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.

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 date immediately precedes the term in which he intends to return. Blank petition forms are available in the Office of the Registrar.

If, during a period of required withdrawal, a student wishes to do work at another accredited college and have it counted at Trinity College, he must first secure the Registrar's approval for specific courses to be taken. He may petition the Academic Affairs Committee to have such work credited, 1) after he has been in residence at Trinity College for one term following his period of required withdrawal, and 2) if he has done work of C- or better in at least four Trinity College courses during this term.

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. 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 AND COURSE CREDIT

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. One semester hour represents one classroom meeting per week for one term. A course normally meets throughout one semester and carries one credit, but modifications in course length, frequency of meeting and credit are permitted.

Those wishing to elect graduate courses (numbered from 500–699) should consult Special Policies and Programs under *Special Academic Opportunities*.

College Courses

College Course 117. The Underdeveloped Areas and Economic Nationalism – Special emphasis will be given to Thailand, Burma, Indonesia, and the Philippines. Prerequisite: Freshman or

sophomore status and permission of the instructor. Limit: 20. – Mr. Delantar.

College Course 116. Women in the United States Economy – The course

will focus on the economic role of women and how it has changed over time. The interrelationship of the economic functions of women inside and outside the labor market will be examined. The history of the entry of women into the labor force, the kinds of jobs open to them, their instability of employment and low income levels will be analyzed. The class will explore the historical role of the women's rights movement and discuss programs for change. Limit: 32. – Mrs. Weisskoff.

College Course 271. Paris in the Early 20th Century: Music and the Arts – The course will involve making acquaintance with the works and theories of major composers: Debussy, Satie, Ravel, Les Six, Stravinsky, etc.; and others prominent in Parisian culture in the early decades of this century: Picasso, Diaghilev, Stein, Rolland, Maillol, Duchamp, Proust, Matisse, Cocteau, etc. Guest lecturers will be invited to speak to the class on their fields of specialty. Permission of instructor. – Mr. Gronquist.

Freshman Seminars

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 adviser for his seminar students (see *Academic Advising*). Mr. W. Miller Brown, Assistant Professor of Philosophy, is the Coordinator of the Freshman Seminar Program.

The thirty-eight Freshman Seminars for 1971–72 are:

The Conflict between National Freedom v. Individual Freedom in New and Old States – A comparative study of selected models of nation states in the Americas, Europe, and Asia, and an analysis of the policy making process in relation to the needs of national viability and the demands for individual liberty. First the different concepts of freedom will be examined and then the contrasting national goals of old and new nations will be reviewed. Thereafter the impact of the economic and social conflicts they engender and the influence they have in shaping the political style and aspirations of nations will be discussed. The purpose of the seminar is to give the student a wide ranging but integrated approach to comparative politics. Furthermore, the introductory sessions will deal with a historical analysis of the above concepts. Specific readings and student reports will be the basis for the class discussions. Tuesday and Thursday, 8:30 a.m. – Mr. Gastmann.

Special Topics in Chemistry for Freshmen – (1) A survey of contemporary problems in solid and liquid waste disposal and their chemical solution; (2) an evaluation of professional careers utilizing chemistry; and (3) a laboratory project devoted to either (a) the chemical analysis of a component in a consumer product or (b) the synthesis of a product with potential consumer application. (Time to be arranged during Orientation week.) – Mr. Moyer.

Economics and Environmental Problems – In this seminar we shall examine the economic aspects of selected environmental problems such as air pollution, water

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pollution, noise pollution, the SST, multiple use in national forests, etc. The range of problems we shall investigate is not limited to the above, and it is expected that the students will suggest and select the problems to be ultimately studied. The first two or three sessions will be utilized to acquaint the students with some fundamental economic principles. No previous knowledge of economics will be necessary. There will be no exams; grades will be based on written work and oral participation in the seminar. Wednesday, 2:40-4:30 p.m. - Mr. Egan.

The Effect of Physical Environment and Materials Upon Classroom Learning - The seminar will investigate the relationship of architectural attributes such as texture, color, open-ness, and seating arrangements upon learning. Also, there will be discussion of the student's interaction with non-human instruction through such things as computer consoles. The seminar will, in addition to readings, visit different sites and hold classes in a variety of situations to explore the effect of different situations upon their own learning. Wednesday and Friday, 2:40-4:00 p.m. - Mr. Decker.

Drama - The particular kinds or periods of drama to be studied, and the immediate purpose of the study, will be determined by the students and the teacher in early class meetings. The methods of study will also be so determined to some extent. The members of the class and the teacher will 1) select as a group six to eight plays to attend during the term (at least partly at the student's own expense), 2) select a number of plays to read, and 3) prepare individually or otherwise some kinds of creative or critical works or activities of their own. Monday, 1:15-3:55 p.m. - Mr. Potter.

Social Psychology of Intergroup Relations - Social psychological principles of intergroup relations will be considered as well as empirical research done in the area, with special attention given to United States Negro-White relations. The general format of the seminar will be worked out by the students and instructor. Monday, 1:15-3:55 p.m. - Miss Toomey.

Biography and Biographers - A study of the ways in which a scrutiny of individual persons has been and can be used to illuminate and sometimes to influence history: X as a Model for Youth; X as a Horrid Example; X as a Figure of Romance; X as an Allegorical Symbol; X as a Political (or Religious) Martyr, etc. Tuesday, 7:00-9:30 p.m. - Mr. Davis.

Modern Indochina - Wednesday, 1:30-4:00 p.m. - Mr. Ferguson.

A Comparative Study of Tragedy in World Literature - A study of selected tragic dramas of different cultures and periods of Western literature. The various definitions of tragedy as formulated by dramatists, poets, philosophers and critics will also be examined. There will be a determined number of written papers and a mid-term test, in addition to a final examination. Wednesday and Friday, 1:15-2:30 p.m. - Mr. Kerson.

Changes in Behavior - Examines the question why behavior changes over time. Includes consideration of such topics as maturation and development, instinct, learning, and planning for future actions. Some clinical aspects will also be discussed. Participants of the seminar will select topics of their interest from a list of readings including books and papers by Lorenz, Tinbergen, Skinner, Toffler, Wolpe, and others. Requirement: Writing and class presentation of a paper of student's choice. No final. Monday, 1:15 p.m. - Mr. Haberlandt.

Seminar in Topology – This seminar will study elementary point-set topology beginning with its most elementary aspects. The goal is not to cover a large amount of material, but rather to study carefully some of the basic ideas of the subject, involving the student directly with the development of the material. There will be some attempt to relate the ideas to the calculus. Therefore, the student should have studied calculus or be taking calculus concurrently. Other than this, there is no mathematical prerequisite. There will be no text, but the instructor will present definitions, examples, and statements of theorems. The students will be required to discover the proofs of the propositions and to find other examples. They may work together or independently, and may consult whatever books are available. Each student will be expected to present a number of proofs and examples to the group. The presentations will be under the supervision of the instructor, and a high degree of accuracy and clarity will be sought. The instructor will also present proofs of some of the more difficult propositions. Monday, Wednesday, and Friday, 1:15 p.m. – Mr. Poliferno.

Modes of Self Expression – Through the study and use of various modes of self-expression – poetry, essays, short stories, plays, acting, painting, sculpting, photography, music, etc. – the seminar will explore the question, “How can I best say what I want to say or how I feel?” Everyone in the group will be asked to experiment with several different methods. Each person will also be responsible for a major project employing one or more methods of self-expression. Although the course will concentrate primarily (but not exclusively) on written modes of expression, the major project can employ any valid method (or methods) of interest to the individual. The course will be conducted for the most part on a discussion basis, with the discussion centering on the participant’s own work with the various modes. With the specific work of the participants as a starting point, an attempt will be made to evolve the discussions to more general considerations, such as the potentials and limitations of a particular method. Wednesday, 3:00 p.m. – Mr. Eliet.

Freshman Seminar in Vector Geometry – The format of this seminar will consist of regular meetings with the instructor at which the elementary operations of vector analysis and their application to geometry will be studied. There will be a textbook from which the seminar members will for the most part individually present the theory and problems. This seminar is intended to develop plane and solid analytic geometry using vectorial concepts, thus making available the methods of elementary vector analysis to the student at an early stage as an important tool for handling problems of mathematics and physics. At the same time the student will see the development of a new, abstract mathematical system which is different from the familiar algebra of real numbers. Such a treatment will help to give him an insight into the structure of mathematics and to implement his progress in abstract thinking. The material is self-contained and there is no special prerequisite. Tuesday and Thursday, 9:55–11:10 a.m. – Mr. Klimczak.

Sport and American Society – An investigation and an exploration into the cultural aspect of sports – their function and role in modern American society. Reading from selected sources will be required as background for class discussion, but areas of particular emphasis within the course will be determined by student interest. Individual preferences for areas of study may be pursued through reports and term papers. The seminar is of discussion type, and student-centered.

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A final exam embracing material covered in the course will be given. Monday evening, 7:00 p.m. – Mr. McPhee.

Experiment in Learning – Personalized Self-Paced Approach – This seminar will explore a new method of instruction basically different from the traditional method of lectures, hourly tests and final examinations. A workshop applying this method to a specific topic to be selected in consultation with the participants will be conducted. Non-science majors as well as science majors may sign for this seminar. The traditional method of instruction has raised some question as to its effectiveness in developing the students' self-learning ability. The so-called "Personalized, Self-Paced Instruction" is presently being experimented with at a number of colleges including Trinity. This method allows each student to progress at his own pace. The lecture is eliminated as a source of critical information and becomes a motivational device. The method provides the student with the flexibility of tailoring his education specifically to his needs within the confines of his environmental and personal constraints and other demands on his time. Tuesday and Thursday, 11:20. – Mr. Shamamy.

Comparative Political Ideologies of the Twentieth Century – Topics will be discussed in the opening weeks between the instructor and the students. A seminar paper will be a basic requirement for the course. Monday and Wednesday, 1:15 p.m. – Miss Lee.

War, Revolution and Totalitarianism – A study of 20th century Europe with particular emphasis on the two World Wars, the Russian Revolution and the Stalin period, and Nazi Germany. Readings will include works by historians, political scientists, psychologists and novelists. Special attention will be given to what happens to the individual citizen caught up in war or revolution or totalitarianism, or, in some cases, all three! Student assignments will include leading discussions, writing several short papers on assigned topics and one term essay on a subject of his or her choice. Tuesday and Thursday, 2:40. – Mr. Painter.

Selected Topics in Religion – (Time to be arranged during Orientation week.) Instructor to be announced.

Chemical Problems in Combustion and Air Pollution – An examination of the chemistry of combustion of fuel oils, coal, diesel oils and gasoline and air pollution resulting from exhaust emissions in these processes; the chemical factors involved in the formation of photo-chemical smog; methods for modifying combustion to reduce undesirable emissions; physical and chemical methods for emissions control in exhaust systems establishment of criteria for emissions from stationary and mobile sources. Following a series of four introductory seminars to be presented by the instructor each student will be expected to prepare and present at least one seminar on a pertinent topic and to write at least two definitive reports on specific aspects of air pollution of special interest to him. Wednesday, 1:15–4:00 p.m. – Mr. Smellie.

Society, Economics, and Politics for the Future – An examination of the present system and its prospects, of some proposed theoretical utopias and some systems now in effect in other countries. Moral goals and empirical means. There will be a general reading list required for all students in the course; individual students will in addition read specifically on particular topics (i.e., particular utopias), and participate in general discussions and analyses and reports by students doing particular subjects. In the last part of the semester, students will write papers

either individually or in groups, formulating their own versions of utopia. During class meetings the initial problems people will be running into in constructing their societies and expressing preferences will be discussed. Monday, 1:30. – Mr. Garston.

Energy and Ecology – An examination of the impact upon the environment of the production and consumption of energy resources. Among the many by-products of fossil fuel and/or nuclear power plants are thermal, air and radiation pollution. A study will be made of the nature of these effects, their consequences and the means that might be employed to bring them under better control. The seminar will involve individual reports and research papers, talks by representatives of industry and conservation groups as well as field trips to local installations. A course in high school physics or chemistry is desirable but not absolutely essential. Monday and Wednesday, 2:40 p.m. – Mr. Witt.

Computers, Their Impact on Society – This seminar will deal with the impact of computers on individuals in a mass society. Applications of computers in areas of government, business, education, and medicine will be studied. The first third of the term will be devoted to assigned readings to give the student a background in computer development and applications. The student will then choose a particular topic to develop in detail. He will report verbally, and by term paper on his project. No prior background in computers is assumed, and no direct use of computers is required in this seminar. Tuesday and Thursday, 8:30 a.m. – Mr. Sapega.

Issues in Contemporary Religion – Discussion and analysis of student-selected issues. Suggested topics: alternative religious life-styles (e.g. religious communes), religion and social reform, religion and the search for identity, concepts of God, the significance and/or failure of institutional religion, the underground church, comparative religion. There will be a combination of some lecture, discussion, and student presentations (the format of which will be open). Some written work (some shorter papers or one longer paper) supplemented by optional forms of expression. No exam. Letter grade determined by instructor in consultation with the student on the basis of his total work and participation in the seminar. Monday, 1:30–4:00 p.m. – Mr. Kirkpatrick.

Economic Aspects of Pollution, Poverty, and Peace – A general framework is developed through which the economic aspects of poverty, pollution, and peace can be examined, namely, the ability of the market system, through private choice decisions, to increase what may be loosely called “the quality of life.” The basis for and effectiveness of governmental policymaking is considered in light of the failure of the market system to allocate equitably and efficiently society’s resources toward social betterment. General issues include: poverty amidst affluence; the draft; water and air pollution control; student unrest; the military-industry system. Each student will prepare a series of papers (5–7 pages) throughout the semester and will have the opportunity to lead a seminar discussion. There are no written examinations scheduled. Students will be graded on the basis of seminar participation and quality of written expression. Monday, 1:15–4:00 p.m. – Mr. Steffanci.

Imaginative Writing – For students interested in writing short stories, poems, plays. Total production should *average* 750–1000 words a week. Students may help select the format or method of conduct of the seminar, but it should be designed

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to develop the critical (including self-critical) and imaginative powers of each student. Monday and Wednesday, 1:15–2:30 p.m. – Mr. R. Williams.

Technology and Society – An investigation of the role of technology as a factor in determining the nature and quality of human society. Depending on student preference, the seminar might begin with a critical examination of the claims made for, and the charges brought against technology, in a general way, and go on to evaluate the impact of technology in more specific areas such as education, industry and the work force, communications, the environment, the military. Open as to format. Tuesday and Thursday, 2:40 p.m. – Mr. Gregory.

Future Educational Practices – An analysis of existing educational structure in public schools as a background for devising strategies for future educational practices. Students will be responsible for submitting a written detailed design that will establish workable solutions to educational problems in 20th century America. Assigned readings will be discussed weekly. Wednesday, 1:15–3:55 p.m. – Mr. Winer.

Fiction and Film – A comparative study of the verbal and pictorial equivalents of prose fiction and film. Nine major novels and their film adaptations, will be studied in some detail, as well as three fictions composed originally for film. Monday afternoons and evenings. – Mr. Dando.

Individual and State in Greek Culture – An investigation of the relationship between the Individual and Society in Ancient Greece. The class will read selections from Epic, Drama, History and Philosophy; i.e. Homer and Hesiod, Aristophanes and the Dramatists, Herodotus and Thucydides, Plato and Aristotle. Two short papers; one hour-examination; final examination. Tuesday and Thursday, 9:55 a.m. – Mr. Macro.

Philosophy of Education – The aim of this seminar will be to provide a framework within which freshmen can reflect on the education they've just been through in high school, and its connection with what they are about to learn at Trinity College. It might even be useful in coming to a decision about what the latter can and should be. There will be readings in the philosophy of education, both classical and modern/contemporary, as well as some readings in theories of learning. These readings will provide background and suggestions for asking questions like: what is education for? what is the connection between educational institutions (schools, educational customs, the social function of schools) and learning? what is knowledge?, and so forth. Since this is a seminar on philosophy of education, the teaching methods used in the class will themselves be open to philosophical scrutiny. Monday, Wednesday, and Friday, 10:30 a.m. – Mr. Schlosberg.

Literature and Related Art Forms – In this seminar, students will read literary works of various periods – including our own – and will compare these with the paintings, sculptures, music, and other arts of the corresponding periods. There will be field trips to museums, etc. Seminar discussions will center around readings, slides, tape recordings, and student papers. Tuesday, 1:10–3:50 p.m. – Mr. McNulty.

An Experiment in Learning the Principles of Biology – The students in this seminar will be expected to contribute in diverse ways to the improvement of a new and probably unique way of teaching and learning the major principles of Biological

Science. The newness of this approach is in the treatment of Biological Science as a multidisciplinary and interdisciplinary science, and in a restriction of the illustrations of the principles to examples drawn largely from the field of Cell Biology. Students will not have an opportunity to design the course, nor to alter the coverage during the semester. Rather, they will be expected to react to and criticize and reform the teaching methods and materials. No reading outside the textbook will be required. However, each student should be prepared and committed to spending at least ten hours each week (between the hours of 9 a.m. to 5 p.m.) in the classroom/laboratory areas. Otherwise the experiment will not have great power. For the same reason, no student may register Pass/Fail unless he convinces the instructor he should be so permitted. Part of the experiment will involve students reacting to evaluations of their academic performance and achievement (tests, exams). However useful these will be to the seminar, they will not influence the assignment of grades. Grades will be assigned on the basis of the quality and quantity of effort each student gives to improving subsequent trials of the course. In this respect, we may truly have a seminar rather than a cut and dried run-through of a new course. Tuesday and Thursday, 9:55-11:10 a.m. - Mr. Child.

A Study of Language as a Moving Force in Culture - Particular emphasis will be given to the English language of the United States, although material from foreign languages of interest to the class will also occasionally be treated. Among the topics to be discussed and/or reported on will be: language through the media, propaganda, dialects, levels of usage. Except for the beginning of the course, and when very special topics are treated, there will be at least one student report each meeting. Each report will be followed by a discussion of the material. There will almost certainly be a final exam in some written form, but no term paper or any tests as such. There should be moderate to moderately heavy reading assignments, some of a technical nature. Monday, 1:15-3:55 p.m. - Mr. Hook.

The City in the Development of the American Nation - A chronological and/or topical examination of the development of urban centers and their effect on the American national character. Extensive readings, discussions, and a project or term paper. Monday, 1:30 p.m. - Mr. Weaver.

Myths, Moslems and the Mafia. The Profile of an Island: Sicily - An anthropological, historical, cultural study of the land lying at the crossroads of the Mediterranean; the peoples who have inhabited it (Siculi, Carthaginians, Greeks, Romans, Arabs, Normans, Angevins, etc.); factors and individuals that have helped fashion its history and artistic character (Dionysius, Theocritus, Frederick Barbarossa, Antoniello da Messina, Garibaldi, Bellini, Verga, Mascagni, Pirandello, Quasimodo, Guttuso, Danilo Dolci, etc.). For those who wish, a follow-up study trip to Sicily during the spring vacation of 1972 may be arranged. It would include visits to landmarks of classical mythology, archaeological sites, Mt. Etna, monuments from Greek temples to Norman cathedrals, industrial plants, land reform projects, etc. Monday and Wednesday, 2:40-3:55 p.m. - Mr. Campo.

The World of Opera - This seminar will not focus primarily on the professional needs of the music major but rather addresses itself to a much broader audience: it will seek to relate several important, archetypal manifestations of human culture in literature, politics and social life to the operatic medium. It will ex-

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amine myths and archetypes, the literary works which embody them and the operas in which they find their musical expression. Example: the archetype: Faust; the literary works of Marlowe and Goethe; the operas *Faust* by Gounod and *Mefistofele* by Boito. Monday and Wednesday, 2:40-3:55 p.m. - Mr. Russo.

Art and Perception - A philosophical and psychological study of the nature of perception in art. Primary emphasis will be placed on the visual arts and on various influences on how and what we see when we look at works of art and at nature: Do we see what we represent in our art or do we represent in our art what we see? Each student will develop his own project in one of the arts in conjunction with seminar discussion and papers. Tuesday and Thursday, 2:40-3:55 p.m. - Mr. Brown.

Blood, Crime, War, and Equality - A study in market failures. The role of public provision in non-marketable goods; some criteria for income and property redistribution through the political system and the charitable foundation. Monday 1:15-3:55 - Mr. Dunn.

Guideline Courses

CHRISTMAS TERM

<i>I Language & Symbolic Systems</i>	<i>II Man's Interaction with the Natural World</i>	<i>III Man's Social Institutions</i>	<i>IV Forms of Culture</i>
Dance 101, 112(1) Economics 203, 205 Engineering 107 English 203, 205, 251 Fine Arts 111, 211, 213, 215 French 111, 211, 221 German 111, 211, 221 Greek 101-102 Italian 111, 221 Mathematics 103 Philosophy 205 Russian 111, 211 Spanish 111, 211, 221 Theatre Arts 211	Biology 201 Chemistry 111 Engineering 125 Physics 101, 107, 121, 207 Psychology 101, 161, 201, 202(1), 221 Sociology 331	Economics 101, 102(1) Education 371, 375 English 229 History 101, 201, 203, 207 Political Science 101, 102(1) Psychology 101, 201, 202(1), 221 Religion 261, 284(1) Sociology 101, 251, 311, 321	Classical Civilization 205 Comparative Literature 387 English 207, 209 Fine Arts 101 Italian 387 Music TH103, 111 Philosophy 201, 203, 211, 215, 219 Religion 211, 251

TRINITY TERM

<i>I Language & Symbolic Systems</i>	<i>II Man's Interaction with the Natural World</i>	<i>III Man's Social Institutions</i>	<i>IV Forms of Culture</i>
Dance 101(2), 112 Engineering 122 English 206, 252, 256 Fine Arts 212, 214, 216 French 204 German 204, 222 Greek 112 Italian 204 Latin 112 Linguistics 101(2) Mathematics 103(2), 104 Russian 204, 212 Spanish 204, 222 Theatre Arts 212	Astronomy 103(2) Biology 102, 202 Chemistry 112 Engineering 224 Physics 102, 104, 108, 122 Psychology 101(2), 152, 201(2), 202	Economics 101(2), 102 Education 480 Engineering 402 History 101(2), 202, 204, 208 Philosophy 304 Political Science 101(2), 201(2), 204 Psychology 101(2), 201(2), 202 Sociology 101(2), 322, 372	Classical Civilization 204 Comparative Literature 201(2), 204, 336, 338 English 208, 210, 230 Fine Arts 102 Italian 364 Music TH104, 112 Philosophy 201(2), 203(2), 209(2), 212, 215(2) Religion 212, 242 Sociology 332 Theatre Arts 101(2)

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–, 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 students who secure an Advanced Placement Grade in Biology of 3, 4 or 5.

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 page 12 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 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. Galbraith.

201, 202. Fundamental Concepts in Biology – Unless exempted by the vari-

* Sabbatical leave Trinity Term, 1971–72.

ous provisions given in the description of the major, this course is to be taken by all majors. 201 is a prerequisite for 202. The course is organized around a series of topics. Its purpose is to give students with no previous biology, or with a fragmentary background, the ideas, methodology, and vocabulary of biology. In addition, certain blocks will be in areas where the Department has no course, e.g. in 202 the World of Plants will be treated with considerable thoroughness. Open to all students with no college prerequisite. Three class hours, and one laboratory per week. — Mr. Burger.

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

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

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

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

305. Invertebrate Zoology — The correlation between the morphological and functional characteristics exhibited by the major groups of invertebrate animals as revealed by their evolutionary position and their adaptations to their environment, with emphasis on the in-

vestigation of feeding mechanisms, locomotory patterns, and behavioral responses. Prerequisite: Biology 201, 202. Laboratory. — Mr. Brewer.

306. Ecology — The study of the structure and function of the natural world: an analysis of population phenomena and the interrelationships which exist between animal populations and their environments with implication for the human species. Prerequisite: Biology 202 and permission of instructor. Laboratory; 4 field trips. Limit 24. — Mr. Brewer.

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

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

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

405, 406. Advanced Study (Research) — The student will work on laboratory problems with the staff. Only in un-

usual 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

ASSOCIATE PROFESSOR DEPHILLIPS, *Chairman*; PROFESSORS SMELLIE AND BOBKO; ASSOCIATE PROFESSOR HEEREN; ASSISTANT PROFESSORS MOYER AND BOWIE

Because of the structure of the Chemistry curriculum anyone interested in pursuing the study of Chemistry whether for a major or otherwise should contact a department staff member as soon as possible. He will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The Chemistry major consists of the following one semester courses: Chemistry 206, 208, 211, 212, 307, 308, 313, Physics 221, Mathematics 201 and one course selected from the following: Chemistry 403, 404, 405, 406, 412, 415, 509, Biology 403, 404 (Biochemistry). Because of their common laboratory, Chemistry 307 and 313 should be taken concurrently. A grade of at least C— must be obtained in Chemistry 211, 212, 307 and 308. Substitution of appropriate College Courses may be allowed with *prior* departmental approval.

The major as outlined above is balanced and covers the principal divisions of chemistry. The Chemistry Department, however, strongly urges those majors who wish to do graduate work in chemistry to take, in addition to the above program, Chemistry 314 (a continuation of Chemistry 313), Chemistry 412 and/or 415, and an additional 400-level course. Since most graduate schools require that degree candidates demonstrate a reading knowledge of German, the Chemistry Department urges its majors to take appropriate courses in German to acquire such proficiency.

Majors who meet these additional requirements will be certified to the American Chemical Society as satisfying its standard for "Undergraduate Professional Education in Chemistry."

Independent enrollment in the laboratory portion of any course is not permitted.

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. Bobko and Mr. Bowie.

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 selected elements. Laboratory work is devoted to the quantitative and qualitative analysis of ions. Elective for those who have passed Chemistry 111. — Mr. Bobko and Mr. Bowie.

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. Smellie.

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: Chemistry 112 with a grade of at least C–; Math 201; Physics 122; or permission of the instructor. – Mr. Bowie.

211. Elementary Organic Chemistry – A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis is required of each student. Elective for those who have passed Chemistry 112 with a grade of at least C–. – Mr. Heeren.

212. Elementary Organic Chemistry – A continuation of Chemistry 211. Elective for those who have passed Chemistry 211. – Mr. Heeren.

307. Physical Chemistry – A comprehensive study of selected topics designed to emphasize the theoretical approach in chemistry. Subjects such as kinetics, spectroscopy, thermodynamics of open systems and a comparison of the theories of the covalent bond will be examined. Elective for those who have passed Chemistry 208 with a grade of at least C–, Physics 221 and Mathematics 201, or with permission of instructor. – Mr. Smellie.

308. Physical Chemistry – A continuation of Chemistry 307 including solution chemistry, transport properties, electrochemistry and chemical statistics. Elective for those who have passed Chemistry 307. – Mr. DePhillips.

313. Inorganic Chemistry – A study of atomic structure, concepts of chemical bonding and reactivity, and physical methods of structure elucidation as applied to inorganic compounds. The lab-

oratory will be devoted to the techniques of inorganic synthesis and the application of instrumental methods normally encountered in chemical research to the structure determination of inorganic compounds. The laboratory will be integrated with the laboratory in Physical Chemistry. Elective for those who have passed Chemistry 208 with a grade of at least C–. – Mr. Moyer.

314. Inorganic Chemistry – A continuation of Chemistry 313 with emphasis placed on the systematic study of the transition and non-transition elements, their compounds and reactions. Topics of current interest in organic chemistry will be discussed. Laboratory will be a continuation of that in Chemistry 313 with greater emphasis on independent work. Elective for those who have passed Chemistry 313. – Mr. Moyer.

[403. Synthetic Organic Chemistry] – A detailed consideration of organic reactions of synthetic importance, including a study of scope, mechanism, and experimental conditions. Coordinated laboratory and library work. Elective for those who have passed Chemistry 212 with a grade of at least C–.

[404. Synthetic Organic Chemistry] – Elective for those who have passed Chemistry 212 with a grade of at least C–.

405. Physical Methods of Organic Structure Determination – A survey of physical methods of structure determination with emphasis on infra-red, ultraviolet, nuclear magnetic resonance and mass spectrometry. Three lectures and one laboratory period per week. Elective for those who have passed Chemistry 212 (or 306) with a grade of at least C–. – Mr. Heeren.

406. Physical Organic Chemistry – Topics in organic reaction mechanisms. Coordinated library work including a seminar to be presented by each student. Three lectures and one laboratory period

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per week. Elective for those who have passed Chemistry 212 (or 306) with a grade of at least C-. - Mr. Bobko.

412(1). 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 Chemistry 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.

[415. Advanced Analytical Chemistry] - A special topics course to be offered only when the demand is sufficient.

[509. Advanced Topics in Physical Chemistry] - A special topics course for seniors and graduate students.

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

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

Classics

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

CLASSICS 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 202, 203, 204, 205, 206, 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 Classics 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 Office 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 Euripides — A selection from the dialogues of Plato and one tragedy of Euripides. 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]

[312. Tragedy] — A study of Aeschylus' *Prometheus*, Sophocles' *Oedipus Rex*, and Euripides' *Bacchae*.

321. Lyric Poetry and Tragedy — Selections from monodic and choral lyric and a study of two tragedies: Aeschylus' *Prometheus Bound* and Sophocles' *Oedipus Rex*. Three hours. — Mr. Bradley.

322. Hesiod — Readings from Hesiod's *Works and Days* and *Theogony*. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod, with some consideration of Hesiod's influence on Hellenistic literature (e.g., Aratus) and on Roman literature (e.g., Lucretius and Vergil). Three hours. — Mr. Williams.

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

LATIN

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

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.

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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**]

[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(2). **Vergil** – Readings in the *Eclogues*, *Georgics*, and *Aeneid* with particular emphasis on literary appreciation. Three hours. – Mr. Bradley.

322. **Roman Epistolography** – A study of the epistolary form as shown in the works of Cicero, Seneca, and Pliny: letters literary and philosophical, and letters of straight news. Three hours. – Mr. Macro.

[331. **Roman Historians: Tacitus**] – Readings from the various works of Tacitus.

[332. **Catullus**]

[341. **Catullus and the Elegiac Poets**] – Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid.

342(1). **Ovid** – Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence. Three hours. – Mr. Bradley.

[**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:

[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.

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

204. Classical Humanities: Greek Civilization – A study of Greek civilization from Mycenaean times to the Hellenistic period as revealed in literature – epic, drama, history, philosophy – and art, and through modern archaeological discovery. Some emphasis on the legacy of Greece to modern Europe. Lectures, discussion. Illustrated with slides. Three hours. – Mr. Bradley.

205. Greek Tragedy – A study of the literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. Three hours. – Mr. Williams.

[206. Ancient Epic] – A close study of Homeric epic and of the various types of epic derived from and influenced by Homer from the Mycenaean age to the Hellenistic period, from the Roman Republic to the Empire. The nature of oral

epic and of oral composition, development of form and theme, the changing role of the hero, the influence on subsequent European literature. 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, 201. 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 Katz 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)

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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.

CHRISTMAS TERM

205. Greek Tragedy – A study of the literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. Three hours. – Mr. Williams. III

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. I

209B. Western World 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 ma-

ior. Permission of the instructor required. – Mr. Risdon. IV

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. III

343. Experimental Fiction – This course will study the stylistic devices of contemporary experimental fiction in English and European literature. Attention will be devoted to "The New Novel," the "anti-Novel," the "Poetic novel," and other manifestations of the endless quest for narrative form. Questions to be considered are the definitions and dissolutions of genre, the shifting point of view, the play between figurative and discursive languages. Writers to be studied include: Marguerite Duras, Alain Robbe-Grillet, Michel Butor, Julio Cortazar, Borges, Curtis Zahn, Russell Edson, Donald Barthelme, Italo Calvino. Readings will be in translation and the class will be conducted in English. Comparative Literature and Language Majors will read works in the original if they wish credit towards their major. – Miss Katz. III

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

TRINITY TERM

201(2). Methods and Theories – Introduction to Comparative Literature study. An analysis of the rationale and methods characteristic of the field of comparative literature. Critical discipline will be studied through readings of primary works centering around the theme of the artist in literature. – Miss Katz.

204. Classical Humanities: Greek Civilization – A study of Greek civilization from Mycenaean times to the Hellenistic period as revealed in literature – epic, drama, history, philosophy – and art, and through modern archaeological discovery. Some emphasis on the legacy of Greece to modern Europe. Lectures, discussion. Illustrated with slides. – Mr. Bradley. I

210. Western World 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. IV

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. – Mrs. Weil.

III

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

III

336. 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. III

338. Studies in Poetry: The Epic – Heroic Action and the Epic. 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*, *Patterson*, and some other modern attempts in the genre. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mr. Ogden. III

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 groups listed above.

Economics

PROFESSORS SCHEUCH, *Chairman*, BATTIS AND CURRAN; ASSOCIATE PROFESSORS TUCKER,* DUNN AND GOLD; INSTRUCTORS EGAN, GARSTON, STEFFANCI, AND WEISSKOFF; VISITING ASSISTANT DELANTAR†

Economics Major – The requirements for the Major are nine courses in the Department beyond Economics 101, including Economics 301 and 302, and, for Honors candidates, 441–442. 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.

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.

Admission Requirements – A student who receives a grade of at least C– in Economics 101 will be admitted to the Major in Economics upon request.

Admission to the Honors Program requires superior work in Departmental and cognate courses and permission of the adviser of the candidate's proposed research project and of the Chairman of the Department. Honors will be awarded to those candidates who attain a grade of B or higher in Economics 441–442 and a grade of Distinction upon a General Examination.

101, 101(2). **Basic Economic Principles**

– An introduction to modern economic analysis. A study of the principles of production and exchange, the 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. Battis, Mr. Egan, Mr. Steffanci, and Mrs. Weisskoff.

102(1), 102. **Problems in Economics**

– An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and

inflation; income distribution; and urban problems. Specific topics will vary from year to year and will reflect the interests of students and instructors in the several sections. Prerequisite: Economics 101. – Mr. Dunn and Mrs. Weisskoff.

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.

* Will retire at the end of the Christmas Term.

† In residence only during the Christmas Term.

[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.

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.

207. **Socialism** - A survey of the development of socialist thought in historical context, and an examination of the structure and functioning of socialist economies, with special emphasis given to their incentive systems, resource allocation mechanisms and the conditions of freedom. Prerequisite: Economics 101. - Mr. Battis.

301, 301(2). **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. Stefanci.

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 reference to the United States: analysis of the labor force; wage determination in theory and practice; impact of unions upon the economy; unemployment; role

of the state in protecting workers and members of disadvantaged groups, including social security, manpower and anti-poverty legislation. Prerequisite: Economics 101. - Mr. Scheuch.

304. **Labor Relations** - A survey of union-management relations in the United States and of the role of unions in contemporary society: 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** - The course emphasizes the theory of choice in the public sector and the means of ordering priorities including the problems of economic efficiency and allocation. Topics covered and emphasis depend upon the interests of the class but will include: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; criteria for an optimal tax structure and effects of particular taxes on resource allocation and distribution; proposals for reform of United States tax structures. Prerequisite: Economics 101 and permission of the instructor. - Mr. Duun.

307. **History of Economic Thought** - A survey of the development of economic doctrine, 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 with special reference to welfare economics and public choice. Prerequisite: Economics 101 and permission of the instructor. - Mr. Dunn.

308. **Monopoly and Public Policy** - An examination of the special aspects of the

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role of government toward the problems of monopoly. The course is divided into two parts. Part one is an analysis of the regulation of public utilities and transportation as a substitute for monopoly pricing. Part two is an analysis of the structure of American industry with special reference to antitrust policy as an instrument for preventing monopoly and promoting competition. 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 in economics including input-output analysis and linear programming. Introduction to the techniques of econometrics; selected topics in operations research. The course is designed primarily for Economics majors with limited mathematical backgrounds. Prerequisites: Economics 301; Mathematics 104 or 105 or equivalent; and permission of the instructor. — Mr. Egan.

314. Urban Economics — Economic analysis of urban areas in their regional setting; will involve the study of location theory, land use and housing markets, and an examination of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public

finance. In each topic, the resource allocation process will be emphasized. Prerequisite: Economics 101. — Mr. Battis.

[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 American 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. Industrial Revolution] — A comparative study of the processes and economic consequences of industrialization in England, France, Germany and Russia in the eighteenth and nineteenth centuries. Prerequisite: Economics 101 and permission of the instructor. — Mr. Battis.

324. Comparative Economic Systems — A study of the theories of competitive capitalism, market socialism and central planning and a survey of the economic organization, resource allocation problems, and growth processes in such countries as France, Yugoslavia and the U.S.S.R. Prerequisite: Economics 101 and permission of the instructor. — Mr. Battis.

Degrees Conferred in 1971/177

* Mary Ann Przybycien Smith	B.A., 1964, St. Joseph College	<i>French</i>	M.A.
Clayton Blanchard Spencer	B.A., 1960, Yale University	<i>History</i>	M.A.
Michele Barsky Sribnik	B.A., 1968, Central Connecticut State College	<i>Mathematics</i>	M.S.
James Arthur Storms	B.A., 1961, Augustana College, M.Ed., 1964, University of Hartford	<i>English</i>	M.A.
Edward A. Tatro	B.S., 1965, University of Connecticut	<i>Economics</i>	M.A.
Betty Anderson Twiss	B.A., 1949, University of Connecticut	<i>English</i>	M.A.
David Anthony Tyler, III	B.S., 1967, Trinity College	<i>Education</i>	M.A.
Anne Mary Valentine	B.A., 1967, Trinity College (Vermont)	<i>English</i>	M.A.
Gerald Anthony Vastano	B.A., 1969, Trinity College	<i>History</i>	M.A.
Louis Francis Vismontas	B.S., 1949, M.A., 1961, Trinity College	<i>Mathematics</i>	M.S.
* Jeremy Nicholas Welchman	B.A., 1959, Tufts University	<i>Latin</i>	M.A.
Frank Emmet Whelan	B.S.I.E., 1967, University of New Haven	<i>Economics</i>	M.A.
* Jane Katharine Whitehead	B.A., 1966, Wellesley College	<i>Latin</i>	M.A.
Howard Frederic Whitney, III	B.A., 1965, University of Hartford	<i>History</i>	M.A.
Douglas Brighton Wood	B.A., 1966, American International College	<i>Physics</i>	M.S.
Sister Rosemary Wrinn, C.S.J.	B.S., 1957, Trenton State College	<i>English</i>	M.A.
John Lawrence Wynne, Jr.	B.A., 1961, Syracuse University	<i>History</i>	M.A.
John W. Yeck	B.S., 1967, Bucknell University	<i>Education</i>	M.A.

HONORIS CAUSA

LYMAN BUSHNELL BRAINERD, <i>Hartford Connecticut</i>	Doctor of Laws
BRADFORD HASTINGS, <i>Greenwich, Connecticut</i>	Doctor of Divinity
THOMAS JOSEPH MESKILL, <i>Hartford, Connecticut</i>	Doctor of Laws
FRANK STANTON, <i>New York, New York</i>	Doctor of Fine Arts
EDWARD ALLEN SUISMAN, <i>West Hartford, Connecticut</i>	Doctor of Laws

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required. Prerequisite: Economics 501 or equivalent or permission of the instructor. – Mr. Dunn.

514. Urban Economics – Economic analysis of urban areas in their regional setting, the land use market, the housing market, and urban renewal; and an examination of public policy issues in current urban problems including: urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. In each topic, the resource allocation process will be emphasized. Prerequisite: Economics 501 or equivalent, or permission of the instructor. – Mr. Battis.

523. Economic Development – The theory of economic growth and development with applications to development in specific countries. Emphasis on the influence of international factors, including trade and capital flows. Prerequisite: Economics 501 or equivalent and

Economics 515, or permission of the instructor. – Mr. Garston.

