

Trinity College

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Trinity College

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**Trinity College**  
HARTFORD CONNECTICUT

A photograph of Trinity College's main building, a large Gothic Revival structure made of red brick with dark grey slate roofs and multiple steeply pitched spires. The building is set on a green lawn with several trees. In the foreground, three students are visible: a woman standing on the left holding a book, a man standing in the center, and a woman sitting on the grass on the right. Other students are scattered in the background near the building. The scene is framed by tree branches at the top and right edges.

**Trinity  
College  
Bulletin**

Catalogue Issue 1973-1974



# College Calendar

1973

Sept. 2	<i>Sunday</i>	Freshmen arrive
Sept. 4-5	<i>Tuesday- Wednesday</i>	Registration of all undergraduate students
Sept. 6	<i>Thursday</i>	Advising and Registration for graduate students (7-9 p.m.)
		Christmas Term of 151st Academic Year begins
Sept. 10	<i>Monday</i>	Graduate classes begin
Sept. 19	<i>Wednesday</i>	Last day to change courses
Sept. 27	<i>Thursday</i>	Rosh Hashana
Oct. 6	<i>Saturday</i>	Yom Kippur
Oct. 10-12	<i>Wednesday- Friday</i>	Open period
Oct. 26	<i>Friday</i>	Mid-Term
Nov. 9	<i>Friday</i>	Last day to drop Christmas Term courses
		Last day to finish incomplete courses of previous term
Nov. 21	<i>Wednesday</i>	Thanksgiving vacation begins after last class
Nov. 26	<i>Monday</i>	Classes resume
Nov. 29-30	<i>Thursday- Friday</i>	Pre-registration for Trinity Term
Dec. 12	<i>Wednesday</i>	Last day of undergraduate classes
Dec. 13-14	<i>Thursday- Friday</i>	Reading Days
Dec. 15-21	<i>Saturday- Friday</i>	Final examinations
Dec. 20	<i>Thursday</i>	Last day of graduate classes
Dec. 23	<i>Sunday</i>	Residence Halls close at 5:00 p.m.

1974

Jan. 4	<i>Friday</i>	Last day for payment of Trinity Term fees
Jan. 7	<i>Monday</i>	Residence Halls open at 9:00 a.m.
Jan. 14-15	<i>Monday- Tuesday</i>	Registration of all undergraduate students
Jan. 16	<i>Wednesday</i>	Trinity Term classes begin for all students
Jan. 29	<i>Tuesday</i>	Last day to change courses
Feb. 18-22	<i>Monday- Friday</i>	Open Period
March 8	<i>Friday</i>	Mid-Term
March 15	<i>Friday</i>	Spring vacation begins after last class
March 16	<i>Saturday</i>	Financial Aid applications due
April 1	<i>Monday</i>	Classes resume
April 4	<i>Thursday</i>	Housing Agreements for 1974-1975 due
April 5	<i>Friday</i>	Last day to drop Trinity Term courses
		Last day to finish incomplete courses of previous term
April 12	<i>Friday</i>	Good Friday - no classes held
May 2-3	<i>Thursday- Friday</i>	Pre-registration for Christmas Term
May 7	<i>Tuesday</i>	Last day of graduate classes
May 8	<i>Wednesday</i>	Last day of undergraduate classes
May 9-10	<i>Thursday- Friday</i>	Reading Days
May 13-14	<i>Monday- Tuesday</i>	General Examinations for Seniors
May 15-22	<i>Wednesday- Wednesday</i>	Final Examinations
May 26	<i>Sunday</i>	Commencement Exercises for the 151st Academic Year

# Trinity College Bulletin



*Catalogue Issue 1973-1974*

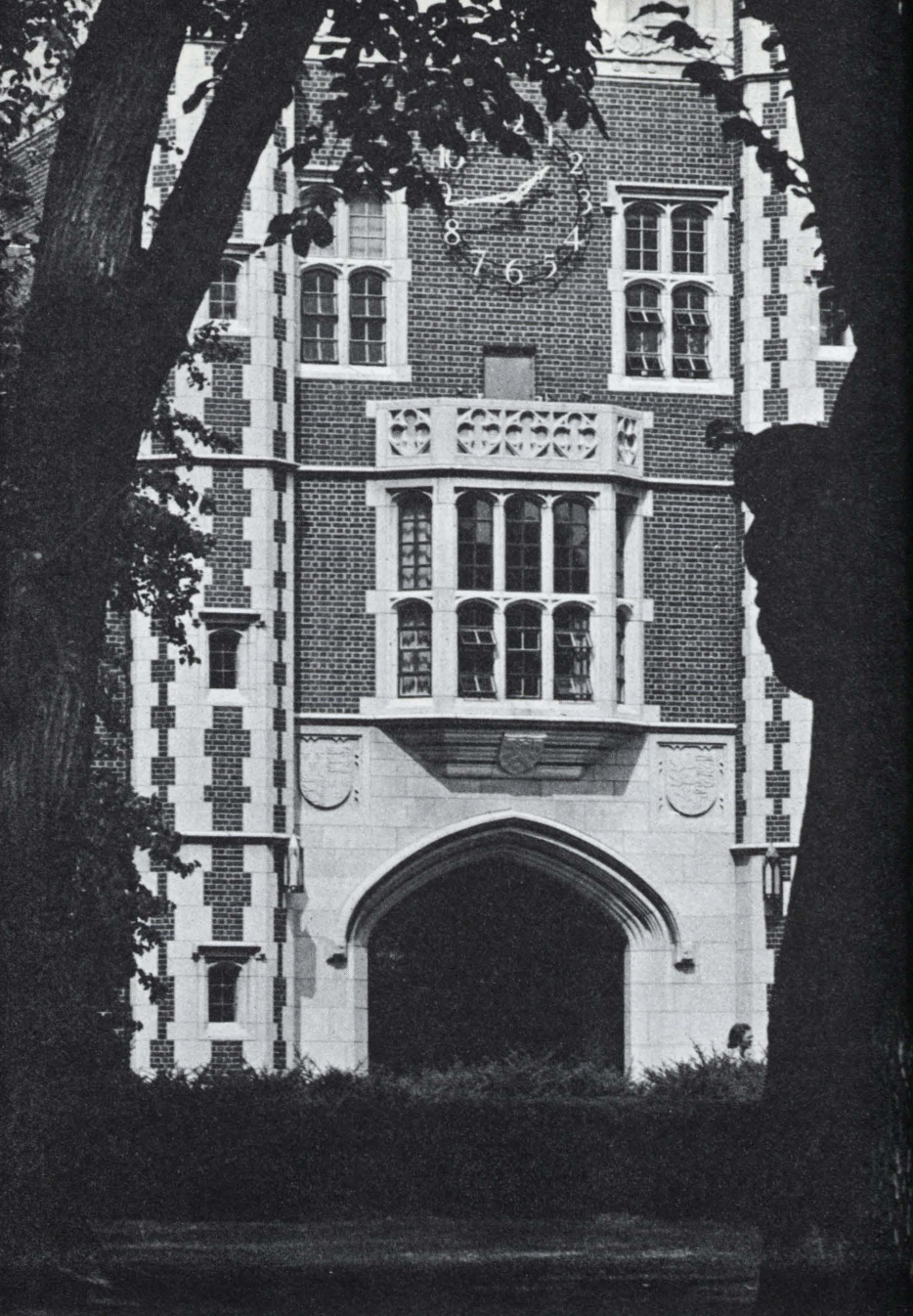
*Catalogue Number 248*

One Hundred Fifty-first Year of the College

*September 1973*

HARTFORD • CONNECTICUT





TRINITY COLLEGE HARTFORD, CONNECTICUT 06106 TELEPHONE (203) 527-3151

Second Class Postage paid at Hartford, Connecticut. Published four times a year, March, May, September, and December by Trinity College, Hartford, Connecticut 06106.

VOLUME LXX

(CATALOGUE No. 248)

NUMBER 3 (SEPTEMBER 1973)



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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

### FRESHMAN SEMINAR PROGRAM

The students who enter Trinity College are intelligent and eager to learn, but they are often bewildered about where and how to begin. They know few students, almost no faculty, and very little about the academic resources of the College. The Freshman Seminar Program was established in 1969 to facilitate the students' transition to Trinity's intellectual life.

In their first semester at Trinity, most incoming students enroll in a freshman seminar as one of their four courses of study. The seminars are limited to ten to fifteen students. Because of their small size, most seminars operate on a discussion basis and give students an opportunity for oral as well as written expression. The program is thus designed 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.

There is a wide range of topics among the thirty-five to forty seminars offered each year. Seminar instructors represent almost every academic department at Trinity; and topics are usually selected to relate particular academic disciplines to questions of general interest. A catalogue of seminar descriptions is sent to all freshmen in the summer before they come to Trinity.

The seminar instructor is also faculty adviser to each member of his group. Students, therefore, have ample chance to discuss their academic plans with the instructor; and the instructor can offer advice on the basis of detailed knowledge of his students.

See *Freshman Seminars*, p. 41 and *Academic Advising*, p.25.

### THE NON-MAJOR GUIDELINES

Every student, if he is to meet the criteria of a liberally educated person, should possess knowledge and competence in a variety of academic fields. To this end, the Trinity faculty has established four guideline areas. These guidelines are used by the advisee and the adviser in



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planning the student's non-major course of study. The guidelines 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, instructor, and the statement of guidelines, but *the student himself is ultimately responsible for choosing his academic program.*

When selecting courses outside a major field, students should endeavor to include some courses from each of the four guideline areas. Most courses numbered "100" level or "200" level in the various departments are designed for the non-major program. The four guideline areas and the departments included in each area are listed below.

### 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 to provide an understanding of the nature and structure of those systems. Included in this area, of course, are the traditional skills: facility in the English language, both in writing and in speech; and mastery of a foreign language. However, many of the possible courses in this guideline represent a non-traditional attempt to understand the process of symbolization and the structure of language itself. Departments and Programs: Dance, Engineering, English, Fine Arts, Modern Languages, Mathematics, Philosophy, Classics, Theatre Arts.

### 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 a type of perception that affects all of us. Modern science represents a monumental achievement of the human intellect. 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 advancement. Departments: Biology, Chemistry, Engineering, Physics, Psychology.

### 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 theoretic constructs provide us with new tools for understanding this matrix of human activity. Many of the courses in this area explore the methods and principles underlying the development of social scientific inquiry by acquainting students with basic concepts and by introducing them to the formulation of theories. On the other hand, some of the most informative insights into the contemporary world and to human experience in general come through exposure to the historically-oriented disciplines. Departments: Economics, Education, History, Political Science, Psychology, Religion, Sociology.

#### 4. FORMS OF CULTURE

It is through literature, arts forms, and other forms of cultural expression 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. Departments and Programs: Classical Civilization, Comparative Literature, English, Fine Arts, Music, Philosophy, Religion, and Theatre Arts.

#### PHYSICAL EDUCATION

Trinity encourages all students to participate in the physical education program. The aim of this program 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. In addition to intercollegiate and intramural athletics, the College offers a variety of courses in physical education.

See *Physical Education*, p. 120.



## The Individualized Degree Program

Most of Trinity's curricular innovations in recent years assume that education is a life-long process, that the most effective learning is self-education with appropriate guidance, and that education should pay greater recognition to the variety of individual student abilities and styles. The Individualized Degree Program (IDP) is a further extension of our curriculum based on those assumptions. The program is an unusual approach to liberal arts education and is designed for the highly-motivated student who has sufficient confidence and independence to profit from self-paced learning.

The IDP provides an optional and alternate route to the regular B.A. degree and differs from the usual pattern in three ways. First, certification for the degree is not based on course requirements, but on satisfactory completion of examinations and projects. In the non-major phase of the program, students will select twenty-four study units from the many drawn up by Trinity faculty. Each study unit consists of a statement of objectives, a reading list, commentary and guidance, and a series of questions or paper topics for evaluation. After completing the study units, IDP students work on a project (or projects), the topic and scope of which are determined by the student himself in consultation with his faculty advisers. The major phase of the IDP is similar in content to the regular major program, but heavy stress is placed on independent study and student interests within the major field. In short, the IDP preserves the structure and integrity of liberal arts education while introducing greater flexibility and individuality into Trinity's curriculum.

The second unusual aspect of the IDP is that the program may be completed in varying numbers of years depending on the progress of the student and the guidance of his advisers. For students whose intellectual interests are well-developed, completion of the IDP may take less than the traditional four years. For those who desire a slower pace, work in the IDP may take as many as six or eight years to complete.

Third, the IDP is open not only to residential undergraduates, but also to non-resident adults in the Connecticut Valley region. By combining residential undergraduates and older students in the IDP, Trinity rejects the assumption that the term "college student" must be re-



stricted to those in the 17-21 age bracket. Residential undergraduates will be accepted into the program after completion of one semester of work in the regular Trinity curriculum. Non-resident candidates will be reviewed on the basis of their academic and non-academic backgrounds, their capacity for independent study, and their ability to engage in work of Trinity quality.

IDP students have available to them all of Trinity's academic resources, including the library, regular courses (though not for credit in most cases), and faculty advisers. Guidance in the program is provided through an IDP Coordinating Committee composed of twelve Trinity faculty members. Each IDP student will have one of the twelve as his primary adviser; other faculty members will offer guidance as the student moves into the project and the major. Regular meetings between the student and his various advisers is a central feature of the program.

Further information about the program may be obtained by writing or calling the Director of the Individualized Degree Program. The Director for the 1973-74 academic year is Professor Frank G. Kirkpatrick.

## Special Academic Opportunities

### A. THE INTENSIVE STUDY PROGRAM

The Intensive Study Program encourages students to pursue a particular topic or related topics in depth for a semester. Unhindered by other academic obligations, students in the Program can undertake full-time study in a field of interest to them.

The first type of Intensive Study opportunity permits groups of twelve or more students to work for a full semester under an individual instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches.

The second type of Intensive Study permits students to take three courses in related fields concurrently as well as an integrating seminar. The faculty teaching the related courses also supervise the seminar.

Through this program a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

### B. 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.

Although the Trinity College/Rome Campus is especially suited for students of Italian language, literature and civilization; art history; studio arts; and history, most students of the humanities also will find of interest such courses as comparative literature, music history, classical civilization, cinema, philosophy and sociology. The student of science at Trinity can, by early planning of course sequences, arrange for one

term in Rome. Courses are taught in English except for those in Italian language and literature.

Included and integrated into the program are several excursions (Paestum, Pompeii, Naples, Florence, Assisi, Perugia) and side trips in and around Rome (Vatican City, Tivoli, Ostia Antica, Tarquinia, Cerveteri). Various cultural and recreational activities are also arranged which in past sessions have included grape harvesting in the vineyards of the Chianti district of Tuscany, encounters with Italian students at the University of Rome, musical and theatrical events, visits and interviews with such writers as Alberto Moravia, Enzo Siciliano, Luigi Malerba, Carlo Levi, and other important figures in Roman life.

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. It is close to most of the famous monuments of antiquity and convenient to transit facilities. The many opportunities for enjoyment of Roman life—cafes, little shops, the picturesque flea market, ancient basilicas, the Colosseum, Forum, and Palatine Hill—are all within walking distance of the school. Students are housed in dormitory style quarters of a renovated convent which is surrounded by parks and public gardens. Accommodations are mostly of double occupancy with private bath.

The cost of the program is no more than that of attending Trinity College, Hartford. In addition to tuition, room, board, and required Trinity College health insurance, the cost includes the several excursions in and beyond Rome plus round-trip air passage.