[503. Labor Economics]

[505. Fiscal Policy]

[506. Public Finance]

[508. Monopoly and Public Policy]

[509. Corporation Finance]

[510. Money and Banking]

[512. Mathematical Economics]

[515. International Economics]

[518. Statistics for Economics]

[520. Managerial Accounting]

[521. Economic History of Western Europe]

[522. Economic History of the United States]

[524. Comparative Economic Systems]

Education

PROFESSOR MORRIS, *Chairman*; ASSOCIATE PROFESSOR DECKER;
ASSISTANT PROFESSORS SCHULTZ AND SHIPE

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 review of the major topics in education today analyzed in the light of their historical and philosophical development. Particular attention will be paid to a critical examination of the underlying assumptions and values of each topic pursued. – Mr. Morris.

375. Educational Psychology, Psychology of the Teaching-Learning Process – A study of the nature and conditions of school learning, including the de-

velopment of motor skills, perception, understanding, attitudes, and ideals. Prerequisite: Psychology 101. – Mr. Decker.

376 (2). Sociology of Education – A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings – core city and interurban, suburban and

rural areas – and the problems which each generates. Visits to various types of educational institutions for the purposes of observation, report, and discussion will be arranged insofar as is possible. – Mr. Schultz.

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. Schultz.

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.

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. Shipe and Staff.

Note: The following graduate courses, except those numbered 600 and above, 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 Graduate Office.

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.

504 (2). Differential Psychology – A study of quantitative data concerning individual, group and trait differences,

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and the validity and reliability of those measuring instruments through which the data are secured. — Mr. Decker.

507. The School and Society — A study of the school as a social institution. Data will be drawn from recent 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. Schultz.

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. Shipe.

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. Shipe.

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

570 (2). School Law — A study of the historical development in the United States of that special body of law, both statutory and common, pertaining to

education. Specific problems of status and control will be pursued, where possible, by use of primary source material — state constitutions, statutes, and common law rulings. — Mr. Morris.

601 (2). Seminar: Research in Education — A study of the historical, philosophical and statistical methods, including the collection and organization of data appropriate to research in education. This course should be of particular value to all students planning to write a thesis and to students interested in a critical examination of the literature in education. — Mr. Schultz.

602B (2). Seminar: Urban Education — A confrontation with the ghetto as a social and educational impasse. A look at the Negro response and a critical review of the response made thus far by the Establishment; and a consideration of current proposals to improve urban schools. — Mr. Schultz.

651–652. Thesis

Courses given in other years:

[522. Secondary School Administration]

[541. Educational Measurement and Evaluation]

[581. Machine Computation in Secondary Mathematics and Science]

[582. Computer Applications in Education]

[600. Problems in Education]

[602A. Seminar: Comparative Education]

[602A. Seminar: Deviant Adolescent in the Classroom]

[602B. Seminar: Cultural Anthropology]

Engineering

PROFESSORS SAPEGA, *Chairman*, AND NYE; ASSOCIATE PROFESSORS
BLAKESLEE^o AND BRONZINO; ASSISTANT PROFESSOR SHAMAMY;
LECTURER WOODARD

RPI HARTFORD GRADUATE CENTER FACULTY OFFERING COURSES AT TRINITY:
BRONIS R. ONUF, PROFESSOR; JAMES HODGES, ASSISTANT PROFESSOR

ENGINEERING MAJOR—Nine courses in Engineering; except that either Engineering 341, or 342, but not both, may be counted as part of the nine courses; 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.

125. Statics—Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. One course credit.—Mr. Shamamy.

201. Principles of Electronic Instrumentation—This course is designed to provide a background in electronic instrumentation in the physical and life sciences, as well as in engineering. General principles of electronic measurement will be developed which apply to areas such as physiology, biochemistry, solid state physics, along with engineering measurements of strain, temperature, etc. The principal emphasis is on laboratory work. Each student is required to complete a special project involving his particular area of scientific or engineer-

ing interest. One course credit. Prerequisite: One year of college level mathematics.—Mr. Sapega.

211. Introductory Systems Analysis—An introduction to the engineering analysis of systems, with particular emphasis on physical and biological systems. Analysis is based on the use of operator graphs in the quantification and formulation of system models. One course credit. Prerequisite: One year college level mathematics.—Mr. Bronzino.

212. Linear Systems I—A continuation of Introductory Systems Analysis for Engineering Majors, with special emphasis on electrical circuits, in both steady-state and dynamic conditions. Recitation and laboratory. One course credit. Prerequisites: Engineering 211, Mathematics 201.

[**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.

224. 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.

^o Sabbatical leave, Trinity Term, 1972.

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tation and laboratory. One course credit. Prerequisite: One year of college physics. (If the student has not had chemistry at entrance to college, a college chemistry course is prerequisite.) – Mr. Sapega.

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

307. Semiconductor Electronics I – Introductory semiconductor physics leading to the development of the equations of p-n junctions. Diode circuit applications. Recitation and laboratory. One course credit. Prerequisite: Engineering 212, Physics 221, or permission of instructor. – Mr. Sapega.

308. Semiconductor Electronics II – A continuation of Semiconductor Electronics I. Development of circuit models for the transistor. Application of solid state circuit devices in analog and digital circuits. Recitation and laboratory. One course credit. Prerequisite: Engineering 307. – Mr. Sapega.

[**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.

Section A, Engineering Majors

Section B, Pre-Architecture Majors

Recitation and laboratory. One course credit. Prerequisite: Engineering 225. – Mr. Shamamy.

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. Hodges and Mr. Onuf.

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. Hodges and Mr. Onuf.

341. Architectural Drawing – Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. One course credit. Prerequisite: Permission of instructor. – Mr. Woodard.

342. Architectural Design – A study of architectural design concepts including space relationship, site planning, use of materials. The student will prepare a three dimensional model of a design prepared by him. The course includes field trips. Four contact hours per week. One course credit. Prerequisite: Engineering 341 or permission. – 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. Shamamy.

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.

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.

[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 conditions producing vibration and shock, including use of the digital and analog computer as aids in simulation and analysis. Lecture and laboratory. One course credit. Prerequisite: Permission of instructor. – Mr. Shamamy.

472 (1). 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.

522. Biological Control Systems – Application of engineering analysis, highlighting the concepts of control theory, and mathematical modeling of neurological control systems. Recitation and laboratory. One course credit. Prerequisite: Permission of instructor. – Mr. Bronzino.

English

PROFESSORS McNULTY, *Chairman*, WILLIAMS, DANDO, NICHOLS, AND SMITH; ASSOCIATE PROFESSORS CAMERON, RISDON, WHEATLEY, BENTON, AND POTTER; ADJUNCT ASSOCIATE PROFESSOR MINOT; ASSISTANT PROFESSORS OGDEN, KUYK, AND WEIL

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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 | 2 of Major Writer or Studies in Literary History after 1800 |
| 2 of Genres | 1 of Senior Seminar |
| 2 of Major Writer or Studies in Literary History before 1800 | 3 of English elective |

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 40. Satisfies the requirement of an elective course. Permission of the instructor required. — Mr. Dando and Mr. McNulty.

206. Literary Modes—Novels, plays, poems, and films considered in their historical, aesthetic, and linguistic context. 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. Kuyk, Mr. Smith, Mrs. Weil, and Mr. Wheatley.

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, Mrs. Weil, and Mr. Wheatley.

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 World 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.

* Bracketed courses are offered in 1971–1972 by special arrangement only.

209C. Introduction to Criticism – A study of the critical assumptions and methods in the textual analysis of fiction and poetry. Satisfies the requirement of one-half credit for an elective course. Permission of the instructor required. – Mr. Smith.

210. Western World 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.

212. 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, and others. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Smith.

229. Literature and the Modern Temper – A comparative study of major works by twentieth century European and American authors. Emphasis is placed on basic methods of literary analysis. The authors to be read include Kafka, Pirandello, Eliot, Malraux, Brecht, and Stevens. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mrs. Weil.

230. The 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.

231. Stylistics – A study of some of the theories and methods of stylistic analysis derived from transformational grammar; readings in a major poet, e.g., Frost or Yeats. Satisfies the requirement of one-half credit for an elective course. Permission of the instructor required. – Mr. Smith.

252. 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.

256. Rhetoric and Literature – A study of the principles of rhetoric and of the methods of critical 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.

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

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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, Jean-Paul Sartre, Albert Camus, Friedrich Dürrenmatt, Eugene Ionesco, Ralph Ellison, and Saul Bellow. 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 requirement 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. Classics and Climates of English Literature I: Beowulf through Swift – An historical and critical survey emphasizing the rise of genres, development of the English language, and the relevance of backgrounds from the 9th into the 18th century. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Cameron.

312. Classics and Climates of English Literature II: Pope through Eliot – An historical and critical survey of the 18th, 19th and 20th centuries, emphasizing Neo-Classicism, Romanticism, and voices of today. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Cameron.

316. English Literature of the Elizabethan Age – A study of the major

genres of sixteenth century English literature, including Ovidian romance, Erasmian satire, and heroic poetry and drama. The course will deal with such problems as the role of classical models and the significance of topicality or allusiveness. It will particularly emphasize the relationship of the literature to the life of the Tudor court. Satisfies the requirement of a period or elective course. Permission of the instructor required. – Mrs. Weil.

317. 17th Century Literature: Age of John Donne – A study of the prose and verse of early 17th century England (1625–1660) including the works of John Donne, Ben Jonson, Samuel Pepys, Robert Herrick, George Herbert, John Bunyan, Sir Thomas Browne, and others. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Risdon.

320. Studies in 18th Century Literature: The Enlightenment – A survey of the literature and culture of the 1700s in England and France. Central authors in the survey will include Voltaire, Rousseau, Descartes, Swift, Pope, Hume, and Boswell. The class will also examine relationships between the literature and the philosophy, science, government, and the arts of the Enlightenment. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Kuyk.

321. The Symbolists – A study of the Symbolist movement in European and American poetry, drama, and novels. Authors to be examined are Baudelaire, Mallarmé, Poe, T. S. Eliot, Yeats, Maeterlinck, Joyce, Synge, and O'Neill. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Kuyk.

[321, 322. Romantic Poetry – Mr. Ogden.]

322. 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 Sir Henry Rider Haggard, Rudyard Kipling, Sir Arthur Conan Doyle, Sir Anthony Hope Hawkins, Stanley J. Weyman, Neil Munro, Baroness Orczy, and Joseph Conrad. The philosophy and literary characteristics of romance and the meaning of the revolt in literary history will be considered. Satisfies the requirement of a genre, literary history, or elective course. Permission of the instructor required. – Mr. Benton.

[**323, 324. American Literature since 1865** – Mr. Ogden.]

324A. 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 literary history, period, or elective course. Permission of the instructor required. – Mr. Cameron.

324B. 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 literary history 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 oth-

ers. Satisfies the requirement of a literary history or elective course. Permission of the instructor required. – Mr. Ogden.

[**331, 332. Satire and Black Comedy** – Mr. Dando.]

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. – Mrs. Weil.

333A. Drama to 1700 – A study of the plays of the first great periods of English drama: the medieval, the Renaissance (exclusive of Shakespeare), and the Restoration. Some Greek and Latin plays read as background. Among the plays and playwrights considered: *Everyman*, Kyd, Marlow, Jonson, Beaumont and Fletcher, Webster, Dryden, Wycherley. Satisfies the requirement of a genre, literary history, or elective course. Permission of the instructor required. – Mr. Potter.

333B. Types of Drama – A study of dramatic form, with special attention to the major kinds developed in western countries. Satisfies the requirement of a genre or elective course. Permission of the instructor required. – Mrs. Weil.

334. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late 19th century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O’Neill, Pirandello, Anouilh,

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Beckett, Genet and Pinter. Permission of the instructor is required. — Mr. Nichols.

335A. Studies in Fiction: Five Popular Forms — A phenomenological study of the generic characteristics of the five popular fictional forms of Gothic romance, detective story, Western story, romance of international political intrigue or spy story, and science fiction. Authors to be read will include Matthew Lewis, Bram Stoker, William Faulkner, Edgar Allan Poe, Sir Arthur Conan Doyle, Agatha Christie, Mickey Spillane, Ross Macdonald, Owen Wister, Zane Grey, Luke Short, Sax Rohmer, Len Deighton, John Le Carre, 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 Early 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.

336. 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.

337. Major Writers: Coleridge, Keats, Browning — A study of three major

poetic careers, with some reference to their influences upon literature in this century. Satisfies the requirement of a genre, major author or elective course. Permission of the instructor required. — Mr. Wheatley.

[337, 338. **Studies in Poetry: The Lyric** — Mr. Smith.]

[337, 338. **The Epic** — Mr. Ogden.]

338. Studies in Poetry: The Epic — Heroic Action and the Epic. 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*, *Patterson*, and some other modern attempts in the genre. Satisfies the requirement of a genre or elective course. Permission of the instructor required. — Mr. Ogden.

341A. Blake and Milton — A study of the poetry of Blake, including *Jerusalem*, in the context of the relevant works of Milton, particularly *Comus*, *Paradise Lost*, and *Paradise Regained*. Satisfies the requirement of a major author or elective course. Permission of the instructor required. — Mr. Ogden.

341B. Major Author: 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 major writer, elective, or period course. Permission of the instructor required. — Mr. Cameron.

341C. Major Writer: Jonathan Swift — Readings in the prose and poetry of Jonathan Swift. Readings also from some of his contemporaries, and from 20th century authors influenced by Swift. Studies in satire and neo-classical literary theory. Satisfies the requirement of a major author or elective course. Permission of the instructor required. — Mr. Williams.

[341, 342. William Faulkner, James Joyce – Mr. Kuyk.]

[341, 342. Melville – Mr. Wheatley.]

342A. Major Writer: Frost – The study of Frost's available poetry; class discussion (with particular reference to the principal scholarly critiques) of much of it, selected for quality or as representative of significant dimensions (forms, modes, themes, etc.) of the poet's work. Some consideration of cultural and biographical background. Satisfies the requirement of a major author or elective course. Permission of the instructor required. – Mr. Potter.

342B. Major Writer: W. B. Yeats – A thorough study of Yeats' works with emphasis on his poetry. Reading will include his plays, his autobiography, his folk and fairy tales, his essays, and *A Vision*. The class will consider the cultural, literary, and political influences on his life and his work. Satisfies the requirement of a major author or elective course. Permission of the instructor required. – Mr. Kuyk.

342C. Major Writer: Tolstoy – A study of Tolstoy's works and life, with special consideration of the development of his technique and his philosophical, ethical, and historical views. Works to be read include *Childhood*, *Sevastapol Sketches*, *War and Peace*, *Anna Karenina*, *Memoirs of a Madman*, *Death of Ivan Ilyich*, and *What Is Art?* Satisfies the requirement of a major author or an 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 – Nine histories, comedies, and tragedies, including *Richard II*, *Henry IV (Part I)*, *A Midsummer Night's Dream*, *Macbeth*, *Othello*, and *Hamlet* studied in detail. Satisfies

the requirement of a genre, major writer, or elective course. Permission of the instructor required. – Mr. Dando.

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 writer, or elective course. Permission of the instructor required. – Mr. Dando.

[353, 354. **Introduction to Old English, Language and Literature** – Mr. Williams.]

361. Studies in Fiction: Theories of Fictions – An examination 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.

[361, 362. **Hamlet and King Lear** – Mr. Kuyk.]

464. Studies in Ideas: Reading Course – Staff.

472. Senior Seminar – Topics to be arranged. Permission of the instructor required. – Mr. Minot, Mr. Potter, Mr. Wheatley, Mr. Williams.

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 and the practice of "making"

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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.

523. Studies in 19th Century American Literature: The American Renaissance — Readings in five mid-nineteenth-century "greats" — Melville, Whitman, Hawthorne, Emerson, and Thoreau — emphasizing backgrounds: critical, biographical, and social. Satisfies the requirement of a period or elective course. — Mr. Cameron.

528. Studies in Fiction and Narrative Poetry: The Romance — A study of the formal and thematic elements of the romance pattern; readings in Anglo-Saxon, Medieval, and Renaissance narrative poetry and nineteenth and twentieth century fiction. Satisfies the requirement of a genre or elective course. — Mr. Smith.

529. Studies in Contemporary Literature: The Non-Rational in Modern Literature — An attempt to explore the uses of psychological fiction, parody, satire, irony, nonsense, black comedy, fantasy, and myth in the literature of the late nineteenth and the twentieth centuries. Authors to be examined will include Joyce, Meredith, Huxley, Heller, Ionesco, Carroll, Tolkien, Pinter, Nathanael West, Eliot, and Samuel Butler. Lectures and discussion with a substantial paper. Satisfies the requirement of a period or elective course. — Mr. Kuyk.

531. Studies in Genre: The English Literature of Black Africa — A study of the major European narrative genres, and the ways in which African authors, writing in English with a background of an oral tradition, have adapted and refined these genres. Authors to be read will include Achebe, Aluko, Ekwensi, Iyoye, Mphahlele, Ngugi, Grace Ogot, p'Bitek, Soyinka, Tutuola. Satisfies the requirement of a genre or an elective course. — Mr. Williams.

536. Studies in Fiction: Thackeray, Eliot, James — Problems in the definition of Realism in the late Victorian novel. Some exploration of its connections with major literary achievements in this century, and of its implications for teaching standard works by these authors at the secondary school and early college levels. Frequent reports and demonstrations. Satisfies the requirement of a genre, period, or elective course. Permission of the instructor required. — Mr. Wheatley.

542. Seminar: Edgar Allen 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.

544. Chaucer — Chaucer's major works and their background. Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*. Readings in *The Romance of The Rose*, St. Augustine, John Gower, and others. Satisfies the requirement of a period, major author, or elective course. Permission of the instructor required. — Mr. McNulty.

546. Studies in Shakespeare: Shakespearean Tragedy — A critical reading of *Othello*, *Lear*, *Hamlet*, and *Macbeth* in the light of Renaissance tragic traditions and with the help of modern critical commentaries. Oral interpretation, LP discs, reports, and a term paper.

Satisfies the requirement of a genre, major author, or elective course. — Mr. Cameron.

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, mythological and archetypal criticism.

Oral reports and critical essays will be required. Satisfies the requirement of an elective course. Permission of the instructor required. — Mr. Benton.

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.

Fine Arts

PROFESSOR MAHONEY, *Chairman*; ASSOCIATE PROFESSORS PAPPAS AND BAIRD; ASSISTANT PROFESSORS LA NOUE; ARTIST-IN-RESIDENCE FROESE; VISITING LECTURERS SPONSORED BY THE FRIENDS OF ART: ALFRED BUSH, JARED EDWARDS, GILLETT GRIFFIN AND PETER MARLOW

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

ART HISTORY

THE ART HISTORY MAJOR — Courses AH 101 and AH 102, two studio courses selected from SA 111 through SA 216, and eight courses in art history beyond AH 101 and AH 102. Among the eight courses juniors must include AH 401, and seniors AH 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 AH 402).

AH 101. Introduction to the History of Art I — A survey of the history of art and architecture in antiquity and the Middle Ages. — Mr. Baird.

AH 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.

[AH 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.

[AH 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.

AH 204. Gothic and Early Renaissance Art in Italy — A study of painting, sculp-

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ture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Chiberti, and Donatello. Prerequisite: Permission of the instructor. – Mr. Baird.

AH 206. The High Renaissance in Italy – The history of Italian painting, sculpture, and architecture from the later 15th century through the 16th century. Prerequisite: Permission of the instructor. – Mr. Baird.

[**AH 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.

AH 209. Nineteenth-Century American Architecture – A general survey of American architecture from the Federal Period to the beginnings of the 20th century. Special emphasis on and field trips to representative monuments in Hartford. – Mr. Edwards.

AH 210. Nineteenth-Century Art – A study of 19th-century art in Western Europe with an emphasis on such movements as Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: Permission of the instructor. – Mr. Mahoney.

AH 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.

[**AH 213. American Art**] – The history of the arts in America from Colonial times to the present. Prerequisite: Per-

mission of the instructor.

AH 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.

AH 304. Eighteenth-Century Art – A survey of rococo and neoclassic art of the ancien régime in France and elsewhere in Europe. Prerequisite: Permission of the instructor. – Mr. Marlow.

AH 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. Museum visits, readings, discussion, and reports. – Mr. Mahoney.

AH 402. Senior Seminar in Art History – Individual tutorial, with an extended paper, on a topic in the history of art. Required of all art history majors in their senior year. – Mr. Baird.

AH 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.

AH 405. Pre-Colombian Art – The art of the Middle American Indian before the Conquest, studied where possible from original works. Several lectures will also deal with the art of the North American Indian. Prerequisite: Permission of the instructor. – Mr. Bush and Mr. Griffin.

FINE ARTS: STUDIO ARTS

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

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

SA 111. Elements of Design – An introduction to the basic problems involved in design. Attention is given – with varying degrees of emphasis, depending on the section selected – to materials, techniques, and problems of representation, interpretation, and composition. Prerequisite: Permission of the instructor. – The Staff.

SA 112. Elements of Drawing – An introduction to the basic problems involved in drawing. Prerequisite: SA 111, the equivalent, and permission of the instructor. – The Staff.

SA 211. Introductory Painting – The materials and practice of painting as well as the problems of representation. Prerequisite: Permission of the instructor. – The Staff.

SA 212. Intermediate Painting – Prerequisite: SA 211, the equivalent, and permission of the instructor. – Mr. Froese.

SA 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.

SA 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.

SA 217. Watercolor Painting – An investigation of the problems and techniques of the medium. Prerequisite: Permission of the instructor. – Mr. Pappas.

SA 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: SA 211, 212. 312 is a continuation of 311. – Permission of the instructor. – Mr. La Noue.

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

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

SA 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.

SA 413, 414. Advanced Seminar in Contemporary Art and in Studio Art – When offered, these courses will be part of special programs restricted to advanced and specially qualified students and will have, in distinction to SA 411, 412, regular class meetings. – 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 – and a college level mathematics course in addition to calculus.

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.

History

PROFESSORS COOPER, *Chairman*, DAVIS, DOWNS, BANKWITZ, AND DORRANCE
VISITING PROFESSOR BARTLETT; ASSOCIATE PROFESSORS WEAVER, SLOAN,
STEELE, AND PAINTER; ASSISTANT PROFESSOR OXNAM; INSTRUCTORS
SPENCER AND WEST; 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 urged to follow a program that includes several of the following areas: the United States, Great Britain, Europe, Africa, Asia, and the Middle East. Programs should 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 History 392, is required of all majors in their junior year. All seniors must take one half-year seminar, History 401 or History 402. Starting in the academic year, 1971–72, seniors will be allowed, indeed they are urged, to take two seminars. Beginning in the academic year, 1972–1973, all seniors will be required to take two one-half-year seminars. Whenever possible, seniors should choose their seminars in areas and in chronological periods that will guarantee the broadest preparation in the history major.

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 seminars.

History majors are strongly 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 intending to pursue 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 in 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 and Mr. Painter.

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

201. The United States from the Colonial Period through the Civil War – An examination of the developing American

political tradition with emphasis on economic and ideological factors. — Mr. Sloan.

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

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

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

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

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

301. The Emergence of Christian Civilization — Several of the principal topics in the history of Europe and the 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.

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. — Mr. West.

308. The Rise of Modern Russia — Imperial Russia and the Soviet Union. — Mr. West.

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.

315. Radicalism in American History — The progressive, concensus, and “new radical” schools in American historiography and an examination of selected problems drawn from the history of Puritanism, the Revolution, abolitionism, populism, socialism, and “the movement” today. — Mr. Bartlett.

318(1). America in the Twentieth Century: From Roosevelt to Roosevelt — A topical examination of national change and development from 1900 through World War II, with emphasis on 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. Bankwitz.

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

324. Hispanic Civilization — The history of Spain from earliest times with

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special emphasis on the Reconquista, the sixteenth century, the expansion of Spanish civilization to the New World, the decline of Spanish power and problems of the twentieth century. A reading knowledge of Spanish is required. — Mr. Cooper.

[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. — Mr. Oxnam.

331. **Africa in the Nineteenth Century** — An examination of the main outlines of African history during the century in which it was largely reduced to colonial status by the European powers. Topics covered include: the role of Islam, the Slave trade and its abolition, the origins of African nationalism, the scramble for Africa. — Mr. Steele.

332(1). **Alexander the Great and the Hellenistic Era, 338 B.C. to 200 B.C.** — Greece and the Near East from the con-

quest 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. — Mr. Oxnam.

345. **Ideas and Institutions of India** — The major features of South Asian culture and civilization from the present to remotest antiquity. — Mr. Ferguson.

346. **Ideas and Institutions of India** — A continuation of History 345. — Mr. Ferguson.

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

390. **Philosophy of History** — A study of some of the meta-historical assumptions made by practicing historians — causality, "laws," generalization, objectivity, and the nature of evidence. This course is also offered as Philosophy 323 and will be accepted as a major course in both departments. — Mr. Sloan and Mr. R. T. Lee.

391, 392. Seminar – Required of all majors in their junior year. Seminars concentrate on specific historical themes and problems and are designed to encourage student participation in papers and class discussion. Prerequisite: Permission of the instructor. In 1971–1972 the following seminars will be given:

391. Section A, Medieval History – Mr. Downs.

391. Section B, Russia – Mr. West.

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

392. Section B, Imperialism – Mr. Steele.

392. Section C, The Age of Jackson – Mr. Spencer.

401, 402. Senior Seminar – Required of all majors in their senior year. In 1971–72 senior majors may take two seminars; in 1972–1973 all senior majors will be required to take two seminars in order to satisfy the requirements for the degree with the history major.

401. Section A, England from George III to Victoria – Mr. Cooper.

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

401. Section C, The Gilded Age in American History – Mr. Spencer.

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

402. Section B, China – Mr. Oxnam.

402. Section C, Russia – Mr. West.

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

403–404. Section A, Europe – Mr. Bankwitz.

403–404. Section B, The United States – Mr. Sloan.

Note: The following graduate courses are open to seniors whose records have been outstanding. Prerequisite: Permission of the student's adviser and of the Office of Graduate Studies and pleasure of the instructor.

507. The Roman Republic – Mr. Davis.

516. Reformation Europe – Mr. Painter.

541. Imperial Russia – Mr. West.

551. Colonial America – Mr. Weaver.

554. Age of Jackson – Mr. Spencer.

564. The U.S. Age of Reform – Mr. Sloan.

581. China in Revolution – Mr. Oxnam.

601(A). American Historiography – Mr. Weaver.

601. Twelfth-Century Civilization – Mr. Downs.

602. Twelfth-Century Civilization – Mr. Downs.

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. Hansen.

Mathematics

PROFESSORS KLIMCZAK, *Chairman*, STEWART, AND WHITTLESEY;
ASSOCIATE PROFESSOR POLIFERNO; ASSISTANT PROFESSORS
BERGER AND GRAFTON; 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 and Mr. Stewart.

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

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. Berger, Mrs. Butcher, Mr. Grafton, 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. Berger, Mr. Grafton, and Mr. Stewart.

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

203. Introduction to Numerical Calculus I – An elementary course in numerical analysis which provides an introduction to numerical algorithms fundamental to computer work. Includes a discussion of sources, types, and analysis of numerical errors, approximation by polynomials, elements of difference calculus, Newton and Lagrange formulas. In the laboratory portion of the course the student is expected to complete several computational projects which may be taken from his field of special interest. Prerequisite: One course in calculus and Engineering 122, or permission of the instructor. – Mr. Stewart.

204. Introduction to Numerical Calculus II – A continuation of Mathematics 203. Topics will include numerical differentiation, quadrature formulas, solution of nonlinear equations, solution of simultaneous linear equations. In the laboratory portion of the course the student is expected to complete several computational projects which may be taken from his field of special interest. Prerequisite: Credit for Mathematics 203 or permission of the instructor. – Mr. Grafton.

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.

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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, of the Chairman of the Department, and of the Office of Graduate Studies.

[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.

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. Grafton.

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. Grafton.

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. Klimczak.

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

[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 prob-

ability, the binomial and Poisson distributions, random variables, the normal distribution, selected topics. Prerequisite: Mathematics 302 or 304 or 502.

[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.

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. Whittlesey.

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. Whittlesey.

510. Introduction to Numerical Analysis — The theoretical basis of numerical analysis. Topics will be chosen from among the following: solution of nonlinear equations; solution of linear 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. — Mr. Bennett.

[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. Whittlesey.

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. Berger.

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. Bennett.

[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

MASTER TEACHERS TO BE ANNOUNCED; INSTRUCTOR DWORIN

101, 101 (2). Elementary Modern Dance (Kinesthetic Awareness) – Exercises in the relationship of body control, sound, time and space. An introductory course emphasizing physical coordination and development of perception through movement.

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.

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.

Modern Languages and Literatures

PROFESSORS CAMPO,* *Chairman*, ANDRIAN AND WATERMAN;
ASSOCIATE PROFESSORS HANSEN, HOOK, AND KERSON; ASSISTANT
PROFESSORS PRETINA,† KATZ, QUIRK, AND PAGÈS (VISITING);
INSTRUCTORS DESROSIERS AND RUSSO
VISITING PROFESSOR WHITMAN

MODERN LANGUAGES AND LITERATURES 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 either one course in Linguistics or one course in the art, music or history of the country of the major language, may also be counted towards the major. Courses 251 and 252 and either 401 or 402 are required.

Note: The Foreign Literature Major is also required to take 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).

2. Six courses in one language and four courses in a second language all beyond the 111 level. A course in Comparative Literature which includes the literatures of both languages may also be counted toward the major. The major is also responsible for a knowledge of literary and cultural relations between the countries of the two languages studied.

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

CHRISTMAS TERM

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. — Mrs. Desrosiers.

211. **Intermediate French**—Intensive readings of various texts serving as a basis for analysis, oral expression and writing, aiming at a good command of the language. Three hours plus one hour laboratory. — Mrs. Desrosiers.

* Sabbatical leave, Trinity Term, 1972.

† On leave of absence.

84/Courses of Instruction

221. French Life and Culture – This course is designed to improve oral and written proficiency through a study of various texts leading to a better understanding of French culture. – Mrs. Desrosiers.

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. – Miss Pagès.

252(1). French Literature II: Modern Literature – Elective for those who have completed intermediate French or three years of French at entrance. This course is designed to introduce the student to the modern French literature. The readings will start at the beginning of the 19th century and span into the contemporary period of the 20th century. The survey will include all genres and sample critical and theoretic writings. – Miss Katz.

275. The Literature of Negritude: Prose and Poetry – The themes of rejection and assimilation in the militant and moderate writers of Francophone Africa and the French West Indies. The development of Negritude from Maran's *Batouala* (1921) to the period of the independent African republics. Writers include Senghor, Damas, Césaire, Roumain, Laye, Oyono and Birago Diop. Texts in French and in translation. Course conducted in English. – Mr. Waterman.

301. The Literature of the Middle Ages – A study of the French expression of the modes and themes which underlie the Mediaeval literature of Western Europe. Special consideration of the epic, lyric and satiric genres of the 12th and 13th centuries. Texts will be read in modernized French versions. – Mr. Waterman.

321. Stendhal and Flaubert – A study of selected novels of Stendhal and Flaubert with emphasis upon the contribution of these authors to the development of the novel in the Nineteenth Century, their portrayal of the double tradition of introspective individualism and social concern, and their dialectics of the conflict between man and society. Lectures, discussions, reports and papers. – Miss Pagès.

401. The Lyrical Mode in 19th Century French Literature – This course is designed for students who have completed a general survey of French literature. The course will limit itself to the 19th century and will not consider the genre of the novel. Readings will be designed to show the drift of movements of poetry as they affected the most important works of the century. Special attention will be devoted to the transformation of the lyrical point of view as it emerged in Romanticism then developed in the movements of Art for Art's sake, the Parnassian School and the Symbolists. Among writers to be considered are Chateaubriand, Hugo, Gautier, Baudelaire, Nerval, Rimbaud, Mallarmé and Laforgue. – Miss Katz.

515. French Laughter: Comedy from Adam de la Halle to Anouilh – A chronological study of the genre and such influences as Aristophanes, Plautus, Terence, the Italian Renaissance, and the *commedia dell'arte*. Authors such as Jodelle, Larivey, Corneille, Racine, Lesage, Marivaux, Beaumarchais, Musset, Labiche, Courteline, Romain, Pagnol, and Giraudoux. The dominant place of Molière will be referred to but not emphasized in this course. – Mr. Waterman.

517. Studies in Fiction – A study and analysis of realism and naturalism in France in the Nineteenth Century as exemplified by selected novels of Stendhal, Flaubert, Balzac and Zola. Lectures, discussions, reports and papers. – Miss Pagès.

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.

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. – Mr. Hook.

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

307. The German Drama – A study of the development of the German drama, with emphasis on the major plays of

Lessing, Goethe, Schiller, Büchner, Kleist, Hebbel, Hauptmann, and Brecht. – Mr. Hansen.

401. 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 and Drang 1700–1789; Classical Period; Romanticism; Realism and Naturalism; Twentieth-Century German Literature; Literature of the Middle Ages; From Luther to Klopstock; Lyric Poetry, 1750 to the present; *Genre studies* – The Hymn; the Volkslied; Development of the Drama; the Novelle and Short Story; The Bildungsroman; The Middle Class Tragedy; *Authors and works* – Lessing and the Enlightenment; Goethe and Classicism; Schiller and Idealism; Faust I and II; Heine und die Jungdeutschen; or other topics approved by the instructor. Prerequisite: two literature courses or equivalent. – Staff.

ITALIAN

111. Intensive Introductory Italian – Designed to develop facility in reading and a basic facility to understand, speak and write Italian. Beyond the development of these skills the course proposes, through carefully chosen reading selections and recorded materials, to equip the student for a basic understanding of the customs and mentality of the Italian people. Five hours of classes plus work in the language laboratory. 1½ course credits. – Mr. Russo.

221. Contemporary Italian Society Through Cinema – A study of the cultural and sociological developments in present day Italy based especially on the reading and discussion of film scripts

and the viewing of films by such author directors as Lizzani, Fellini, Antonioni, and Visconti. Three hours plus one hour laboratory during which the student will listen to and study the sound tracks of the films treated in the course. – Mr. Campo.

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. May be applied toward the major in Comparative Literature. – Mr. Campo.

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.

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.

221. Language and Literature – Elective for those who have completed Spanish 204 or 211 or 212, or who are credited with three years of Spanish at entrance. This course is designed to improve oral and written proficiency through the reading and analysis of selected texts by famous Spanish and Spanish American authors. The principal points of grammar and syntax will be thoroughly reviewed, and the language laboratory will be available for listening. – 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.

343. The Post-Generation of '98 Literature to the Civil War – A study of the novel, essay, drama, and poetry of the two literary generations following that of '98. Among others, the following will be read: the philosophical essay of Ortega y Gasset, the novels of Ramón Pérez de Ayala and Gabriel Miró, the poetry of Juan Ramón Jiménez and of the generation of 1927 (Salinas, Guillén, Lorca, and others), and the drama of García Lorca. – Mr. Andrian.

401. Seminar on the Siglo de Oro: Selected Topics – Mr. Kerson.

513. Literature of Two Generations: 1915 and 1927 – A study of the novel, essay, drama, and poetry of some of the greatest writers and thinkers following the Generation of '98. Some of the authors to be included are: Ortega y Gasset, the novels of Ramón Pérez de Ayala and Gabriel Miró, the poetry of Juan Ramón Jiménez and of the generation of 1927 (Salinas, Guillén, and others), and the drama of García Lorca. – Mr. Andrian.

531. Methods of Literary Criticism and Research – A study of the methods and approaches to literary criticism, analysis, and research as specifically applied to Hispanic literature. Attention will also be devoted to the literary history of Spain. This course is particularly recommended for those who are beginning their graduate studies in Spanish at Trinity College. – Mr. Kerson.

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.

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. Whitman.

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. – Mr. Russo.

TRINITY TERM

FRENCH

204. Intensive Intermediate French – This course is designed to prepare the student for a further knowledge of French and to develop accuracy and facility in understanding, speaking and writing French. – Mrs. Desrosiers.

222. Explication de Textes – This course is designed to train the student in the techniques of literary analysis of the main literary forms through close reading of representative works in French literature. – Mrs. Desrosiers.

251(2). 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. – Miss Pagès.

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. Desrosiers.

276. Negritude and Melanitude: Changing Attitudes Since 1960 – A study of the evolution of the younger writers of poetry, prose and the theatre in French-speaking Africa. Writers to be read include such authors as Sembène Ousmane, Yambo Ouloguem, Epanya-Yondo and Tchicaya U'Tamsi. Melanitude as a protest against complacency. Course conducted in English.

Readings in French and English. – Mr. Waterman.

332. Theatre of the 18th Century: Satire and Sentimentality – A study of the plays and dramatic theories from Marivaux to Beaumarchais, and their relationships with such European dramatists as Lillo, Goldsmith, Lessing and Goldoni. The role of the *commedia dell'arte*, domestic tragedy, *bürgerliches Trauerspiel*, *drame bourgeois* in the evolution of theatre, aesthetically and technically. – Mr. Waterman.

334. Studies in Fiction – A study and analysis of realism and naturalism in France in the Nineteenth Century as exemplified by selected novels of Balzac and Zola. Lectures, discussions, reports and papers. – Miss Pagès.

370. Proust – A study of the meaning and aesthetic structures of the novels of Marcel Proust, including a consideration of literary influence and the concerns of the twentieth century. – Miss Pagès.

402. Senior Seminar: Special Topics

514. French Poetry of the 19th Century – This course will study the development of poetry through the works of major writers. Special consideration will be given to movements, aesthetics, critical theories as they affected the role of poetry in the century. Attention will also be paid to foreign influences and to the overlap of prose and verse theories. Writers to be considered include Hugo, Gautier, Baudelaire, Hérédia, Nerval, Rimbaud, Mallarmé and Laforgue. – Miss Katz.

88/Courses of Instruction

GERMAN

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.

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.

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

308. Modern German Literature – Reading and interpretation of representative works of 20th century German literature, including works by Thomas Mann, Rilke, George, Hesse, Werfel, Kafka, Dürrenmatt, Brecht, and others. – Mr. Hook.

402. 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. – Staff.

ITALIAN

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

252. Modern Italian Literature – Read-

ings and discussion of some of the major authors of the 19th and 20th centuries: Manzoni, Verga, D'Annunzio, Pirandello, Svevo, Moravia, Silone, Quasimodo, Montale. – Mr. Russo.

SPANISH

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.

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. Kerson.

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. 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. Andrian.

344. Post-Civil War Novel and Drama, 1940–1970 – An analysis of the novels of Cela, Delibes, Goytisolo, and the drama of Buero Vallejo and Alfonso Sastre, among others, as seen within the framework of Western literary currents. – Mr. Andrian.

402. Seminar on Spanish-American Literature – Selected Topics. – Mr. Kerson.

508. Ideas on Society in Golden Age

Prose – Government and society as envisioned from idealistic, satirical, political and moral viewpoints in the pastoral and picaresque novels and in treatises on the ideal ruler. *Lazarillo de Tormes*, *Montemayor*, *Quevedo*, *Gracián*, and others will be studied. – Mr. Quirk.

526. The Modern Spanish American Novel and Short Story – A detailed study of the prose fiction of a selected number of authors, including Azuela, Barrios, Gallegos, Lynch, Yáñez, Asturias, Fuentes, García, Márquez. In addition to the works studied, attention will be devoted to socio-political aspects and problems of modern Spanish America. – Mr. Kerson.

RUSSIAN

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.

212. Intermediate Russian II – Elective for those who have had one year of Russian on the college level, or two to three years of Russian at entrance. In-

tensive readings in various genres which will serve as the basis for analysis, discussion, and writing. – Mr. Whitman.

222. Readings, Conversation, 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. – Mr. Russo.

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. Hansen.