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

### C. 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



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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 approval of a faculty member and the faculty member's department chairman, undertake an independent study course. Specific notification, on a form provided for this purpose, must be presented to the Registrar. A student may enroll for one or two course credits in this study mode. Such independent study may be included in his major program if so approved by his program or department chairman. Students who have a strong interest in pursuing independent study may wish to consider enrolling in the Individualized Degree Program.

### 2. OPEN SEMESTER

The Open Semester Program provides opportunity for the undertaking of full-time independent study or an internship. Under this program, each student applies for permission to engage in some form of academically acceptable independent research or study, on the Trinity Campus or elsewhere; or, the student may serve as an intern with either a government agency or private organization. Application is made by securing a faculty member as Open Semester Adviser and by making appropriate arrangements through the Dean for Educational Services. To be eligible, the student must have completed all his work of the preceding term.

The program shall consist of one semester, usually in the student's Sophomore or Junior year. Credit for not more than four courses (on a Pass-Fail basis) toward meeting graduation requirements will be granted upon successful completion of such work. A member of the Trinity College faculty will supervise and evaluate each Open Semester project. Students continue in regular enrollment at Trinity while engaged in an Open Semester. In exceptional cases, this program of research, study or internship might be undertaken during the summer vacation period.

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be achieved.

In 1972-1973 Open Semester Programs (which numbered 35) included internships in municipal government, innovative public school programs, regional governmental agencies, clinical psychology programs, journalism, educational television and the Connect-

icut Legislature. Other Open Semester projects were carried out in creative writing, in dramatics, studying theology in Switzerland, doing experimental work in environmental psychology, examining the Basque culture in Spain, evaluating the criminal justice system in Hartford and studying the economic development of the Philippines.

3. STUDY 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 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 assists 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. THE INSTITUTE FOR OFF-CAMPUS EXPERIENCE

Trinity, along with Brown, Dartmouth, Hampshire, Tufts and Wesleyan, has entered into an agreement with the Institute for Off-Campus Experience of Boston, Massachusetts, in order to provide employment opportunities (both paid and volunteer positions) for students who wish to take a term away from Trinity during their undergraduate years. A student may apply to be placed in an off-campus position either through an Open Semester (for academic credit at Trinity) or else through a temporary voluntary withdrawal for one term from the College. Placements in various geographical locations of the United States will be available in business, government and industry, and in political, social service, labor and science agencies.

Those with an interest in such an experience in Trinity Term 1974 should consult the Dean for Educational Services by October 12, 1973. Thereafter, consultation should be made four months before the contemplated leave-taking date.

5. 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



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

### 6. 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 and supervised teaching in this program. The faculty supervisor evaluates the student's work through visitations to the classroom and through the response from the high school students to the course content and effectiveness of the teaching student. The Dean for Educational Services coordinates this program.

### 7. STUDENT-TAUGHT COURSES

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 (according to the outline in the *Handbook*). Such courses shall be open to Trinity students and faculty. The teaching student and students in the course are evaluated on a Pass-Fail basis.

This program is distinct from Education 491-492 (Student Teaching).

Some of the Student-Taught courses offered in 1972-73 were Modern Jewish Literature, Women Novelists of the 19th and 20th Centuries, Elementary Latin, Interpretive Uses of Media and Elementary Ballet.

### 8. 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 (according to the outline in the *Hand-*



book). All procedures necessary to establish such a program should be completed prior to pre-registration in the spring of the student's Sophomore year.

Some recently approved majors are Renaissance Studies, Computer Applications, Latin American Studies, Epistemology, Political Philosophy, French Studies, and American Studies.

#### 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 requiring blocks of time, no classes are held for short periods in both October and February. During these times the operation of the College is similar in nearly every respect to its operation during those days when classes are in session. These are not vacations, and faculty members will continue to be available.

During the February Open Period the faculty of many departments will meet with majors and other interested students to review the departments' course offerings and discuss the departments' programs 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.

#### D. 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. Unless noted otherwise below, further information is available in the Office of Educational Services, and participation in these programs is effected through that office. Normally, students participating in these programs must arrange for their own transportation. An inter-campus bus provides limited, free transportation in Hartford and West Hartford. A student receiving financial aid from Trinity may apply to use that aid for an interinstitutional program that is judged to be integral to his or her major.

##### 1. THE GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION

In cooperation with Hartford College for Women, the Hartford Graduate Center of the Rensselaer Polytechnic Institute, 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. Applications

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should be made through the Registrar of Trinity College and the student's faculty adviser. An inter-campus bus provides free transportation on a Monday through Friday schedule.

### 2. 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. Applicants who are rising Juniors and who wish to spend a full year at another college are given preference for the places that are made available in each institution. Each applicant should consult his major adviser to determine whether his proposed program is acceptable toward fulfilling major requirements.

### 3. 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 extracurricular 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. This is feasible only if the student starts the program in the first term of the freshman year. The Trinity music major may continue with graduate work towards the M.A. in music under the supervision of both institutions. Students electing private lessons in voice or an instrument will be billed an additional charge beyond the usual tuition rate of Trinity.

### 4. TRINITY-ST. JOSEPH COLLEGE PROGRAM IN ELEMENTARY EDUCATION

Trinity College students may prepare for certification in elementary school teaching through a cooperative program with St. Joseph College under the auspices of the Greater Hartford Consortium for Higher Education. Interested students should consult with the Chairman of the Trinity Education Department during their freshman year (see Education under *Courses of Instruction*).



5. CONNECTICUT COLLEGE, HARTFORD SEMINARY FOUNDATION AND WESLEYAN UNIVERSITY

Arrangements similar to those within the Greater Hartford Consortium For Higher Education exist with Connecticut College, Hartford Seminary Foundation 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.

6. 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. Transfer credit will normally be given for courses in which the student has received grades of C- or better.

7. THE UNIVERSITY OF EAST ANGLIA

A student exchange program for Juniors has been inaugurated by the School of English and American Studies at the University of East Anglia in Norwich, England, and Trinity College. Trinity students majoring in American Studies, History, English, or Political Science are given preference for the two places available each year. The cost to participate in this program (including transportation) is presently no more than the cost to attend Trinity for one academic year.

8. TRINITY COLLEGE OF QUEZON CITY, PHILIPPINES

A student and faculty exchange program exists between Trinity College and its namesake in the Philippines. Students may apply to spend the period from July through November following their sophomore year engaged in an open semester project in Quezon City.

9. WASHINGTON SEMESTER PROGRAM OF THE AMERICAN UNIVERSITY

Trinity participates in the Washington, Urban, International Development and Foreign Policy Semester Programs and nominates one or more students per term to enter these programs in the national capital. Study is pursued through a seminar, an individual research project, and an internship or one additional course at The American University.



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### 10. THEATRE ARTS PROGRAM

A semester program of intensive training in theatre is available to qualified students at the National Theatre Institute of the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut. This program should normally be taken in the second term of the sophomore year or during the junior year.

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

### 11. THE INSTITUTE OF EUROPEAN STUDIES

Trinity is affiliated with the Institute of European Studies which sponsors foreign study programs in Durham and London, England; Freiburg, Germany; Nantes and Paris, France; Madrid, Spain; and Vienna, Austria.

The director at each center is an experienced European academician who is cognizant of the need to articulate a student's foreign study with his American education. Students normally enroll in a combination of regular courses at the university with which each Institute center is associated and in courses organized by the Institute and taught by European faculty.

Trinity students in good standing who wish to apply to spend one or two terms or the summer at one of these centers should talk with the Dean for Educational Services. Detailed information about each program is available in his office.

The comprehensive fee for a full academic year in an Institute program (including transportation) is presently no more than the cost to attend Trinity for the academic year. No student is precluded by Trinity's affiliation from applying to participate in other suitable study abroad programs.