Music

PROFESSOR BARBER, *Director of the 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*)

90/Courses of Instruction

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 specific offerings in music provided by one of the country's leading colleges of music. A number of general music courses, electives, and core courses of the major are offered on the Trinity campus. Other components of the various concentrations and specialized courses are conducted at Hartt College.

The description below covers most of the information needed by music majors 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—Eleven courses or their equivalents in semester credits. Concentration is offered in Music History, Theory, Composition, or Applied Music. The music major normally begins in the sophomore year. However, Music 111, 112 and TH 103, 104 are open to freshmen.

Music History Concentration: TH 103, 104; TH 105, 106; Music 111, 112 (or two HLM 220–231 courses); three courses in electives; Seminar; and four hours of Applied Music.

Theory Concentration: TH 103, 104; TH 105, 106; TH 107, 108 (or equivalent); Music 111, 112 (or two HLM 220–231 courses); one elective; Seminar; and four hours of Applied Music.

Composition Concentration: TH 103, 104; TH 105, 106; TH 107 (or equivalent); COM 010, 011; COM 020; Music 111, 112 (or two HLM 220–231 courses); Seminar; and four hours of Applied Music.

Applied Concentration: TH 103, 104;

TH 105, 106; Music 111, 112 (or two HLM 220–231 courses); Seminar; fourteen hours of Applied Music and Recital.

A keyboard and basic musicianship 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 music courses and General Examination, and the satisfactory completion of one of the following projects, 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 student and the music major. Permission.

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.

[Music 214. Church and Choral Music]—A study of ensemble vocal music from the Renaissance, Baroque, Classical, and Romantic periods, including the relation

to the various Christian liturgies. Prerequisite: An introductory course in music or permission of the instructor.

[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, etc. Prerequisite: An introductory course in music or permission of the instructor.

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. May be taken by majors in place of Music 111, 112. 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 or permission. May be taken by majors in place of Music 111, 112. Open to other students with special permission only.

Music 271. Paris in the Early 20th Century: Music and Arts – The course will involve making acquaintance with the works and theories of major composers: Debussy, Satie, Ravel, Les Six, Stravinsky, etc.; and others prominent in Parisian culture in the early decades of this century: Picasso, Diaghilev, Stein, Rolland, Maillol, Duchamp, Proust, Matisse, Cocteau, etc. Guest lecturers will be invited to speak to the class on their fields of specialty. Permission.

Music 272. Music and Society in 18th Century London – Emphasis will be placed on the works of composers prominent in the musical culture of the era (e.g. Handel, Gay/Pepusch, Boyce, J. C. Bach, Haydn) but certain studies will also be made of other significant

18th century Englishmen: Pope, Swift, Hogarth, Hume, Richardson, Johnson, Gainsborough, Blake, etc. 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.

HLM 350. Medieval Seminar – An advanced course concentrating on selected topics pertaining to Medieval studies. 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.

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. 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. (One-half course credit each term). Permission.

HLM 450 (G1). Seminar: J. S. Bach – A survey in depth of the life, work, and bibliography pertaining to Johann Sebastian Bach. Permission.

HLM 450 (G2, G3), 451. History of Black Music – A description of the origins of Afro-American music from early African predynastic times to the present day with stress upon the development in America from 1619. Course will include lectures, listening, readings and performance demonstrations. Permission.

THEORY

TH 103, 104. Introduction to Musical Theory and Harmony – The materials of music. Tonal organization from the Tetrachord to the Guidonic hexachord; further to the diatonic system in relation to melody and harmony, primary and secondary functions. Extensive four part writing. Introduction to chromaticism. May be elected by the general student. Required for majors. Permission.

TH 105, 106. Counterpoint – Introduction to counterpoint: modal, polymodal, and diatonic. Analytical and practical application of the Bach fugue. Introduction to tonal and non-tonal serialism. Investigation of contrapuntal forms of

the 18th, 19th, and 20th centuries. Required for majors. Prerequisite: TH 103, 104 or permission.

TH 107, 108. Advanced Musical Theory – The Romantic in relation to the chromatic textural idiom. Extensive analysis and laboratory. The enharmonic (the genesis of serialism), neo-classicism, tonal twelve-tonalism; Bartok, Hindemith, and middle Stravinsky. Panoramic survey of the contemporary scene. Prerequisite: TH 105, 106.

(For information on 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 (one-half course) per term. Required preparation and a one-hour lesson each week carries four hours credit (full course) per term.

Majors with concentration in music history, theory, or composition may earn credit for applied music through private lessons or approved performance groups. (Music 321, 421.)

Majors with concentration in applied music will devote this study normally to voice or an instrument. Four hours credit (full course) 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. Credit for applied music is restricted to one activity during a given term.

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 133.

Non-Western Studies Program

NOTE: This program is in the process of being incorporated into the Intercultural Studies Program. For further details see the Director of the Intercultural Studies Program.

Members of the Non-Western Studies Committee are: Mr. Battis, Mr. Benton, Mr. Braue, Mr. Delantar, Miss Dubisch, Mr. Fenn, Mr. Ferguson, Mr. Garston, Mr. Gastmann, Mr. Hendel, Mr. Jibrell, Mrs. Nailor, Mr. Oxnam, Mr. Steele, Mr. Waterman, Mr. West, and Mr. R. 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 1971-72 are:

Christmas Term

Non-Western Studies 301

Introduction to Non-Western Studies

Trinity Term

Non-Western Studies 302

Approaches to Non-Western Studies

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.

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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 1971–72:

Economics 315, International Economics; **Economics 323**, The Industrial Revolution; **Economics 324**, Comparative Economic Systems; **Economics 431**, Seminar in Economics – Undeveloped Areas; **Economics 523**, Economic Development.

English 209, Oriental Literature; **English 230**, English Literature of Black Africa; **English 531**, Studies in Genre: English Literature of Black Africa.

French 275, The Literature of Negritude; **French 276**, Negritude and Melanitude.

History 307, Russia to 1881; **History 308**, Modern Russia; **History 327**, Africa to 1800; **History 330**, Modern Japan; **History 331**, Africa in the 19th Century; **History 341**, China to 1750; **History 342**, China 1750 to Present; **History 345–346**, Ideas and Institutions of India; **History 342**, Ideas and Institutions of India; **History 391B**, Seminar in Russia; **History 392C**, Seminar in Imperialism; **History 401B**, Seminar in the Slave Trade; **History 402B**, Seminar in China; **History 402C**, Seminar in Russia; **History 541**, Imperial Russia; **His-**

tory 581, China in Revolution.

Political Science 305, International Organization; **Political Science 308**, Soviet Union in Theory and Practice; **Political Science 404**, Seminar in the Comparative Politics of Africa; **Political Science 508**, Soviet Political Institutions; **Political Science 519**, Comparative Politics of the Third World; **Political Science 521**, International Relations.

Religion 251, Religions of the Orient.

Sociology 221, Cultural Anthropology; **Sociology 222**, Social Anthropology; **Sociology 311**, Cultural Change in Modern Societies; **Sociology 327**, Peasant Societies of the Old and New World; **Sociology 406**, Witchcraft.

Non-Western Studies 301, Introduction to Non-Western Studies; **Non-Western Studies 302**, Approaches to Non-Western Studies; **Non-Western Studies 401-2**, Thesis.

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; INSTRUCTORS SCHLOSBERG AND STAFFORD

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 receive 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 Social Philosophy – 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.

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 and Mr. Brown.

205–505. 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.

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.

215. Introduction to Problems in Philosophy – An introduction to philosophical thought through critical reading and discussion of both historical and contemporary texts. Problems considered will include the nature and limits of knowledge, the mind-body problem, the issue of free will vs. determinism, and the relation between the individual and society. Through frequent written assignments, emphasis will be placed on the development of the student’s own view concerning the problems discussed. – Mrs. Stafford.

219. Ethical Relativism – “If I sincerely believe that I ought to kill myself, then suicide is right for me.” “If the Hyphasian islanders sincerely believe that four male infants should be sacrificed every spring in order to please the gods, then that is right for them.” Views such as these will be carefully examined to see what truth, if any, is

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contained in them. Social convention, the notion of "sincere belief," the role of conscience, and the nature of ethical argument will be discussed. — Mr. Lee.

307. History of Philosophy (I) — History of ancient and early Medieval philosophy, concentrating on the Pre-Socratics, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, Augustine, and Aquinas. Prerequisites: Philosophy 201 or two half-year courses in philosophy or permission of the instructor. — Mr. Hyland.

348. Freud — The course will include the reading of Ernest Jones's biography of Freud. Concomitantly, Freud's major papers and exegeses will be read in chronological order. An attempt will be made to place Freud's work in the historical, scientific, and philosophical perspective of the late 19th and early 20th century. If time allows, the course will conclude with the reading of some contemporary criticism of Freud's work. — Mr. DeLong.

349-549. Continental Rationalism — Concentrated reading in selected works of Descartes, Spinoza, and Leibniz. The historical emphasis will be placed on the way in which Descartes initiated the age of modern philosophy and how this beginning was consolidated in the work of Spinoza and Leibniz. In addition these philosophers will be read as men who said a great many things that are both true and important, and are therefore worth studying out of a simple regard for what is the case. — Mr. Lee.

353-553. Hume — Primarily a careful reading from both critical and historical points of view of the *Treatise of Human Nature* and the *Enquiry Concerning Human Understanding*. Attention will be paid to the connections between Hume's ethical writings and his theory of knowledge and to his influence on later philosophers such as Kant. — Mr. Brown.

400. Departmental Seminar — This seminar consists principally of the members of the Philosophy Department. It meets once a week to discuss problems in philosophy which are of mutual interest to the members. Papers will be read and discussed. The Department invites anyone in the college community to attend, and students may enroll for credit. If one course credit is desired, then a paper of at least five pages every two weeks is required; if two course credits are desired, then the students must prepare a paper of at least five pages every week. The degree to which the student, or any attendant, may participate in the discussion will depend mainly on his ability to take part in disciplined discussion and on the quality of his written material. The Department particularly hopes that other members of the faculty will wish to attend and take part in the arguments. Papers that are to be delivered need not arise directly out of the texts being studied, and will be appropriate so long as they shed light on the issues which are given a specific and detailed interpretation by the designated authors. Topic for Christmas Term, 1971: Is a Science of Man Possible? — The Staff.

TRINITY TERM

201(2). Introduction to Philosophy — An introduction to some fundamental problems of philosophy such as the nature of knowledge, the concept of tragedy, the scope of human rights, and the relation of law and morality. The writings of both classical and modern philosophers will be consulted. — Mr. Brown.

203(2). Ethics — A critical examination of the major ethical systems as developed historically and including an analysis of recent ethical thought. The study of such problems as the nature of human values, good, right, obligation, happiness, justice, and duty. — Mr. Means.

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.

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.

215(2). Introduction to Problems in Philosophy – An introduction to philosophical thought through critical reading and discussion of both historical and contemporary texts. Problems considered will include the nature and limits of knowledge, the mind-body problem, the issue of free will vs. determinism, and the relation between the individual and society. Through frequent written assignments, emphasis will be placed on the development of the student's own view concerning the problems discussed. – Mrs. Stafford.

304. Philosophy of the State – A discussion of selected topics in the theory of the state: the relation of law and civil liberty, the justification of authority, the concept of justice and the morality of war. The nature and value of utopian planning will be studied as a device for formulating a unified theory of the state. – Mr. Brown.

308. History of Philosophy (II) – History of later Medieval and Modern philosophy through the 18th century, concentrating on Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. Prerequisites: Philosophy 307 or permission of the instructor. – Mr. Schlosberg.

312–512. 19th Century Philosophy – A study of the conflicting trends of thought in the 19th century following

the emergence of Hegel as the dominant thinker after Kant. The approach will be to consider Hegel's philosophy of history, Marx's "economic" development of it, and the reaction against systematic philosophy in the writings of Kierkegaard and Nietzsche. The course will also consider the crisis in European culture as perceived by 19th century writers, and the way in which that perception underlay these conflicting positions. – Mr. Schlosberg.

323. Philosophy of History – A study of some of the meta-historical assumptions made by practicing historians – causality, "laws," generalization, objectivity, and the nature of evidence. This course is also offered as History 390 and will be accepted as a major course in both departments. – Mr. Lee and Mr. Sloan.

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.

327. Philosophy of Psychology – An inquiry into the philosophical problems of psychology: the nature of psychological explanation, the concept of control, the question of mechanistic reduction, the relation of psychology and logic, and the ethical problems involved in the practice of psychotherapy. – Mr. DeLong.

330–530. Philosophy and Science: The Historical Background – Beginning with the Scientific Revolution of the 16th and 17th centuries, this course will trace the growth and articulation of philosophy of science as a response to developments in natural science. In addition to the rise of classical physics following the Copernican Revolution, one or two other case studies in physical science will be studied as background to the rise of modern philosophy of science. The emphasis of the course will be on the philosophy of science of the 19th and early 20th centuries, though some attention will be

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given to the earlier views of Hume and Kant. An attempt will be made to trace the origin and development of modern views of scientific explanation, the nature of laws, theories, confirmation and models. The course will conclude with a study of the relation of the history and philosophy of science, focusing on different views of the history of science and their import for different philosophical approaches to science. — Mr. Brown.

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.

402. Tutorial in Philosophy — Taught as part of an Open Semester Program. Permission of instructor. — Mr. Hyland.

410. Junior Seminar — Required of all majors, and open only to them. The topic will be determined by the Department in the Fall of 1971 and after consultation with the majors. — Mr. Lee.

Senior Thesis — Independent, intensive study in a field of special interest re-

quiring 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.

Courses offered in other years:

[210. Philosophy of Art]

[301. Pragmatism]

[321. Philosophy of Law]

[325. Philosophy of Language]

[342. Hume and Kant]

[343. Aristotle]

[344. Hegel]

[345. Wittgenstein]

[346. Medieval Philosophy]

[347. Kant]

[361. Metaphysics]

[363. Phenomenology]

Physical Education

PROFESSORS KURTH, *Chairman*, AND DATH; ASSOCIATE PROFESSORS MC PHEE, SHULTS, MILLER, AND SLAUGHTER; ASSISTANT PROFESSORS DANIELS AND TAYLOR; INSTRUCTOR SFERRO; MR. HAMEL AND MR. GRAF

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 pass-fail option in physical education is permitted in addition to the one described on page 28.

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 (First Aid)
- Coaching Seminar
- Recreational Leadership

VI Special

- Scuba
- Skiing
- Sailing
- Recreational Rowing

The courses designed as "Special" may 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, *Chairman*;

PROFESSORS CONSTANT AND LINDSAY; ASSOCIATE PROFESSOR

HOWARD;* ASSISTANT PROFESSORS WITT AND PERRY;

LECTURER LAMB; LECTURER IN ASTRONOMY JONES

PHYSICS MAJOR – Five 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 three additional courses in Physics at the 300 level or above, at least one year of Mathematics at the 300 level or above, and Chemistry 111.

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.

[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.

Astronomy 103 (2). – Stars and Galaxies – This is a course in introductory astrophysics from the astronomer's point of view. It will present the methods used to determine the distances and dimensions of stars, nebulae, and galaxies. On the basis of atomic structure, the method of discovering the constitution of the stars will be outlined. A brief, non-mathematical excursion into the principles of atomic physics and of optics will be followed by an explanation of the physical processes at work in the interiors and exteriors of stars. The evolution of stars, production of nova and of super-novae, the inter-stellar medium, quassars, and pulsars will be discussed. In addition, the present state of extra-galactic research will be reviewed. – 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. – Mr. Constant and Staff.

102. Principles of Physics II – A more detailed study of topics in general physics of interest to medical students. Lec-

tures and one laboratory period. – Mr. Miller 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 environment and the fundamental laws of

* Sabbatical leave 1971–72.

physics (such as the conservation laws) will be stressed. — Mr. Constant.

107. Elements 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.

108. Elements of Physics II—Continuation of Physics 107. Three classroom periods and one laboratory. Prerequisite: Permission of instructor. — Mr. Witt.

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. — Mr. Lindsay and Mr. Perry.

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. — Mr. Lindsay and Staff.

207. Physics and Biology of Vision—This course will study the complete system involved in seeing. This includes the nature of light, the optical properties of the eye, its physiological struc-

ture, photo-chemical interactions, biochemical and metabolic pathways, synaptic and neuronal transmission and signals, information processing in the retina and central nervous system, their relation to the psychological aspects of seeing. No prerequisites. — Mr. Miller and Mr. Child.

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. — Staff.

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. — Staff.

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. — Mr. Lindsay.

[302. Electric and Magnetic Fields]—Static electricity and magnetism with vector calculus. Boundary value problems. Maxwell's equations and their applications. Prerequisites: Physics 221.

303 (2). 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

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and other courses in modern physics. Prerequisites: Physics 221, 222. – Mr. Witt.

304 (1). Statistical Physics – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Application to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 222. – 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 222. – Mr. Perry.

309 (1, 2). Advanced Laboratory – Selected experiments in modern physics. Principally aimed at giving experience in current laboratory techniques and preparation for possible future research. One-half course credit per semester. – The Staff.

401. Mathematical Physics – Special topics in mathematical physics. Prerequisite: Physics 221. – Mr. Miller.

[402. Theoretical Seminar] – Special topics in mathematical physics. Prerequisite: Physics 401.

[403. Nuclear Physics] – The physics of the nucleus: Topics to be considered include internucleon forces and meson theory, the structure of nuclei, the static and dynamic properties of nuclear states, the formation of nuclear states via reaction mechanisms, the modes of nuclear disintegration and de-excitation, nuclear models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 222.

404. Advanced 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.

412. Biophysics – Development and application of some concepts and theories of contemporary physics to examples from biology. The aim of the course will be to see how fundamental physics manifests itself in biology, not to analyze particular biological systems in depth. A sample list of topics might include energy, entropy, equilibrium in closed and open systems, order and structure, atomic and quantum phenomena. The student should have some background in college physics and chemistry. Permission of instructor. – Mr. Miller.

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 Office of Graduate Studies.

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 mathemat-

ics, 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. – Staff.

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. – Staff.

503. Electricity and Magnetism – Electrostatics, magnetostatics, time-varying electromagnetic fields and Maxwell's equations, plane electromagnetic waves, wave guides, and resonant cavities, multipole radiation. 4 semester hours credit. Prerequisite: Physics 501, 502 or an equivalent course in mechanics. – Mr. Lamb.

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. – Mr. Lamb.

508. Statistical Mechanics – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Application to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 501, 502. – Mr. Perry.

509. 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 reac-

tion mechanisms, the modes of nuclear disintegration and de-excitation, nuclear models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 501, 502. – Staff.

[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.

[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 with emphasis on radiation theory; many body systems, (relativistic effects in quantum mechanics). Prerequisite: Physics 511.

[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

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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 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.

[507. Electromagnetic Theory of Light]

[513. Quantum Mechanics]

[514. Quantum Mechanics]

[517. Plasma Physics]

[518. Group Theory and Applications]

[521. Sound and Acoustics]

[601, 602. Research]

Political Science

PROFESSORS HENDEL, *Chairman*, AND NEAVERTON; ASSOCIATE PROFESSORS GASTMANN AND MC KEE; * INSTRUCTORS JACOBSON, LEE AND REILLY

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 or 102 and 201 or 204; one of the following: 304, 319, or 320; one senior seminar.

The Department will organize at least two colloquia dealing with significant political science questions each semester. The discussions will be led by faculty or stu-

* Sabbatical leave 1971-72.

dents. All department majors will be expected to read assigned materials and attend.

Non-Honors Majors – May with approval of the Department elect to take the General Examination.

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

Special Requests – Students involved in exchange programs who wish “major” credit for work at another college, or a normal requirement waived, or a course substituted, should submit to the Department Chairman requests in writing with full details and rationale. Students who are permitted a substantial waiver of normal requirements may be required to take the general departmental examination.

101, 101 (2). Introduction to Politics – The scope and methods of political science; a systematic study of fundamental political concepts. The theory of governmental institutions. The application of the above to contemporary problems and controversies. – Mr. Neaverson, Mr. Gastmann, Mr. Jacobson.

102 (1), 102. American National Government – An examination of the institutions, processes, values and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. – Mr. Hendel, Mr. Jacobson, Mr. Reilly.

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

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. – Mr. Neaverson.

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. – Mr. Jacobson.

[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 102 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 defense of Slave society; Social Darwinism; the Agrarian and Progressive reform movements; current theories of conservatism, liberalism, the Left, Black Power; social science as political theory. – Mr. Jacobson.

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

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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. Gastmann.

306. The Philosophy and Methodology of Empirical Political Science — An examination of the philosophy and methodology of modern empirical political science: philosophy of science; the formulation of concepts, hypotheses, and theories; methodological techniques. Prerequisite: Political Science 101 and at least one other Political Science course or permission of the instructor. — Miss Lee.

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, 102, 204 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 102 or permission of the instructor. — Mr. Reilly.

[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.

311. Administration and Public Policy — An introduction to the study of bureaucracy in American government and the political setting of public administration. The administrative process is viewed in its relationship to both organizational structure and the social-cultural environment, and theories of formal and informal organization will be examined with the aim of studying group behavior in administrative agencies. Prerequisite: Political Science 102 or permission of the instructor. — Mr. Reilly.

[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. — Miss Lee.

[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 — An analysis of the assumptions and

values of traditional Western liberal democratic theory as seen by critics with the perceptions and perspectives of nineteenth and twentieth century industrial society: Marx and post-Marxist socialism; political elitism; mass democracy; current conservative and radical political ideas. 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 (1). Seminar: American Government — Politics and the media. — Mr. Jacobson.

[403, 403 (2). Seminar: International Relations] — American Foreign Policy. — Mr. Gastmann.

404. Seminar: Comparative Politics — African Politics South of the Sahara. — Miss Lee.

405 (2). Seminar: Political Theory — Marx and the Marxists. — Mr. Neaverson.

499. Tutorial in Government — Required of all candidates for Honors in Political Science. 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 Office of Graduate Studies.

501. Introduction to Political Science — Primarily for those with little background or who need a refresher: basic concepts; institutional structures; methodology; normative political theory. — 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. — Mr. Jacobson.

506 (1). The Politics of Confrontation — A discussion of the techniques and issues of confrontation politics including civil disobedience, violence, compensatory treatment for Blacks, the role of the university, ROTC on campus, student power, women's liberation, and a professional or conscript army. — Mr. Hendel.

508. Soviet Political Institutions — An analysis of the origins and nature of the Soviet system; the roles of the party, government, bureaucracy, military; the accomplishments and weaknesses of the system; the prospects of continuity and change. — Mr. Hendel.

509. Congress and the Legislative Process — Mr. Reilly.

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. Reilly.

[512 (1). Metropolitan Government]

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- [513 (2). **American Political Parties**] – Staff.
- [514. **American Constitutional Law**] – Mr. McKee.
515. **American Foreign Policy** – Miss Lee.
- [517. **Government and Politics of Latin America**] – Political development, modernization, and social change in Latin America. Particular attention is given to the organization and functioning of government. – Mr. Gastmann.
519. **Comparative Politics of the Third World** – A comparative study of political patterns and social forces in the developing states of the Non-Western world, and an examination of domestic and foreign policy interactions of selected countries in the Third World. – Mr. Gastmann.
- 521 (2). **International Relations** – Mr. Gastmann.
- [522. **International Law**] – Mr. Gastmann.
- [523. **International Organizations**]
- [532. **Comparative Politics**] – Mr. Neaverson.
- [533 (2). **Political Ideologies**] – An historical and philosophical examination of contrasting conceptions of state action and political activism in modern Western thought. The social, cultural, and historical bases for political theory in nineteenth and twentieth century Europe. The role of ideas and intellectuals in times of revolution. Theoretical materials will include works of Rousseau, Marx, Nietzsche, Freud, Merleau-Ponty, Tocqueville, and Mill.
- [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.

Psychology

PROFESSORS DOTEN, *Chairman*, AND LANGHORNE; ASSOCIATE PROFESSORS HIGGINS AND WINER; ASSISTANT PROFESSORS HABERLANDT, ROBINSON, LEE, TOOMEY AND MACE

PSYCHOLOGY MAJOR B.A. OR B.S. – Eight semester courses in psychology and an in depth study project. 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.

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. Doten.
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.

211, 211 (2). 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.

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 1971–72 is listed below:

155. Introduction to Social Psychology — Deals with human behavior in social situations, studies interaction of individuals in groups, and such topics as affiliation, aggression and conformity. The course also covers current theories

This is a full year course for which two course credits are given. — The Staff.

Other course offerings in the Department will be developed in joint sessions between the staff and students around the following areas of staff competences.

Studies in Developmental Psychology
Mr. Langhorne

Studies in Applied Experimental Psychology
Mr. Doten

Studies in Personality Mrs. Robinson

Studies in Psychopathology
Mr. Higgins

Studies in Learning and Motivations
Mr. Haberlandt

Studies in Physiological and Comparative Psychology
Mr. Winer

Studies in Clinical Psychology
Mr. Lee

Studies in Social Psychology
Miss Toomey

Studies in Child Psychology
Mr. Mace

of social behavior. Limit 70. — Mr. Haberlandt.

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.

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

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. Interpersonal Communication, Relationships, and Attitudes – A study of the dynamics of human interpersonal relationships, between individuals and within groups. Areas covered include the formation and change of attitudes and social influence, the nature, levels, processes and problems in human relating, socialization and interpersonal development and the nature of healthy and pathological communication and relationships. – Mr. Lee.

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.

423. Psychology and the Community – This course is designed to develop an increased awareness and understanding of the life style of Black youth while exploring possible meaningful roles for psychologists and other social scientists in a predominantly Black community. Information will be conveyed in the form of lectures, topic presentation, field visits, films and role playing. – 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.

447. Psychology and Philosophy of Sigmund Freud – The course will include the reading of Ernest Jones' biography of Freud. Concomitantly, Freud's major papers and exegeses will be read in chronological order. An attempt will be made to place Freud's work in the historical, scientific, and philosophical perspective of the late 19th and early 20th century. If time allows, the course will conclude with the reading of some contemporary criticisms of Freud's work. (Same as Philosophy 348. Tu–Th 9:55–11:10.) Permission. – Mr. Higgins.

463. Comparative Psychology – A sem-

inar study involving the comparative analysis of behavior of organisms, including man. Among topics intensively studied will be territoriality and aggression in animals and humans. Permission of instructor. — Mr. Winer.

471. Clinical Psychology and Psycho-

therapy — An investigation of the field of clinical psychology with emphasis on psychotherapeutic theory and practice. Particular attention is given to the integrative aspects of diverse approaches, the therapeutic relationship, and current research in psychotherapy. Permission of instructor. — Mr. Lee.

Religion

PROFESSORS CHERBONNIER,* *Chairman*, AND MAUCH; ASSISTANT PROFESSORS TULL AND KIRKPATRICK; INSTRUCTORS GETTIER, *Acting Chairman*, AND BRAUE; 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.

Once accepted as a Major, the student is responsible, in consultation with his or her Major Adviser, for a course of study which systematically investigates the nature of religion, using the techniques of constructive criticism: literary, historical, philosophical, and cultural. This course of study must begin by applying these methods to various religious phenomena. He may then apply the data and criteria thus acquired to related fields of interest.

To this end, each Major is expected to attain 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 an advanced Seminar (Religion 451 or 452) and the Department's program for a General Examination.

Alternatively, a student who believes that the goals stated above are better pursued in ways other than those recommended may submit his own carefully planned course of study to the Department for its 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.

[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. (Offered in

alternate years with 203; not offered in 1971–72.)

[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 1971–72.

[202. **The Religious Sources of West-**

* Leave of absence, 1971–72.

ern Culture II]—A critical look at the religious and philosophical presuppositions which underlie the life and thought of Western civilization. Not offered in 1971-72.

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. (Offered in alternate years with 103; not offered in 1972-73.)

204. Readings in Hebrew Literature II—Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. — Mr. Gettier.

207. Judaism: Classical to Contemporary I—The meaning of Judaism: its people, traditions, and teachings. Studies in Torah and Talmud; Jewish philosophers from the Middle Ages through 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.

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: Problems in Christian Social Ethics I—An examination of some of the major Christian ethical responses to crucial social issues from New Testament times to the Reformation.

232. Ethics: Contemporary Problems and Christian Social Ethics II—A delineation and examination of some of the major contributions of Christian ethical thinkers to problems faced by the modern world. Such problems as War, Poverty, Imperialism, Racism, and Totalitarianism will be discussed.

[234. Ecumenical Social Thought]—A comparison of various models for involving religious institutions in social change. Evaluation of specific church and synagogue programs for dealing with racial discrimination in such areas as housing and education. Students will engage in at least one project in the community. Not offered in 1971-72.

[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. Not offered in 1971-72.

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.

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 1971–72.

[277. **Religious Existentialism**] — The relevance of existentialist motifs to the quest for meaning in the 20th century. Not offered in 1971–72.

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.

284. **The Black Church in America** — An historical and sociological analysis of the Black religious experience as it has found expression in the major denominational organizations of the Christian churches in America.

286. **Black Religious Experience and Protest Ideology** — An historical examination of the Black religious experience as expressed in all aspects of Black culture, including the relevant elements of the African past which have influenced its development. Special attention will be given to the religious dimensions underlying various protest ideologies and movements within the contemporary Black community. — Mr. Young.

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. Mauch.

[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. Not offered in 1971–72.

[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 1971–72.

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.

323. **Issues in Contemporary Theology** — In 1971–72: *Theology of Hope* — A phenomenological study which will include such issues as time, history, and eschatology as myth and symbol, with special attention to Moltmann, Pannenberg, Bloch, Marcel, Metz, and Cox. — Mr. Young.

[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. Not offered in 1971–72.

342. **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 philosophers: 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. Not offered in 1971–72.

[361. **Junior Colloquium**] — Not offered in 1971–72.

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[371. **Religious Myth and Symbol**] – Not offered in 1971–72.

372. Selected Problems in the Philosophy of Religion – In 1971–72: *The Nature and Knowledge of God* – A philosophical examination of different approaches to our knowledge of God, dealing with such problems as the use and verification of religious language, and the relation of religious knowledge to knowledge of self and world. Among the approaches covered will be mysticism, existentialism, Thomism, linguistic analysis, myth, revelational theology, and varieties of empiricism (including personalism, process theology, and the philosophy of action). Prerequisite: Permission of the instructor. – Mr. Kirkpatrick.

[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. Not offered in 1971–72.

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 I – Intensive study of special topics in the field of religion. A. In 1971–72: *Consciousness and Commitment*: Religious piety and its expression in life-style, theology, and literature. Prerequisite: Permission of the instructor. – Mr. Tull.

B. In 1972–73: *Biblical Theology*. Prerequisite: Permission of the instructor(s). – Mr. Gettier and Mr. Tull.

452. Seminar II – A. In 1971–72: *Religion in America*: Historical and philosophical examination of religious communities in America. Prerequisite: Permission of the instructor. – Mr. Kirkpatrick.

B. In 1972–73: *Advanced Ethics*. Prerequisite: Permission of the instructor. – Mr. Kirkpatrick.

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.

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

Sociology

PROFESSOR MILLER, *Chairman*; VISITING PROFESSORS TEC AND WARKOV;
ASSISTANT PROFESSOR FENN; INSTRUCTOR DUBISCH;
LECTURER GUTTMACHER

SOCIOLOGY MAJOR – Eight courses in sociology, including Soc. 201 and 410. 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; inter-

group relations; social stratification; social order, conflict, and change. – Staff.

201. Research Methods in Sociology – From the initial formulation of a research question to the writing of the final report, students are faced with

methodological problems and the need to make decisions. This course is designed to tell students *how* things get done and, more importantly, what they ought to keep in mind before deciding on a research strategy. While this is definitely not a cook-book course, there will be a full presentation of what is involved in both quantitative and qualitative approaches. A considerable amount of time will be spent on the analysis of data. Here again, however, the only mathematical sophistication required is a familiarity with long-division. — Mr. Miller.

212. American Society — The course will consider the United States as one of the more advanced developing nations. The role of major corporations in various aspects of the American social system will be examined. Particular attention will be given to the effects of automation, centralization, mobility, and competition on the personality, the family, and on religion. — Mr. Fenn.

221. Cultural Anthropology — The course will be concerned with the development of American anthropology. Emphasis will be on the concept of culture, its various definitions and applications. The related topics of the evolution of society, cultural relativism, and culture and personality will also be discussed. Readings will include both theoretical works and monographs on individual cultures (mainly those of the South Pacific and North America). — Miss Dubisch.

222. Social Anthropology — The course will deal with the development of British social anthropology, with its key concept of social structure. Topics to be discussed will include functionalism, lineage structure and political organization, kinship, theories of religion, and conflict and the dynamics of change. Readings will include works of the major historical figures in British social anthropology. — Miss Dubisch.

[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.

301. Social Organization — A comparative analysis of patterns of social organization emphasizing the following processes: (1) social differentiation, which considers theories and models of inequality, social mobility and life chances in industrial societies; (2) bureaucratization, stressing classical and contemporary perspectives on organizational growth, goal-formation and inter-organizational relationships; (3) professionalization of work, which focuses on the rise of professions, hierarchical aspects of occupational structures, technology and alienation; and (4) social ranking on the basis of age and sex, the problem of "generations" and social aspects of sex-role differentiation. — Mr. Warkov.

[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.

314. Cultural Change in Modern Societies — This course will focus on religious, ideological, and utopian developments in the most advanced countries of the East and West. Particular attention will be given to the relationship of the Judeo-Christian tradition to the modernization of the West, in comparison with parallel developments in Asia. Fascism, Black nationalism, and the emerging youth culture in the West will be studied as negative reactions to the process of modernization. — Mr. Fenn.

[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.

321. The City: I—An introduction to theory and research design in urban sociology, to be followed by Sociology 322. Topics to be covered include the sources of and consequences of legal and extra-legal violence, the exercise of power in the urban context, and the metropolitan society of the future. — Mr. Fenn.

322. The City: II—A continuation of Sociology 321, with emphasis on field work in the Hartford community and analysis of original data. — Staff.

327. Seminar in Peasant Societies of the Old and New Worlds—The course will examine the concept of peasant society and its current anthropological definitions, and will compare selected peasant communities in Europe and the Americas. The emphasis will be on the characteristic features of the institutions and way of life of such communities. Rural-urban relations, the effects of change, and the question of the applicability of the term "peasant society" in the modern world will also be discussed. — Miss Dubisch.

[331 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.

[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.

352. Social Deviance—Mrs. Tec.

372. Social Movements—A comparative study of movements—both past and present—that have played major roles in social change: millenarians, utopians, anarchists, socialists, populists, communists, feminists, fascists. The basic aims of the course are to identify the principal social conditions giving rise to such movements, their structural characteristics, and an attempt at accounting for their successes and failures. — Mr. Miller.

406. Seminar in Witchcraft in Primitive Societies—The course will examine the widespread phenomenon of witchcraft belief in primitive societies. Problems to be explored will include the comparability of witchcraft beliefs as they occur in different areas, the integration of these beliefs with other aspects of culture, accusations and social structure, and witchcraft and social change. Emphasis will be on developing a general theory of the occurrence and functions of witchcraft belief and accusation. Comparisons with historical occurrences of European witchcraft will be considered. — Miss Dubisch.

[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

THEATRE ARTS MAJOR—Ten courses required (five in Theatre Arts, including Theatre Arts 101, 411 or 412; four in Dramatic Literature, including English 345 or 346—Shakespeare; and one in Fine Arts or Music).

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.

A grade of at least C— must be obtained in courses for the major requirement.

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

201, 202. Production Participation—A course designed for those students, particularly majors, whose special interest in theatre normally involves them in several productions per year, and for whom participating in productions is an important part of their training in the Art of the Theatre. While the course is open to all students, subject to the permission of the Department Chairman, non-majors should take note of the amount of time required and the number of productions involved in earning credit.

A student may register for one-quarter or one-half credit per semester in production participation. One-quarter credit requires work on one major production or two one-acts. One-half credit requires work on two majors or one major and two one-acts. An average of twelve hours per week is required during the preparation of a show for production. A maximum of one (1) credit may be earned by any one student through repeated enrollments in this course.

Permission to drop this course is given during the first week of work on a production. During the second week a student dropping the course will have "Drop/Pass" or "Drop/Fail" entered on his permanent record card. *During the*

remainder of a production no student is permitted to drop the course.

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 334. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late 19th century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Pirandello, Anouilh, Beckett, Genet, and

Pinter. Permission of the instructor is required. – 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.

National Theatre Conference and The National Playwrights Conference of the Eugene O'Neill Memorial Theatre Institute. See section on Interinstitutional Programs "Theatre Arts Programs."

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), 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.

The program is being developed by the Urban-Environmental Studies Committee. The introductory course (Urban Studies 201, 202) was offered for the first time in 1970-71 and a special program of courses and curriculum development was sponsored during the summer session 1971. (See Summer School Bulletin, 1971.) The Office of Community Affairs (see Special Academic Opportunities) provides many resources to the program, specifically in course-related field work, Open Semester and independent study in the community.

Urban-Environmental Studies Program/119

Requirements of the Major

Students are normally expected to take as their first course in the program Urban Studies 201, 202.

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 an urban area 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 1971-1972, 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 201: An introduction to all aspects of urban life, environmental, institutional (political, social, economic, educational), and cultural, approaching the city as a total system. This course is normally taken in the first semester of the sophomore year. Attention will be given to methods of collecting and evaluating data in both natural and social sciences and to the limitations implied by their methodology.

Field-work: Selected assignments in the city with the instructor's approval; 8 hours per week.

Credit: 1½ course credits.

Prerequisite: Permission of the instructor.

Urban Studies 202: A continuation of Urban Studies 201.

Field-work: A continuation of Urban Studies 201 fieldwork assignment.

Prerequisite: Urban Studies 201 taken in the previous semester.

Credit: 1½ course credits.

Urban Studies 402: Senior Seminar

An interdisciplinary seminar involving faculty and students in an intensive 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.

Biology 102: Man, Inheritance & Society

Biology 306: Ecology

Economics 102: Problems in Economics

Economics 304: Labor Relations

Economics 306: Public Finance

Economics 308: Monopoly and Public Policy

120/Courses of Instruction

- Economics 312: Mathematical Economics
- Economics 314: Urban Economics
- 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 306: Philosophy and Methodology of Empirical Political Science
- Political Science 314: Elections and Voting Behavior
- Political Science 402: Seminar: American Government
- Psychology 201: Developmental Psychology
- Psychology 202: Psychology of Adolescence
- Psychology 213: Human Factors Psychology
- Religion 261: Religion in American Society
- Religion 286: Black Religious Experience and Protest Ideology
- Sociology 101: Introduction to Sociology
- Sociology 201: Research Methods
- Sociology 211: American Society
- Sociology 311: Privilege and Power in Modern Society
- 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.

Men and women of older age who terminated their formal education after secondary school graduation or who withdrew in good standing from college study are welcome candidates.

All freshman applicants and their schools will be notified of the Committee's decision usually about the middle of April.

EARLY DECISION

Trinity College subscribes to the College Entrance Examination Board's first choice Early Decision Program. 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

Normally, Trinity requires a diploma from and certification by an accredited secondary school for the following subjects: English (4 years), foreign language (2 years), algebra (2 years), plane geometry (1 year), history (1 year), laboratory science (1 year).

Because Trinity's curriculum assumes entering students will have prepared themselves academically in depth as well as in breadth, it is recommended that applicants offer considerably more work than this in college preparatory courses.

Students desiring to apply whose academic programs do not include study in the subject areas or for the number of years listed above are urged to write seeking advice from the Director of Admissions.

EARLY ADMISSION

Students who have achieved a level of personal and intellectual maturity and of academic competence implying readiness for college immediately following the junior year may apply for possible acceptance by early admission. In these circumstances, the regular application procedures pertain.

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, 1971, through January, 1972. 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.