### 12. 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 Academic Leave of Absence under *Academic Standards and Regulations*).

The student proposing study under one of these options must consult his major adviser. He should also discuss his proposed program with the Dean for Educational Services and should ascertain that it is a program approved by Trinity College for academic credit. He must then apply to the Registrar's Office for an

Academic Leave of Absence in order to receive transfer credit for specific courses.

Programs which have been approved for academic credit at Trinity College in the recent past include: occasional student status at various British universities, the Sweet Briar Junior Year in France, the Jacob Hiatt Institute of Brandeis University in Jerusalem, the Tufts in London Program, the University of Vermont Program in Nice, the Rollins College Program in Colombia, the Wisconsin State University Program in Ethiopia, L'Académie in Paris, occasional student status at Makerere University in Uganda, the Smith College Junior Year in Florence, the Washburn University Program in Copenhagen, the Wayne State University Junior Year in Munich, the Central Pennsylvania Consortium Semester in India, and the Beaver and Franklin & Marshall Program in Hong Kong. Trinity College maintains relationships with a number of these programs to facilitate student participation.

### 13. 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 an Academic Leave of Absence through the Registrar.

#### *The American School of Classical Studies in Athens*

Qualified undergraduates and graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies in Athens. Trinity graduates may 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.

#### *College Year in Athens*

The College year in Athens is a program of studies in Greek civilization for a small group of students of college age. It combines study in Athens with coordinated travel in Greece. Its cur-



riculum is addressed mainly to juniors who are on a year's Academic Leave of Absence from their colleges. Advanced courses are offered for students concentrating in the Classics, but there are also appropriate studies for those specializing in art, history, philosophy, or any of the other humanities.

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.

## E. SPECIAL POLICIES AND PROGRAMS

### 1. INTERCULTURAL STUDIES PROGRAM

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the Intercultural Studies Program. For example, Latin America and Near Asia are studied, and Black Studies are also a part of this program. 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.

### 2. URBAN AND ENVIRONMENTAL STUDIES PROGRAMS

The programs in Urban & Environmental Studies are broadly-based, multi-disciplinary programs, established to provide students with an understanding of urban and/or environmental processes and problems. Students focus on either the social or natural science disciplines with suitable interplay between these broad divisions so that a problem or process is comprehensible as a whole. An internship may form part of a student's major. Students engaged in these programs will not be graduated as specialists (e.g., city planners or meteorologists) but rather will be liberally educated in these subject areas. See Urban and Environmental Studies Program under *Courses of Instruction*.

### 3. COLLEGE COURSES

Each year Trinity faculty offer 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. In 1973-74 the follow-



ing College Courses will be offered: Basic Filmmaking, The Scientific Revolution, The Past and Future of Higher Education, The Intellectual Heritage of Newton and Einstein, and An Interdisciplinary Approach to Sex Roles in America. See *Courses of Instruction* for description.

#### 4. 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. A student may also accelerate through the Individualized Degree Program, p. 8.

#### 5. 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*.

#### 6. 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.

#### 7. 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.

a. **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*. 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*.

Although no pre-architecture major is available at Trinity, students interested in graduate study in architecture may plan for such study by selecting a major which allows them to take appropriate courses in studio arts, mathematics, physics and engineering. The following engineering courses are of interest to pre-architects: 125, 224, 325, 341, 342. These courses provide the student with a background in engineering analysis of structures and materials. For further information, consult with the Chairman of the Engineering Department.

b. **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 121, 122, 203, 221, 222, 307, 314, 414; 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 com-



puter. 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 121, 122, 221, 222; Biology 191L; 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.

**C. 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 the Engineering Major listed on p. 75.

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.

## 8. 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. Students 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.

### 9. PREPARATION FOR LAW SCHOOL AND BUSINESS SCHOOL

Many Trinity students go either directly or within a few years after graduation into law schools or business schools. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. A Pre-Law School Advisory Committee has been established to advise students interested in applying to law school and to provide a composite reference letter for them. A Business School Advisory Committee also counsels students about training in this field. The work of these committees is coordinated by the Career Counselor.

## 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 kinds and numbers 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.

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 Biology, Biochemistry, 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 through the Individualized Degree Program (see p. 8) or by utilizing 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 a second Bachelor's degree (i.e., one who already holds a Bachelor's degree from Trinity or another accredited institution of higher learning) should make application to the Registrar for the special requirements pertaining thereto.

*A candidate for the Bachelor's degree in the regular program must:*

1. Receive 36 course credits.
2. Complete the requirements for a major. (A student who is completing more than one major must complete all the requirements for each of his majors: however, if any course is required by more than one of his majors, then that course may be used to fulfill the requirements of each of his majors.)
3. Attain a grade of at least C- for 26 of the 36 course credits, or grades of at least B- for enough course credits 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 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.

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

*A candidate for the Bachelor's degree in the Individualized Degree Program must:*

1. Complete 24 study units with a grade of C- or better in each study unit.
2. Complete a project (or projects) to the satisfaction of the student's advisers and the IDP Coordinating Committee.
3. Complete the qualitative and quantitative aspects for a major, the requirements of which shall be determined by the departments themselves in consultation with the IDP Coordinating Committee.

#### 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 latest, prior to pre-registration at the end of the student's sophomore year.

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

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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:

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

Interdisciplinary majors include:

- Comparative Literature
- Intercultural Studies
- Physical Sciences
- Urban & Environmental Studies

Interdisciplinary majors (for instance, American Studies) may also be individually constructed (see Student-Designed Study under *Special Academic Opportunities*).



## Academic Standards and Regulations

### AGE OF MAJORITY

The age of majority under Connecticut law is 18, and students that age and older have the full rights and responsibilities of all other adults. The College will normally communicate directly with students in matters pertaining to grades, academic credit, academic and disciplinary status and College bills. However, at the request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians.

### 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.

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 course credits. With the consent of his faculty adviser and after notification to the Registrar, a student may enroll for an extra course credit. Any student who wishes to enroll for more than six course credits must first obtain the permission of the Dean for Community Life. An additional charge will be made for a schedule of six or more course credits.

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 records.

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.

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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 as "drop." 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 and Theatre Arts 201, 202 are added and dropped according to a different schedule (see Physical Education and Theatre Arts under *Courses of Instruction*).

### 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.

Penalties for excessive cutting will be determined by the course instructor and may, at his discretion, include the issuance of a failing grade for the course.

### 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 will receive grade reports. Passing grades are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, Pass. Grades below C- are unsatisfactory. F denotes failure.

There is one provisional grade: "Incomplete." Incomplete is used only when in the instructor's judgment a student has been prevented from completing required course work by circumstances beyond his control. 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, or at an earlier date if required by the instructor, a final grade of F will be entered on the student's permanent record card.

At mid-term faculty will report a grade of "U" for any student who is doing unsatisfactory work and a grade of "ABS" for any student who is enrolled in a course but not attending it. A copy of all "U" and "ABS" grades will be sent to the student and the student's adviser.

### *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. Credit from an Open Semester may be granted toward the fulfillment of major requirements at the discretion of the major department chairman.

### *Normal Course Load and Normal Progress toward the Degree*

A student should plan his schedule of courses in concert with his adviser to ensure that in four of his eight semesters his course load will allow him to earn (on the average) four course credits per semester, and in the remaining four semesters, five course credits per semester. Every candidate for the degree (except one admitted to Trinity College as a part-time degree candidate) must enroll for at least four course credits in both the Christmas and Trinity Terms, except that he may enroll for fewer than four 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.

*Freshman, Sophomore, Junior and Senior Status*

A student who has less than six course credits is classified as a freshman; one who has at least six but less than sixteen course credits is classified as a sophomore; one who has at least sixteen but less than twenty-six is classified as a junior; and one who has received at least twenty-six course credits is classified as a senior. Thirty-six course credits 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- for ten course credits.