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.

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.

CAMPUS VISITS

Applicants for admission to the College are welcome to visit the campus at any time. Much can be learned about the College as a result of seeing the physical facilities and talking with undergraduate students. Interviews are *not* required as a part of the admissions process, but during certain periods in the year applicants may arrange individual appointments with a member of the admissions staff by writing or telephoning *well in advance*. It should be clear, however, that the "interview" is primarily for the purpose of exchanging information and usually is not considered a major factor in the final evaluation of the applicant.

During certain other periods, meetings are held on the campus with groups of applicants at regularly scheduled times in the week. These "Group Sessions" are not intended to be interviews but to provide an opportunity to ask questions and to learn more about Trinity. No appointment is necessary for Group Sessions.

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INTERVIEWS

Weekdays	9:30 a.m. to 4:00 p.m.	May 17 to January 31
Saturdays	9:30 a.m. to 12:00 noon	October 2 to December 18

GROUP SESSIONS

Weekdays	1:15 p.m.	June 14 to September 3
Saturdays	10:00 a.m. and 11:00 a.m.	January 8 to January 29
Mondays	10:30 a.m.	January 3 to February 28
Fridays	3:30 p.m.	January 7 to February 25

Group sessions ordinarily are held in the Alumni Lounge of Mather Campus Center. Interviews are conducted in the Office of Admissions located in Downes Memorial.

During the year the admissions officers visit many schools throughout the United States in order to meet and to talk with prospective applicants about Trinity and its programs.

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

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

- 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 freshman orientation period.
- Classics – *One* course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received.
- English – *One* course-credit for 5 or 4 on the English AP Test.
– No credit for scores of 3, 2, or 1.

- Fine Arts – Provision of credit under consideration.
- History – *Two* course-credits (History 101, 102 – European AP Test; History 201, 202 – American AP Test) for scores of 5 or 4.
- 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.
- Music – Provision of *one* course-credit for scores of 5, 4, or 3 on the Music AP Test is under consideration pending inauguration of the new program.
- Physics – *Two* course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.
– *Two* course-credits (Physics 101, 102) for scores of 5, 4, or 3 on the AP-B Physics Test.
– *Two* course-credits and admission to Physics 221 for scores of 5 or 4 on the AP-B Physics Test provided the student's general background in Physics and Mathematics is found to be satisfactory after review by the Department.

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. However, scholarship resources and other financial aids for foreign students for the academic year 1972–1973 are expected to be minimal. 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, *Aca-*

demio Standards and Regulations, Irregular Candidates). Such students may sometimes find that more than the customary four years is 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.

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.

A small number of transfer students will be admitted to commence study in the second semester. Also, a small number will be offered admission to start their study in September, 1972.

For mid-year admission consideration, applications must be *completed* by December 1, 1971. The College will endeavor to notify all mid-year candidates by no later than January 12, 1972.

Students desiring to commence their studies at Trinity in September, 1972, must *complete* the application process by March 15. 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 normally will be notified by late April.

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. 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-quarter of Trinity's undergraduates are receiving financial help from College resources.

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 Trinity Financial Aid Application with the Director of Financial Aid by January 1 of the year he intends to enroll.
3. 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

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 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 before the opening of each semester on the dates shown in the college calendar. All checks should be made payable to "The Trustees of Trinity College." Any individual who fails to pay his bills on time may not attend classes, register, or utilize campus facilities. A charge of fifty dollars is made for late payment. 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 and loan 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 1971-1972

Tuition per year \$2,500.00*

(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 \$60.00

(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 sixth course \$250.00

Campus Parking Fee \$20.00

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 \$700.00*

Board in College Dining Hall:

7-day meal plan per year \$600.00*

5-day meal plan per year \$530.00*

*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 1970-71: Orlando E. Baker, '73, T. Roger Briggs, '71, Susan K. Calabro, '73, 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, John J. Kindl, '74, O. Raymond King, '74, Romeo N. LaFaive, '71, Xavier D. Pique, '72, John A. Ratches, '74, Michael T. Saunders, '73, Helen O. Sen, '74, James T. Sinnamon, '72, Kevin B. Sullivan, '71, Michael E. Trigg, '71, Barbara A. Trudeau, '74

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 1970-71: David L. Barans, '72, Lawrence L. Bruckner, '72, Nancy A. Bruckner, '74, Robert D. Butters, '73, Ronald E. Cretaro, '71, Michael C. Edwards, '71, Andrew A. Gaines, '72, John O. Gaston, '71, Ty E. Geltmaker, '74, Norden S. Gilbert, '71, Michael R. Gilboy, '72, Peter R. Grant, '72, James H. Graves, '71, Michael P. Holverson, '73, Michael S. Hoskinson, '74, Edward W. Huntley, '73, Stephen J. Jianakoplos, '71, J. Michael Lockhart, '74, James H. Longley, '72, Barbara A. Lundy, '74, Almer J. Mandt, '72, James H. Miller, '71, David P. Millikan, '74, Michael W. O'Melia, '73, Rodney Patmon, '71, Geoffrey F. Pierce, '74, Fred W. Redeaux, '74, Spencer S. Reese, '71, Douglas J. Sanderson, '74, Michael E. Seifert,

'73, 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, John W. Wachewicz, '72, 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 1970-71: Larry K. Graves, '72, Kenneth W. Harl, '73, Charles J. Lemonier, '71

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 1970-71 was as follows: Hartford, Conn. (8); Massachusetts (0); New York, N.Y. (2); Philadelphia, Pa. (0).

Hartford Area Alumni Scholars for 1970-71: Mark J. Comeau, '71, Gene Coney, '73, Bradley H. Friedrich, '72, Jonathan E. Miller, '71, Barry M. O'Brien, '74, Philip L. Poirier, '73, Ronald J. Smith, '71, Gary L. Stever, '73

New York Alumni Scholars for 1970-71: 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 1970-71: Peter A. Bileckyj, '73, David C. Bono, '74, Steven C. Boswell, '71, Kenneth L. Brownstein, '71, Thomas M. Buchenau, '72, William M. Foster, '72, Michael T. Geiser, '71, George W. Graves, '72, Richard M. LaSalle, '73, Andrew L. Lipps, '71, James A. Monahan, '72, Steven R. Pearlstein, '73, Gregory P. Sammons, '72, Albert M. Smith, '71, Henry B. Smith, '71, Bennett E. Taber, '71, Carlton L. Taylor, '71

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.

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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 1970–71: Thomas Teller, '71

Jacob W. Edwards Memorial Scholarship – given by relatives and friends of Jacob W. Edwards '59. This scholarship is awarded to a member of the Freshman Class and will provide a full-need grant for the remainder of his undergraduate years and for the first year of graduate study.

Ferguson-MacGregor Memorial Scholarships – given by the Hartford Electric Light Company in honor of the late Samuel Ferguson, '96, former president of the Company and Trustee of Trinity, and the late Lt. Rodney J. MacGregor, a company employee killed during World War II. This scholarship will not be offered after September, 1968.

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

Scholars for 1970–71: Carlos M. Martinez, Jr., '72, Ann R. Smith, '74

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

Scholar for 1970–71: 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 1970–71: Marino S. Pena, '70

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 1970–71: Hugo Luke, '70

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

Scholars for 1970–71: Gary L. Czajkowski, '74, Frederick A. Francis, '74, James A. Kowalski, '73, Philip M. McGoohan, '71, Kevin A. North, '74, Stephen A. Osborn, '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.

Scholar for 1970–71: Thomas D. Lloyd, '74

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.

Scholar for 1970–71: Joseph M. Groden, '72

George Thomas Linsley Scholarship – bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, The Rev. George Thomas Linsley, D.D.

Scholars for 1970–71: William W. Abendroth, '72, Victor T. Cardell, '73, Burton B. Cohen, '73, William C. Foureman, '71, James R. Holmberg, '72, Edward B. Karam, Jr., '71

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 1970–71: A. Christopher Hall, '71

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 1970–71: 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 1970–71: Julian W. Birch, '73, James G. Hanley, '72, Artemis I. Kent, '74, Michael B. A. Nobbs, '72, Mohsin Saeed, '74, Changez Sultan, '72, Adrian G. P. Thomas, '73

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 1970–71: Armando G. Cuellar, Jr., '72, John E. Taylor, '73

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 1970–71: 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 1970–71: Thomas M. Buchenau, '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 1970–71: Thomas B. Jensen, '73

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

Scholar for 1970–71: Michael T. Price, '72

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

Scholar for 1970–71: Steven A. Charleston, '71

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

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

Scholar for 1970–71: Michael A. Battle, '73

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

Scholar for 1970–71: David E. Ormiston, '71

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

Scholar for 1970–71: Nicholas G. Maklary, '71

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

Scholar for 1970–71: 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 1970–71: 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 1970–71: John K. Allen, '74, Archie Colander, '74, Thomas R. DiBenedetto, '71

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

Scholars for 1970–71: Elaine R. Austin, '74, Arthur L. Baldwin, III, '73, Robert Ingria, '74, Ronald J. Megna, '71

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

Scholars for 1970–71: John F. Bahrenburg, '72, John E. Knapp, '73, Albert S. Leveille, '74

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

Scholar for 1970–71: Steven W. Delano, '71

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

Scholars for 1970–71: Larry C. Andriks, '71, Lawrence Pleasant, '74, Thomas Sasali, '71

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

Scholars for 1970–71: Peter Basch, '74, Rayfield V. Perkins, '73

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

Scholar for 1970–71: Christine M. Basso, '74

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

Scholars for 1970–71: Joyce E. Laughlin, '74, Christina Medina, '74, Kenneth P. Winkler, '71, Gloria J. Zieper, '74

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 1970–71: Michael S. Chearneyi, '74, 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 1970–71: 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 1970–71: Robert J. Arceci, '72

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

Scholars for 1970–71: Louis K. Birinyi, '71, Glenn M. Kenney, '72, Duane P. McKay, '74, John L. Talerico, '72, Ronald V. Waters, '74

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 1970–71: Robert J. Fass, '72, Thomas A. Pandolfo, '74, James K. Wolcott, '71

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Class of 1940 – given by the Class of 1940.

Scholar for 1970–71: 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 1970–71: David V. Appel, '72, Gene Coney, '73, Ronald Duckett, '74, Albert C. Humphrey, '71, Dennis A. Lalli, '72

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 1970–71: George H. Gonyer, '73, Bruce A. Harmon, '71

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

Scholars for 1970–71: W. Scott Cameron, '73, Princess O. Hodges, '73

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

Scholars for 1970–71: Francisco L. Borges, '74, Grace E. Moody, '73, Bryan P. Sperry, '72, Howard Weinberg, '71

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

Scholars for 1970–71: Patricia E. Farrell, '74, Neil J. Holland, '72, Algis J. Rajeckas, '74, James Wu, '71

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

Scholar for 1970–71: Paula M. Habel, '74

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

Scholar for 1970–71: 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 1970–71: 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 1970–71: June M. Cicerchia, '74, Kevin S. Gracey, '72, 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 1970–71: Jeffrey W. Hales, '72

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

Scholars for 1970–71: Anthony J. Tranquillo, '72, Donald J. Viering, Jr., '72

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

Scholar for 1970–71: Georges P. Roumain, '71

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

Scholars for 1970–71: David A. Barthwell, '74, Robert J. Ellis, '72

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

Scholar for 1970–71: Elaine M. Cardenas, '73

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

Scholar for 1970–71: Robert E. Garrett, '71

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 1970–71: 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 1970–71: 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 1970–71: Noah H. Starkey, '71

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

Scholar for 1970–71: Barbara E. Fernandez, '74

Ferris, George M. – given by George M. Ferris, '16, for students from the Washington, D.C., area.

Scholars for 1970–71: Reginald F. Martin, '74, Ilean L. Motley, '74, Karen Tucker, '74

Fisher, Thomas – given by estate of Thomas Fisher.

Scholar for 1970–71: Carol E. Manago, '74

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

Scholar for 1970–71: Aletha M. Strong, '73

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

Scholars for 1970–71: Burt A. Adelman, '72, Peter S. Kovatis, '72

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

Scholars for 1970–71: Martha K. Benson, '73, Gregory L. Forté, '74, Alan L. Marchisotto, '71, Colleen T. Pendleton, '73, Richard C. Ricci, '73, Walter A. Thompson, '74

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

Scholar for 1970–71: 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 1970–71: Michael A. Battle, '73, Dennis W. Bruns, '71, J. Andrew McCune, '72

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Gilman, George Shepard – given by the family of George Shepard Gilman, 1847. Scholars for 1970–71: Michelle A. Moye, '74, William J. Sartorelli, '71

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

Scholars for 1970–71: Terrie S. Rouse, '74, Richard D. White, '72, Michael J. Zimmerman, '72

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

Scholars for 1970–71: Michael L. Downs, '71, Hugo J. Luke, '70, Martin M. Tong, '72

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

Scholars for 1970–71: Sylvester E. Geer, '74, Jan C. Gimar, '73

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

Scholar for 1970–71: Albert Lucas, Jr., '72

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

Scholar for 1970–71: Raymond F. Angelo, '71

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

Scholar for 1970–71: Christine M. Siegrist, '73

Kriebel, Vernon K. – given by relatives and friends in memory of Dr. Vernon K. Kriebel, 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 1970–71: 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.

Scholars for 1970–71: Christine Adrianowycz, '74, Wilburn Covington, '74

McCook, George Sheldon, Memorial – given by the family of George Sheldon McCook, 1897.

Scholar for 1970–71: Carl L. Prather, '72

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

Scholar for 1970–71: William J. Montgomery, '71

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

Scholars for 1970–71: Peter G. McMorris, '73, Erich J. Wolters, '73

Memorial – gifts in memory of alumni and friends.

Scholar for 1970–71: Natalie Korsheniuk, '73

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

Scholars for 1970–71: Neville S. Davis, '73, John P. Reale, '71, Charles E. Shouse, '71

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

Scholars for 1970–71: John S. Fink, '72, Adron D. Keaton, '74

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

Scholars for 1970–71: Gail D. Gingras, '74, William M. Orfitelli, '74, R. Steven Walker, '74

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 1970–71: Christian L. Lindgren, '73, Thomas M. Orfeo, '73

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 1970–71: 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 1970–71: Michael J. McDonald, '72

Ogilby, Remsen Brinckerhoff – given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr., '34, of Detroit, Michigan.

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

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

Scholar for 1970–71: Mary Jo M. Matel, '74

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 1970–71: Lewis Williams, '73

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

Scholar for 1970–71: Richard J. Reinhart, '73

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

Scholar for 1970–71: Gary R. Dibble, '71

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

Scholars for 1970–71: Robert J. Bauman, '72, William V. Millea, '74, Willie O. Smith, '74

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

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Suisman Foundation, Inc. – given by the Suisman Foundation, Inc., of Hartford. Scholars for 1970–71: 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 1970–71: William R. Fuller, '71, Neal M. Goff, '73, Candace E. Hackett, '74

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 1970–71: Saul Wiezenthal, '74

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

Scholars for 1970–71: 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 1970–71: Linda J. Avseev, '71, Steven A. Charleston, '71, James A. Chesney, '71, Christian K. Dahl, '71, Michael T. Gillette, '71, Martha T. Hamblin, '74, Alice C. Hamilton, '73, Thomas McGuirk, '72, Charles T. Shaw, '72, Sandra Small, '74, David P. Sutherland, '72, LaLeace V. Williams, '73

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

Scholars for 1970–71: 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 1970–71: Ralph V. Sturdivant, '71

Turner, B. Floyd – given by B. Floyd Turner, '10, of Glastonbury, Connecticut. Scholar for 1970–71: Karen F. Fink, '73

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

Scholars for 1970–71: W. Barry Ahearn, '73, Timothy A. Balch, '72, James T. Finn, '73, Theodore P. Noon, '74

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 1970–71: Fred Courtney, Jr., '73, Carla A. Johnson, '74, Brian McEleney, '74, Thomas E. McGrath, '71, Jean M. Miley, '73

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

Williams, Mary Howard – given by Augusta Hart Williams of Hartford. Scholar for 1970–71: Stanley P. Littlefield, '71

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

Scholars for 1970–71: Dana J. Andrusik, '72, Suzanne Kaufmann, '74, Stephen W. Larrabee, '72, Mary E. Parker, '74, Leslie G. Parr, '71

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

Scholars for 1970–71: Donald J. Ganley, '71, Steven C. Newsome, '74, William D. Prevost, '71

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

Scholars for 1970–71: J. Scott Bedingfield, '73, C. Michael Gerver, '72, John R. Suroviak, '73

General purpose awards extended from Trinity College.

Trinity Scholars 1970–71: Joseph A. Angiolillo, '71, Jack C. Barthwell, III, '72, Gerard W. Bartlett, '71, Paul Basch, '71, Nancy Battista, '73, Leon A. Blais, '71, Kenneth W. Blakeslee, '72, Marcy C. Bonola, '73, Anthony K. Burton, '72, Elaine G. Carlson, '71, Alfonso L. Carney, Jr., '71, Richard A. Chapman, '71, John J. Coyne, '73, Philip C. Daley, '73, Raymond V. DeSilva, '72, Shelley L. Dickinson, '73, Peter A. DiCorleto, '73, Larry R. Dow, '73, John W. Eaton, '72, Demetrio Economou, '73, John Farrenkopf, '73, Benjamin Foster, Jr., '72, James P. Frost, '72, Joseph Garamella, '74, Harold Gaw, '73, Robert G. Ghazey, '73, Charles Z. Greenbaum, '71, Janice Hartford, '73, Mark J. Haslett, '72, Bruce D. Hettleman, '72, Charlotte Hennenagan, '73, Diane S. Hill, '73, Frederick G. Horn, '73, Joel H. Houston, '71, Peter J. Jenkelunas, '71, Alan Kannof, '73, Lee Kaplan, '72, Herbert J. Keating, III, '73, Hallie B. Keiler, '73, Vaughn P. M. Keith, '72, Howard M. Kelfer, '72, Marshall M. Kennard, '72, Juergen Koerber, '73, Kay K. Koweluk, '73, Janice M. Kozovich, '73, Marianne Kozynsky, '74, Joyce A. Krinitsky, '73, Sydney Kuder, '71, Sara M. Laden, '73, Paul J. Laliberte, '71, William F. LaPlante, '71, Stella Laskowski, '72, Susan M. LeBlanc, '73, Albin Leong, '73, Karen Lewchik, '71, David Litman, '74, Steven M. Lozonov, '73, Christopher T. MacCarthy, '71, D. Bruce Mahaffey, '71, Richard J. Manna, '71, Derek R. Mansell, '72, Anthony J. Marchetti, Jr., '72, George L. Marks, '72, John C. Matulis, '72, Joseph E. McCabe, '73, Michael McGuirk, '73, Samuel H. Merrill, '72, Robin Messier, '73, Stephen C. Metz, '72, Brian E. Meyers, '71, Paul H. Midney, '72, Sari R. Miller, '73, Michael C. Mitchell, '73, Yvonne M. Mullen, '73, Cynthia M. Parzych, '73, Richard P. Pearson, '72, Nancy J. Plekan, '73, Eugene L. Pogany, '73, Nicholas Read, '73, Sterling S. Reese, II, '73, James Roche, '74, Gary T. Rohrback, '72, David S. Rosenthal, '72, Elizabeth L. Ross, '74, M. Theresa Ross, '73, Daniel M. Roswig, '73, James A. Sadoski, '72, Tijan M. Sallah, '73, Thomas F. Schaible, '72, Richard P. Sieger, '73, Timothy K. Smith, '72, R. David Stamm, '72, David G. Strimaitis, '72, Gerardo C. Tramontozzi, '72, Nancy J. Tripp, '71, Marc B. Tucker, '72, Patricia Tuneski, '73, William Van Auken, '72, Paul A. Vitello, '72, David P. Wakefield, '71, Thelma M. Waterman, '71, Martha E. Wettemann, '73, Leonard L. Williams, '73, Nathaniel Williams, '73, Kenneth Wilson, '72, Alan R. Winrow, '73, Peter K. Wittman, '72, Andrew Wolf, '73, Larry Woods, '73, Charles J. Yeager, '72, 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.

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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 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.

1971 Recipient: Joseph B. Ewbank, '71

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.

1971 Recipient: Crist N. Filer, '71

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.

1971 Recipient: Dennis C. Friedman, '71

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.

1971 Recipients: Philip S. Khoury, '71

Thomas M. Weiner, '71

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.

1971 Winner: Thomas R. DiBenedetto '71

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 28.

1971 Winners: 1st Prize – Eric D. Manheimer '71

2nd Prize – Bruce E. Colman '71

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 28.

1971 Winners: 1st Prize – R. Paul Burton, Jr. '71

2nd Prize – Joel M. Kemelhor '73

3rd Prize – Howard B. Greenblatt '71

American Association of Teachers of Spanish Medal for Excellence in Spanish – awarded annually to a graduating senior who has shown outstanding progress and achievement in his work in Spanish at the College.

1971 Winner: Dennis W. Bruns '71

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.

1971 Winner: Bruce B. Yelton '71

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 28.

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 28.

The F. A. Brown Prize, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, is awarded to a student who delivers an oration over the College radio station or at a public function.

1971 Winners: 1st Prize – Not Awarded
2nd Prize – Douglas P. Cooper '72
3rd Prize – Steven E. Barkan '73

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.

1971 Winner: David W. Shappel '71

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 \$180 and a second prize of \$120. 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 28.

1971 Winners: 1st Prize – G. William Schwert, III '71
(tie) Thomas S. Wiswall '71

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 28.

1971 Winners: 1st Prize – Philip M. Olander '71
2nd Prize – David S. Rosenthal '72

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. April 28.

1971 Winners: 1st Prize – James M. Doyle '72
2nd Prize – Frederick K. Goodhue '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.

1971 Winners: 1st Prize – Laura S. Sohval '71
2nd Prize – Michael E. Trigg '71

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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.

1971 Winners: Civil Rights – Ronald E. Cretaro '71
(tie) – Kevin B. Sullivan '71
Community Service – Ruth S. DeLisa '71
(tie) – Thelma M. Waterman '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.

1971 Winners: 1st Prize – Robert J. Ingria '74
2nd Prize – Vaughn P. M. Keith '72

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.

The Karl W. Hallden Engineering Awards, established in 1966 by the late 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.

1971 Winners: 1st Prize – Bruce B. Yelton '71
2nd Prize – Ralph E. Morini '71

The Richard P. Horan Memorial Trophy is presented annually by Sigma Nu Fraternity in memory of Richard P. Horan, '45, special agent of the Federal Bureau of Investigation, who was killed in line of duty April 19, 1957, to that fraternity showing the greatest interest and participation in community activities in Greater Hartford.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

1971 Winners: Benjamin Foster '71
Thomas M. Weiner '71

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 Political Science 201, *International Politics*.

1971 Winner: Edward W. Huntley '73

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.

1971 Winner: Brian R. McEleney '74

The Helen Loveland Morris Prize for Excellence in Music, established by gift of the late 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.

1971 Winner: Timothy D. Woolsey '71

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.

1971 Winners: 1st Prize – William V. Millea '74

2nd Prize – Geoffrey T. Harrison '74

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.

1971 Winners:

First Year Mathematics: *First Prize* (tie): Donald J. Belmont, '74, Joseph P. Liberatore, '74; *Second Prize*: Artemis I. Kent, '74; *Third Prize*: Not awarded; Second Year Mathematics: *First Prize*: Albert S. Leveille, '74; *Second Prize*: David A. Harrold, '73; *Third Prize*: Stanley A. Twardy, Jr., '73.

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

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scholarship and ability and that he shall have pursued a program of studies indicating breadth in the work of the social sciences.

1971 Winner: Lowen K. Hankin '71

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.

1971 Winners: Eliot W. Osborn '71
Joel H. Houston '71
Nona L. Charleston '72
Melvin S. Kendrick '71

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.

1971 Winner: Michael I. German '72

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.

1971 Winner: Stanley P. Littlefield '71

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.

1971 Winners: 1st Prize – Vaughn P. M. Keith '72
2nd Prize – Leo C. Farrenkopf, Jr. '71

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.

1971 Winners: 1st Prize – Eric D. Manheimer '71
2nd Prize – Timothy A. Balch '72
3rd Prize – David Seltzer '74

The Miles A. Tuttle Prize of \$300 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.

1971 Winners: 1st Prize – Rosemary A. Morante '71
2nd Prize – Joel B. Strogoff '73

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 March 29.

1971 Winners: 1st Prize – Diana N. Howard '72
2nd Prize – Gregory P. Sammons '72

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 28.

1971 Winners: 1st Prize – J. Cotter Smith '72
2nd Prize – Herman L. Asarnow '72
3rd Prize – John M. Rezek '71

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

1971 Winner: Kenneth W. Harl '73

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.

1971 Winner: Thomas S. Wiswall '71

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.

1971 Winners: 1st Prize – Miklos F. Horvath '73
2nd Prize – William R. Keyes '71
3rd Prize – Stephen C. Fischer '73

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.

1971 Winner: Louise B. Riskin '71

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HONOR SOCIETIES

PHI BETA KAPPA: Peter Whitney Bennett, '71; Edwin Berk, '71; Joseph Boothroyd Ewbank, '71; Leo C. Farrenkopf, Jr., '71; Robert Bryan Fawber, '71; Crist Nicholas Filer, '71; Dennis Charles Friedman, '71; Michael Thomas Geiser, '71; Howard Bruce Greenblatt, '71; Lowen Kassner Hankin, '71; Mitchell Robert Hankin, '71; John Joseph Jehl, '71; Alexander Winn Kennedy, '71; Robert John LaRose, '71; Andrew Lawrence Lipps, '71; Philip Mark Olander, '71; Robert Henry Osher, '71; Jay Lloyd Schaefer, '71; Albert Marston Smith, '71; Michael Edward Trigg, '71; Kenneth Parke Winkler, '71.

PI GAMMA MU: Edward A. Beacom, '71; William J. Caldwell, '72; Ronald J. Cohen, '72; David M. Covey, '71; Thomas R. DiBenedetto, '71; John P. DeJong, '72; Steven W. Delano, '71; Michael H. Fisher, '72; Robert E. Garrett, '71; Norden S. Gilbert, '71; James H. Graves, '71; Daniel Green '72; Peter J. Jenkelunas, '71; Philip S. Khoury, '71; Sydney Kuder, Jr., '71; Stephen V. Lines, '71; Alan B. Loughnan, '72; Nicholas G. Maklary, '71; G. David M. Maletta, II, '72; Eric D. Manheimer, '71; Jeffrey L. Meade, '72; Brian E. Meyers, '71; Jeffrey A. Miller, '72; Rosemary A. Morante, '71; Robert H. Muller, '71; Edward W. Osipowicz, Jr., '71; William J. Overtree, '71; Richard N. Palmer, '72; David S. Rosenthal, '72; Thomas A. Rouse, '72; John O. Sands, '71; Richard H. Schaefer, '71; Nancy T. Searle, '71; Paul B. Smyth, '71; Douglas J. Snyder, '72; Alan J. Southard, '71; Noah H. Starkey, '71; Marc B. Tucker, '72; Clinton A. Vince, '71; Robert G. Walker, '72; Tim Wallach, '72.

SIGMA PI SIGMA: John F. Braley, '72; John J. Coyne, '73; Demetrios G. Glinos, '73; Joseph M. Groden, '72; David A. Harrold, '73; Bruce D. Hettleman, '72; Michael H. Huberman, '72; Eric H. Joosten, '73; Lenn C. Kupferberg, '73; William C. Mason, '72; James H. Miller, '71; Gary A. Plagenhoef, '73; Marc L. Sherman, '73; Mark L. Splaingard, '73; Stanley A. Twardy, '73.

DELTA PHI ALPHA: David W. Shappel, '71; Richard H. Walker, '72.

AIR FORCE ROTC AWARDS FOR 1971

COMMISSIONS GRANTED MAY 29, 1971

William Roger Fuller '71

Mark Bryan Macomber '71

AIR FORCE ROTC AWARD FOR 1971

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. 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.

1971 Winner – John S. Durland, III '71

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.

1971 Winner – Howard B. Greenblatt '71

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

1971 – No Award

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.

1971 Winner – Duane P. McKay '74

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.

1971 Winner – Jonathan E. Miller '71

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.

1971 Winner – Edward C. Cutler '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.

1971 Winner – Bayard R. Fiechter '72

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.

1971 Winner – Donald P. Burt '73

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.

1971 Winner – Howard B. Greenblatt '71

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.

1971 Winner – Gregory B. Shepard '71

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.

1971 Winner – David I. Brown '73

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.

1971 Winner – Robert T. Mann '71

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.

1971 Winner – Richard N. Palmer '72

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.

1971 Winner – Richard N. Palmer '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.

1971 Winner – William M. Foster '72

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

1971 Winner – William M. Foster '72

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.

1971 Winner – John S. Durland, III '71

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.

1971 Winner – Richard C. Palamar '72

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.

1971 Winners – Matthew T. Birmingham '71, William D. Prevost '71

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

1971 Winner – David J. Heimlein '73

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.

1971 Winner – Jeffrey R. Clark '71

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.

1971 Winner – Douglas T. Lake '72

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.

1971 Winner – Jefferson D. Parker '74

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.

1971 Winner – John W. Millikin '71

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.

1971 Winners – Philip C. Daley '73, J. Bruce McWilliams '72

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.

1971 Winners – Marshall Garrison '71, Paul Meyendorff '72

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.

1971 – No Award

The Bob Harron "Outstanding Scholar-Athlete Award," established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, will be presented annually to the junior who is voted the most outstanding in athletics and scholarship.

Campus Life

THE TRINITY COLLEGE COUNCIL

THE TRINITY COLLEGE COUNCIL is an elected body of eight faculty, seven undergraduate students, three administrators, two members of the Board of Fellows, one graduate student, one representative of the Parents Association, and one representative of the staff. It is advisory to the President of the College, the faculty, the student body and to other appropriate College bodies. The Council may also advise the Trustees through the President of the College. The Council has the responsibility to issue recommendations on questions, on conditions, and on activities which, in its collective judgment, are of moment to the Institution. Such recommendations may be directed to the constituencies represented on the Trinity College Council or to their subdivisions or to the President of the College. Meetings of the Council are held fortnightly and are open to the College Community and allow participation by the public according to established procedures.

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 CAMPUS CENTER contains the Main Dining Hall, the "Cave" (a snack bar), lounges, an Information Desk, general meeting rooms, 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 Kriebler 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 consultation 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 Counselors have special training and experience in dealing with developmental and emotional problems, both mild and serious. They are available at all times to all students who desire assistance in coping with difficulties in personal, emotional, and social relationships. Where appropriate, psychological testing may be utilized under their supervision, and psychiatric and other referrals are also available. All contact with the counselors, both formal and informal, is kept strictly confidential, and no information will be given by them to anyone without the student's consent.

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 Counseling is available to discuss course selection, interests, summer jobs, graduate study and other aspects of career planning. The office maintains a vocational library with occupational information and graduate and professional catalogs. Representatives from graduate schools, businesses and government agencies visit the Career Counseling Office to talk with students.

RELIGIOUS LIFE

Trinity College was founded by members of the Episcopal Church. The Charter, granted May 16, 1823, provided that 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. From this beginning Trinity has existed as an independent college having both this historic relationship with the Episcopal Church as well as a Chapel and Chaplaincy.

Founded in freedom, Trinity is proud that a diversity of religious affiliations exists in its student body. Trinity provides resources and an atmosphere where the religious dimension of life is taken seriously and examined. In the College Chapel a community of commitment witnesses and celebrates the religious perspective and raises the issues which it reveals in contemporary life. All its members may find in the College not only a place for deepening their own faith as a part of the

educational process but also a place where the educational process is confronted by the perspective of faith.

In the Chapel services are held on Sundays and weekdays. With the cooperation of Jewish, Roman Catholic, and Protestant clergy, the Chaplain of the College serves the members of the College.

The Committee of the Chapel directs the activities of the College Chapel. The Committee, consisting of students, faculty, and members of the administration, provides for the services of the Chapel as well as other events of religious significance.

Three campus religious groups 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 with 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 on weekdays when the College is in session. A nurse is on call from Saturday noon until 8:00 a.m. Monday for emergencies, and may be contacted through Mather Campus Center.

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 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 Medical Office. 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 annually.

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 four classifications: intercollegiate athletics, intramural athletics, physical education, and recreational.

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. Intercollegiate competition for women is available in field hockey, squash racquets, tennis, and lacrosse.

When possible, freshman teams are organized in all recognized sports. In addition, an informal intercollegiate schedule is arranged in fencing, hockey, sailing, and indoor track. The governing body for intercollegiate athletics is the Athletic Advisory Council composed of three undergraduates elected by the student body, three alumni selected by the Alumni Association, three members of the faculty, and three members of the administration.

All undergraduate 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. Trinity maintains a full-year transfer 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, 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 activities 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

Eight social fraternities, all maintaining a house with dining facilities, are active at Trinity: 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); Sigma Nu, 78 Vernon Street, (1918); XTX, 76 Vernon Street, (1949); Pi Kappa Alpha, 94 Vernon Street, (1953).

COLLEGE LECTURES

Lectures at Trinity College are sponsored by a faculty-student lecture committee, academic departments, special programs, and various student organizations. Many distinguished scholars are invited to the campus. The 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

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:

RESIDENCE HALLS – ELTON HALL (1948), JONES HALL (1953), WHEATON, JACKSON, AND SMITH HALLS (1965);

THE HALLDEN ENGINEERING LABORATORY (1946), given by the late 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 CAMPUS CENTER (1960), named for William Gwinn Mather, Class of 1877; and

MAINTENANCE BUILDING (1968).

216 New Britain Avenue and 194–198 New Britain Avenue, Student Resident Apartments.

The college athletic facilities include 19 acres of playing fields along the **eastern part** of the campus, Jesse 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 expandible 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 1971

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 30.

BACCALAUREATE DEGREES IN COURSE

Lowen Kassner Hankin, *Pennsylvania*, B.A.

VALEDICTORIAN

with Honors in Economics and General Scholarship

Laura Sanders Sohval, *New York*, B.A., *French*

SALUTATORIAN

with Honors in General Scholarship

- | | |
|--|---|
| Mark Johnson Adair, <i>Ohio</i> , B.A.,
<i>with Honors in Psychology</i> | Leo Charles Farrenkopf, Jr., <i>New Jersey</i> , B.A.,
<i>with Honors in Classical Languages</i> |
| John Boynton Ayres, <i>Massachusetts</i> , B.S.,
<i>with Honors in Biology</i> | Robert Bryan Fawber, <i>Connecticut</i> , B.A.,
<i>with Honors in English</i> |
| Edwin Berk, <i>Pennsylvania</i> , B.A.,
<i>with Honors in Philosophy</i> | Crist Nicholas Filer, <i>Connecticut</i> , B.S.,
<i>with Honors in Chemistry</i> |
| George Andrew Besch, III, <i>Connecticut</i> , B.S.,
<i>with Honors in Biology</i> | Steven Franklin Freudenthal, <i>Wyoming</i> , B.A.,
<i>with Honors in Economics</i> |
| Louis Kossuth Birinyi, Jr., <i>Connecticut</i> , B.A.,
<i>with Honors in Mathematics</i> | Dennis Charles Friedman, <i>New York</i> , B.S.,
<i>with Honors in Biology and General
Scholarship</i> |
| Dennis W. Bruns, <i>Missouri</i> , B.A.,
<i>with Honors in Spanish</i> | William Roger Fuller, <i>Connecticut</i> , B.S.,
<i>Mathematics & Physics</i> ,
<i>with Honors in Physics</i> |
| Bruce Edward Colman, <i>California</i> , B.A.,
<i>with Honors in English</i> | Robert Edward Garrett, <i>California</i> , B.A.,
<i>with Honors in History</i> |
| David Martin Covey, <i>New York</i> , B.A.,
<i>with Honors in History</i> | Michael Thomas Geiser, <i>Connecticut</i> , B.S.,
<i>with Honors in Physics and General
Scholarship</i> |
| Gary Robert Dibble, <i>Connecticut</i> , B.S.,
<i>with Honors in Biology</i> | David Waghalter Green, <i>New York</i> , B.A.,
<i>with Honors in History</i> |
| Thomas Richard DiBenedetto,
<i>Massachusetts</i> , B.A.,
<i>with Honors in Economics</i> | Lowen Kassner Hankin, <i>Pennsylvania</i> , B.A.,
<i>with Honors in Economics
and General Scholarship</i> |
| Daniel Drury, <i>Massachusetts</i> , B.A.,
<i>with Honors in Engineering</i> | Mitchell Robert Hankin, <i>Pennsylvania</i> , B.A.,
<i>with Honors in Economics</i> |
| John Stewart Durland, III, <i>Connecticut</i> , B.A.,
<i>with Honors in Psychology</i> | John Joseph Jehl, <i>New Jersey</i> , B.S.,
<i>with Honors in Biology</i> |
| Joseph Boothroyd Ewbank,
<i>North Carolina</i> , B.A.,
<i>with Honors in Classical Languages</i> | |

*These students will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute (Troy) in cooperation with the R.P.I. Hartford Graduate Center.
In absentia*

170/Degrees Conferred in 1971

- Vaughn Phillips Montaigne Keith, *New Jersey*, B.A.,
with Honors in *Classical Languages*
- Russell Phelps Kelley, III, *Florida*, B.A.,
English & French,
with Honors in *English*
- Alexander Winn Kennedy, *Ohio*, B.A.,
with Honors in *Psychology*
- Philip Shukry Khoury, *Washington, D.C.*, B.A.,
with Honors in *Arab Studies*
- Eric David Manheimer, *New York*, B.A.,
with Honors in *History*
- Alan Lewes Marchisotto, *New York*, B.A.,
with Honors in *History*
- Rosemary Anne Morante, *Connecticut*, B.A.,
with Honors in *History*
- Philip Mark Olander, *Connecticut*, B.A.,
with Honors in *History*
- Edward William Osipowicz, Jr.,
Connecticut, B.A.,
with Honors in *Political Science*
- Gary David Rosen, *Georgia*, B.S.,
with Honors in *Biology*
- Arthur J. Ross, III, *New York*, B.S.,
with Honors in *Biology*
- David Sarasohn, *New Jersey*, B.A.,
with Honors in *History*
- Jay Lloyd Schaefer, *New York*, B.A.,
Economics & English,
with Honors in *Economics*
- George William Schwert, III, *Kentucky*, B.A.,
with Honors in *Economics*
- Nancy Tripp Searle, *Maine*, B.A.,
with Honors in *American Studies*
- David William Shappell,
New Hampshire, B.A.,
Mathematics & German,
with Honors in *German*
- Albert Marston Smith, *Minnesota*, B.A.,
with Honors in *English*
- Joseph Roy Smith, II, *Massachusetts*, B.S.,
with Honors in *Biology*
- Paul Burton Smyth, *Connecticut*, B.A.,
with Honors in *Political Science*
- Noah Hubbard Starkey, *Connecticut*, B.A.,
with Honors in *History*
- Kent Walter Tarpley, *Illinois*, B.A.,
with Honors in *English*
- Michael Edward Trigg, *Connecticut*, B.A.,
Biology & French,
with Honors in *Biology*
- Thomas Mark Weiner, *New Jersey*, B.A.,
with Honors in *English*
- Kenneth Park Winkler, *New York*, B.A.,
with Honors in *Philosophy*
- Thomas Swartz Wiswall, *New York*, B.A.,
with Honors in *Economics & Philosophy*
- Timothy Dwight Woolsey, *Maryland*, B.A.,
with Honors in *Music*
- Peter Winslow Adams, *New Jersey*,
B.S., *Biology*
- † David Jaquith Agerton, *New Jersey*,
B.A., *Engineering*
- Mark Aldrich, *Connecticut*,
B.A., *Economics*
- Van Cartmell Alford, *Connecticut*,
B.A., *English*
- James Curtis Amis, *Oklahoma*,
B.A., *History*
- Larry Charles Andriks, Jr., *Connecticut*,
B.A., *English*
- Joseph Anthony Angiolillo, Jr., *Connecticut*,
B.S., *Physics*
- Norman Max Aprill, *New York*,
B.A., *Biology*
- Linda June Avseev, *Connecticut*,
B.A., *Psychology*
- Richard Hall Bacon, *Connecticut*,
B.A., *Economics*
- Mariette Starr Badger, *Connecticut*,
B.A., *English*
- * Christopher Hart Baker, *Maine*,
B.A., *English*
- John Roberto Barbour, *New York*,
B.S., *Psychology*
- Beverly Chew Barstow, *Connecticut*,
B.A., *Religion*
- Mauy Charles Barth, *New York*,
B.S., *Biology*
- Gerard William Bartlett, *New Jersey*,
B.A., *Psychology*
- Paul Basch, *Connecticut*,
B.A., *Political Science*
- Edward Alfred Beacom, IV, *Delaware*,
B.A., *Political Science*
- Gregory Alan Beedy, *Massachusetts*,
B.A., *English*
- William Joseph Belisle, III, *Connecticut*,
B.A., *Psychology*
- Robert Benjamin, Jr., *Pennsylvania*,
B.A., *Religion*
- Peter Whitney Bennett, *Maine*,
B.A., *Political Science*
- Matthew Thomas Birmingham, III,
Connecticut, B.A., *History*
- Leon Alan Blais, *Rhode Island*,
B.A., *Political Science*
- Christopher Paul Bloomsburgh, *Pennsylvania*,
B.A., *History*

† These students will also receive a Master of Engineering degree from Rensselaer Polytechnic Institut (Troy) in cooperation with the R.P.I. Hartford Graduate Center.