**ACADEMIC LEAVE OF ABSENCE AND CREDIT FOR WORK IN OTHER COLLEGES**

A student who plans 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 obtain written approval from his adviser. He should also discuss his proposed program with the Dean for Educational Services and should ascertain that it is a program approved by Trinity College for academic credit. He must then apply to the Registrar's Office for an Academic Leave of Absence in order to receive transfer credit for specific courses. 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.

Any student desiring credit for work completed through enrollment in a native program (i.e., one not run or sponsored by an American institution) at an overseas institution must receive, in writing, from the Registrar, with the concurrence of the chairman of the department(s) involved, *prior* approval for the amount of credit to be awarded, and what, exactly, will constitute satisfactory performance in the native program.



The number of course credits awarded to a transfer student for work completed at another institution prior to his enrollment in Trinity College shall not exceed that which the student could reasonably have earned during a comparable period of residency at Trinity, i.e., an average of nine course credits per year.

Transfer credit is restricted to courses which, in general, parallel Trinity's own, and/or are of a liberal arts nature. Courses whose primary focus is the acquisition of technical skills related to professional training, preparation for which does not require exposure to the fundamental bases of literary, philosophical, interpretive, or scientific understandings, will not be granted credit. The Registrar's Office will be the arbiter of the issue as to general creditability of a course taken at another college. In the event that credit for non-major courses is denied by the Registrar, the student may appeal such decisions to the Curriculum Committee. With respect to courses used to satisfy a requirement for the major, it is the option of the student's major department to accept the course toward satisfaction of its internal requirements. It is the student's responsibility to seek and to secure departmental approval; in the absence of written approval by the chairman of a major department, it is assumed that credits earned in a comparable department at another college are *not* to be used toward the satisfaction of major requirements.

#### 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 semester or 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. Students interested in exploring job opportunities for the period of their withdrawal should consult the Director of Career Counseling for assistance. Opportunities for employment are also available through the College's affiliation with the Institute for Off-Campus Experience (see p. 13).

In extraordinary cases, where the Registrar has reason to believe that the student's proposed return would jeopardize the welfare of the College, he may petition the Academic Affairs Committee to deny the student readmission. In such cases the Registrar would be expected to present evidence in behalf of his petition at a formal hearing before the Academic Affairs Committee. Such a hearing would be conducted in accordance with the standards of due process developed by said Committee.

### 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 quantity. 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\*

#### *The Determination of Academic Standing*

All courses for which a student is registered two weeks after the beginning of each semester are entered on the permanent record as "enrolled

\*These regulations will not apply to students in the Individualized Degree Program.



courses." Enrolled courses in which a student receives either a passing or a failing grade are considered "completed courses" for the purpose of determining academic standing.

Any courses dropped prior to the final deadline for dropping courses in any semester are marked "drop" on the permanent record. These courses do not count as "completed courses."

A student is normally expected to complete four courses for full course credit in four of his eight semesters and five courses for full credit in the remaining four semesters. He may not complete less than three courses in any one semester or less than seven courses in any two consecutive semesters and remain in good academic standing. In special cases, this rule may be waived by the Academic Affairs Committee.

Continuance in good academic standing presupposes that an undergraduate student will:

- if completing only three one-credit courses or the equivalent, have completed four courses in the previous semester, and in the current semester receive a passing grade in each course, and a letter grade of C- or better in two;
- if completing four one-credit courses or the equivalent, receive three passing grades, including two letter grades of C- or better;
- if completing five or more one-credit courses or the equivalent, receive four passing grades, including three letter grades of C- or better;
- if completing fewer than three one-credit courses, have had the prior permission of the Academic Affairs Committee and receive a grade of C- or better in each;
- and, if enrolled in an Open Semester, receive a "Pass" for three or more course credits.

At the close of both the Christmas and Trinity Terms, the record of each student is reviewed. If for any student the determination of academic standing is precluded due to the existence of provisional grades, the review of his record for that term shall be deferred until one or more final grades are given.

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### *Academic Probation*

A student will be placed on academic probation a) if he does not maintain good academic standing as defined above; or b) if he fails for three consecutive terms to attain an average of at least C-; or c) by vote of the Faculty if at any time it is determined that he has neglected his work.

When for any reason a student is placed on Academic Probation, notice of this action will be given the student and his adviser. An entry specifying Academic Probation will be made on the student's permanent record.

### *Required Withdrawal*

If a student incurs two academic probations in any three consecutive terms of his enrollment, he will be required to withdraw from the College for one year. In exceptional cases the student may petition the Academic Affairs Committee for readmission after one semester.

A student will also be required to withdraw from the College for one year if at any time, in the opinion of the Faculty, neglect of work warrants suspension.

Students who have been required to withdraw will be offered the opportunity to explain mitigating circumstances to the Academic Affairs Committee. If the circumstances warrant it, the Committee may recommend the waiver of required withdrawal, as well as the fulfillment of special conditions during the succeeding term(s).

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.

### *Readmission After Required Withdrawal*

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.



## 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, an equivalent 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. On the basis of its charter, the Chapter stipulates that persons elected to membership shall be men and women 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 under-

graduates 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. It has chapters at some 200 colleges and universities of recognized standing which offer a strong major in physics. Membership is restricted to physics students and others in closely related fields. Selection is made on a scholastic basis. 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 society, was founded in 1929. The Trinity Chapter, 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

The areas of course listings included in this section are: College Courses, Freshman Seminars, Intensive Study Programs, Departmental and Program Courses, and Student-Taught Courses. The requirements to fulfill a major within each department or program appear at the beginning of the respective course listings.

## KEY TO COURSE NUMBERS, COURSE CREDITS

Odd numbered courses are offered in the Christmas term (September–December); even numbered courses are offered in the Trinity term (January–May). A course offered outside its normal sequence is modified by the notation (1) or (2) immediately following the three digit course number. A (1) following the course number indicates that the course is offered in the Christmas term; a (2) indicates that it is offered in the Trinity term.

Courses are identified by numbers ranging from 100 to 699. Undergraduate courses are numbered 100 through 499, graduate courses 500 through 699.

Independent Study courses, in addition to the courses listed in this bulletin, are available by special arrangement. Permission is required of the instructor and his department chairman.

All courses, except those in Physical Education, normally meet throughout the semester, and earn 1 or  $1\frac{1}{4}$  course credits. A lecture course meets 3 hours a week for a semester and earns 1 course credit (the equivalent of 3 semester hours); a laboratory course meets 3 hours a week for lecture plus 3 hours a week for laboratory, and earns  $1\frac{1}{4}$  course credits (the equivalent of 4 semester hours). Courses which meet for irregular lengths of time or which earn either more or less than 1 course credit, are so designated in the course description. Physical Education courses meet for  $\frac{1}{2}$  semester and earn  $\frac{1}{4}$  course credit.

Courses which meet throughout the year, and which require completion of the entire course in order to earn credit for any part of the course, are hyphenated, e.g. Music 321–322. Course numbers joined by a hyphen also designate certain courses which combine the work of 2 full semester courses within one semester, e.g. Greek 101–102.

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### Symbols

- (1) course offered in the Christmas term (out of sequence)
- (2) course offered in the Trinity term (out of sequence)
- [ ] course not offered in the current academic year
- L Laboratory course
- M Monday
- T Tuesday
- W Wednesday
- Th Thursday
- F Friday
- TBA To be arranged (instructor or meeting time)

## College Courses

### CHRISTMAS TERM

**College Course 107: Basic Filmmaking** – An introduction to the elements of film language through analysis of professional films and production in Super 8. One course credit. Enrollment limited to 15. Permission of instructor. – Stires WF 2:30–4, Language Lab.