* In absentia

Degrees Conferred in 1971/171

- William Nichols Booth, *Massachusetts*,
B.A., *History*
- William Pomeroy Borchert, *Connecticut*,
B.A., *History*
- Edwin Allen Bowe, *Missouri*,
B.S., *Biology*
- William Edward Bradford, Jr., *Colorado*,
B.A., *Psychology*
- Thomas Roger Briggs, *Connecticut*,
B.S., *Engineering*
- David James Brooks, *Connecticut*,
B.A., *Religion*
- Kenneth Lee Brownstein, *Connecticut*,
B.A., *Religion*
- Lawrence Lloyd Bruckner, *Illinois*,
B.A., *History*
- Robert Paul Burton, Jr., *West Virginia*,
B.A., *English*
- Elaine Gopher Carlson, *Oklahoma*,
B.S., *Psychology*
- Alfonso Linwood Carney, Jr., *Virginia*,
B.A., *Philosophy*
- Robert Oliver Carr, *Maryland*,
B.A., *Psychology*
- Ann Hopkins Carroll, *Maryland*,
B.A., *Non-Western Studies*
- David Seabold Casey, *California*,
B.A., *American Studies*
- Anthony Joseph Castagno, *Connecticut*,
B.S., *Biology*
- Brian Joseph Castronovo, *New York*,
B.A., *Spanish*
- Gregory Cherneff, *New York*,
B.A., *Political Science*
- James Arthur Chesney, *Connecticut*,
B.S., *Biology*
- Diane Austin Clancy, *Massachusetts*,
B.S., *Psychology*
- Jeffrey Rawle Clark, *Pennsylvania*,
B.A., *History*
- Margaret Hale Clement, *New York*,
B.A., *English*
- Mark Joseph Comeau, *Connecticut*,
B.A., *Political Science*
- Bonita Frances Coriale, *New York*,
B.A., *Art History*
- Sheldon Bedloe Crosby, *Virginia*,
B.A., *Political Science*
- Pieter James Cruson, *Connecticut*,
B.S., *Engineering*
- Paul Gilbert Cullen, *Wisconsin*,
B.A., *Economics*
- Bruce Langdon Cunningham, *Illinois*,
B.A., *English*
- Christopher Darcy Curwen, *Massachusetts*,
B.A., *History*
- Edward Clifford Cutler, *Pennsylvania*,
B.S., *Psychology*
- Christian Kraft Dahl, *Connecticut*,
B.A., *Economics*
- Robert Freeman Davidson, *Connecticut*,
B.A., *English*
- Lesley Davis, *Colorado*,
B.A., *Economics*
- Steven Wesley Delano, *Connecticut*,
B.A., *Political Science*
- Bruce Melvin Derrick, *Connecticut*,
B.S., *Biology*
- Peter William Devine, *New York*,
B.A., *English*
- * Anthony Joseph DiBella, *Massachusetts*,
B.A., *Sociology*
- Howard Cronson Dickler, *Missouri*,
B.A., *English*
- * Thomas Edward Dight, Jr., *New York*,
B.A., *History*
- Roy Alan Dudley, *Massachusetts*,
B.A., *Psychology*
- Deborah Lane Endersby, *New Jersey*,
B.A., *Art History*
- Christopher Lee Evans, *Massachusetts*,
B.A., *Religion*
- Douglas Robert Everts, *Connecticut*,
B.A., *Psychology*
- David Wendel Fentress, Jr., *Illinois*,
B.A., *Psychology*
- Harper Follansbee, Jr., *Massachusetts*,
B.A., *English*
- Arlene Ann Forastiere, *Massachusetts*,
B.S., *Biology*
- Benjamin Foster, *Connecticut*,
B.A., *Sociology*
- John Francis Foulkrod, Jr., *New Jersey*,
B.A., *Psychology*
- William Collier Foureman, *Kentucky*,
B.A., *Psychology*
- Frederick Bruce Foxley, *Connecticut*,
B.A., *History & Art History*
- Dominick Francis Franco, *Connecticut*,
B.A., *French & Comparative Literature*
- Kathleen Louise Frederick, *New York*,
B.A., *English*
- George Keith Funston, Jr., *Connecticut*,
B.A., *History*
- David Galbraith, *Illinois*,
B.A., *American Studies*
- Donald Joseph Ganley, *New Hampshire*,
B.A., *Political Science*
- Marshall Brown Garrison, *Connecticut*,
B.S., *Engineering*
- Norden Scott Gilbert, *Illinois*,
B.A., *History*

* *In absentia*

172/Degrees Conferred in 1971

- Thomas Gilfoyle, *Massachusetts*,
B.A., *History*
- Michael Tiffany Gillette, *New York*,
B.S., *Biology*
- Jonathan Ward Godsall, *Pennsylvania*,
B.A., *Religion*
- Frederick Kellogg Goodhue, *Massachusetts*,
B.A., *Political Science*
- Susan Ann Grace, *New York*,
B.S., *Psychology*
- Kathleen Corson Graham, *Pennsylvania*,
B.S., *Biology*
- William Charles Granville, *New York*,
B.A., *Classical Languages*
- James Henry Graves, *Illinois*,
B.A., *Economics*
- * Stephen Fernell Green, *Connecticut*,
B.A., *History*
- * Charles Zachary Greenbaum, *Massachusetts*,
B.S., *Physics*
- Howard Bruce Greenblatt, *Connecticut*,
B.A., *English & Religion*
- Douglas Everitte Greene, *Connecticut*,
B.S., *Mathematics*
- Philip Towle Griffith, *California*,
B.A., *History*
- John Edgar Griggs, Jr., *Delaware*,
B.S., *Biology*
- Robert Victor Haas, *Ohio*,
B.A., *Political Science*
- Susan Grace Haines, *Connecticut*,
B.S., *Biology*
- * Abdillahi Mohamed Haji-Ahmed, *Kenya*,
B.A., *Non-Western Studies*
- A. Christopher Hall, *Rhode Island*,
B.S., *Mathematics & Physics*
- James H. Hardy, *Washington, D.C.*,
B.A., *Psychology*
- Bruce Alan Harmon, *Maine*,
B.A., *Music*
- Peter Jordan Hartman, *Massachusetts*,
B.S., *Psychology*
- * Clifford Tolmage Hauser, *New York*,
B.A., *Religion*
- Matthew Augustine Heard, *Maryland*,
B.A., *English*
- Nancy Ann Heffner, *Ohio*,
B.A., *German*
- Jay Tabb Hostetter, *Pennsylvania*,
B.A., *Economics*
- Joel Hancock Houston, *New York*,
B.A., *Studio Arts*
- Albert Humphrey, *Pennsylvania*,
B.S., *Psychology*
- Robert Bruce Hurst, *Nebraska*,
B.A., *Political Science*
- Deborah Davenport Iannitto, *Ohio*,
B.A., *French*
- Charles Edward Jacobson, III, *Connecticut*,
B.A., *English*
- Michael Ward James, *Maryland*,
B.A., *Psychology*
- Peter John Jenkelunas, *Connecticut*,
B.A., *History*
- Robert Scott Jennings, *Connecticut*,
B.A., *Religion*
- Rolf Warren Jensen, *New York*,
B.A., *French*
- Stephen John Jianakoplos, *Illinois*,
B.A., *Psychology*
- John Warren Kalbacker, *New York*,
B.A., *English*
- Laura June Kaplan, *Connecticut*,
B.A., *Psychology*
- Edward Beshara Karam, Jr., *Massachusetts*,
B.A., *English*
- David Edward Kearns, *New Hampshire*,
B.A., *Psychology*
- Steven Harris Keeney, *Pennsylvania*,
B.A., *Religion*
- Melvin Southworth Kendrick, *Massachusetts*,
B.A., *Studio Arts*
- David Richard Kiarsis, *Massachusetts*,
B.S., *Biology*
- John Albert King, II, *New Jersey*,
B.A., *History*
- Spencer Richard Knapp, *Connecticut*,
B.A., *Psychology*
- Christopher Ridgway Knight, *Connecticut*,
B.A., *Psychology*
- Theodore Joseph Kowalski, *Connecticut*,
B.S., *Biology*
- Sydney Kuder, Jr., *Pennsylvania*,
B.A., *History*
- Joseph Jean Jacques Lagasse, *Connecticut*,
B.S., *Mathematics & Physics*
- Paul John Laliberte, *Massachusetts*,
B.A., *Modern Languages*
- William Floyd LaPlante, II, *Connecticut*,
B.A., *Non-Western Studies*
- Daniel Lavin, *Massachusetts*,
B.A., *Philosophy*
- Louis Peter Lawrence, *Massachusetts*,
B.A., *Psychology*
- * Richard Allan Lebert, *Maryland*,
B.A., *Economics*
- * Charles John Lemonier, *New Jersey*,
B.A., *Psychology*
- Karen Anne Lewchik, *Connecticut*,
B.A., *Political Science*
- Howard Lewis, III, *Ohio*,
B.A., *History*

* In absentia

** Posthumously

Degrees Conferred in 1971/173

- Albert Kah-Soo Lim, *Malaysia*,
B.S., *Engineering*
- Stephen Van Rensselaer Lines, *New York*,
B.A., *History*
- Andrew Lawrence Lipps, *Massachusetts*,
B.A., *Mathematics*
- Thomas David Lisk, *Texas*,
B.A., *English*
- Stanley Paul Littlefield, *New York*,
B.A., *History*
- Kenneth Hayden Loveland, *Connecticut*,
B.S., *Psychology*
- Hugo Joseph Luke, *Okinawa*,
B.S., *Engineering*
- Christopher Thomas MacCarthy, *Connecticut*,
B.A., *Religion*
- Mark Bryan Macomber, *New York*,
B.S., *Psychology*
- Darryl Francis Madey, *Connecticut*,
B.A., *Political Science*
- Bruce Mahaffey, *Texas*,
B.A., *English*
- Craig Frisch Maier, *Ohio*,
B.A., *History*
- Nicholas Guy Maklary, *Connecticut*,
B.A., *Social History*
- Robert Taylor Mann, *Pennsylvania*,
B.A., *English*
- Susan Elizabeth Martin, *Connecticut*,
B.A., *American Studies*
- John Christopher Massey, *Pennsylvania*,
B.A., *History*
- George Guy Matava, *Connecticut*,
B.S., *Psychology*
- Beverly Jeanne Diamond Mayr, *Connecticut*,
B.A., *English*
- Richard John Mazzuto, *New Jersey*,
B.A., *Political Science*
- Lawrence Diver McClure, *New Jersey*,
B.A., *English*
- Roy Cornelius McCord, *Connecticut*,
B.S., *Engineering*
- Clifton Brooks McFeely, *Michigan*,
B.A., *Political Science*
- Philip Michael McGoohan, *Connecticut*,
B.A., *History*
- Thomas Edward McGrath, *Massachusetts*,
B.A., *Psychology*
- Ronald James Megna, *New Jersey*,
B.A., *Economics*
- Brian Edward Meyers, *Connecticut*,
B.A., *History*
- Ira Paul Michaelson, *Massachusetts*,
B.S., *Biology*
- James Henry Miller, *Illinois*,
B.S., *Physics*
- Jonathan Edwin Miller, *Delaware*,
B.A., *History*
- Peter Mason Miller, *Pennsylvania*,
B.S., *Psychology*
- John Warren Milliken, *Connecticut*,
B.A., *English*
- Mark Jay Mittenthal, *New York*,
B.S., *Biology*
- Timothy Ruggles Mixer, *Massachusetts*,
B.A., *Non-Western Studies*
- William James Montgomery, *Delaware*,
B.A., *Psychology*
- Peter Michael Moore, *California*,
B.S., *Biology*
- Ralph Edward Morini, *New York*,
B.S., *Engineering*
- Harold Gleason Morse, *Georgia*,
B.A., *French*
- Robert Henry Muller, *Connecticut*,
B.A., *History*
- Michael Peter Najarian, *Pennsylvania*,
B.A., *History*
- Beverly Burwell Nelson, *Massachusetts*,
B.A., *English*
- Peter Martin O'Beirne, Jr., *Massachusetts*,
B.A., *History*
- Shawn Francis O'Donnell, *Connecticut*,
B.A., *History*
- William Joseph O'Reilly, Jr., *Massachusetts*,
B.A., *Psychology*
- David Edward Ormiston, *Rhode Island*,
B.A., *Religion & Psychology*
- Eliot Wyckoff Osborn, *Connecticut*,
B.A., *Studio Art*
- Robert Henry Osher, *Ohio*,
B.S., *Biology*
- William Jay Overtree, *Ohio*,
B.A., *History*
- William Russell Page, Jr., *Illinois*,
B.A., *Classical Languages*
- Leslie Gale Parr, *Oklahoma*,
B.A., *Non-Western Studies*
- * Douglas Blake Payne, *Massachusetts*,
B.A., *English*
- William Ravenel Peelle, Jr., *Connecticut*,
B.A., *Economics*
- Scott Nelson Phillips, *Massachusetts*,
B.A., *History*
- Anne Gilbert Pomeroy, *Connecticut*,
B.A., *English*
- Joseph Hersey Pratt, II, *Connecticut*,
B.A., *History*
- William Durrie Prévost, *New Jersey*,
B.S., *Biology*
- Richard Alan Price, *New York*,
B.A., *Religion*

† These students will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute (Troy) in cooperation with the R.P.I. Hartford Graduate Center.

* In absentia

174/Degrees Conferred in 1971

- Donald Henry Pugh, Jr., *Pennsylvania*,
B.A., *History*
- John Paul Reale, *Florida*,
B.A., *Political Science*
- John A. Reeves, *Connecticut*,
B.A., *Psychology*
- Paul Shattuck Regnier, *Connecticut*,
B.A., *English*
- Michael William Reinsel, *Pennsylvania*,
B.A., *Psychology*
- John Michael Resony, *Connecticut*,
B.S., *Engineering*
- John Martin Rezek, *Illinois*,
B.A., *Religion*
- William Lewis Richards, *New Jersey*,
B.A., *Art History*
- Louise Brooke Riskin, *New Jersey*,
B.A., *Art History*
- Frances Ann Rohlen, *Illinois*,
B.A., *Religion*
- John Douglas Rollins, *Vermont*,
B.A., *History*
- William James Rosser, *Ohio*,
B.A., *Economics*
- Georges Pierre Roumain, *Haiti*,
B.A., *History*
- Glenn William Ryer, *New Jersey*,
B.A., *Psychology*
- David McBride Sample, *New York*,
B.A., *History*
- John Ogilby Sands, *Maryland*,
B.A., *English*
- William Arthur Sartorelli, Jr., *Massachusetts*,
B.S., *Chemistry*
- Thomas Sasali, *Connecticut*,
B.A., *Political Science*
- Michael Edwin Scammon, *Massachusetts*,
B.A., *English*
- Richard Henry Schaefer, *Connecticut*,
B.A., *Economics*
- Victoria Lou Schott, *New York*,
B.A., *Economics*
- Norma Jean Schreiber, *Connecticut*,
B.A., *Music*
- Donald Kenneth Schweikert, Jr., *New Jersey*,
B.S., *Engineering*
- Frazier Geary Scott, *Connecticut*,
B.A., *History*
- James Andrew Sedgwick, *Nebraska*,
B.S., *Biology*
- Garrett Edward Sheehan, *Pennsylvania*,
B.A., *Psychology*
- Gregory Barker Shepard, *Pennsylvania*,
B.A., *Political Science*
- Charles Edward Shouse, *Colorado*,
B.A., *Studio Arts*
- Louis Nelson Slocum, III, *Connecticut*,
B.S., *Biology*
- Ronald James Smith, *Connecticut*,
B.A., *Economics*
- Laura Sanders Sohval, *New York*,
B.A., *French*
- Alan John Southard, *Connecticut*,
B.A., *History*
- George Kern Stearns, *Ohio*,
B.A., *Political Science*
- Robert Davis Steigerwalt, Jr., *Pennsylvania*,
B.A., *Psychology*
- John Hollister Stevenson, *New York*,
B.A., *History*
- Peter Hubbard Stott, *New York*,
B.A., *English & Theatre Arts*
- Jeffrey Charles Sturgess, *Connecticut*,
B.A., *History*
- Kevin Barry Sullivan, *Connecticut*,
B.A., *Non-Western Studies*
- Carlton Chase Taylor, *Massachusetts*,
B.A., *Psychology*
- Thomas Teller, *New Jersey*,
B.S., *Biology*
- Richard Britton Thomson, Jr., *Michigan*,
B.S., *Biology*
- William Reynolds Tingley, *Rhode Island*,
B.A., *Theatre Arts*
- Lawrence Wah-Chan Tom, *Hawaii*,
B.S., *Biology*
- John Frederick Krollmann Tyner, *Virginia*,
B.A., *Non-Western Studies*
- John Insey Blair Vail, II, *Idaho*,
B.A., *Religion*
- Gerald Neil VanAken, *Maryland*,
B.A., *English*
- Peter Dunlap Van Ness, *Illinois*,
B.A., *English*
- Clinton Andrew Vince, *New York*,
B.A., *Political Science*
- * Peter Jeffrey Waite, *Massachusetts*,
B.A., *Psychology*
- David Paige Wakefield, II, *Connecticut*,
B.A., *Theatre Arts*
- James Garrett Walley, *Nebraska*,
B.A., *Psychology*
- Thelma Marie Waterman, *Connecticut*,
B.A., *Education & Sociology*
- George Eugene Wcislo, *Connecticut*,
B.S., *Biology*
- James Benson Webber, *Rhode Island*,
B.S., *Psychology*
- Howard Weinberg, *New York*,
B.A., *Economics*
- Roy Albert Wentz, III, *Delaware*,
B.A., *Political Science*

* In absentia

Degrees Conferred in 1971/175

Junius Marvin White, <i>Missouri</i> , B.S., <i>Psychology</i>	Richard Offutt Wood, <i>New York</i> , B.A., <i>Economics</i>
Theodore Paul Wickstrom, <i>Connecticut</i> , B.A., <i>Philosophy</i>	Fredrik Pittock Woodbridge, <i>California</i> , B.S., <i>Physical Sciences</i>
Suzanne DeForest Wilsey, <i>Connecticut</i> , B.A., <i>English</i>	Hugh Boyd Woodruff, <i>New Jersey</i> , B.S., <i>Chemistry</i>
Randolph Bennett Winton, <i>Massachusetts</i> , B.A., <i>Psychology</i>	James Wu, <i>Connecticut</i> , B.A., <i>Political Science</i>
James Kevin Wolcott, <i>Rhode Island</i> , B.A., <i>Studio Arts</i>	Anthony Peter Yablonski, Jr., <i>Connecticut</i> , B.S., <i>Psychology</i>
Alfred Joseph Wolsky, <i>Massachusetts</i> , B.A., <i>Classical Languages</i>	Joseph Luis Zaragoza, <i>Connecticut</i> , B.A., <i>Political Science</i>

Masters Degrees in Course

Alph Potter Adkins	B.A., 1961, Drew University	<i>Political Science</i>	M.A.
Ellian Alexander	B.S., 1969, Central Connecticut State College	<i>History</i>	M.A.
Christopher Bentley Arnold	B.A., 1964, Brown University	<i>Latin</i>	M.A.
David Gerard Bannon	B.A., 1966, Fairfield University	<i>English</i>	M.A.
En Margaret Barbuto	B.A., 1953, Mt. Holyoke College, M.A.T., 1954, Columbia University	<i>English</i>	M.A.
William Joseph Beigel	B.A., 1949, University of Southern California	<i>Spanish</i>	M.A.
Andra Biloon	B.A., 1951, Radcliffe College	<i>Political Science</i>	M.A.
Mary Ellen Long Brochu	B.A., 1965, Albertus Magnus College	<i>History</i>	M.A.
James O'Brien Brown	B.A., 1962, Andrews University	<i>French</i>	M.A.
Lawrence Lloyd Bruckner	B.A., 1971, Trinity College	<i>Political Science</i>	M.A.
Gene Edwin Brull, Jr.	B.A., 1962, Washington University	<i>Physics</i>	M.S.
Elizabeth Scalise Churchill	B.A., 1965, St. Joseph College	<i>English</i>	M.A.
Walter D. Clark, Jr.	B.S., 1967, Union College	<i>Mathematics</i>	M.S.
Frederic Stephen Cohen	B.S., 1967, City College of New York	<i>Mathematics</i>	M.S.
Nathan David Cook	B.S., 1966, Trinity College	<i>Physics</i>	M.S.
Susan Ann Corrigan	B.S., 1963, Southern Connecticut State College	<i>History</i>	M.A.
Robert D'Astous Daly	B.A., 1964, University of Connecticut	<i>Education</i>	M.A.
Frances Eileen D'Angelo	B.S., 1966, Central Connecticut State College	<i>Political Science</i>	M.A.
Nicholas De Cesare, Jr.	B.A., 1967, Brown University	<i>French</i>	M.A.
Umberto Jose Delgado-Jenkins	B.L., 1961, University of Havana	<i>Spanish</i>	M.A.
Arley Elmer DePhillips	B.A., 1959, University of Rochester	<i>English</i>	M.A.
Wilbur Ward Dinegar	B.S., 1951, U.S. Naval Academy	<i>Political Science</i>	M.A.
Daniel Michael Dorman	B.A., 1965, Bowdoin College	<i>Education</i>	M.A.
Paul Chase Draper	B.A., 1966, Trinity College	<i>Education</i>	M.A.
Christine Mary Drummond	B.S., 1967, Central Connecticut State College	<i>English</i>	M.A.
Walter Wolfe Fleming	B.A., 1965, St. Joseph College	<i>Education</i>	M.A.
Arnold Vincent Frost	B.A., 1959, University of Bridgeport	<i>French</i>	M.A.
Lea Krieger Gambarini	B.S., 1959, University of Pennsylvania	<i>Spanish</i>	M.A.
Gene Marie Genakos	B.S., 1969, Central Connecticut State College	<i>Education</i>	M.A.
Robert Giesing, Jr.	B.S., 1966, University of Colorado	<i>Education</i>	M.A.
Amela Smith Greenwood	B.A., 1964, Wellesley College	<i>Education</i>	M.A.

176/Degrees Conferred in 1971

H. Allen Greer	B.A., 1959, Fairfield University	English
Jorge L. Guerra	B.S., 1968, University of Bridgeport	Spanish
* Virginia Hardwick	B.S., 1958, Knoxville College	French
* Alfred Boyd Hinds, Jr.	B.A., 1961, Amherst College	Education
Alice Partington Hooker	B.S. in Ed., 1947, Indiana University of Pennsylvania	Education
* Peter John Hopkins	B.A., 1964, LaSalle College	Economics
Robert Walter Ierley	B.A., 1962, Trinity College	Latin
Carol Corbett Jackson	B.A., 1951, Maryville College	English
David John Kaiser	B.A., 1964, Brown University	Education
* Patricia Ann Kamar	B.A., 1966, University of Illinois	French
Sandra Lee Katz	B.A., 1959, Smith College	English
Patricia Ann Keilty	B.A., 1964, Marywood College	Latin
Barbara Bailey Kennelly	B.A., 1958, Trinity College (Washington, D.C.)	Political Science
* Edith S. Kilgour	B.A., 1964, St. Lawrence University	French
Harold John Kimball	B.S., 1965, Columbia University	Education
* Mary Lee Evans Kimball	B.A., 1933, Smith College	
Johanne Schmelz Kittle	M.A., 1935, Radcliffe College	French
Carolyn Marie Klepacki	B.A., 1966, University of Connecticut	Mathematics
David Langdon Knowlton	B.S., 1965, Central Connecticut State College	English
Donald Leigh Koch	B.A., 1968, University of Massachusetts	Education
* John Albert Kouba	B.A., 1968, Principia College	Education
Richard Gary Kreitner	B.S., 1968, Cleveland State University	Education
Anne-Marie Lacore	B.A., 1964, University of Rochester	Economics
* Richard Michael Lanahan	B.A., 1967, University of Oklahoma	Education
Christopher Norman Langlois	B.A., 1967, University of Connecticut	English
Thomas John Lepore	B.S.S., 1963, Fairfield University	English
Ingeborg Ehrhitz Lukens	B.S.M.E., 1967, New Haven College	Physics
Aden Horace Maben	B.S., 1946, Central Connecticut State College	English
* Suzanne Mamet Macko	B.A., 1937, University of Alabama	English
Martha Mary Manitsas	B.A., 1965, University of Connecticut	Education
John William Markell	B.A., 1968, Russell Sage College	Spanish
* Gerald Roy Marshall	B.Ed., 1956, M.Ed., 1962, Duquesne University	French
Jeffrey Gilbert Marsted	B.A., 1942, Washington & Jefferson College	Education
Suzanne O. Mitoraj	B.A., 1964, Williams College	Economics
Robert Dallas Morton	B.A., 1967, University of Hartford	English
John Francis Mruk	B.A., 1963, University of Connecticut	Economics
* Danielle Kryworuczko Naylor	B.A., 1967, Westfield State College	Mathematics
John Joseph O'Connell	B.A., 1962, University of Connecticut	French
Barbara Adeline O'Neil	B.A., 1964, Fairfield University	History
Linda Joyce Paglierani	B.S., 1966, Central Connecticut State College	French
* Cathryn Bohling Pallon	B.A., 1969, University of Hartford	English
* James Alexander Parr	B.A., 1968, Bates College	Education
Robert Jeffrey Parsons	B.A., 1964, University of Maine	French
Robert Alfred Pedemonti	B.A., 1969, University of Connecticut	English
Geraldine Carosella Pelegano	B.A., 1960, Trinity College	Education
Walter George Ryba, Jr.	B.S., 1962, Central Connecticut State College	English
David Sarasohn	B.A., 1963, Dartmouth College	Economics
Jane Frances Seraphin	B.A., 1971, Trinity College	History
* Ann Gostyn Serow	B.A., 1965, St. Joseph College	Political Science
Patricia Ann Shannon	B.A., 1968, University of Connecticut	Political Science
Matthew Mark Sheridan	B.A., 1964, University of Connecticut	History
	B.A., 1962, Holy Cross College, M.A., 1965, Boston University, M.A., 1968, Trinity College	Political Science

* In absentia

Degrees Conferred in 1971/177

* Mary Ann Przybycien Smith	B.A., 1964, St. Joseph College	<i>French</i>	M.A.
Clayton Blanchard Spencer	B.A., 1960, Yale University	<i>History</i>	M.A.
Michele Barsky Sribnik	B.A., 1968, Central Connecticut State College	<i>Mathematics</i>	M.S.
James Arthur Storms	B.A., 1961, Augustana College, M.Ed., 1964, University of Hartford	<i>English</i>	M.A.
Edward A. Tatro	B.S., 1965, University of Connecticut	<i>Economics</i>	M.A.
Betty Anderson Twiss	B.A., 1949, University of Connecticut	<i>English</i>	M.A.
David Anthony Tyler, III	B.S., 1967, Trinity College	<i>Education</i>	M.A.
Anne Mary Valentine	B.A., 1967, Trinity College (Vermont)	<i>English</i>	M.A.
Gerald Anthony Vastano	B.A., 1969, Trinity College	<i>History</i>	M.A.
Louis Francis Vismontas	B.S., 1949, M.A., 1961, Trinity College	<i>Mathematics</i>	M.S.
* Jeremy Nicholas Welchman	B.A., 1959, Tufts University	<i>Latin</i>	M.A.
Frank Emmet Whelan	B.S.I.E., 1967, University of New Haven	<i>Economics</i>	M.A.
* Jane Katharine Whitehead	B.A., 1966, Wellesley College	<i>Latin</i>	M.A.
Howard Frederic Whitney, III	B.A., 1965, University of Hartford	<i>History</i>	M.A.
Douglas Brighton Wood	B.A., 1966, American International College	<i>Physics</i>	M.S.
Sister Rosemary Wrinn, C.S.J.	B.S., 1957, Trenton State College	<i>English</i>	M.A.
John Lawrence Wynne, Jr.	B.A., 1961, Syracuse University	<i>History</i>	M.A.
John W. Yeck	B.S., 1967, Bucknell University	<i>Education</i>	M.A.

HONORIS CAUSA

LYMAN BUSHNELL BRAINERD, <i>Hartford Connecticut</i>	Doctor of Laws
BRADFORD HASTINGS, <i>Greenwich, Connecticut</i>	Doctor of Divinity
THOMAS JOSEPH MESKILL, <i>Hartford, Connecticut</i>	Doctor of Laws
FRANK STANTON, <i>New York, New York</i>	Doctor of Fine Arts
EDWARD ALLEN SUISMAN, <i>West Hartford, Connecticut</i>	Doctor of Laws

* *In absentia*

Student List for 1970-71

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
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.,
Greenwich, Conn.
Maury Charles Barth, *Eastchester, N.Y.*
Gerard William Bartlett, *Rumson, N.J.*
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.*
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, *Jefferson City, Mo.*
David Blaine Brackett,
West Springfield, Mass.
William Edward Bradford, Jr.,
Denver, Colo.
Thomas Roger Briggs,
Manchester, Conn.
David James Brooks, *Norwalk, Conn.*
Kenneth Lee Brownstein,
New Haven, Conn.
Lawrence Lloyd Bruckner,
Thomson, Ill.
Dennis Willard Bruns, *Overland, Mo.*
Robert Paul Burton, Jr.,
Charleston, W. Va.
Robert Anthony Caputo,
Annandale, Va.
Elaine Gopher Carlson, *Hartford*
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.*
Diane Austin Clancy,
Westwood, Mass.
Jeffrey Rawle Clark, *Villanova, Pa.*
Margaret Hale Clement, *Buffalo, N.Y.*
Bruce Edward Colman, *Berkeley, Calif.*
Michael Frank Colomonic, Jr.,
Hamden, Conn.

Student List 1970-71/179

- 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
Leslye Davis, *Colorado Springs, Colo.*
Steven Wesley Delano, *Bristol, Conn.*
Ruth Sylvia DeLisa, *Hartford*
Bruce Melvin Derrick,
Manchester, Conn.
Peter William Devine,
Pleasantville, N.Y.
Gary Robert Dibble, *Waterbury, Conn.*
Anthony Joseph DiBella,
West Roxbury, Mass.
Thomas Richard DiBenedetto,
Everett, Mass.
Howard Cronson Dickler,
Clayton, Mo.
Thomas Edward Dight,
Centerport, N.Y.
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 Everts, *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.*
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
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.*
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,
Huntington, N.Y.
James Henry Graves, *Freeport, Ill.*
David Waghalter Green,
Kew Gardens, N.Y.
Charles Zachary Greenbaum,
Marblehead, Mass.
Howard Bruce Greenblatt, *Hartford*
Douglas Everette 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,
Barrington, R.I.
Lowen Kassner Hankin, *Abington, Pa.*
Mitchell Robert Hankin,
Melrose Park, Pa.
James Henry Hardy, *Washington, D.C.*
Bruce Alan Harmon, *Portland, Me.*
Peter Jordan Hartman, *Wellesley, Mass.*
Mark William Hastings, *Penfield, N.Y.*

180/Student List 1970-71

- Clifford Tolmage Hauser,
Sands Point, N.Y.
- Matthew Augustine Heard,
Chevy Chase, Md.
- Nancy Ann Heffner, *Cincinnati, Ohio*
- Jay Tabb Hostetter, *Hanover, Pa.*
- Joel Hancock Houston,
Mamaroneck, N.Y.
- Albert Humphrey, *Philadelphia, Pa.*
- Robert Bruce Hurst, *Omaha, Neb.*
- Deborah Davenport Iannitto,
Cincinnati, Ohio
- 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 Kalbacker,
Greenport, N.Y.
- Laura June Kaplan, *Woodstock, Conn.*
- Edward Beshara Karam, Jr.,
Pittsfield, Mass.
- David Edward Kearns,
Manchester, N.H.
- Steven Harris Keeney, *Philadelphia, Pa.*
- Vaughn Phillips Montaigne Keith,
Red Bank, N.J.
- 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,
S. Dartmouth, Mass.
- David Custis Kimball, *Glenview, Ill.*
- John A. King, II, *Princeton, N.J.*
- Spencer Richard Knapp,
New Canaan, Conn.
- 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.
- Daniel Lavin, *Longmeadow, Mass.*
- Louis Peter Lawrence,
Framingham, Mass.
- 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 Rensselaer 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
- Christopher Thomas MacCarthy,
Washington, Conn.
- Mark Bryan Macomber, *Albany, N.Y.*
- Darryl Francis Madey, *Suffield, Conn.*
- 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 Lewes Marchisotto, *Baldwin, N.Y.*
- Susan Elizabeth Martin, *Norwich, Conn.*
- Stuart Walton Mason, *Baltimore, Md.*
- John Christopher Massey,
Chadds Ford, Pa.
- George Guy Matava, *Avon, Conn.*
- Beverly Jeanne Diamond Mayr,
West Hartford
- Richard John Mazzuto,
East Orange, N.J.
- Lawrence Diver McClure,
Bernardsville, N.J.
- Clifton Brooks McFeeley,
Grosse Pointe, Mich.
- Philip Michael McGoohan,
West Hartford
- Thomas Edward McGrath,
Brighton, Mass.
- 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 Mittenthal, *Great Neck, N.Y.*

Student List 1970-71/181

- Timothy Ruggles Mixer,
Needham, Mass.
William James Montgomery,
Wilmington, Del.
Peter Michael Moore, *LaJolla, Calif.*
Rosemary Anne Morante,
Plainville, Conn.
Ralph Edward Morini, *Mahopac, N.Y.*
Jeffrey Alden Morrow, *Napierville, Ill.*
Harold Gleason Morse, *Decatur, Ga.*
Robert Henry Muller,
New Canaan, Conn.
Michael P. Najarian, *Bethlehem, Pa.*
Beverly Burwell Nelson,
Concord, Mass.
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.
William Ravenel Peelle, Jr.,
West Hartford
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,
West Hartford
William Durrrie 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.
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, *Shelburne, Vt.*
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, *Pauling, N.Y.*
John Ogilvy Sands, *Gambrells, Md.*
David Sarasohn, *North Bergen, N.J.*
William Arthur Sartorelli, Jr.,
Chelsea, Mass.
Thomas Sasali, *Windsor Locks, Conn.*
Michael Edwin Scammon,
Amesbury, Mass.
Jay Lloyd Schaefer, *Kew Gardens, N.Y.*
Richard Henry Schaefer, *Darien, Conn.*
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.*
Nancy Tripp Searle,
West Scarborough, Me.
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, *Oxford, Md.*
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.*
Noah Hubbard Starkey, *West Hartford*
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.

182/Student List 1970-71

- 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.
William Reynolds Tingley,
Providence, R.I.
Lawrence Wah-Chan Tom,
Honolulu, Hawaii
Michael Edward Trigg, *West Hartford*
John Frederick Krollmann Tyner,
Alexandria, Va.
Gerald Neil Van Aken, *Baltimore, Md.*
Peter Dunlap Van Ness,
Lake Forest, Ill.
Clinton Andrew Vince,
Garden City, N.Y.
Peter Jeffrey Waite, *Wayland, Mass.*
David Paige Wakefield, II,
Litchfield, Conn.
James Garrett Walley, *Hastings, Neb.*
Thelma Marie Waterman, *Hartford*
- George Eugene Weislo, *Hartford*
James Benson Webber,
Providence, R.I.
Howard Weinberg, *Bronx, N.Y.*
Thomas Mark Weiner, *Teaneck, N.J.*
Roy Albert Wentz, III,
Wilmington, Del.
Junius Marvin White, *Kansas City, Mo.*
Suzanne DeForest Wilsey,
Riverside, Conn.
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.
Burt Alan Adelman, *Bronx, N.Y.*
Nelson Howard Adler,
Spring Valley, N.Y.
Paul John Ambrosini,
New York, N.Y.
Kristin Louise Anderson,
Concord, Mass.
Dana Jay Andrusik, *Wilbraham, Mass.*
Raymond Fontana Angelo, Jr.,
Southington, Conn.
Robert John Arceci,
Winchendon, Mass.
Herman Lewis Asarnow,
Short Hills, N.J.
Mary Asbury,
Cincinnati, Ohio
Donald Evans Atkins, Jr.,
Springfield, Pa.
Robert Moreland Atwater, *Summit, N.J.*
John Franklin Bahrenburg,
Perkasie, Pa.
Jonathan Percy Baird, *Merion, Pa.*
Timothy Allen Balch, *Cleveland, Ohio*
Gail Louise Ballantine,
Stamford, Conn.
- David Mock Banash, *Brookline, Mass.*
David Lawrence Barans,
River Forest, Ill.
Norman Bardeen, *Kalamazoo, Mich.*
Jack Clinton Barthwell, III,
Detroit, Mich.
Barbara Fontaine Bass, *Louisville, Ky.*
Susan Frances Bauer,
Wethersfield, Conn.
Robert James Bauman,
Lakewood, Ohio
Elizabeth Jane Beautyman,
Pittsfield, Mass.
Thomas Dillingham Benson, Jr.,
Keene, N.H.
Christopher Schultz Berky,
Zionsville, Pa.
Arthur Otis Black, III, *Butler, Pa.*
Peter Robert Blum, *Hartsdale, N.Y.*
Neil Howard Bobroff,
Marblehead, Mass.
Steven C. Boswell, *Norwalk, Conn.*
Wendy Ann Bosworth,
Glastonbury, Conn.
John Foster Braley, *Radnor, Pa.*
Willard Mead Bright, Jr.,
Boston, Mass.