**College Course 157: The Scientific Revolution** – This course will explore the factors, both internal and external to science, which brought about the scientific revolution of the 17th and early 18th centuries. It will attempt to relate that revolution to other important events of the era such as the growth of capitalism and Protestantism, and the English and French Revolutions. Non-technical works of Galileo, Bacon, Descartes, and Newton will be read, as well as secondary sources. A term paper will be required. – Frankel MWF 11:30

### TRINITY TERM

**College Course 107(2): Basic Filmmaking** – Same as College Course 107.

**College Course 160: The Past and Future of Higher Education** – Discussion focused upon American higher education in the nineteenth and twentieth centuries. Of particular concern will be the problems in the areas of curricula, social policy, finance, governance, non-academic obligations, accountability. Term paper required. Sophomore year and above. Permission of instructor. T. D. Lockwood and other members of the administration. Course limit: 25 students. Time: TBA

**College Course 164: The Intellectual Heritage of Newton and Einstein** – An examination of the evolution of man's description of the physical world at the macroscopic level. We shall investigate in depth the description of motion provided by Newton, and contrast it with its antecedents. Examples of the predictive power of the Newtonian scheme (e.g., the discovery of a new planet) will be discussed. Then we shall examine in detail the drastic revision of our primitive notions of space and time entailed by Einstein's special theory of relativity. Finally, we shall look into some aspects of Einstein's replacement for Newton's universal theory of gravitation: the general theory of relativity.



In this course, we shall concentrate more on developing an appreciation for the methodology of two giants of natural philosophy than on problem solving. Our readings will include biographical and historical material. Lectures will be presented regularly, but once every two weeks we will have a "free-for-all" discussion, with no holds barred. — Picker MWF 9:30

**College Course 182: An Interdisciplinary Approach to Sex Roles in America** — This course will employ the disciplines of economics, psychology, history, philosophy, political science, religion, and sociology to investigate the implications of sex roles. It will be organized around a format of participation by various members of the Trinity faculty in dialogue with each other and the class. Permission of instructors required. — Blau, Toomey W 1:15—3:55. (Same as Economics 102. Sec. C)

## 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*). Gary C. Jacobson, Assistant Professor of Political Science, is the Coordinator of the Freshman Seminar Program.

The Freshman Seminars for 1973-74 are:

### **The Rebel Hero in Literature**

This course will be a seminar in literature, comparative in nature, that will include masterpieces of Western European and Spanish American novel and drama. Its aim is to arrive at the image of modern man, using as a focus the rebel, or alienated hero, from Aeschylus' Prometheus to the "exiles" of Camus. The term "rebel" is to be taken in its broadest literary, rather than political, sense, although a novel like Azuela's *The Underdogs* does deal with the Mexican Revolution of 1910. — Andrian

### **New Towns: Promise or Mirage?**

An examination of the concept of "New Towns," from Ebenezer Howard's *Garden Cities of Tomorrow* to modern experiments and experiences in the building of "New Towns" in Israel, Great Britain, Finland, Sweden, France, Venezuela and the United States.

The general objective of the seminar is to develop an understanding and appreciation of the complex forces which have produced our modern cities and our "urban problems" and to critically analyze the idea that "New Towns" will provide a solution to our present urban problems. — Battis

### **Design: Engineered by Humans for Humans**

This seminar will study the interaction of several factors involved in the design of products and services intended (hopefully) to benefit humans. As a beginning, considerations "dictated" by engineering, human need, cost and esthetics will be applied to some existing design results. The experience gained in appraising existing solutions will then be applied to several situations currently under general discussion in an attempt to understand, and perhaps resolve, some of the questions involved. — Blakeslee

### **Women in the Economy**

The seminar will explore women's economic role, both inside and outside the home, and discuss how it has changed over time. The specific topics to be covered in the seminar will depend in part on the interests of the class, but may include some or all of the following: women's role in technologically primitive societies; women's role within the family; the women's rights movement in the United States; the entry of women into the labor market, their occupations and earnings; case studies of women's economic status in other countries. — Blau

### **Classical Influences on English Poetry: Chaucer to Milton**

The object of the seminar will be to provide an alternative — a comparative study of readings in translation from important Latin authors and works of English literature directly or indirectly influenced by them. Particular attention will be given to literary analysis of the Latin writings and an appreciation of their significance within the classical tradition, as well as to the extent of indebtedness and independence of the English authors drawing inspiration from and adapting their ancient predecessors. The genres represented will be comedy, pastoral, epic and tragedy. — Bradley

### **Technology and Medicine**

In recent years, medicine has been revolutionized by scientific and technological advances, but they have not stopped. Indeed, the pace of change has increased. In addition, social pressures have been added to those of science and technology producing a demand for a new concept of medical care, a new ethic of responsibility for both the physician and the scientist and a new structuring of institutions to deliver broader and better care.

In the seminar we shall explore the present and potential consequences of technological and medical discoveries. Of particular importance will be the problem of dynamic change in an era when reality often exceeds imagination and the issue that man himself has become the trustee of his own evolution on earth. — Bronzino

### **Identity and History**

This seminar will study intensively the life and writings of the psychoanalyst and psychohistorian, Erik Erikson. Several of his contributions to our understanding of human experience will be focused on: his enlarging and modifying of classical Freudian psychoanalytic theory and practice; his study of growth and personal identity at various stages of life; and his applications of psychological and clinical insights to the study of history. Some of the implications of Erikson's work, especially in regard to the psychological development of women and their position in our society, and to the ethical basis of clinical and social applications of psychology, will be explored critically. — W. M. Brown

### **The Idea of a Crusade 1095–1945**

The student should pick a topic dealing with a crusade and develop a bibliography for it. Periodic progress reports will be made orally, and a paper will be submitted at term's end. Some effort will be made to distinguish and define the word "crusade" as separate from "movements," "forces" and so on. Thus, while this is a history seminar, it cannot exclude other disciplines. Consideration will also be given to the problem of myth (what we think happened) and reality (what actually happened), for example, by comparing the original documents with modern literature. — Downs



### **The Art and Science of Child-Rearing**

The seminar will attempt a brief overview of the major theories and philosophies of child development, from Locke and Rousseau through Freud to the behaviorists and Piaget. Following this, the students and instructor will explore the implications of the various theories as they might be reflected in the child-rearing process. Some current "how-to" books will be reviewed and evaluated against the theoretical and experimental background of the child development literature. Students will hopefully come to appreciate the multi-layered complexity and ethical considerations of the socialization process. – Fink

### **The German Tale (Novelle) and Short Story in Translation**

Reading of representative German tales and short stories in English translation, with classroom discussions and presentation of reports by students. The objectives of the course are to familiarize the students with the important German contributions to the literary genres of tale and short story, to develop the students' skill in analyzing and interpreting literary works, and to give the students practice in using library reference materials and in presenting their findings both orally and in writing. – Hansen

### **Nuclear Energy**

The past, present, and future roles of energy derived from nuclear sources via the fission and fusion processes will be probed from sociological and technological viewpoints. No prior knowledge of relevant topics is assumed. Case studies will involve considerations of nuclear fuel, nuclear medicine, and nuclear weapons. – Howard

### **Contemporary Ideologies**

During the first part of the seminar we will concentrate on general questions concerning political ideologies: What is an ideology? Why do ideologies arise? What political functions do they perform? What determines the popular success or failure of ideologies?

With this preparatory study completed, the seminar will proceed to an exploration of some important contemporary ideologies, including liberalism, pluralism, several varieties of socialism (e.g., Maoism, African Socialism, aspects of the New Left), conservatism, and fascism.