Student List 1970-71/183

- Jeffrey Alan Brown, *Waban, Mass.*
Thomas Miller Buchenau,
San Diego, Calif.
Thomas Arthur Burt,
Wellesley, Mass.
William Julian Caldwell,
South Orange, N.J.
Roderick Angus Cameron,
Rice Lake, Wis.
Lewis Hamilton Clark, Jr.,
Cambridge, Mass.
Thomas Hart Clark, *Wynnewood, Pa.*
Ronald Jeffrey Cohen, *Millburn, N.J.*
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.
Armando G. Cuellar, Jr.,
College Point, N.Y.
Stephen Hollis Curtin, *Uncasville, Conn.*
Robert Lee D'Agostino,
Windsor Locks, Conn.
Harvey Dann, IV, *Pawling, N.Y.*
Chester Congdon, d'Autremont, Jr.,
Lincoln, Mass.
Jay Griffin Davis, *Stony Brook, N.Y.*
Carl Allan Day, *Wilmington, Del.*
John Paul DeJongh, *Groton, Mass.*
Thaddeus Joseph Dembek,
New Britain, Conn.
Robert Boerum Dennis, *Madison, Conn.*
Ralph Richard Dickman,
Cincinnati, Ohio
Lesley Norton Dill, *Yarmouth, Me.*
Albert Michael Donsky,
Philadelphia, Pa.
James Mark Doyle, *Massapequa, N.Y.*
Jeanmarie Earley, *Wellesley Hills, Mass.*
John Wesley Eaton, *Needham, Mass.*
Susan Jane Eckelkamp,
Worcester, Mass.
Robert Joseph Ellis,
LaFayette Hill, Pa.
Mark Jackson Enoch, *Amherst, Mass.*
Wendy Anne Evans, *Wyncote, Pa.*
Thomas M. S. Eysmans,
Moorestown, N.J.
Arthur Ira Fagan, *San Antonio, Texas*
Robert Joseph Fass, *Philadelphia, Pa.*
Gerard Thomas Ferrari,
Oak Ridge, Tenn.
Brooke Wallace Ferris,
Chacao, Caracas, Venezuela
Robert Kellogg Ferris, *Danbury, Conn.*
Bayard Robert Fiechter,
Plymouth Meeting, Pa.
John Stephen Fink, *North Haven, Conn.*
Gregory Edward Firestone,
Great Neck, N.Y.
Louise Hopkins Fisher, *Granby, Conn.*
Andrew S. Fisher, *Dedham, Mass.*
William Alexander Fisher, III,
Baltimore, Md.
Albert Lee Floyd, *Hartford*
Stephen Richard Foley, *Hartford*
William Martin Foster, *Auburn, N.Y.*
Andrew H. French, *Dayton, Ohio*
Harry Melgin Fried, *Wynnewood, Pa.*
Bradley Henderson Friedrich,
St. Paul, Minn.
James Peter Frost, *North Reading, Mass.*
Andrew Aaron Gaines, *Chicago, Ill.*
James Philip Gamerman, *Baltimore, Md.*
Glenn Marshall Gazlay,
Stratford, Conn.
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
Joseph Donald Goodwin, Jr.,
Philadelphia, Pa.
John Dunningan Gottsch, *Tampa, Fla.*
Isabel Cynthia Gould, *Pottersville, N.J.*
John Gould, Jr., *Hampton, Va.*
Kevin Seymour Gracey,
Rockville, Md.
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*
Dean Heilman Hamer,
Upper Montclair, N.J.

184/Student List 1970-71

- Edward Michael Hammond,
New London, Conn.
John Michael Hancock,
Lauderhill, Fla.
James Graham Hanley,
London, W. 5, England
Mark John Haslett, *Quincy, Mass.*
Maud Hecker,
Beverly Farms, Mass.
John Cwikla Henry,
Wethersfield, Conn.
Olivia Peters Henry, *New York, N.Y.*
John Edward Hepe, *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.*
Henry Diedrich Holljes, *Baltimore, Md.*
James Robert Holmberg, *Milford, Conn.*
Diana Newhall Howard,
Bryn Mawr, Pa.
Lucile McMillan Howard,
Glen Head, N.Y.
Michael Huberman, *New Haven, Conn.*
Lawrence Douglas Humphrey,
Grosse Pointe, Mich.
Margery Lyman Izard,
Wethersfield, Conn.
Richard Neil Jacobson, *Lynnfield, Mass.*
Anthony William Jenney,
Cazenovia, N.Y.
Norman Arthur Johanson,
Old Greenwich, Conn.
Lee Kaplan, *Springfield, Mass.*
Quentin Barry Keith, *Potomac, Md.*
Howard Michael Kelfer,
Swampscott, Mass.
James Perry Kendrick, *Darien, Conn.*
Thomas John Kennedy, *Toledo, Ohio*
Glenn Michael Kenney,
Berkeley Heights, N.J.
John Coleman Kiley, III,
Chestnut Hill, Mass.
Charles Randolph King,
West Willington, Conn.
John William Kirshon,
New York, N.Y.
Richard B. Klibaner, *Stamford, Conn.*
John Theodore Koehler, Jr.,
Chevy Chase, Md.
Peter Stephen Kovatis,
Cedar Grove, N.J.
Kirk Alan Kubicek,
River Forest, Ill.
Brian Steven Kunz, *Merion Station, Pa.*
Jeff Leon Kupperman, *New Orleans, La.*
Douglas Thomas Lake, *Dedham, Mass.*
Dennis Alan Lalli, *Andalusia, Pa.*
Robert John LaRose, *East Hartford*
Stephen Whittom Larrabee,
Bronxville, N.Y.
Stella Laura Laskowski, *Hartford*
Robert Ashton Lawrence, Jr.,
Westwood, Mass.
Robert Alan Leghorn,
Cromwell, Conn.
Thomas Brent Leonard,
Chadds Ford, Pa.
Steven David Levy, *Weston, Mass.*
Hilary Dixon Lewis,
Philadelphia, Pa.
Dennis Ray Lindeman, *Tampa, Fla.*
William Ervin Lingard, *Barrington, R.I.*
David Dunbar Livingston,
Nahant, Mass.
Ronette Loganzo, *Bay Shore, N.Y.*
James Halliwell Longley,
Palos Verdes Estates, Calif.
Alan Birkett Loughnan,
Conway, Mass.
Albert Lucas, Jr., *West Simsbury, Conn.*
John Mowbray MacCallum,
Warsaw, N.Y.
Alan Bruce MacDonald, *Abington, Mass.*
Frank Lambertson 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.
Rosamond Mancall, *West Hartford*
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.*
William C. Mason, *Summit, N.J.*
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.

Student List 1970-71/185

- James Andrew McCune, *Ballwin, Mo.*
Michael John McDonald,
East Norwich, N.Y.
Lawrence Matthew McGoldrick,
Meriden, Conn.
Thomas McGuirk, *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.*
Patricia Anne Mendell, *Kinnelon, N.J.*
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.*
Catherine Canfield Meyer,
McLean, Va.
Jeffrey Allan Miller,
Chagrin Falls, Ohio
William John Miller, *Pittsburgh, Pa.*
Thomas Marchand Milligan,
No. Palm Beach, Fla.
Nancy Coolidge Milnor,
Pomfret, Conn.
Everett Lawrence Minard, III,
Seattle, Wash.
Andrew West Mitchell,
West Hartford
Kathryn Valentine Mohn,
New Canaan, Conn.
James Aloysius Monahan, Jr.,
Palisades Park, N.J.
Timothy Hayes Moran, *Yonkers, N.Y.*
William Davidson Morrison, III,
Riverside, Conn.
John Bromley Moses, *Scarsdale, N.Y.*
Carol Mulcahy, *Chestnut Hill, Mass.*
William Mulkeen, *West Hartford*
Cathleen Mulligan, *Meriden, Conn.*
Forrest Booth Munger,
New York, N.Y.
Frederic Alan Munz, *Flourtown, Pa.*
Per Fredrik Naess,
New Canaan, Conn.
John Richard Nelson,
West Hartford
Philip Ballantyne Nelson,
Barnstable, Mass.
Leslie Jay Nevulis,
New Britain, Conn.
Gary Roger Newton,
Springfield, Mass.
David Lawrence Nichols,
Skaneateles, N.Y.
Michael Bruce Athelstane Nobbs,
Jersey, C.I., 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.*
Stephen Alan Osborn, *Worcester, Mass.*
Barbara E. Ostrow, *Malverne, N.Y.*
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 Pemmer, *Lincroft, N.J.*
Joseph Edward Peters,
New Britain, Conn.
Xavier Daniel Pique, *West Hartford*
Carl Lindell Prather, *Jersey City, N.J.*
James Tate Preston,
Mountain Lakes, N.J.
Jeffrey Willard Prince, *Concord, Mass.*
David Allen Pumphrey, *Towson, Md.*
Arthur Lawrence Rack, Jr.,
Hewlett, N.Y.
Robert P. Ragucci, *Glenview, Ill.*
Charles Christopher Ray,
Grosse Pointe, Mich.
Thomas Glen Regnier,
Little Rock, Ark.
Daniel Alan Reifsnnyder,
West Hartford
William H. Reynolds, Jr.,
Washington, D.C.
Ralph Raymond Riehl, III, *Erie, Pa.*
Elliott Brightwood Robertson,
Upper Marlboro, Md.
David Hopkins Robinson,
Dedham, Mass.
Peter Eliot Robinson,
Birmingham, Mich.
Robert Thomas Robinson,
Salisbury, Conn.
Constance Rogers, *Huntington, N.Y.*
Gary Thomas Rohrbach,
Torrington, Conn.
James Louis Rosenberg,
Cincinnati, Ohio
David Stuart Rosenthal,
Worcester, Mass.
David Escoll Rosner, *Wyncote, Pa.*

186/Student List 1970-71

- Thomas Alan Rouse,
Deerfield Beach, Fla.
 Jerry Stuart Rowe, *St. Johnsbury, Vt.*
 Paul Michael Sachner, *Bristol, Conn.*
 James Julian Sadoski, *Terryville, Conn.*
 Duncan Salmon, *Wilmington, Del.*
 Gregory Pinney Sammons,
Pittsfield, Mass.
 Thomas Ray Savage,
Chagrin Falls, Ohio
 David MacIntosh Savory,
Asheville, N.C.
 William Langer Schaeffer, *Rye, N.Y.*
 Thomas Frederick Schaible,
Westfield, N.J.
 Charles Andrew Schloss,
Jackson Hts., N.Y.
 Holly Alan Schumacher,
New Canaan, Conn.
 Michael Schwartz, *Great Neck, N.Y.*
 Martha Hume Scifres,
Terrace Park, Ohio
 John W. P. Seager, *Washington, D.C.*
 Daniel Seltzer, *Melrose Park, Pa.*
 Laura Emma Shapiro,
Stamford, Conn.
 Barclay Shaw, Jr., *Chappaqua, N.Y.*
 Charles Tuke Shaw, *Hightstown, N.J.*
 Mary-Helen Corning Sheppard,
Jarrettown, Pa.
 Lawrence Drucker Sichel,
Elkins Park, Pa.
 Abbie Belle Sikes,
Suffield, Conn.
 John Louis Simone, Jr., *Fairfield, Conn.*
 James Thomas Sinnamon,
Manchester, Conn.
 Archibald Alexander Smith, III,
Fairfield, Conn.
 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.*
 Janet Ellen Spector, *New Haven, Conn.*
 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.*
 Jeffrey Blake Stern, *Westbury, 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.*
 Thomas Henry Tamoney, Jr.,
West Hartford
 Martin Mei Tong,
Shibuyaku, Tokyo, Japan
 Farzam Toub, *Tehran, Iran*
 Anthony Joseph Tranquillo,
Southington, Conn.
 George Morgan Traver, Jr.,
Staatsburg-on-Hudson, N.Y.
 Candee Ann Treadway, *Bristol, Conn.*
 Jonathan Manning Treat, *Bolton, Conn.*
 Marc Bruce Tucker,
Wilmington, Del.
 Robert Paul van der Stricht,
Greenwich, Conn.
 Donald Joseph Viering, Jr.,
Collinsville, Conn.
 Paul Angelo Vitello, *New York, N.Y.*
 Richard Henry Walker,
Wilmington, Del.
 Robert Greydon Walker, *Hartford*
 Tim N. Wallach, *Brewster, N.Y.*
 Adam Walms, *Stafford Springs, Conn.*
 Roger Livingston Werner, Jr.,
Wilmette, Ill.
 Karol Ann Westelnick,
Torrington, Conn.
 Peter Matthiessen Wheelwright,
Manchester, Maine
 William Mellon Whetzel,
Pittsburgh, Pa.
 Richard Duvall White, *Catonsville, Md.*
 Robert Atha Whitehead, Jr.,
Manchester, Conn.
 Walter William Whitehouse,
Evanston, Ill.
 Steven Winston Wilcox, *Winnetka, Ill.*
 Mark A. Williams, *Emmaus, Pa.*
 Lawrence Beatty Willson,
Albany, Ga.
 Kenneth Lamar Wilson, *Hartford*
 Nancy Winbury, *Livington, N.J.*
 Alan Richard Winrow, *Malden, Mass.*
 Peter Kley Wittman, *Ambler, Pa.*
 Malcolm David Woade, *Norwalk, Conn.*
 Edward Joseph Wojciechowski, Jr.,
Stamford, Conn.
 William Randall Yeomans,
Bethesda, Md.
 Melvin Walter Young, *Akron, N.Y.*

Student List 1970-71/187

William Brown Zachry, *Norwalk, Conn.* Michael Joseph Zimmerman,
George Harvey Zendt, *Randallstown, Md.*
Fort Washington, Pa.

CLASS OF 1973

William Barry Ahearn,
Greenfield, Mass.
Kathleen Margaret Alling,
Milford, Conn.
Jean Meredith Ashburn, *Gladwyne, Pa.*
Thomas Steven Ashford, *Hinsdale, Ill.*
George Andrew Bachrach,
Larchmont, N.Y.
Orlando Emilio Baker, *Hartford*
Steven Chalmers Baker,
Baltimore, Md.
Arthur Lamkin Baldwin, III
Milford, Conn.
George Charles Baldwin, *Ramsey, N.J.*
Robert Harvey Baldwin,
New Canaan, Conn.
David William Bargman,
Great Neck, N.Y.
Steven Edward Barkan, *Glenside, Pa.*
David Hitchcock Barnes,
Wellesley, Mass.
Harry Livingstone Barrett, III,
Wayland, Mass.
Mark Edward Bartelt, *San Jose, Calif.*
Nancy Jane Battista, *Quincy, 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.
Peter Arthur Bileckyj,
Willimantic, Conn.
William Edward Bilodeau,
Milton, Mass.
Barbara Anne Blank,
Scarsdale, N.Y.
Benjamin John Bock, *Tiffin, Ohio*
Marcy Celia Bonola,
Plainville, Conn.
Susan Lynn Brechlin, *Meriden, Conn.*
Barbara Lois Brown, *West Hartford*
David Ingalls Brown,
Chagrin Falls, Ohio
Marjorie Carpenter Brown,
Wayne, Pa.
Alfred Joseph Brunetti, *Orange, Conn.*
Donald Peck Burt, Jr.,
Morristown, N.J.
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.
Gregory Edward Cogoli,
Wethersfield, Conn.
Burton Bartlett Cohen,
West Haven, Conn.
Robert LaHuis Coith, *Cincinnati, Ohio*
Diane Colasanto, *Hartford*
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,
Hillsborough, Calif.
Eleanor Latrobe Crosby, *McLean, Va.*
Walter Joseph Patrick Curley, III,
New York, N.Y.
Philip Carmien Daley, *Suffield, 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
Lynne Cushman Derrick,
Manchester, Conn.
Shelley Lee Dickinson, *Matamoras, Pa.*
Peter Anthony DiCorleto,
Bloomfield, Conn.
Dorothy Cushman Dillon,
Oldwick, N.J.
Larry Richard Dow, *Hanover, N.H.*
Burt Richard Downes,
East Williston, N.Y.
Dirk Robert Dreux, *Simsbury, Conn.*
Paul Henry Dumont, *Windsor, Conn.*

188/Student List 1970-71

- Mary Vaughan Durkee,
New York, N.Y.
- John David Eckelman, *Forty Fort, Pa.*
- Demetrio Economou,
Pogoniani - Ioannini, Greece
- JoAnne Adrienne Epps,
Philadelphia, Pa.
- Ellen Lee Erpf, *New York, N.Y.*
- James Daniel Evans, III,
Villanova, Pa.
- Raymond Eugene Fahrner,
Fort Washington, Pa.
- John Farrenkopf, *Teaneck, N.J.*
- Frank Cooley Farwell, *Lake Forest, Ill.*
- Kim Samuel Fennebresque,
West Redding, Conn.
- Martha Field, *Barrington, R.I.*
- Diane Fierri, *Simsbury, Conn.*
- Karen Frances Fink,
Glastonbury, Conn.
- James Thomas Finn,
North Quincy, Mass.
- Scott Andrews Fitzpatrick,
Westwood, Mass.
- Peter Fogh, *Stamford, Conn.*
- Penny Riihiluoma French,
Southampton, Bermuda
- William Bergh Gamble, *Baltimore, Md.*
- Pierce Symmes Gardner, *Wawa, Pa.*
- Alfred James Garofolo, *Hartford*
- 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 Louis Gould, *Orange, Conn.*
- John Christopher Graham,
Medina, N.Y.
- Samuel Weldon Graham,
Cleveland Hts., Ohio
- 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*
- Robert Patterson Haff, *Rye, N.Y.*
- Gertrude Harhay, *Chicopee, Mass.*
- Kenneth Wayne Harl, *Glen Cove, N.Y.*
- William F. Harmon, *Huntington, N.Y.*
- Jeffrey Phillip Harris,
Cincinnati, Ohio
- David Alan Harrold, *Mentor, Ohio*
- Elizabeth Adams Harvey, *Rumson, N.J.*
- Robert John Hecht,
Garden City, N.Y.
- Guy Carroll Heckman,
St. Louis, Mo.
- Leonard Robert Heinrich,
Lexington, Mass.
- Richard Michael Heithoff,
Rockville Centre, N.Y.
- Alan Stuart Henson, *Clawson, Mich.*
- Hannah Susannah Heschel,
New York, N.Y.
- Wayne Bradford Hickory,
Windsor, Conn.
- Diane Sarah Hill, *Baltimore, Md.*
- Steven Lawrence Hoch,
Swampscott, Mass.
- David Irwin Hoffman, *Philadelphia, Pa.*
- Stephen Louis Hoffman, *Dayton, Ohio*
- Susan Jane Hoffman, *West Hartford*
- Michael Peter Holverson,
Pekin, Ill.
- Holly Hotchner, *New York, N.Y.*
- Lawrence Steven Hotez, *West Hartford*
- Clare Julie Hudson, *Great Falls, Va.*
- Edward William Huntley,
Springfield, Ill.
- Abby Elizabeth Huntoon,
Providence, R.I.
- Charles Gray Hurd, Jr.,
Chevy Chase, Md.
- Jeffrey Hutchinson, *Rocky River, Ohio*
- Peter Louis Ippedico, *West Hartford*
- Thomas Bennett Jensen,
Salt Lake City, Utah
- Jocelyn Anne Jerry, *Delmar, N.Y.*
- Richard William Johansen,
Allendale, N.J.
- Jerome Johnson, *Lexington, Ky.*
- Valmore Toney Jones,
Newington, Conn.
- Eric Herbert Joosten, *Darien, Conn.*
- Herbert James Keating, III,
Springfield, Pa.
- Joel Martin Kemelhor, *Bethesda, Md.*
- Alan Richard Kerr, *Wellesley, Mass.*
- Harry Haywood Kirkland,
Irvington, N.Y.
- Malcolm Alexander Kirkland,
Paget, Bermuda
- David Perry Kleeman, *Litchfield, Conn.*
- Keith Alan Klevan, *Philadelphia, Pa.*
- John Edward Knapp, *Ansonia, Conn.*
- Michael Knapp, *Tenafly, N.J.*
- Juergen Koerber, *Hartford*

- Daniel Lynn Korengold,
Chevy Chase, Md.
- Debra Leah Koret, *West Hartford*
- 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.
- Peter George Lacy, *West Hartford*
- Sara Martha Laden, *Bridgeport, Conn.*
- Alan Sullivan Landry, *Andover, Mass.*
- Sally J. Lawson, *Moorestown, N.J.*
- Nicholas William Lazares,
Haverhill, Mass.
- Michael Samuel Lederberg,
Oyster Bay, N.Y.
- Albin Leong,
- Robert Lawrence Liebross,
Westbury, N.Y.
- Christian Lars Lindgren,
Elmwood, Conn.
- Ethan Anthony Loney, *Jamaica, 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.
- Joan Louise Malatesta, *Arlington, Mass.*
- Lewis Sheer Mancini, *Buffalo, N.Y.*
- Richard Tyler Markovitz,
Philadelphia, Pa.
- Richard Heeman Marshall,
Shaker Heights, Ohio
- Mark W. Masters, *Wayne, N.J.*
- Mark Frederic Matthews,
Cincinnati, Ohio
- George Horner Maxted,
Birmingham, Mich.
- Lance Robert Mayer, *West Hartford*
- Joseph Edward McCabe,
Middletown, Conn.
- William Joseph McGeown, Jr.
Meriden, Conn.
- Michael McGuirk, *New London, Conn.*
- Helen Martin McMahon,
West Plandome, N.Y.
- Peter Garfield McMorris,
New York, N.Y.
- John Bulkley Meacham,
Shaker Heights, Ohio
- Harriet Jane Melrose, *West Hartford*
- Robin Bea Messier, *Coventry, Conn.*
- Sari Rose Miller, *East Rockaway, N.Y.*
- Michael Christian Mitchell,
Drexel Hill, Pa.
- Grace Elizabeth Moody,
Lynchburg, Va.
- Michael Alan Moraski,
Torrington, Conn.
- Ira Jeffrey Mowitz, *Teaneck, N.J.*
- Neil Francis Mullarkey, *Hartford*
- Yvonne Marie Mullen, *Springfield, Mass.*
- Charles Levon Nazarian,
Watertown, Mass.
- Karen Courtney Netter, *Rumford, R.I.*
- Jonathan Clare Neuner,
Cheektowaga, N.Y.
- Charles Morgan Norris, Jr.,
Philadelphia, Pa.
- Robert Kevin O'Malley, *Holyoke, Mass.*
- Michael William O'Melia,
Rock Island, Ill.
- Megan J. O'Neill, *Hartford*
- Nancy Ann Oosterom,
Garden City, N.Y.
- Thomas Matthew Orfeo,
Orchard Park, N.Y.
- Dolores Ann Paliocha, *Hartford*
- William White Parish, Jr.,
New York, N.Y.
- Russell H. Parmelee, *Middletown, Conn.*
- Cynthia Mary Parzych,
New Britain, Conn.
- Steven Robert Pearlstein,
Brookline, Mass.
- James M. Peltier, *Unionville, Conn.*
- Colleen Teresa Pendleton,
Bedford, Mass.
- Rayfield Vernon Perkins,
Middletown, Conn.
- Nancy Jean Perugini, *Oakville, Conn.*
- Darryle A. Pfanner, *Sea Cliff, N.Y.*
- Garry Alan Plagenhoef,
Amherst, Mass.
- Nancy Joan Plekan, *Morris, Conn.*
- Eugene Lester Pogany, *Hillside, N.J.*
- Malcolm Frederic Poole,
Portland, Me.
- Linda Jeanne Raciborski,
Springfield, Mass.
- William Edwin Raws, *Yardley, Pa.*
- Donald B. Reder, *West Hartford*

190/Student List 1970-71

- Winthrop William Redmond,
Washington, D.C.
Sterling Sidney Reese, II,
New York, N.Y.
Robin Beth Reif, *Brooklyn, N.Y.*
Richard John Reinhart, *Milford, Conn.*
Richard Claude Ricci,
Pleasant Valley, N.Y.
Carlos Eugenio Rodriguez,
New York, N.Y.
Juliet Adair Rogers, *Conshohocken, Pa.*
Susan Lancaster Rogers,
Dedham, Mass.
Robin Eric Rosenberg,
Jenkintown, Pa.
Daniel Michael Roswig,
New Haven, Conn.
Stephen Robert Roylance,
Pittsburgh, Pa.
Barbara Lynn Rubensohn,
New York, N.Y.
Daniel Paul Russo, *Hartford*
Mary Barbara Salter, *Newport, R.I.*
Michael Thomas Saunders, *Hartford*
Phyllis H. Scheinberg, *Brooklyn, N.Y.*
David Austin Schirmer, Jr.,
New Canaan, Conn.
Matthew David Schor,
Shaker Heights, Ohio
Michael E. Seifert, *Evanston, Ill.*
Judy Mary Sello, *Cedar Grove, N.J.*
Marc Lee Sherman, *East Meadow, N.Y.*
Beth Anne Shipley, *Philadelphia, 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.
Murray Allen Sigman, *Evanston, Ill.*
Gary A. Smith, *Old Tappan, N.J.*
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
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.*
Douglas Kohler Stewart, *Buffalo, N.Y.*
Kenneth Maurice Stone, *Chicago, Ill.*
Joel Benjamin Strogoff,
Worcester, Mass.
Aletha Magdalene Strong,
Chicago, Ill.
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.*
Charla Jane Thompson, *Narberth, Pa.*
William Page Thompson,
Bronxville, N.Y.
Nancy A. Townshend, *Baltimore, Md.*
Jeffrey Michael Tucker,
Akron, Ohio
Patricia Anne Tuneski,
New London, Conn.
Stanley Albert Twardy, Jr.,
Stamford, Conn.
Penelope C. Twichell, *Hamden, Conn.*
John Waples Tyler, *Wilmington, Del.*
Nancy Welles Vignone,
Wellesley, Mass.
Michael Anthony Vitale,
Madison, Conn.
Mark von Mayrhauser,
Worcester, Mass.
Robin Wagne, *Waterbury, Conn.*
Durward A. Watson, *Milwaukee, Wisc.*
James Garrison Webster, *Sewickley, Pa.*
Marcia Lynne Weiner,
Wynnewood, Pa.
Henry Sabath Weisburg,
New York, N.Y.
Eric S. Weiss, *Bronx, N.Y.*
Martha Elizabeth Wettemann,
Guilford, Conn.
James Whitall, *New York, N.Y.*
John Gustaf White, *Rockton, Ill.*
Ruth Baldwin Wiggins, *Dedham, Mass.*
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.*
Stephen Hale Wolf, *Cambridge, Mass.*
Erich James Wolters, *Akron, Ohio*
Dirk Johannes Wybenga,
Washington, D.C.

Student List 1970-71/191

Thomas Widdell Wynne,
Cleveland, Ohio
Sandra A. Yurchyk, *Waterbury, Conn.*
James Edmond Zaccaria,
Oakville, Conn.

Gregory Nicholas Zec,
New Canaan, Conn.
Alan Patrick Zimmerle, *Rockville, Conn.*
Donna Zito, *Chester, Conn.*
Mark Allen Zivin, *Highland Park, Ill.*

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.*
Martha Sue Avery, *Wichita, Kan.*
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 Ford, 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.*
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,
Allentown, Pa.
Keith Laurence Callahan,
Sevenoaks, Kent, England
Mark McLeod Cameron,
Washington, D.C.
Martha Talmadge Carey,
Hingham, Mass.
Lisa Booker Carothers, *Cincinnati, Ohio*
Carolyn Ruth Cartland, *West Hartford*
Paul Walter Charow,
Wellesley Hills, Mass.
Francis Fessenden Chase, III,
Norwell, Mass.
Michael Steven Chearneyi,
Baltimore, Md.
Bruce Alan Cholst,
Rockaway Park, N.Y.
June Marie Cicerchia, *Bethany, Conn.*
John Newbold Clark, *Wynnewood, Pa.*
Nancy Scott Clark, *Boxford, Mass.*

192/Student List 1970-71

- Henry Rawle Clement,
Valley Forge, Pa.
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 J. 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.*
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.
Mark Randall Feathers, *Bedford, N.Y.*
William Ralph Fenkel, *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, *Watts, Calif.*
Katharine Lloyd Fowle, *Sloatsburg, 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 Frelander,
Worcester, Mass.
Bennett David Freeman,
Manchester, N.H.
Andrea Jean Galvin, *East Hartford*
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.

Student List 1970-71/193

- 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.
 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.
 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.
 Emily G. Holcombe, *West Hartford*
 Caroline McCormick Hollingsworth,
Dover, Mass.
 David Charles Hopkins,
Mountain Lakes, N.J.
 Michael Scott Hoskinson, *Sterling, Ill.*
 Cynthia Leila Howar, *Bethesda, Md.*
 John David Howard, *New York, N.Y.*
 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, *Columbus, Ga.*
 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.
 Cynthia Ann Keller, *St. Louis, Mo.*
 Paul Michael Kelley, *Verona, N.J.*
 Marjorie V. Kelsey, *West Orange, N.J.*
 Artemis Isabel Kent,
Purley, Surrey, England
 Emily Beth Kimenker, *West Hartford*
 John Joseph Kindl, *Hartford*
 Oliver Raymond King, *Hartford*
 Gary Frank Kinsella, *Springfield, Pa.*
 James Edward Kjorlien, *New York, N.Y.*
 Stanley Bernard Klein,
West Haven, Conn.
 James Gordon Knight, *Houston, Texas*
 Scott Van Santvoord Knox,
Darien, Conn.
 John David Koizim, *Westport, Conn.*
 Charles David Koncz, *Guilford, Conn.*
 Marianne Elisabeth Kozynsky,
Collinsville, Conn.
 Peter Steven Kraus, *Meadowbrook, Pa.*
 Saul Johnathon Kupferberg,
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.
 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.*
 Kevin H. Loveland, *West Hartford*
 Deborah Jean MacArthur,
Tolland, Conn.
 Carol Elizabeth Manago,
New York, N.Y.
 Margaret Lacey Marks, *Pittsburgh, Pa.*

194/Student List 1970-71

- Elizabeth Ruth Martin,
East Norwich, N.Y.
Reginald Frederick Martin, III,
Washington, D.C.
Mary Jo Marguerite Matel,
Torrington, Conn.
Dorothy Brown McAdoo,
Bryn Mawr, Pa.
Scott Macauley McBride, *St. Louis, Mo.*
Thomas Joseph McBride,
Wallingford, Pa.
Philip John McBrien, *Durham, Conn.*
Stephen Cushing McBroom,
Roanoke, Va.
Ann Baird McClenahan, *Villanova, Pa.*
John James McCook, *Old Lyme, Conn.*
Thomas Douglas McDonald,
Munster, Ind.
Brian Richard McEleney, *Natick, Mass.*
Duane Paul McKay,
West Haven, Conn.
Dennis Martin McKearin,
Dover, N.H.
Christina Medina, *New York, N.Y.*
Margaret Welch Meigs, *Princeton, N.J.*
Elisabeth Rutledge Merrill,
Westwood, Mass.
Susan Elizabeth Merritt, *St. Charles, Ill.*
Christopher Merrow, *West Hartford*
Stephen H. Meyer, *Leominster, Mass.*
John Gregory Mezochow, *West Hartford*
William Vincent Millea, *Shelton, Conn.*
Carolyn Ten-Eyck Miller,
Mexico 20, D.F., Mexico
Katherine Knox Miller, *Baltimore, Md.*
Mark Miller, *Winnetka, Ill.*
David Penfield Millikin, *Winnetka, Ill.*
Stephen Michael Minard,
Seattle, Wash.
Richard Jay Moller, *Wenham, Mass.*
Matthew Eli Moloshok, *Scarsale, N.Y.*
Edward Chadwick Mooney,
West Hartford
James S. Morgan, Jr., *Wyncote, Pa.*
Jeffrey Stephen Morgan, *St. Louis, Mo.*
Ilean Leavern Motley,
Washington, D.C.
Michelle Ann Moye, *Bronx, N.Y.*
Jonathan Naab, *New London, Conn.*
Sharon Linda Naska, *East Hartford*
Johan Martin Natvig, *Swarthmore, Pa.*
Holly Forrest Nelson, *Baltimore, Md.*
Heidi Lou Neubauer,
New Britain, Conn.
Mary Ann Newman, *Chicago, Ill.*
Stephen Lawrence Newman,
Scarsdale, N.Y.
Steven Cameron Newsome, *Norfolk, Va.*
Robert Christopher Nielsen,
New York, N.Y.
Theodore Paul Noon, *Hingham, Mass.*
Richard Alan Norden, *New York, N.Y.*
Kevin Allen North, *Bloomfield, Conn.*
Barry Michael O'Brien,
Wallingford, Conn.
Dana Elizabeth O'Brien,
Ft. Washington, Pa.
Raymond Frederick Obrock,
Westfield, N.J.
Matthew McGowan O'Connell,
Center Valley, Pa.
Margaret Alice Oliver,
Deep River, Conn.
William Michael Orfitelli,
Vernon, Conn.
Thomas Allan Pandolfo,
Arlington, Mass.
Jefferson David Parker, *McLean, Va.*
Mary Elizabeth Parker, *Kingston, R.I.*
William DeForest Pearson,
Watertown, Conn.
Carolyn Ann Pelzel,
East Northfield, Mass.
Stephen Ogden Pember,
Jamesville, Wis.
John Picone, Jr., *Greenwich, Conn.*
Geoffrey Francis Pierce, *Peoria, Ill.*
Alison Robin Piscitello, *Clifton, N.J.*
Nathalie Morrill Post,
South Norwalk, Conn.
Edward Magnus Potter, *St. Louis, Mo.*
John William Powell, *Gladwynne, Pa.*
Eleanor Mary Pratt, *Middletown, Conn.*
David Charles Prejsnar,
Stockbridge, Mass.
Glenn Michael Preminger,
Englewood, N.J.
Charles Wiggins Putnam,
Dedham, Mass.
Steven Campbell Radtke,
Bloomfield, Conn.
William Lennox Rafferty,
New York, N.Y.
Algis Joseph Rajeckas, *Waterford, Conn.*
John Alan Ratches, *Hartford*
Fred William Redeaux, *Chicago, Ill.*
Alan Dean Rexford, *Wilmington, Del.*
Frederick James Robinson, III,
Grosse Pointe Farms, Mich.
James Roche, *New Britain, Conn.*
Stephan Barry Rogers, *Dunstable, Mass.*
Deborah Louise Root,
Shrewsbury, Mass.
Mitchell Rosenberg, *Broomall, Pa.*
Joshua Tripp Rosenfield, *Bronx, N.Y.*
Elizabeth Lyra Ross, *Detroit, Mich.*

Student List 1970-71/195

- Terrie Suzitte Rouse, *Baltimore, Md.*
Robert Earle Russell,
Winchendon, Mass.
Mohsin Saeed, *Lahore, West Pakistan*
Wesley Robert Sager, *Trumbull, Conn.*
Douglas Jay Sanderson,
Tallahassee, Fla.
Jeffrey David Saxe, *East Lyme, Conn.*
Stephen Alan Saxe, *East Lyme, Conn.*
Amy Beth Schewel, *Baltimore, Md.*
Barton Tideman Schneider,
Brussels 15, Belgium
Robert Adam Schumer, *New York, N.Y.*
William Francis Scully, III,
West Hartford
Anne Wilcox Scurria, *Philadelphia, Pa.*
Christopher Robert Sehring,
Bexley, Ohio
Steven Lyle Seligman, *West Hartford*
David William Seltzer,
Melrose Park, Pa.
Helen Ocksana Sen, *Hartford*
Dorothea Adele Seronde, *Stow, Mass.*
Joseph Isiak Shabazian,
Farmington, Conn.
Adelaide Moys Shafroth, *Denver, Colo.*
Arthur A. Shanken, *Philadelphia, Pa.*
Lynne Susan Shelnitz,
New Haven, Conn.
Philinda Dexter Shepley,
Topsfield, Mass.
Charles Upton Shreve, IV,
Detroit, Mich.
Alan Campbell Sibert, *Lima, Peru*
Jill Anne Silverman, *Meadowbrook, Pa.*
Leslie Starratt Simmons, *Ghent, N.Y.*
Marc Neal Simon, *Richmond, Va.*
Sandra Small, *Hampton, N.H.*
Ann Ruth Smith, *New York, N.Y.*
Christine Smith, *New Orleans, La.*
Duncan Emerson Smith, *Newton, Mass.*
Ellen Barry Smith, *So. Freeport, Me.*
Linell Nash Smith, *Sparks, Md.*
Michael D. Smith, *Chicago, Ill.*
Steven Donnan Smith, *Plainfield, N.J.*
Willie Otho Smith, *Chicago, Ill.*
Steven Joseph Smoland, *New York, N.Y.*
David Hays Solis, V, *Jenkintown, Pa.*
Richard Spencer, *Los Angeles, Calif.*
Marcia Speziale, *Torrington, Conn.*
David Griffin Stabler, *Winchester, N.H.*
Allan Breed Stark, *Kansas City, Mo.*
Robert Wallace Starkey, *West Hartford*
Frederick Richard Stehle,
Newtown Square, Pa.
Timothy Parker Stevens,
Hamden, Conn.
Michael Stephen Straley,
Rockville Centre, N.Y.
Robert David Swett, *West Hartford*
David Paul Sylvestro, *Worcester, Mass.*
Andrew Steven Taussig,
Mt. Vernon, N.Y.
David Trueblood Taylor,
Worcester, Mass.
Amy Susan Tenney, *White Plains, N.Y.*
Cameron Acheson Thompson,
Central Valley, N.Y.
Jeffery Scott Thompson,
Windsor Locks, Conn.
Walter Anthony Thompson,
Jamaica, N.Y.
Sara Ruth Throne, *Longmeadow, Mass.*
David Andrews Toland, *Malvern, Pa.*
Alex Trocker, *Brooklyn, N.Y.*
Barbara Ann Trudeau,
Wethersfield, Conn.
Karen Tucker, *Washington, D.C.*
Valerie Copeland Van Arsdell,
Pittsford, N.Y.
Christina Margaret Van Itallie,
Englewood, N.J.
Jane Lynne Veith, *Leonia, N.J.*
Sara King Vogeler, *Cincinnati, Ohio*
Robert Steven Walker, *Akron, Ohio*
David Lawrence Waltos,
Torrington, Conn.
Jennifer Joan Warburg,
Greenwich, Conn.
Charles Gould Ward, III,
Wallingford, Pa.
John Convard Warfel, *Bolton, Conn.*
Ronald Victor Waters, III,
Westwood, Mass.
Edward Slater Webster, *Ambler, Pa.*
Ronald Harlan Weissman,
Scarsdale, N.Y.
Janet Sue Wertheimer, *Great Neck, N.Y.*
John Jacob Westermann,
Huntington Station, N.Y.
Jean Teresa Wierzbicki,
Wethersfield, Conn.
Saul Wiezenthal, *Miami, Fla.*
Nancy Cecil Wilkes, *Columbia, Tenn.*
Ann Matthews Wolf, *Wyncote, Pa.*
Lloyd David Wolf, *Falls Church, Va.*
Richard Harold Wolfram, *Dallas, Texas*
Fred Harold Wolinsky, *Oceanside, N.Y.*
William Emerson Wright,
Wellesley, Mass.
Richard Thomas Wyatt,
Waterford, Conn.
Christopher Charles Wyle,
Cos Cob, Conn.

196/Student List 1970-71

Larysa Maria Wysznewskij,
Wethersfield, Conn.
Amy Yatzkan, Pittsburgh, Pa.
David John Yerkes, Bloomfield, Conn.

M. Christine Young, Wynnewood, Pa.
Robert Paschal Ziccardi,
North Haledon, N.J.
Gloria Jane Zieper, Worcester, Mass.

ENROLLMENT 1970-1971

(As of October, 1970)

Freshmen	420
Sophomores	369
Juniors	343
Seniors	322
Twelve College Exchange (incoming)	36
Visiting Students	3
Special Students (non-degree candidates)	27
Total Undergraduates	1520
Graduate Students	458
Grand Total	1978

In addition to the above, 28 undergraduates from the Greater Hartford Intercollegiate Registration Program were registered at Trinity, and 6 Fifth Year Engineers participated in the Trinity RPI Joint Program.