Finally, the seminar as a group will investigate the "End of Ideology" controversy with special attention to the claim that social science itself is inherently ideological rather than truly neutral or scientific. – Jacobson

### **Russian Intellectual History**

The seminar will study Russian intellectual history in the 19th and 20th centuries. The approach will be primarily a literary one. The general objectives of the seminar are 1) to show how literature can be used for historical study, 2) to examine Russia's unique and fateful confrontation with the West, 3) to trace the origins of Russian Communism by examining the revolutionary movement, 4) to discuss the Soviet Union today. – Kassow

### **Creative Writing: The Feminine Viewpoint**

This seminar is reserved for students who are interested in developing the feminine viewpoint in their own writing of poetry, fiction and plays. Its main focus will be

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critical, that is to say, we will concentrate on technical and analytic skills of self-expression. Some reading of women writers outside the classroom will be included as a basis for judgment of theory and practice. – Katz

### Vector Geometry

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 the student an insight into the structure of mathematics and to implement his progress in abstract thinking. – Klimczak

### The Uses of Myth

The seminar will examine how men have used myth to shape their cultures. On this topic the seminar will bring to bear the insights of comparative religion, anthropology, cultural history, psychology, and literary criticism.

Out of these various approaches to myth the student will try to develop a coherent theory of myth, a theory that will explain not only how myths were used in the past but also how they are at work in modern cultures. – Kuyk

### Revolutions in Consciousness

What kinds of changes in consciousness are necessary for there to be a revolutionary restructuring of our society and what kinds of changes are possible? To what extent are the necessary changes impossible because "human nature" just is a certain way (e.g., selfish, aggressive, domineering, unable to transcend previous conditioning, etc.)? We will try to approach these questions from two angles: a. A careful look at the kinds of changes in consciousness that people have gone through in actual revolutionary situations and in periods of class struggle. b. An examination of some of the recent work in what is called "radical psychology" to see what possibilities for transcendence are suggested and what approaches to psychology may help to foster that transcendence. Here we will be asking about the psychic limits of human freedom. With this discussion completed, we will then focus on the question of how much changes in consciousness are a prerequisite for revolutions and how much they are a by-product. We will examine here the attempts by the Counter-Culture and the New Left to produce an answer to this question and see what problems they ran into in practice. – Lerner

### Liberal Education at Trinity

This is a seminar about liberal education. Instead of reading and discussing books about liberal education, however, the seminar will *be* a sample of liberal education at Trinity. One session each week will be devoted to a lecture by a different faculty member concerning some aspect of his/her discipline that interests him a great deal and, at the same time, addresses issues of broad significance. Each lecturer will follow a standard format which will include a moderately detailed example of reasoning about a typical problem as well as an account of the wider significance. – Mace

### Biblical Poetry

In Old Testament poems, many varied poetic techniques are used so that beautiful word-combinations and rhythms communicate major ideas about humanity, the



world and God. Richly connotative verbs are the basis of the Hebrew language, and reading poems in translation will show what this accent on verbs makes possible in poetry and ideas.

This will not be a survey course on poetry or the Bible. In each seminar session one particular poem will be explored to see what is there.

The objective is to have persons and a poem in dialogue, to interrelate a poet's wit and skills with the wit and skills of seminar participants. The aim is heightened ability to see what is in a literary unit of any kind, and one's own finesse and pleasure in putting ideas into words. — Mauch

### **Sports and American Society**

The seminar will engage in a systematic investigation into the cultural role of sports in America. The approach will be psychosocial. An effort will be made to create an awareness and an understanding of the psychological significance of sports, which strongly influences Americans throughout their lives, and of the cumulative effect of this influence in terms of societal values, use of leisure time, and the economy. Interrelationships between sports, religion, violence, race relations, ethical-moral codes, national economy, etc., will be explored. — McPhee

### **The Sociological Eye**

A somewhat offbeat attempt at learning about social behavior and social relations by taking photographs and discussing them in the light of some recent sociological literature. There will be *no* attention paid to "aesthetic values," photographic technique, or gadgetry. — N. Miller

### **The Varieties of Communism**

The first part of the seminar is essentially theoretical: an exercise in political philosophy, and the history of ideas. It will explore the work of Marx, Engels, and Lenin: their theories of history, society, politics, and economics.

The second part will deal with relationships between Marxist theory and practice, chiefly by observing the process of revolution as it has occurred in several countries, and by an examination of major facets of existing Communist or Marxist regimes. Finally, we shall look at some varieties of American Marxism exemplified by the works of C. Wright Mills, Herbert Marcuse, and others. — Neaverson

### **Simulation and the Study of History**

In recent years many social scientists (though few historians) have been experimenting with simulation games as a technique for understanding human behavior. The players in such games confront pressures and problems which are similar to those in the "real-life" situations which the game simulates. Most of us are familiar with commercial simulation games like Diplomacy (European political and diplomatic relations), Clue (the detective), Monopoly (capitalism), and so forth. These commercial games are designed for a mass entertainment market and are thus crude and simplistic. When used as tools for research and teaching, however, simulation games can be highly sophisticated and quite informative.

In the seminar we shall explore the present and potential uses of simulation in the study of history. Of particular importance will be the following issues: existing historical simulations, difficulties in historical games, implicit and explicit simulation in historical research, objectivity and subjectivity in historical research, determinism and the historian, and history as art or science. — Oxnam

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### **Light and Color: From Rainbows to Lasers**

Certain optical phenomena in nature – for example, the appearance of rainbows, the blueness of the daytime sky, the twinkling of stars – have always excited human curiosity. In this seminar, we shall use the analysis of these and others (such as the “glory” or Brocken, a multi-colored halo occasionally visible from airplane windows) as points of departure for understanding the simple principles which govern the propagation of light and the interaction of light with matter. From these basic notions, we shall proceed to discussions of the modern theory of light and its practical consequences, including the ideas underlying the operation of the laser and the process of holography. – Picker

### **A Study of the Phenomenon of Religion**

This seminar will study the phenomenon of religious experience and belief both from the perspective of those involved in religion and of those who study it in relation to some other discipline. The purpose of the course will be to come to a greater understanding of the nature of religion and to analyse critically its different aspects. No prior religious experience or upbringing will be expected of seminar members, but simply a willingness to become involved in exploring a challenging and continually evolving phenomenon. – Pomerantz

### **German Music from 1900–1930: The Death of Romanticism**

A study of the German-Viennese schools of composition in the early years of the twentieth century. Starting with the “ripe” works of the late Romantics (Mahler, Strauss and Reger) with concentrated study on the decline of the symphony and opera, the course will proceed to the study of the early twelve-tone and expressionistic composers (Schoenberg, Berg and Webern). Particularly noted will be the impact of World War I on German music, and the influence of the expressionist painters (Nolde, Ernst, Kandinsky, Kokoschka) on their contemporaries in music. – J. Reilly

### **Language, Art, and Reality**

It will be the purpose of this course to analyze ways in which we communicate with each other, with emphasis on artistic media. The course will focus mainly but not exclusively on literature. We will analyze a range of artistic works including forms of music, painting, and film as well as literature; discuss artistic ways of organizing space and time, of producing coherent symbolic form; and, finally, attempt to determine the relationship of a given work of art to external reality. – Riggio

### **An Examination of Innovative Practices in Education**

The seminar will be divided into two components. The first segment of the course will involve an intensive survey and examination of currently credible innovative practices in education. Discussion will center on the four main types of innovations; namely, instructional, organizational, substantive and technological. Emphasis will be placed upon those specific innovations of greatest interest to the class. The second segment of the course provides each student the opportunity for independent field investigation and concentrated study in a special interest area. It involves the observation and analysis of selected innovations within area educational institutions culminating in a research paper. – Shipe

### **Sport: A Contemporary View**

The first nine weeks of the term will consist of discussions pertaining to psychological and sociological aspects of sport in a changing society. Background for the



course acquired through selected reading. Topics for class discussions will have some degree of flexibility and will be selected by the students according to their interests. Every student will be expected to bring to the seminar information about topics under consideration and present this material for discussion. The final four weeks will give each student the opportunity for independent concentrated study in a special interest area culminating in a research paper. — Shults

#### **Literature and Biography: Hemingway and Yeats**

The seminar will consider some of the critical problems arising from the study of literature in the context of the writer's life; for example, the kinds of evidence one may draw from biography to understand literature and from a writer's work to understand his experience, the limits and values of such evidence, and its relationship to other kinds of evidence one may bring to the interpretation of literature. — P. Smith

#### **Poverty and Prejudice**

The seminar will focus primarily on a joint investigation of the misinformation that surrounds poverty and prejudice and the psychological implications that result from the facts and the fiction, both for the poor and the non-poor, the prejudiced and the subjects of prejudice.