Freshman Class

CLASS OF 1975*

- John Carl William Adamec,
Alpine, N.J.
Douglass Scott Adams, *Wellesley, Mass.*
Robert Christopher Adams,
Milford, Conn.
Clarkson Addis, III, *Haverford, Pa.*
Laurie Sandra Alberts,
Lexington, Mass.
Raymond Albo, *New York, N.Y.*
Beverly Bonnie Alexandre, *Radnor, Pa.*
Peter Anthony Allegra, *Bristol, Conn.*
Elizabeth Ann Allen,
Wethersfield, Conn.
Paula Michele Amann, *Pontiac, Mich.*
Peter Sebastian Amenta,
Cromwell, Conn.
Harold William Anderson, III,
Northfield, Ill.
Robert Kemp Andrian,
Wethersfield, Conn.
David Gordon Angle,
West Hartford
Burton Luke Apfelbaum,
Kenilworth, N.J.
John Charles Appler, *Oregon, Ill.*
Leila Raquel Arjona, *Corona, N.Y.*
Karen Elizabeth Armstrong,
Providence, R.I.
William Harry Armstrong, *Akron, Ohio*
Arthur Edgar Arnoff, *Riverside, Conn.*
Bradley Earl Bacon, *Pekin, Ill.*
Bruce Merrell Bailey, *Milton, Mass.*
Ann Victoria Baker, *Bethlehem, Pa.*
Kevin Charles Baker, *Stamford, Conn.*
Sandra Stockton Baker, *Towson, Md.*
James Edward Balesano,
Manchester, Conn.
Kathryn Coe Barnes, *Wellesley, Mass.*
Emily Barron, *Dedham, Mass.*
Michael John Barry, *Simsbury, Conn.*
John Carvel Bayer, *Thompson, Conn.*
John Curtin Beaudoin,
Chappaqua, N.Y.
Bruce Nicol Bensley, Jr.,
Morristown, N.J.
Edward Justus Berghausen,
Cincinnati, Ohio
Jane Louise Bergman, *Chicago, Ill.*
Thomas Joseph Biuso,
Rockville Centre, N.Y.
Lorna Knowles Blake,
Ponce, Puerto Rico
Victoria Blank, *New Rochelle, N.Y.*
Pamela Sue Bloom, *Houston, Texas*
Robin Aldred Bodell, *Providence, R.I.*
David Butterfield Bodine,
Easton, Conn.
Donald Roger Bodner,
Indianapolis, Ind.
Hubert Roderick Boldon, *Holland, Ohio*
Stephen Miles Botkin, *Norwalk, Conn.*
Charlotta Ann Branda,
Ft. Washington, Pa.
Nancy Kate Braus, *Larchmont, N.Y.*
Thomas Andrew Bray, *Palmerton, Pa.*
Elizabeth Lyons Breglio,
Wantagh, N.Y.
Benjamin Brewster, *Kittery Point, Me.*
Eileen Mary Bristow,
West Hartford
Thomas Allan Britton,
Wilmington, Del.
Nanci Fran Brodie, *New York, N.Y.*
Cynthia Eleanor Bromberg,
West Hartford
Kurt Jeffrey Brotherson, *Springfield, Ill.*
Jeffrey Philip Brown,
Cape Elizabeth, Me.
Selbourne Godfrey Brown,
Bridgeport, Conn.
Steven Gary Brown, *Baltimore, Md.*
Henry Eugene Bruce, Jr.,
Wellesley Hills, Mass.
Barbara Ann Brucker,
Grosse Pointe, Mich.
Patricia Ann Burk, *Coral Gables, Fla.*
Gordon Ed Burkett, *Portland, Ore.*
Joseph Anthony Calabro,
Simsbury, Conn.

* As of July 15, 1971.

198/Freshman Class 1971-72

- Thomas Anthony Cangelosi,
Chicago, Ill.
- William Reginald Carpenter,
Compton, Calif.
- David Millar Cass, *Short Hills, N.J.*
- Steven Gano Cecil, *Cincinnati, Ohio*
- Charlie Charuvastr, *Bangkok, Thailand*
- Patricia Rose Ciaccio, *Windsor, N.J.*
- Jan Alexandra Cioci,
APO New York, N.Y.
- Douglas Wise Clark, *Oldwick, N.J.*
- Jeffry Russell Clark, *Wickford, R.I.*
- Mark Robert Cleary, *Princeton, N.J.*
- Paul Raymond Cleary, *Alexandria, Va.*
- Eleanor Rose Clements, *Exeter, N.H.*
- Janet Carol Cochran, *Carlisle, Mass.*
- Joseph Samuel Cohen,
Manchester, Conn.
- Teresa Collado, *Bronx, N.Y.*
- Steven Edward Condon,
Glen Ellyn, Ill.
- Frances Clark Congdon,
North Chatham, Mass.
- Edward Vernon Connor,
Roxbury, Mass.
- Marlene Kim Connor, *New York, N.Y.*
- Anne Bradley Cook, *Philadelphia, Pa.*
- Henry Cushman Copeland,
Greenville, Del.
- Joan Maxine Copperman,
Bala Cynwyd, Pa.
- James Taylor Cowdery,
Orange Park, Fla.
- Susan Mara Coyne, *Brooklyn, N.Y.*
- Robert Ernest Crabill, *Riverside, Conn.*
- John Lee Cracovaner,
Roslyn Heights, N.Y.
- Philip Allan Crawford,
Dorchester, Mass.
- Susan Hamilton Crimmins,
Darien, Conn.
- James William Cuminale,
Greenwich, Conn.
- Ellen Stoddard Cunningham,
Winchester, Mass.
- Sheila Florence Cureton,
Stamford, Conn.
- William Daniel Curren,
New Haven, Conn.
- Robin Leblang Danziger, *Syosset, N.Y.*
- Albert Clay Debevoise,
Washington, D.C.
- Francis Stephen Delaney, *Morris, Conn.*
- Lyman Delano, *Kittery Point, Me.*
- Philippe de Laperouse,
Fair Haven, N.J.
- Philip Demke, *West Hartford*
- Susan Jean Derby,
Windsor Locks, Conn.
- Chester Berger Derr, III,
South Woodstock, Conn.
- James Stephen Dichter,
Newton Centre, Mass.
- Janice Leigh Dickens,
Bloomfield, Conn.
- Janet Belle Dickinson, *Meriden, Conn.*
- Harold Thompson Dillon, III,
Atlanta, Ga.
- Martin Henry Dodd, *Norfolk, Conn.*
- Donna Mary Dolin, *Fairfield, Conn.*
- Anne Warrington Donnelly,
Bethesda, Md.
- Peter Francis Donovan,
Wayland, Mass.
- Michael Ryan Downing,
Philadelphia, Pa.
- Aetna Katherine Dowst, *Peekskill, N.Y.*
- Gregory Brian Duffy, *Linden, N.J.*
- Edward Wood Dunham,
Old Lyme, Conn.
- Agustin Jorge Edwards,
Greenwich, Conn.
- Ann Breadon Egbert,
Upper Montclair, N.J.
- Elizabeth Halsted Egloff,
Farmington, Conn.
- Margaret Magalene Elmore,
Chester, Pa.
- Donna Epstein, *Chicago, Ill.*
- Charles Hayden Ericson,
Wethersfield, Conn.
- Jonathan Matthew Estreich,
New York, N.Y.
- Melissa Anne Everett,
Brightwaters, N.Y.
- Kathryn Sayr Falk, *Waban, Mass.*
- Victor Alan Feigenbaum,
West Hartford
- John Joseph Fennerty,
Schenectady, N.Y.
- Robert Heywood Fernald,
Cambridge, Mass.
- William Joseph Ferns, *Ridgewood, N.J.*
- Beth Alison Ferro, *Arlington, Mass.*
- Peter Ambler Fink,
North Haven, Conn.
- Mary Temple Fish, *Short Hills, N.J.*
- John Noble Fisher, Jr., *Weston, Mass.*
- William Kent Flowerree,
Baltimore, Md.
- David Anderson Ford,
New Haven, Conn.
- Jeffrey Sloane Ford, *Ann Arbor, Mich.*
- Charles Dunsmore Fox, IV,
Roanoke, Va.
- Jameson Stevens French,
Andover, Mass.

Freshman Class 1971-72/199

- Curtis Charles Froemming,
Milwaukee, Wis.
- Stephen Lewis Gardner, *Amherst, Mass.*
- Peter Mark Garnick, *Wilton, Conn.*
- Gregory Grant Garritt, *Dover, Mass.*
- Suzanne Gates, *West Hartford*
- Thomas Francis Gerchman,
Avon, Conn.
- John Michael Getz,
Grosse Pointe, Mich.
- Nina Ginsberg, *New York, N.Y.*
- Mitchell Lance Gittin, *Wantagh, N.Y.*
- Allen Lewis Glater,
New London, Conn.
- Alan Harrison Gluck, *Newton, Mass.*
- Bruce Howard Godick,
Wallingford, Pa.
- Neal Hillard Goldberg, *Laverock, Pa.*
- Thomas Wilton Goldberg,
St. Louis, Mo.
- Howard Goldstein, *Stamford, Conn.*
- James Robert Gomes, *Lowell, Mass.*
- Sonia Gonzalez, *New York, N.Y.*
- Charles Edward Gooley, *Chicago, Ill.*
- Terry Ellen Grant, *Mamaroneck, N.Y.*
- Peter Ashton Grape, *Fairfield, Conn.*
- Frederick Francis Graves, *Norfolk, Va.*
- Mark Coleman Graves,
Philadelphia, Pa.
- Harold Lee Gray, *Philadelphia, Pa.*
- Cathy Jean Green, *Scarsdale, N.Y.*
- Edith Mae Greene, *West Chester, Pa.*
- Brian Jeffrey Greenfield,
White Plains, N.Y.
- Sarah Jameson Greve, *Pittsburgh, Pa.*
- Elizabeth Ann Grier, *Detroit, Mich.*
- Royden August Grimm,
Riverside, Conn.
- Paul von Ryll Gryska, *Weston, Mass.*
- Elisabeth Monique Guerlain,
West Redding, Conn.
- Larry Herbert Haas, *Philadelphia, Pa.*
- John Freeman Hampson,
Bethlehem, Pa.
- Jane Elizabeth Harlan, *Chicago, Ill.*
- Caroline G. Harris, *New York, N.Y.*
- Anne Pendleton Haug,
Marblehead, Mass.
- Paul Scott Hayim, *Great Neck, N.Y.*
- Winslow Hayward, *Rosemont, Pa.*
- Jeffrey Lloyd Hendel,
New London, Conn.
- Cassandra Esther Henderson,
Chicago, Ill.
- Janis Lee Herlth, *Glastonbury, Conn.*
- Kathy Cecile Herschderfer,
West Haven, Conn.
- Elizabeth Bacon Hess,
Haddonfield, N.J.
- Lorie Linn Hewitt, *Haverford, Pa.*
- Steven Eliot Hirsch, *Hewlett, N.Y.*
- Nelson Stewart Hoeg, *Duluth, Minn.*
- Sonia Phipps Holden,
New Canaan, Conn.
- John Michael Holik, *Manchester, Conn.*
- John DuBois Holloway,
Wheeling, W. Va.
- Margaret Swearingen Holmes,
New York, N.Y.
- Margaret P. Hough, *Falmouth, Mass.*
- Sarah Farnsworth Hunnewell,
New York, N.Y.
- Richard Allan Huoppi,
Watertown, Conn.
- Christopher David Imlay, *Olney, Md.*
- Eleanor Simmons Ingersoll,
Bryn Mawr, Pa.
- Jessica Grace Ippedico,
West Hartford
- Andrew Leith Isaac, *Chappaqua, N.Y.*
- Constantine Stephen Joannou,
Elberon, N.J.
- Steven Sumner Kaitz, *Newton, Mass.*
- David Michael Kalan, *Abington, Pa.*
- Madge Juliette Kaplan, *Newton, Mass.*
- Phoebe Chantler Kapteyn,
Great Barrington, Mass.
- Karen Ellen Karafin, *Rydal, Pa.*
- Christopher Carden Kashe,
Washington, D.C.
- Nancy Lynn Kasimer,
New Haven, Conn.
- Joan Ann Kaufman, *Englewood, N.J.*
- Jeffrey Matthew Keller,
Churchville, Pa.
- Elizabeth Thompson Kellogg,
Wynnewood, Pa.
- Peter Hicks Kiliani, *Pittsburgh, Pa.*
- Diana Leslie Kirk, *Scarsdale, N.Y.*
- James Gordon Kirschner, *Bronx, N.Y.*
- Henry Anthony Korszun,
New Haven, Conn.
- John Stuart Krauser,
Melrose Park, Pa.
- Konrad Rudolf Kruger,
Rochester, Mich.
- Douglas August Kuhn,
Indianapolis, Ind.
- David James Kuncio, *Auburn, N.Y.*
- Lewis Reynold Labbadia,
Portland, Conn.
- David Walker Lander, *Villanova, Pa.*
- Richard Bankson Lander, *Wayne, Pa.*
- Linda Gordon Landon,
Cold Spring Harbor, N.Y.
- Maurice Roland Landry,
Springfield, Mass.

200/Freshman Class 1971-72

- Christopher Warren Lane,
Buffalo, N.Y.
James Adams Larrabee,
Newtown, Conn.
Erik Winter Larsen, *Avon, Conn.*
Carol Tracy Larson,
New Canaan, Conn.
Sharon Joy Laskowski, *Bristol, Conn.*
John Loewy Latz, *Ventnor, N.J.*
Holly Chambers Laurent,
Stamford, Conn.
Philip Anthony Leone,
Youngstown, Ohio
David Mark Levin, *Elberon, N.J.*
Charles Ellis Levine, *Columbus, Ohio*
Laurence Adan Levine,
Newton Centre, Mass.
William Ralph Levy, *Philadelphia, Pa.*
David Walter Lewis, Jr.,
South Hadley, Mass.
Jeffrey Merrill Liebenson,
Stamford, Conn.
John Paul Loether, *Newtown, Conn.*
John Santo Lombardo,
Wethersfield, Conn.
Linda Phoebe Lorensen, *Bristol, Conn.*
Peter Davis Luria, *Stamford, Conn.*
Norman Benjamin Luxemburg,
Millburn, N.J.
John Marmaduke Lynham, Jr.,
Chevy Chase, Md.
Melissa Ruth Maier, *Eden, N.Y.*
Lance Reid Mald, *Teaneck, N.J.*
Frank Reid Malkin, *Rockville, Conn.*
Milton Lewis Marder, *Brookline, Mass.*
Jeffrey Richard Martin,
London, England
Kathy Ann Martin, *Norwich, Conn.*
Thomas Horace Martin,
Middlesboro, Ky.
Andrew Buchan Martinez,
New Orleans, La.
Bruce Paul Marvonek,
Stafford Springs, Conn.
Lynn Mathews, *Fairfield, Conn.*
Kiyoshi Matsumi, *Tokyo, Japan*
Christopher Crawford Max,
Holland Patent, N.Y.
Neal Harvey Mayerson,
Cincinnati, Ohio
Deborah Dawn McAfee,
Somerville, N.J.
Roger Scott McCord,
North Granby, Conn.
Martha Anne McCourt, *Newton, Mass.*
Andrea Mercer McCrady,
Pittsburgh, Pa.
James Matthews McGuire,
Cleveland, Ohio
Barbara Clare McIver, *Norwalk, Conn.*
Camilla Oakley McRory, *Ashton, Md.*
Meera A. Mehta, *Bangalore, India*
David Morris Michaels,
New York, N.Y.
John Miesowitz, *Somerville, N.J.*
Harrison Miles, Jr. *Portland, Ore.*
Dan Nicholas Milosevich, *Ottawa, Ill.*
Peter Anthony Mindnich,
Short Hills, N.J.
Joann Sara Minsky, *Philadelphia, Pa.*
David Rees Mitchell, *Houghton, Mich.*
Carey Loraine Moler, *Darien, Conn.*
Jeffrey Scott Molitor,
Newburyport, Mass.
Jeffrey Harder Monaghan,
Medfield, Mass.
Rudolph Arthur Montgelas,
Darien, Conn.
Christopher Gulick Mooney,
West Hartford
Nancy Beth Moore, *Woodbridge, Conn.*
Jesse Johnson Morgan, III,
Hillside, N.J.
Gary Arthur Morgans, *Lyndhurst, Ohio*
Peter Jay Morin, *Bristol, Conn.*
Deborah Lynne Morris,
Wilmington, Del.
Alex Robert Murenia,
Wallingford, Conn.
Pamela Lynn Myers, *Princeton, N.J.*
Sara Ellen Nathan, *New York, N.Y.*
Anne Louise Newhall, *Granby, Conn.*
Laurence Michael Newman,
Brooklyn, N.Y.
Patrick James O'Connell,
New York, N.Y.
Robert Antony Orsi, *Bronx, N.Y.*
Janet Ellen Ovsiew, *Glenside, Pa.*
Peggy Ann Palmer, *Wethersfield, Conn.*
Gwen Parry, *Cos Cob, Conn.*
Nelson Ingraham Perry,
Wellesley, Mass.
William LaCroix Phippen,
South Hamilton, Mass.
Bertrand Raymond Picard,
New York, N.Y.
Anthony Vito Piccirillo,
West Concord, Mass.
Sumner Pingree, *South Hamilton, Mass.*
Janet Ann Podell, *Englewood, N.J.*
Michael Elliott Pogue, *Cincinnati, Ohio*
Kathrin Winne Poole, *Princeton, N.J.*
Kenneth Alan Post, *Seaford, N.Y.*
Stephen Edward Potz,
East Hartford
Bolling Raines Powell, III,
Gloucester, Va.
Carol Jane Powell, *Levittown, Pa.*

Freshman Class 1971-72/201

- Peter Elwood Preston,
Bala-Cynwyd, Pa.
- Timothy Cary Quinlan, *Jaffrey, N.H.*
- Lorraine Raglin, *Washington, D.C.*
- Gregory Read, *Tenaftly, N.J.*
- Edward Steven Reed, *Stamford, Conn.*
- Deirdre Anne Redden, *Branford, Conn.*
- Susan Louise Reeder, *Carlisle, Mass.*
- Daniel William Reese, *Rydal, Pa.*
- Constance Bond Reeves,
New Canaan, Conn.
- Sandra Ivette Reyes, *Brooklyn, N.Y.*
- Rona Lynn Rice, *Harrison, N.Y.*
- Suzanne Jean Richards, *Erving, Mass.*
- Louise Richardson,
Cape Elizabeth, Me.
- Thomas Gregory Ricks,
Manila, Philippines
- Janet Lynn Ries, *Newton, Mass.*
- Loren Fran Ritter,
New London, Conn.
- George Brooke Roberts, III,
Kingston, Jamaica
- Deborah Ann Robinson, *Granby, Conn.*
- Holly Lynn Robinson, *Montclair, N.J.*
- Kate Allen Weems Roby,
Philadelphia, Pa.
- Barclay Beebe Rockwood,
Osterville, Mass.
- Douglas Howard Rome,
Worcester, Mass.
- Michael Lee Rosenbaum, *Colonia, N.J.*
- Betsy Sander Rosenberg,
Cincinnati, Ohio
- Lisa Kathryn Roth, *Wynnewood, Pa.*
- Cynthia Ann Rowley, *Perrysburg, Ohio*
- Franklin Elihu Sacks, *Worcester, Mass.*
- Seymour Lazar Sakier,
West Hartford
- Mark Jonathan Sammons,
Pittsfield, Mass.
- Gregory John Sanik, *Oneonta, N.Y.*
- Peter Michael Sawyer, *Hartford*
- Forrest Knight Schofield,
Maumee, Ohio
- Edward G. Schreiber, *Cincinnati, Ohio*
- Thomas Roger Schreier,
Rocky Hill, Conn.
- Robert Eugene Sears,
Los Angeles, Calif.
- Joan Kimball Seelye, *Penllyn, Pa.*
- Marci-ellen Selig, *Narberth, Pa.*
- George Nato Serafino,
Southington, Conn.
- Robert Gould Shaw, *Tuxedo Park, N.Y.*
- Elizabeth Mary Shea, *Worcester, Mass.*
- Carl Hudson Shelly,
Patrick A.F.B., Fla.
- Amy Leigh Sherman,
- Wappingers Falls, N.Y.*
- Constance Victoria Shuck,
Chevy Chase, Md.
- Richard Elliot Slutsky, *Bayside, N.Y.*
- Cheryl Anne Smith, *Chicago, Ill.*
- Scott Reed Smith, *Perrysburg, Ohio*
- TiMaum Southworth, *Fairfield, Conn.*
- Kirk Allen Springsted, *St. Paul, Minn.*
- Joan MacMurray Starkey,
Brookline, Mass.
- Michael John Stavola,
Wethersfield, Conn.
- Jan Leslie Steck, *LaJolla, Calif.*
- Rebecca Jane Stein, *Nyack, N.Y.*
- Susan Abigail Stix, *St. Louis, Mo.*
- Ralph Kenneth Stone, *Worcester, Mass.*
- Wendy Lee Stone, *White Plains, N.Y.*
- Kevin Allan Stover, *Florence, N.J.*
- Neil Samuel Stratton, *Washington, D.C.*
- Janet Anna Strickland, *Hartford*
- James Edward Sumler,
Springfield, Mass.
- Hugh Yules Tamaren, *Hartford*
- Kenneth Kossuth Tate,
North Haven, Conn.
- William Murray Taussig, Jr.,
Chestnut Hill, Mass.
- Andrew Paris Taylor, *Barrington, R.I.*
- Sandra Guilford Terry,
Harwichport, Mass.
- JoWillie Thomas, *Brooklyn, N.Y.*
- Stephen Joseph Thomas, *Peoria, Ill.*
- Jamie Bennett Tilghman,
Cedarhurst, N.Y.
- Victoria Merritt Tilney, *Lawrence, N.Y.*
- Frances Anne Tinti,
Stafford Springs, Conn.
- William Charles Tomlinson,
Brookfield Center, Conn.
- Robert Edwin Toomey, Jr.,
South Hadley, Mass.
- John Bernard Traino, Jr.,
Wilmington, Del.
- Richard Frank Tucci,
Middletown, Conn.
- Ann Elizabeth Tulcin, *Scarsdale, N.Y.*
- Rose Marie Udics, *Cleveland, Ohio*
- Sally LeBaron Valentine,
Philadelphia, Pa.
- Karen Louise Valuckas,
Farmington, Conn.
- Frank Joseph Villani, *Brooklyn, N.Y.*
- Robin Erica Wagner, *Narberth, Pa.*
- Charles Stow Walker, Jr.,
Providence, R.I.
- Linda Lee Walling, *Bedford Hills, N.Y.*
- Kathleen Ann Walsh,
San Antonio, Tex.

202/Freshman Class 1971-72

- Anne McGrath Warrington,
Cincinnati, Ohio
Bruce Jay Weber, *Teaneck, N.J.*
Robin Ann Weinberg, *Great Neck, N.Y.*
Iris Miriam Weisman, *Springfield, N.J.*
Ellen Margaret Weiss,
Great Neck, N.Y.
Lisa Karen Weiss, *Baltimore, Md.*
Philip Alan Wendler,
West Springfield, Mass.
James Gregg Wentling,
Greensburg, Pa.
Eric James Werner, *Hartford*
John Jarius Wesley, *Prospect, Conn.*
Wendy Robin Wheeler, *Darien, Conn.*
Michael John Willett, *Kenmore, N.Y.*
Donna Louise Williams, *Brooklyn, N.Y.*
Mark Whitney Williams,
New York, N.Y.
Michael Steven Clark Williams,
New York, N.Y.
Ronald Mark Williams, *Evanston, Ill.*
Peter Gray Wiswall, *Wellesley, Mass.*
Richard Beal Woodward,
Hingham, Mass.
Katherine Woodworth, *Dedham, Mass.*
Eric Lee Wright, *St. Albans, N.Y.*
Linda Jane Wyland, *Rochester, N.Y.*
Robert Lawrence Yusem,
Cheltenham, Pa.
James Anthony Zachar,
Torrington, Conn.
Gary Henry Zaremski, *Shelton, Conn.*

TRANSFER STUDENTS - FALL OF 1971

- Peter Barrett, *Palos Verdes, Calif.*
Adelaide Amelia Beacham,
Key Biscayne, Fla.
Quay Brown, *Madison, Conn.*
Narcissa Reeder Campion,
Bronxville, N.Y.
Charlene Anne Chiang, *Glen Cove, N.Y.*
Linda Colleen Clark, *Norwalk, Conn.*
Earl Brink Conee, *Hartford*
Jose D. Cruz-Vazquez, *Hartford*
Frederick Allen Dahl,
West Hartford
Carroll Dunham, Jr., *Old Lyme, Conn.*
Madora Dunlop, *Worcester, Mass.*
Denise Joyce Ewald, *Manchester, Conn.*
Patricia Boudreau Fargnoli,
Windsor, Conn.
Margaret Johanna Fleming,
Washington, D.C.
Patricia Wright Gworek,
Wethersfield, Conn.
Linda Jo Holbrook,
Higganum, Conn.
Susan Houghton, *Hartford*
Toby Frances Israel, *Englewood, N.J.*
Julie Therese Johnson, *Racine, Wis.*
James Kerans, Jr., *Rowayton, Conn.*
Patricia Johnston Kieseewetter,
Pittsburgh, Pa.
Eve Langenfeld, *East Hartland, Conn.*
Barbara Lynn Lawrence, *Syosset, N.Y.*
Elizabeth Crary Lord, *Syosset, N.Y.*
Martha Moore Maddry,
Glastonbury, Conn.
Shelley Ruth Marder, *Forest Hills, N.Y.*
Susan Marie McMullen,
Farmington, Conn.
Ruth Anne McSorley, *Houston, Texas*
Patricia Anne Mendell, *Kinnelon, N.J.*
Helen Talbott Miller, *Baltimore, Md.*
William Charles Mulkeen,
West Hartford
Latham Brundred Murray,
Earlsville, Va.
Victoria Constance Oscarsson,
Katonah, N.Y.
Hilary Adams Patterson,
Bloomfield Hills, Mich.
Donald Edward Ratliff,
West Hartford
Elizabeth Ann Reny, *Simsbury, Conn.*
Christine Gail Reynolds,
Ashland, Mass.
Claire Ebanks Robinson,
New Haven, Conn.
Elizabeth Anne Santos, *Sparta, N.J.*
Daniel Samuel Sargis,
Newington, Conn.
Nancy Jean Sarubbi, *Newington, Conn.*
Patrick Coleman Scheidel,
Windsor, Conn.
Ruth Schultz (Mrs.), *State College, Pa.*
Richard Thomas Shutran,
New Britain, Conn.
Diane Carolyn Siedlecki,
Needham, Mass.
John William Slusarz,
West Hartford
Martha Avery Smith,
Glastonbury, Conn.
Paul Agostino Spinella,
Manchester, Conn.
Eric Rushmore Winter, *Sarasota, Fla.*
Mark Peter Wolff,
Rockville Centre, N.Y.

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 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 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

Undergraduate course offerings in the Summer Term are not intended to constitute a replica of the regular terms. Some courses of a basic nature are presented for students with particular curricula objectives. Other special groupings including experimental courses not normally available during the regular college year are featured during the Summer Term. Enrollment is open to three general groups:

COLLEGE UNDERGRADUATES who have completed at least one year of college and are in good standing, either at Trinity or at another accredited institution. 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.

HIGH SCHOOL STUDENTS who have completed their junior or senior year are eligible for admission to college courses under the Transition to College Plan, which was introduced in 1958 as a complement to Advanced Placement. These students compete in the courses on an equal basis with other students. Upon successful completion of the courses, students will receive full college credit.

HARTFORD COMMUNITY ADULTS who have completed at least the equivalent of high school and who desire to enroll in one or more of the Summer Term courses may be allowed to do so as special students if, in the judgment of the instructors in courses in which these applicants wish to enroll, their level of preparation is adequate.

A separate brochure describing 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 economics, political science, mathematics, philosophy, and physics. 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.

Corporation

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GEORGE KEITH FUNSTON, L.H.D.°	New York, N.Y.
RAYMOND JOHN WEAN, SC.D.	Warren, Ohio
HENRY SAMUEL BEERS, LL.D.°	Glastonbury
OSTROM ENDERS, LL.D.°	Avon
GEORGE MALLETT FERRIS, LL.D.	Washington, D.C.
GEORGE WARREN WYCKOFF, B.A.	Pittsburgh, Pa.
GLOVER JOHNSON, LL.D.	New York, N.Y.
DANIEL ALPERT, SC.D.	Urbana, Ill.
JOHN KAPP CLARK, SC.D.	Philadelphia, Pa.
WILLIAM PERSONS GWINN, SC.D.°	Hartford
SEYMOUR EWING SMITH, B.S.°	Hartford

TERM TRUSTEES

WINTHROP WALDRON FAULKNER, B.A. (1977)	Washington, D.C.
WILLIAM MECKLENBURG POLK, B.A. (1978)	Lawrenceville, N.J.
WILLIAM RAVENAL PEELLE, B.A. (1979)°	Hartford

ALUMNI TRUSTEES

GEORGE WALLACE BAILEY STARKEY, M.D. (1972)	Wellesley Hills, Mass.
ROBERT TOLAND, JR., M.B.A. (1973)	Malvern, Pa.
HUGH STEWART CAMPBELL, LL.B. (1974)	Wethersfield
MARVIN WILLIAM PETERSON, PH.D. (1975)	Ann Arbor, Mich.
ROBERT DODGE O'MALLEY, M.D. (1976)	Holyoke, Mass.
MARTIN DEMAREST WOOD, B.S. (1977)	Simsbury
THEODORE DAVIDGE LOCKWOOD, PH.D., <i>Trustee and President</i> °	Hartford

Year indicates expiration of term.

° These members of the Board form the Executive Committee.

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ROBERT BARNARD O'CONNOR, D.F.A.	New York, N.Y.
JEROME PIERCE WEBSTER, M.D.	New York, N.Y.
ALBERT CHARLES JACOBS, LITT.D.	Chappaquiddick Island, Martha's Vineyard, Mass.
	Ann Arbor, Mich.
	West Hartford
	Bogalusa, La.
ALLERTON CUSHMAN HICKMOTT, LITT.D.	
VERTREES YOUNG, B.S.	

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ARTHUR BROOKS HARLOW, JR., '57, B.A.	Southboro, Mass.
CHARLES EDWARD JACOBSON, JR., '31, M.D.	Manchester
REID LONSDALE SHAW, '52, B.A.	Schenectady, N.Y.
GERALD JOSEPH HANSEN, JR., '51, B.A.	Gladwyne, Pa.
EDWARD A. MONTGOMERY, '56, B.A.	Sewickley, Pa.

JUNIOR FELLOWS

KARL EDWARD SCHEIBE, '59, PH.D.	Middletown
JOSEPH GUSTAV ASTMAN, '38, PH.D.	Levittown, N.Y.
WILLIAM THOMAS O'HARA, '55, LL.B.	Groton
DAVID BOOTH BEERS, '57, LL.B.	Washington, D.C.
ROBERT LEE RUSSELL, '52, M.A.	New York, N.Y.

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President	BRENTON W. HARRIES, '50
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Vice President – <i>Alumni Fund</i>	ANDREW ONDERDONK, '34
Vice President – <i>Campus Activities</i>	GEORGE P. LYNCH, JR., '61
Vice President – <i>Interviewing, Recruiting</i>	JOHN H. BLOODGOOD, '54
Vice President – <i>Area Associations</i>	DAVID R. SMITH, '52
Vice President – <i>Public Relations</i>	E. LAIRD MORTIMER, III, '57
Secretary	THOMAS M. BOYD, '62
Treasurer	ROBERT N. HUNTER, '52

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PETER D. LOWENSTEIN, '58	New York, N.Y.
CHARLES E. WADDELL, JR., '66	East Hartford
SIEGBERT KAUFMANN, '46	New Britain
RICHARD K. HOOPER, '53	New York, N.Y.
DOUGLAS B. RAYNARD, '57	North Stonington
JOHN L. BONEE, '43	Hartford

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DOUGLAS T. TANSILL, '61	Darien
DOUGLAS C. LEE, '52	West Hartford
SCOTT W. REYNOLDS, '63	Chatham, N.J.
NORMAN C. KAYSER, '57	West Hartford
DREW Q. BRINKERHOFF, '43	Fair Haven, N.J.

ATHLETIC ADVISORY COMMITTEE

DONALD J. VIERING, '42	Hartford
DOUGLAS T. TANSILL, '61	New York, N.Y.
THOMAS E. CALABRESE, '63	West Hartford

LOCAL ALUMNI ASSOCIATION PRESIDENTS

<i>Albany</i> – KENNETH J. LYONS, '60 108 Terrace Ave., Albany, N.Y. 12203
<i>Baltimore</i> – HERBERT B. MACLEA, '54 29 Murray Hill Circle, Baltimore, Md. 21212
<i>Boston</i> – DAVID W. CHASE, '60 28 Bay View Rd., Wellesley, Mass. 02181
<i>Chicago</i> – GILBERT G. CAMPBELL, '67 1360 N. Lake Shore Dr., Apt. 503, Chicago, Ill. 60610
<i>Cincinnati</i> – ROBERT L. BROWN, '61 7585 Graves Rd., Cincinnati, Ohio 45243
<i>Clearwater</i> – EDMUND F. DWIGHT, JR., '53 2614 Parkland Blvd., Tampa, Fla. 33609
<i>Cleveland</i> – WILLIAM C. DALEY, JR., '64 Clark Dodge, 1201 Union Commerce Bldg., Cleveland, Ohio 44115
<i>Detroit</i> – E. RUST MUIRHEAD, '56 253 Touraine Rd., Grosse Pointe Farms, Mich. 48236
<i>Fairfield</i> – ROBERT B. JENNINGS, '47 17 Contentment Island Rd., Darien, Conn. 06820

210/Alumni Association

- Hartford* – BENJAMIN H. TORREY, '50
29 Rosewood Dr., Simsbury, Conn. 06070
- Los Angeles* – BRIAN E. NELSON, '59
10901 Rathburn, Northridge, Calif. 91324
- Minneapolis* – WILLIAM R. GLADWIN, '55
P.O. Box 159, Hopkins, Minn. 55343
- New Britain* – R. CHARLES TOLIS, '58
200 Charles St., So. Meriden, Conn. 06450
- New Haven* – JAMES B. CURTIN, '51
1267 Mt. Carmel Ave., North Haven, Conn. 06473
- New London* – FRANCIS A. PUGLIESE, '51
28 Gardner Circle, New London, Conn. 06320
- New York* – DOUGLAS T. TANSILL, '61
26 Great Hill Rd., Darien, Conn. 06820
- Philadelphia* – LLOYD L. REYNOLDS, '63
2019 Montgomery Ave., Villanova, Pa. 19085
- Pittsburgh* – JOHN H. COHEN, JR., '52
5255 Fair Oaks St., Pittsburgh, Pa. 15217
- Providence* – F. PHILIP NASH, JR., '51
41 Everett Ave., Providence, R.I. 02906
- Rochester* – PETER Z. WEBSTER, '57
124 Landing Rd. South, Rochester, N.Y. 14610
- San Francisco* – ROBERT S. ELLIOTT, '51
355 San Mateo Dr., Menlo Park, Calif. 94025
- Springfield* – NEIL MCP. DAY, '57
117 Pleasantview Ave., Longmeadow, Mass. 01106
- Washington, D.C.* – BARRY R. PLOTTS, '56
5207 Wehawken Rd., Washington, D.C. 20016

PRESIDENTS OF THE COLLEGE

Thomas Church Brownell	1824–1831	Henry Augustus Perkins,	
Nathaniel Sheldon		<i>Acting President</i>	. . . 1915–1916
Wheaton	1831–1837		1919–1920
Silas Totten	1837–1848	Remsen Brinckerhoff	
John Williams	1848–1853	Ogilby	1920–1943
Daniel Raynes Goodwin	1853–1860	Arthur Howard Hughes,	
Samuel Eliot	1860–1864	<i>Acting President</i>	. . . 1943–1945
John Barrett Kerfoot	1864–1866	George Keith Funston	1945–1951
John Brocklesby,		Arthur Howard Hughes,	
<i>Acting President</i>	. . . 1866–1867	<i>Acting President</i>	. . . 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]*°

EDWIN PACKARD NYE

*Dean of the Faculty
and Hallden Professor of Engineering*

B.S. 1941 (New Hampshire), Sc.M. 1947 (Harvard) [1959]

PROFESSORS

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 229.

§ Leave of Absence, 1971-72.

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- MAURICE CURTIS LANGHORNE *Professor of Psychology*
B.A. 1925, M.A. 1926 (Washington and Lee), Ph.D. 1932 (Ohio State) [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]
- 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]
- 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 NEAVEYSON *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]
- 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]
- SAMUEL HENDEL *Professor of Political Science*
LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College), Ph.D. 1948 (Columbia) [1970]
- PAUL SMITH *Professor of English*
B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]
- WARD SCHENK CURRAN *Professor of Economics*
George M. Ferris Lecturer in Corporation Finance and Investments
B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- IRVING H. BARTLETT *John T. Dorrance Visiting Professor of History (Christmas Term)*
B.A. 1948 (Ohio Wesleyan), M.A. 1949, Ph.D. 1952 (Brown) [1971]

* Sabbatical leave, Trinity Term, 1971-72.

NECHAMA TEC *Visiting Professor of Sociology (Trinity Term)*
B.S. 1954, M.A. 1955, Ph.D. 1963 (Columbia) [1971]

SEYMOUR WARKOV *Visiting Professor of Sociology (Christmas Term)*
B.S. 1953 (New School), M.A. 1955 (Columbia), Ph.D. 1959 (Yale) [1971]

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*
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), M.A. 1968 (Trinity), Ph.D. 1971
(Ohio State) [1957]

ROBERT ELLIS SHULTS *Associate Professor of Physical Education*
A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green) [1957]

RICHARD BRADWAY CRAWFORD *Associate Professor of Biology*
A.B. 1954 (Kalamazoo), Ph.D. 1959 (Rochester) [1967]

HOWARD DELONG *Associate Professor of Philosophy*
B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]

* Will retire at the end of the Christmas Term.

** Sabbatical leave, Trinity Term, 1971-72.

- 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]
- 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]
- 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]

† Sabbatical leave, 1971-72.

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- 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. *Secretary of the Faculty and
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]
- ROBERT DENNIS SLAUGHTER *Associate Professor of Physical Education*
B.S. 1948, M.S.Ed. 1952 (Springfield) [1951]
- DAVID WINER *Associate Professor of Psychology*
B.A. 1959 (Vermont), M.A. 1961 (Connecticut) [1966]
- ANDREW JOSHUA GOLD *Associate Professor of Economics
Director of Urban and Environmental Studies*
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern) [1971]

ASSISTANT PROFESSORS

- BRADLEY WILBUR PERRY *Assistant Professor of Physics*
B.A. 1960 (Williams), Ph.D. 1964 (Columbia) [1966]
- 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]

** Leave of Absence.

- 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]
- 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]
- FRANK GLOYD KIRKPATRICK *Assistant Professor of Religion*
B.A. 1964 (Trinity), M.A. 1966 (Union Theological, Columbia) Ph.D. 1970 (Brown) [1969]
- 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]
- 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. 1968 (Harvard) [1970]
- JACK DANIELS *Assistant Professor of Physical Education*
B.A. 1963 (Univ. of Buffalo), M.A. 1965 (Colgate) [1970]
- RICHARD K. FENN *Assistant Professor of Sociology*
B.A. 1955 (Yale); B.D. 1958 (Episcopal Theological), Th.M. 1966 (Princeton Theological), Ph.D. 1970 (Bryn Mawr Graduate School) [1970]
- DIRK KUYK *Assistant Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [1970]
- ANN E. ROBINSON *Assistant Professor of Psychology*
B.A. 1954 (North Carolina Central), M.A. 1957 (Wayne State) [1970]
- DORI KATZ *Assistant Professor of Modern Languages*
A.A. 1959 (Los Angeles City), B.A. 1961 (Los Angeles State), M.F.A. 1963 Ph.D. 1969 (University of Iowa) [1969]
- JUDITH R. WEIL *Assistant Professor of English*
B.A. 1960 (Middlebury), M.A. 1962 (Stanford) [1970]

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- RONALD JOSEPH QUIRK *Assistant Professor of Modern Languages*
B.A. 1964 (Trinity), M.A. 1966, Ph.D. 1971 (Brown) [1969]
- WILLIAM THOMPSON BOWIE *Assistant Professor of Chemistry*
B.S. 1964 (Trinity), Ph.D. 1969 (Howard) [1971]
- ROBERT BRUCE GRAFTON *Assistant Professor of Mathematics*
ScB. 1958, Ph.D. 1967 (Brown) [1971]
- HARVEY S. PICKER *Assistant Professor of Physics*
S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]
- CHARLES B. SCHULTZ *Assistant Professor of Education*
B.A. 1951 (University of Pennsylvania), M.Ed. 1961 (Temple), Ph.D. 1970 (Pennsylvania State) [1971]
- RICHARD ALLEN SHIPE *Assistant Professor of Education*
B.S. 1959 (Lock Haven State), M.N.S. 1967 (University of Oklahoma), M.Ed. 1969 (Penn State) [1971]
- MICHELE TOOMEY *Assistant Professor of Psychology*
A.B. 1962 (College of St. Joseph), M.A. 1970 (Harvard) [1971]
- THOMAS ROBERT BERGER *Visiting Assistant Professor of Mathematics*
B.S. 1963 (Trinity), Ph.D. 1967 (California Institute of Technology) [1971]
- IRÈNE M. PAGÈS *Visiting Assistant Professor of Modern Languages*
B.Lit. 1950 (Lycée de Rabat), M.A. 1963 (West Virginia University), Ph.D. 1966 (Wisconsin University) [1971]
- RICHARD A. TAYLOR *Assistant Professor of Physical Education*
B.S. 1961 (Trenton State) [1971]

INSTRUCTORS

- 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]
- JAMES RONALD SPENCER *Instructor in History and Dean for
Community Life*
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]
- GARY C. JACOBSON *Instructor in Political Science*
B.A. 1966 (Stanford), M.Phil. 1969 (Yale) [1970]

- JED SCHLOSBERG *Instructor in Philosophy*
B.A. 1966 (Williams) [1970]
- THOMAS J. STEFFANCI *Instructor in Economics*
A.B. 1966 (Providence College), M.A. 1968 (Univ. of New Hampshire) [1970]
- WILLIAM P. SFERRO *Instructor in Physical Education*
B.S. 1966 (Clarion State), M.Ed. 1970 (Univ. of Virginia) [1970]
- DONALD ALLEN BRAUE *Instructor in Religion*
B.A. 1962 (Oberlin), B.D. 1965 (Union Theological) [1971]
- NICOLE SCHOTT DESROSIERS *Instructor in Modern Languages*
M.A. 1968 (Mount Holyoke) [1971]
- JILL S. DUBISCH *Instructor in Sociology*
A.B. 1965 (Reed), M.A. 1967 (Chicago) [1971]
- BROOKE GREGORY *Instructor in Physics*
B.A. 1963 (Amherst) [1971]
- PAMELA REYNOLDS LEE *Instructor in Political Science*
B.A. 1965 (California State College at Hayward), M.A. 1968 (Univ. of Maryland) [1971]
- WILLIAM MANLEY MACE *Instructor in Psychology*
B.A. 1967 (Yale) [1971]
- RICHARD VINCENT RUSSO *Instructor in Modern Languages*
A.B. 1965, M.A. 1968 (Fordham) [1971]
- FRANCINE BLAU WEISSKOFF *Instructor in Economics*
B.S. 1966 (Cornell), M.A. 1969 (Harvard) [1971]
- JAMES LAWRENCE WEST *Instructor in History*
A.B. 1966, M.A. 1968 (Princeton) [1971]

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]
- STANLEY M. KESSLER *Lecturer in Religion*
A.B. 1947 (Yeshiva), M.H.L. 1951 (Jewish Theological) [1967]
- HENRY FERGUSON *Lecturer in History*
A.B. 1950 (Union), A.M. 1954, Ph.D. 1958 (Harvard) [1969]
- DAVID ERIC WOODARD *Lecturer in Engineering*
B.Arch. 1961 (Texas A.&M.), M.Arch. 1962 (Cranbrook Academy of Art) [1970]

220/Faculty

MOHAMED JAMA JIBRELL *Lecturer in Non-Western Studies*
Special Assistant, Community Life Office
B.A. 1968 (Univ. of Bridgeport) [1971]

LINDA T. NAILOR *Lecturer in Non-Western Studies*
B.A. 1965 (Howard) [1971]

SUSAN STAFFORD *Lecturer in Philosophy*

THOMAS A. REILLY *Visiting Lecturer in Political Science*
B.A. 1965 (Queens), M.A. 1967 (City University) [1971]

SALLY GUTTMACHER *Lecturer in Sociology (Trinity Term)*

ARTIST IN RESIDENCE

HANS-DIETRICH FROESE *Artist-in-Residence (Fine Arts)*
Abitur 1959 (Deutsches Gymnasium), M.F.A. 1964 (Hochschule fuer Bildende
Kuenste) [1969]

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

JOHN H. WOOLLEY *Assistant in Theatre Arts*

BIENVENIDO A. DELANTAR *Assistant in Economics*
B.A. 1963 (University of the Philippines) [1970]

HARTT COLLEGE OF MUSIC FACULTY

ARNOLD FRANCHETTI *Professor of Theory and Composition*
Chairman of Department of Theory and Composition
B.A. 1929 (Lices 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]
- CLARENCE EVERETT WATTERS *College Organist, Honorary*
Mus.M. 1935 (Trinity) [1932, Ret. 1969]
- LAWRENCE WILLIAM TOWLE *G. Fox and Company Professor of Economics, Emeritus*
B.A. 1924 (Bowdoin), M.A. 1927, Ph.D. 1932 (Harvard) [1942, Ret. 1969]
- JOHN CORWIN EMERSON TAYLOR *Professor of Fine Arts, Emeritus*
B.A. 1926, M.A. 1940 (Yale) [1941, Ret. 1970]
- ARTHUR HOWARD HUGHES *Professor of Modern Languages, Emeritus*
B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity) [1935, Ret. 1971]

ALEXANDER ANDERSON MACKIMMIE, JR.

*Professor of Education,
Emeritus*

B.A. 1928 (Amherst), M.A. 1942 (Boston University), Hon. M.A. 1958 (Amherst) [1962, Ret. 1971]

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MOHAMED JAMA JIBRELL, B.A.

Special Assistant

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Dean of the Faculty

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*Executive Secretary, Graduate
and Summer Studies*

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Documents Librarian

PRUDENCE B. HINCKLEY (MRS.), B.A.

Circulation Assistant

ELIZABETH M. SHUBERT (MRS.)

Circulation Assistant

ARCHER S. JACKSON (MRS.), M.S.

Chief of Technical Services

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DORIS M. SHAPIRO (MRS.), M.A.

Assistant Cataloguer

CYNTHIA S. ACKERMAN (MRS.), B.A.

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MAUREEN A. AHERN

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MARTHA L. DONELLI (MRS.)

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ROSALIND J. HARDER (MRS.)

Catalogue Assistant

AGNES L. PERENYI (MRS.)

Order Assistant

LAURA J. SEARLES (MRS.)

Serials Assistant

PATRICIA L. SEIBEL (MRS.)

Serials Assistant

MEDICAL OFFICE

MARK WHITAKER IZARD, M.D.

Director

RUTH ARONSON, R.N.

Nurse

NEWS BUREAU

PAUL JAMES GALLAGHER, B.A.

Director

AMELIA SILVESTRI (MRS.)

Assistant to the Director

PERSONNEL OFFICE

HARRY O. BARTLETT, M.B.A.

Director

MARGARET F. COLLINS, B.A.

Personnel Assistant

PHOTOGRAPHY

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College Photographer

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THEODORE DAVIDGE LOCKWOOD, PH.D.

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WARD SCHENK CURRAN, PH.D.

Director of Institutional Planning

HARRY O. BARTLETT, M.B.A.

Assistant to the President

JOHN ANDREW MASON, B.A.

Assistant to the President

for Alumni Affairs

ELISABETH BELDEN

Executive Secretary

PUBLIC INFORMATION OFFICE

L. BARTON WILSON III, B.S.

Director

PUBLICATIONS OFFICE

GERALD S. FASANO, B.S.

Supervisor

MARGARET R. ZARTARIAN (MRS.)

Publications Assistant

REGISTRAR'S OFFICE

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LEWIS J. GOVERMAN, B.A.

Assistant Registrar

MARY D. MORRISSEY (MRS.)

Recorder

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ALFRED ANTHONY GAROFOLO

Director

STUDENT SERVICES

DEL ALAN SHILKRET, M.A.

Dean

JOHN H. CASSIDY, M.A.

Associate Dean

ELLEN MULQUEEN, M.A.

Assistant Dean

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JAMES KENNETH ROBERTSON, M.B.A.

Treasurer and Comptroller

ROBERT ALFRED PEDEMONTI, M.A.

Budget Director and

Associate Comptroller

LLOYD EDGAR SMAIL, B.A.

Assistant Comptroller

JOSEPH THOMAS SCHILLING

Assistant to the Treasurer

EDWARD JOHN KYRCZ
ANN W. GRIEVE (MRS.)
ELWOOD PARKER HARRISON

Cashier
Administrative Assistant
Director of Construction
and Purchasing

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W. HOWIE MUIR, B.A.
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JAMES RONALD SPENCER, M.A.
JOHN LOOMIS HEYL, B.A.
IVAN A. BACKER, S.T.M.

Vice President
Director of Admissions
Director of Financial Aid
Dean for Student Services
Dean for Community Life
Alumni Secretary
Director for Community Affairs

WATKINSON LIBRARY

DONALD B. ENGLE, M.A.
MARIAN M. CLARKE (MRS.), M.S.
DEBORAH DAVIS, B.A.

Librarian
Curator
Library Assistant

ADMINISTRATIVE STAFF

BARBARA J. ALBEE (MRS.)
FERN B. BACON (MRS.)
REGINA S. BAKER (MRS.)
HELENE S. BALANDIUK (MRS.)
IRENA BALKO (MRS.)
JOHN J. BECKLEY
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MARY-JANE COOPER (MRS.)
THERESA C. COSTELLOE (MRS.)
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MARY LEE CURRY
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PRISCILLA A. DAVIS
MARITTA E. EDMAN

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Buildings and Grounds Office
Faculty Secretary, Chemistry
Treasurer's Office
Treasurer's Office
Technician, Chemistry
Development Office
Technician, Engineering
Admissions Office
Faculty Secretary, Life Sciences Center
Development Office
Bookstore
Mather Campus Center
Treasurer's Office
Mather Campus Center
Admissions Office
Secretary, Alumni Office
Secretary, Student Services

228/*Administration*

MARIA K. EMERSON (MRS.), A.B.	<i>Career Counseling Office</i>
CLARA B. FISH (MRS.)	<i>Faculty Secretary, Ferris Athletic Center</i>
ARLENE A. FOURNIER	<i>Chaplain's Office</i>
MARIANA A. GARCIA (MRS.)	<i>Registrar's Office</i>
NORMA D. GEER (MRS.)	<i>Treasurer's Office</i>
THERESA E. GLEASON (MRS.)	<i>Austin Arts Center</i>
LYNN F. GROGAN	<i>Academic Affairs Office</i>
MARION D. HARGROVE (MRS.)	<i>Assistant Manager, Bookstore</i>
MARY C. HARRISON	<i>Faculty Secretary, Seabury Hall</i>
MAUREEN P. HOWARD	<i>Development Office</i>
MARJORIE E. JENCKES (MRS.)	<i>Treasurer's Office</i>
BEATRICE J. KESSLER (MRS.)	<i>Faculty Secretary</i>
MARION S. KIDDER (MRS.)	<i>Administrative Secretary</i>
JOYCE E. LAPORTE	<i>Admissions Office</i>
JOSEPHINE D. LASHNIER (MRS.)	<i>Counselor's Office</i>
ANGELINE M. LUNDGREN (MRS.)	<i>Central Services Office</i>
MARY P. LYONS (MRS.)	<i>Bookstore</i>
ANASTASIA MATIS	<i>Treasurer's Office</i>
MARION D. MAXWELL (MRS.), B.S.	<i>Faculty Secretary, Seabury Hall</i>
PATRICIA A. McDONALD, B.S.	<i>Treasurer's Office</i>
DORIS MERWIN	<i>Faculty Secretary, Seabury Hall</i>
EDITH O'CONNELL (MRS.)	<i>Admissions Office</i>
CHARLES PAUL	<i>Technician, Physics</i>
IRENE W. RENSHAW (MRS.)	<i>Clerk, Ferris Athletic Center</i>
JOYCE N. ROY (MRS.)	<i>Treasurer's Office</i>
MIRIAM R. SALVIN (MRS.)	<i>Public Information Office</i>
MARY M. SANTOMENO	<i>Secretary, Community Life Office</i>
BEVERLY H. SHAMBACK (MRS.)	<i>Purchasing Assistant</i>
CAROL STEIMAN	<i>Faculty Secretary, Seabury Hall</i>
SONYA E. SYDORAK (MRS.)	<i>Technical Consultant, Biology</i>
DOROTHY A. TRACEY (MRS.)	<i>Admissions Office</i>
JEAN H. VAN HEININGEN (MRS.)	<i>Faculty Secretary,</i> <i>Math-Physics Building</i> <i>Postal Clerk</i>
HAROLD L. VAUGHAN	<i>Central Services Office</i>
MYRTICE J. WALTON (MRS.)	<i>President's Office</i>
CHERYL F. WEISMAN, B.A.	<i>Registrar's Office</i>
BARBARA G. WERNER (MRS.), B.S.	<i>Administrative Secretary</i>
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ROSE C. ZITO (MRS.)	

The Faculty

Full listing of Faculty may be found on page 211.

- Andrian, G. W., *Prof., Modern Languages*
Baird, T. P., *Assoc. Prof., Fine Arts*
Bankwitz, P. C. F., *Prof., History*
Barber, C. H., *Prof. and Chm., Music*
Bartlett, I. H., *Dorrance Prof., History (Christmas Term)*
Battis, R. A., *Prof., Economics*
Beach, G. B., *Lect. Emeritus, Latin*
Bennett, J. H., *Grad. Lect., Mathematics*
Benton, R. P., *Assoc. Prof., English*
Berger, T. R., *Visiting Asst. Prof., Mathematics*
Blakeslee, T. R., II, *Assoc. Prof., Engineering*
Bobko, E., *Prof., Chemistry*
Bowie, W. T., *Asst. Prof., Chemistry*
Bradley, J., *Asst. Prof., Classics*
Braue, D.A., *Instr., Religion*
Brewer, R. H., *Asst. Prof., Biology*
Bronzino, J. D., *Assoc. Prof., Engineering*
Brown, W. M., *Asst. Prof., Philosophy*
Burger, J. W., *Prof., Biology*
Butcher, M. V., *Lect., Mathematics*
Cameron, K. W., *Assoc. Prof., English*
Campo, M. R., *Prof. and Chm., Modern Languages; Dir., Comparative Literature Program*
Cherbonnier, E. LaB., *Prof. and Chm., Religion*
Child, F. M., III, *Assoc. Prof., Biology*
Constant, F. W., *Prof., Physics*
Cooper, G. B., *Prof. and Chairman, History*
Crawford, R. B., *Assoc. Prof., Biology*
Curran, W. S., *Prof., Economics*
Dadourian, H. M., *Prof. Emeritus, Mathematics*
Dando, J. A., *Prof., English*
Daniels, J., *Asst. Prof., Physical Education*
Dath, R. A., *Prof., Physical Education*
Davis, E. W., *Prof., History*
Decker, M. G., *Assoc. Prof., Education*
Delantar, B.A., *Asst., Economics*
DeLong, H., *Assoc. Prof., Philosophy*
DePhillips, H. A., Jr., *Assoc. Prof., Chemistry and Chairman, Chemistry*
Desrosiers, N. S., *Instr., Modern Languages*
Dorwart, H. L., *Prof. Emeritus, Mathematics*
Doten, G. W., *Prof. and Chm., Psychology*
Downs, N., *Prof., History*
Dubisch, J. S., *Instr., Sociology*
Dunn, L., *Assoc. Prof., Economics*
Egan, F. J., *Instr., Economics*
Eliet, D. F., *Instr., Theatre Arts*

- Engley, D. B., *Librarian and College Prof.*
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- Ferguson, H., *Lect., History*
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- Hood, T. L., *Prof. Emeritus, English*
- Hook, D. D., *Assoc. Prof., Modern Languages*
- Howard, A. J., Jr., *Assoc. Prof., Physics*
- Hughes, A. H., *Prof. Emeritus, Modern Languages*
- Hyland, D. A., *Assoc. Prof., Philosophy*
- Jacobs, A. C., *President Emeritus*
- Jacobson, G. C., *Instr., Political Science*
- Jibrell, M. J., *Lect., Non-Western Studies*
- Jones, F. S., *Lect., Astronomy*
- Katz, D., *Asst. Prof., Modern Languages*
- Kerson, A. L., *Assoc. Prof., Modern Languages*
- Kessler, S. M., *Lect., Religion*
- Kirkpatrick, F. G., *Asst. Prof., Religion*
- Klimczak, W. J., *Prof. and Chm., Mathematics*
- Kraft, W. E., *Assoc. Prof. Emeritus, Engineering*
- Kurth, K., Jr., *Prof. and Chm., Physical Education, Director of Athletics*
- Kuyk, D., *Asst. Prof., English*
- Lamb, G. L., Jr., *Grad. Lect., Physics*
- Langhorne, M. C., *Prof., Psychology*
- LaNoue, T. D., *Asst. Prof., Fine Arts*
- Lee, P. R., *Instr., Political Science*
- Lee, R. M., *Asst. Prof., Psychology*
- Lee, R. T., *Assoc. Prof. and Chm., Philosophy*
- Lindsay, R., *Prof., Physics*
- Lockwood, T. D., *President*
- Mace, W. M., *Instr., Psychology*
- Mackimmie, A. A., Jr., *Prof. Emeritus, Education*
- Macro, A. D., *Asst. Prof., Classics*
- Mahoney, M. R. T., *Prof. and Chm., Fine Arts*
- Mauch, T. M., *Prof., Religion*
- McKee, C. D., *Assoc. Prof., Political Science*
- McNulty, J. B., *Prof. and Chm., English*
- McPhee, C. H., *Assoc. Prof., Physical Education*
- Means, B. W., *Prof., Philosophy*
- Miller, C. R., *Assoc. Prof. and Chm., Physics and Astronomy*

- Miller, D. G., *Assoc. Prof., Physical Education*
- Miller, N., *Prof. and Chairman, Sociology*
- Minot, S., *Adjunct Assoc. Prof., English*
- Morris, R. K., *Prof., Education and Chm., Education*
- Moyer, R. O., Jr., *Asst. Prof., Chemistry*
- Nailor, L. T., *Lect., Non-Western Studies*
- Naylor, L. H., *Prof. Emeritus, Modern Languages*
- Neaverson, R. C., *Prof., Political Science*
- Nichols, G. E., III, *Prof. and Dir., Theatre Arts*
- Nye, E. P., *Prof., Engineering and Dean of the Faculty*
- Ogden, H. S., *Asst. Prof., English*
- Oosting, R., *Prof. Emeritus, Physical Education*
- Oxnam, R. B., *Asst. Prof., History*
- Pagès, I. M., *Visiting Asst. Prof., Modern Languages*
- Painter, B. W., Jr., *Assoc. Prof., History*
- Pappas, M. N., *Assoc. Prof., Fine Arts*
- Perry, B. W., *Asst. Prof., Physics*
- Picker, H. S., *Asst. Prof., Physics*
- Poliferno, M. J., *Assoc. Prof., Mathematics*
- Potter, J. L., *Assoc. Prof., English*
- Pretina, M. J., Jr., *Asst. Prof., Modern Languages*
- Quirk, R. J., *Asst. Prof., Modern Languages*
- Reilly, T. A., *Visiting Lect., Political Science*
- Risdon, D. B., *Assoc. Prof., English*
- Robinson, A. E., *Asst. Prof., Psychology*
- Russo, R. V., *Instr., Modern Languages*
- Sapega, A. E., *Prof. and Chm., Engineering*
- Scheuch, R., *Prof. and Chm., Economics*
- Schlosberg, J., *Instr., Philosophy*
- Schultz, C. B., *Asst. Prof., Education*
- Sferro, W. P., *Instr., Physical Education*
- Shamamy, M. M., *Asst. Prof., Engineering*
- Shipe, R. A., *Asst. Prof., Education*
- Shults, R. E., *Assoc. Prof., Physical Education*
- Slaughter, R. D., *Assoc. Prof., Physical Education*
- Sloan, E. W., III, *Assoc. Prof., History*
- Smellie, R. H., Jr., *Prof. Chemistry*
- Smith, P., *Prof., English*
- Smith, S. B., *Prof. Emeritus, Chemistry*
- Spencer, J. R., *Instr., History and Dean for Community Life*
- Stafford, S., *Lect., Philosophy*
- Steele, H. M., Jr., *Assoc. Prof., History; Dir., Non-Western Studies Program and Secretary of the Faculty*
- Steffanci, T. J., *Instr., Economics*
- Stewart, R. C., *Prof., Mathematics*
- Taylor, J. C. E., *Prof. Emeritus, Fine Arts*
- Taylor, R. A., *Asst. Prof., Physical Education*
- Tec, N., *Visiting Prof., Sociology (Trinity Term)*
- Thompson, D. G. B., *Prof. Emeritus, History*
- Toomey, M., *Asst. Prof., Psychology*
- Towle, L. W., *Prof. Emeritus, Economics*
- Troxell, E. L., *Prof. Emeritus, Geology*

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- Tucker, R. W., *Assoc. Prof., Economics*
Tull, A. C., *Chaplain and Asst. Prof., Religion*
Van Stone, J. M., *Prof. and Chm., Biology*
Warkov, S., *Visiting Prof., Sociology (Christmas Term)*
Wason, R. W., *Instr., Music (Hartt)*
Waterman, R. P., *Prof., Modern Languages*
Watters, C. E., *College Organist, Honorary*
Weaver, G., *Assoc. Prof., History*
Weil, J. R., *Asst. Prof., English*
Weisskoff, F. B., *Instr., Economics*
West, J. L., *Instr., History*
Wheatley, J. H., *Assoc. Prof., English*
Whittlesey, E. F., *Prof., Mathematics*
Williams, J. C., *Prof. and Chm., Classics*
Williams, R. M., *Prof., English*
Winer, D., *Assoc. Prof., Psychology*
Witt, G. L., *Asst. Prof., Physics*
Woodard, D. E., *Lect., Engineering*
Woolley, J. H., *Asst., Theatre Arts*
Young, H. J., *Teaching Fellow, Religion*

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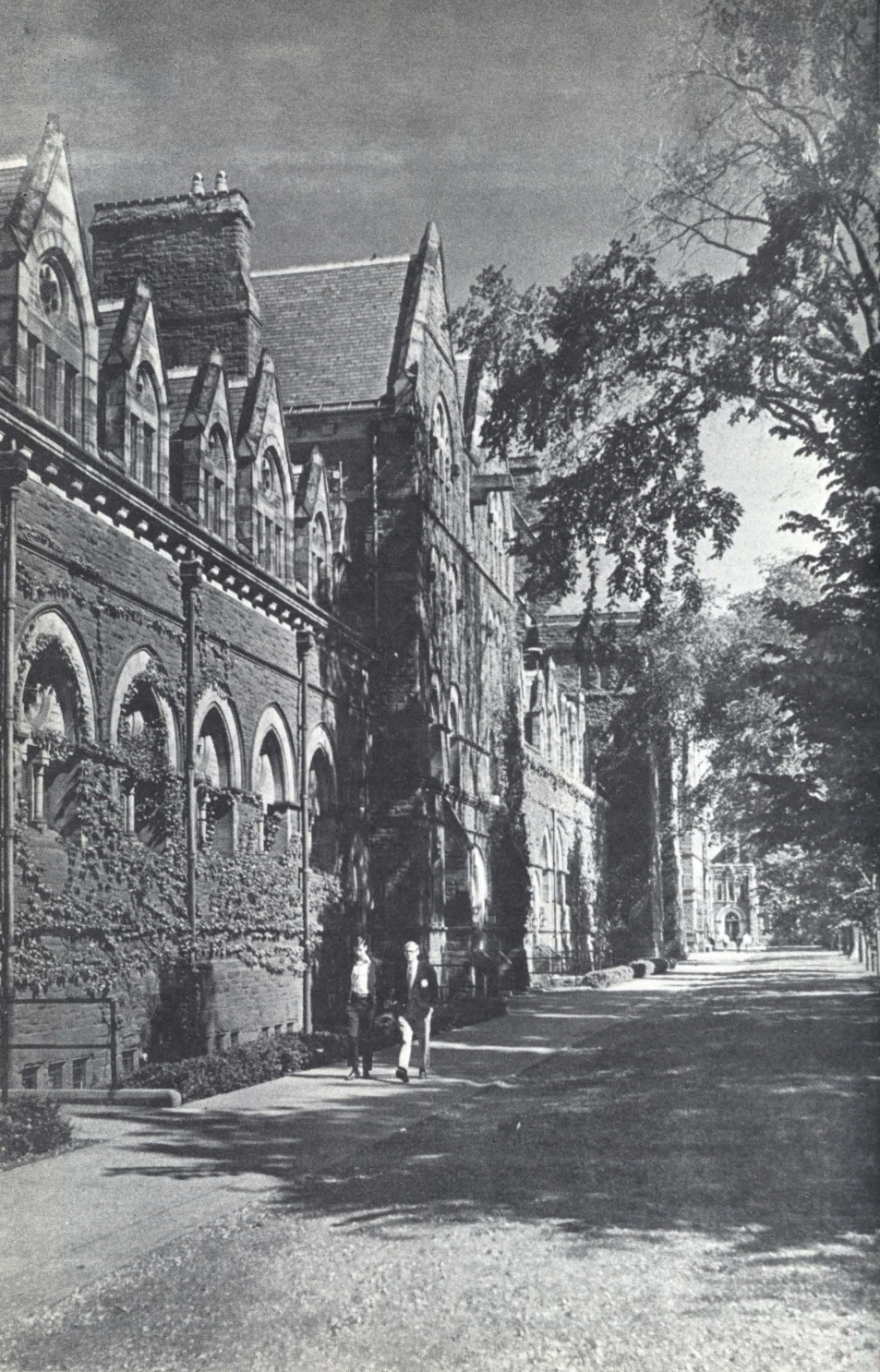
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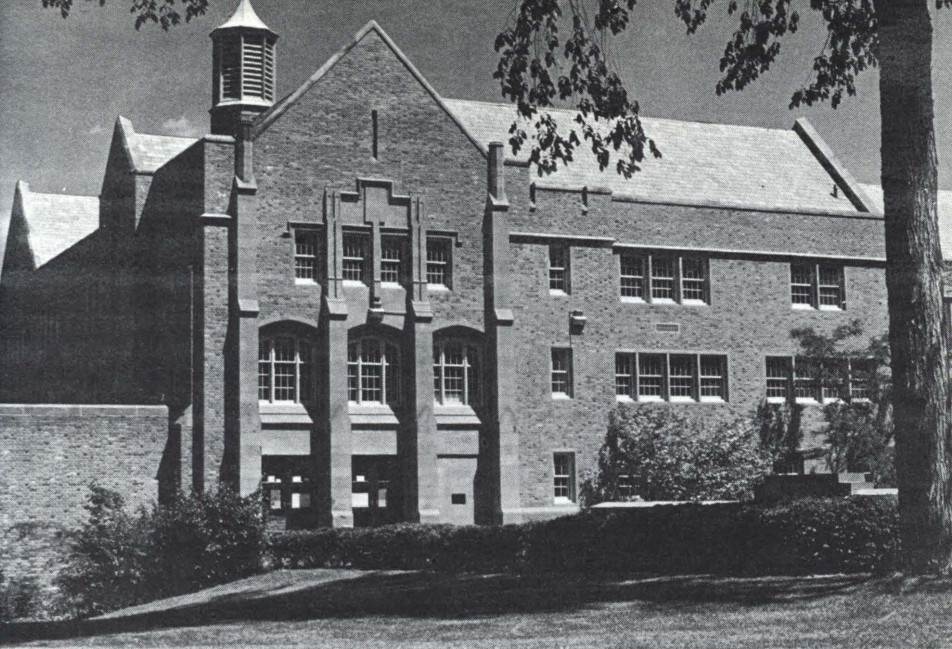
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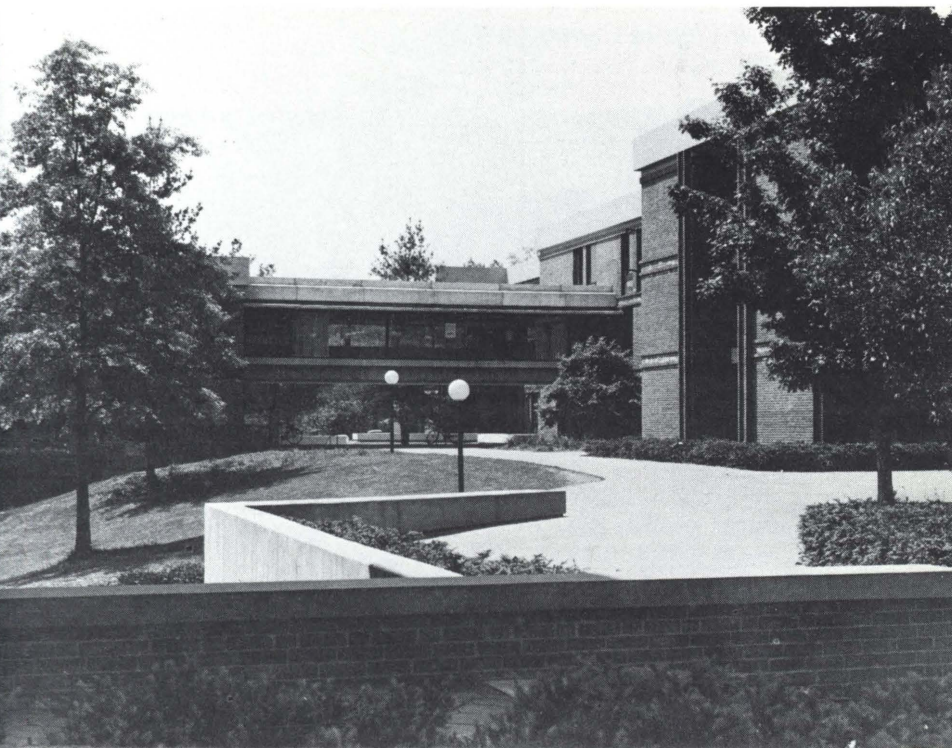
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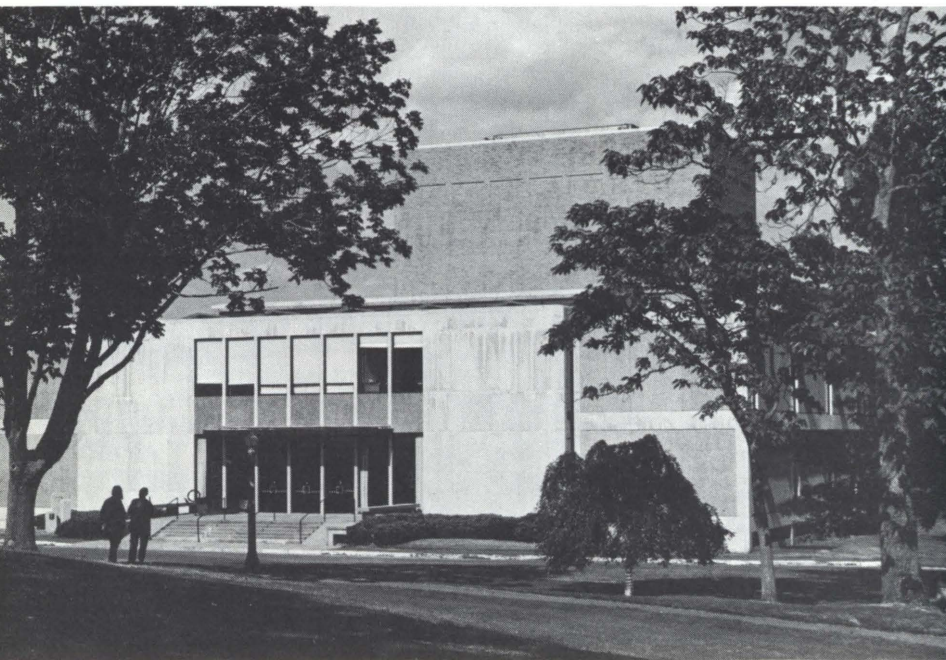
Library



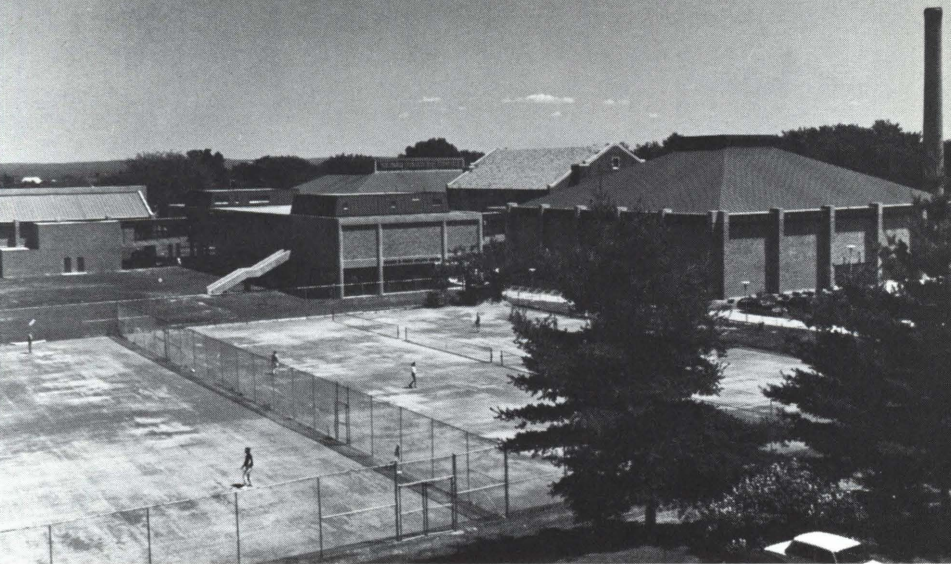
South Campus Dorms



McCook Math-Physics Center



Austin Art Center



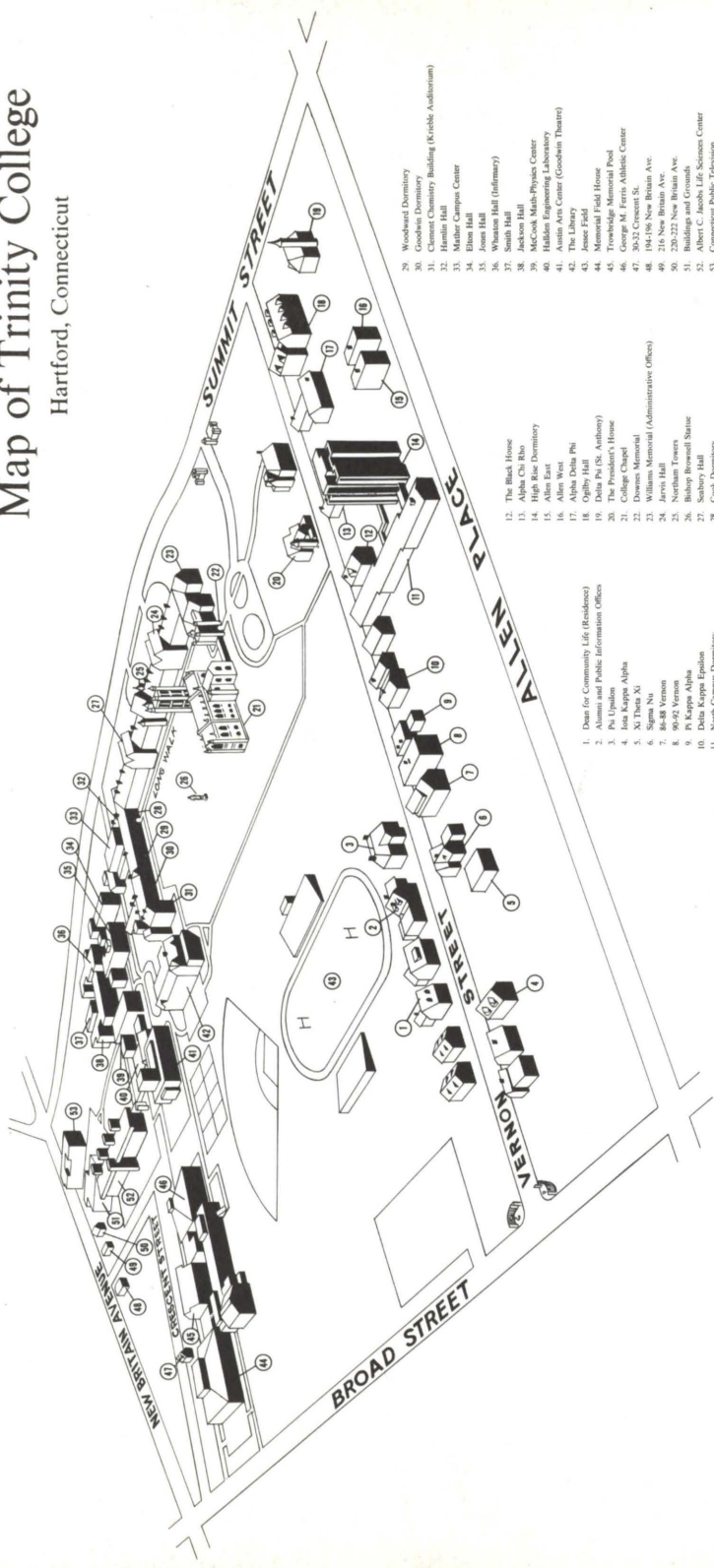
Ferris Athletic Center



Albert C. Jacobs Life Sciences Center



Map of Trinity College Hartford, Connecticut



- I. Dues for Community Life (Residence)
- II. Planning and Public Information Offices
- III. Phi Kappa Alpha
- IV. Iota Kappa Alpha
- V. Xi Theta Xi
- VI. Sigma Nu
- VII. 86-88 Vermont
- VIII. 99-92 Vermont
- IX. Phi Kappa Alpha
- X. Delta Kappa Epsilon
- XI. North Campus Dormitory

- 29. Woodburn Dormitory
- 30. Goodwin Dormitory
- 31. Clement Chemistry Building (Kirchle Auditorium)
- 32. Havin Hall
- 33. Mather Campus Center
- 34. Elton Hall
- 35. Jones Hall
- 36. Jones Hall (Infirmary)
- 37. South Hall
- 38. Jackson Hall
- 39. McCook Math-Physics Center
- 40. Halden Engineering Laboratory
- 41. Austin Arts Center (Goodwin Theatre)
- 42. The Library
- 43. Jones Field
- 44. Trumbull Field House
- 45. Trumbull Memorial Pool
- 46. George M. Ferris Athletic Center
- 47. 30-32 Crescent St.
- 48. 184-186 New Britain Ave.
- 49. 215 New Britain Ave.
- 50. 220-222 New Britain Ave.
- 51. Buildings and Grounds
- 52. Albert C. Jones Administration Center
- 53. Connecticut Public Television