A major goal of the seminar will be to become a cohesive group that is spontaneous in its search for understanding and knowledge of this topic, eager to learn by being a part of the learning process, and challenged enough by the existence of poverty and prejudice to feel a certain urgency in the investigation in order to better deal with it. — Toomey

#### **Literature and Dreaming**

The seminar will begin with the wish-fulfillment theory of Freud's early studies of dream, and progress through the modifications and elaborations of Freud's theory by contemporary ego psychologists and sleep lab researchers into the cognitive aspects of dreaming. Topics of central concern will be the unconscious, mental conflict, and the "dream-work." In conjunction with theories of dreaming, we will examine several literary works modelled on dreams, and discuss Norman Holland's *The Dynamics of Literary Response*; and the seminar will open out into a general exploration of human psychology, creativity, and the mental processes involved in reading literature. — Weisgram

#### **Totalitarianism**

A comparative historical study of twentieth century totalitarianism in both its "Communist" and "Fascist" variants. — West

#### **Foundations of Analysis**

The seminar will study topics in calculus which are not commonly covered in calculus courses. Vectorial and topological notions, in particular, will be considered extensively. — Whittlesey

#### **Sport: An Interdisciplinary View**

This seminar is designed to be an open-ended examination of "sport." It is hoped that the class will be representative of the college community (women and men, black and white, and athletes and non-athletes). This heterogeneity is desired in order to understand the various aspects of the nature and issues involved in sport.

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Topic selection will be based largely on student interest. Some possibilities are: 1) philosophical questions... what is "play," competition, game, etc. 2) sociological questions... sport as big business, politics in sport, the black athlete, women in sport, religion in sport, ethical values, etc. 3) psychological questions... violence in sport, need for competition, emotional pressures at various levels of competition, etc. — Millsbaugh

## Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one semester courses: Chemistry 206L, 208, 211L, 212L, 315, 404, Physics 122, Mathematics 122, Biology 317L, 318L, and two courses selected from the following: Chemistry 313L, 403, Biology 220L, 321L, 412L, 414L. A grade of at least C- must be obtained in Chemistry 212L, 315, Biology 317L, 318L.

For further information concerning progress towards the major please consult the description of the Chemistry major. All Biochemistry majors are subject to the regulations detailed there.

## Biology

PROFESSORS VAN STONE, *Chairman*, BURGER AND CHILD; ASSOCIATE PROFESSORS R. BREWER, CRAWFORD,\* GALBRAITH, AND SIMMONS

**BIOLOGY MAJOR** — The major consists of 12 course credits which can be acquired through a combination of departmental and nondepartmental courses. One grade at the D level is permitted provided it does not contradict specific course prerequisites. A minimum of eight course credits must come from the Department of Biology offerings including Biology 191L and two courses selected from those listed at the 200 level. The remainder of these eight credits may be accumulated through a combination of departmental courses which the student feels best suits his objectives with the proviso that he present a minimum of six courses with laboratory. Nondepartmental courses (as listed below) may be used entirely or in any combination with departmental courses to complete the total course credit requirement of the major.

**Course Credits** — The credits which can be accumulated for any specific course are given in the course description below. Students who have secured an advanced placement grade in Biology of 3, 4, or 5 will be excused from Biology 191L, and they will be allowed 1½ credits towards the major.

**Student Assistants** — Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a listed departmental course. It is to be understood that the primary responsibilities of student assistants will be instructional, and that from time to time throughout the academic year these students will be asked to participate in departmental staff meetings. Students taking part in this program will receive ½ course credit by registering in Biology 451 or 452.

\* Sabbatical Leave Trinity Term



**INDEPENDENT STUDY** – Majors in Biology are provided the opportunity to carry on independent study either through direct laboratory work or library research. Because of the nature of laboratory work, the student should not entertain this type of independent study unless he is willing to devote at least two semesters or more likely three semesters to the program. Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a legitimate problem in the field. All students doing independent study will be under the direction of individual staff members. Those who wish to pursue independent study should present a written request to the Department Chairman no later than December 1 if the work is to be initiated in the Trinity Term or no later than April 1 if the work is to be initiated in the Christmas Term. Such requests should include a general description of the question to be pursued and an explanation of its import.

**Nonmajors** – Students who wish to participate in departmental courses at or above the 200 level but who are not interested in a full major may do so by completing Biology 191L with a C– or better.

**Guideline Courses** – Courses numbered between 110–120 are guideline courses. These are designed for the general student who may enter them at any period of his college career without prerequisites. Guideline courses are also open to the Biology major but are not utilizable toward major credit.

**Exchange Program** – Students who are involved in exchange programs, and wish major credit for work at another college should submit to the Department Chairman in writing before their work is begun: the name of the institution, the course number, name and catalogue description. Formal permission must be given before the course can be credited towards the major at Trinity.

**Open Semester** – Students who choose the open semester and wish major credit for the same, must present both orally and in writing, their proposal to the Department via the Chairman *before the work is begun*. If approved by the departmental staff, the student 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 wish to engage themselves in serious biological study outside the College. If a student wishes credit toward the major for this study, he must follow the procedure for the open semester as given in the paragraph above.

## NONDEPARTMENTAL COURSES

The courses listed below may be applied towards the major in Biology as described above.

- |              |  |
|--------------|--|
| Chemistry:   | 112L General Chemistry II<br>212 or 212L Elementary Organic Chemistry<br>206L Physiochemical Analysis  |
| Education:   | 371 Intro. to History and Philosophy of Education<br>375 Educational Psychology<br>475 Principles and Methods in Secondary Education<br>491–492 Student Teaching                     |
| Engineering: | 107 Computer Concepts<br>201 Principles of Electronic Instrumentation<br>221 Computer Application<br>411 Electrical Aspects of Biological Signals<br>522L Biological Control Systems |

## 50/Courses of Instruction

Mathematics: 110 Calculus (or any higher numbered course)

Physics: 102 Principles of Physics II  
122 General Physics II

### CHRISTMAS TERM

**191L. Biological Principles** – An introduction to the unifying principles of biological science: an organization and origin of the biosphere, the cellular basis of organisms, reproduction and inheritance, the physical and chemical basis of cells, and general principles of populations. Illustrations will be drawn mainly from the fields of molecular and cellular biology. Laboratory experience with the microscope, preparation of materials for microscopy, and demonstrations of the physical, chemical and biological properties of cells and their components. Permission of the instructor.  $1\frac{1}{4}$  course credits. – Child MWF 9:30

Lab. Sec. A – Child M 1:10

Lab. Sec. C – Child W 1:10

Lab. Sec. B – Child T 1:10

**211L. Invertebrate Zoology** – A phylogenetic treatment of the major groups of invertebrate animals based upon their morphological characteristics and their functional attributes. The laboratory will provide comparative examination of the relationship between structure and function in the major invertebrate groups through demonstration, dissection, and experimentation. Prerequisite: Biology 191L. Permission of the instructor.  $1\frac{1}{4}$  course credits. – R. Brewer MWF 11:30

Lab. Sec. A – R. Brewer W 1:10

Lab. Sec. B – R. Brewer Th 1:10

**311L. Vertebrate Comparative Anatomy** – A treatment of the evolutionary history of the vertebrates based on a comparison of the gross anatomy of living and extinct forms. The lectures are correlated with a series of dissections including *Squalus* (Dogfish) and the cat designed to introduce the student to the fundamental nature of vertebrate anatomy. Prerequisites: Biology 191L and permission of the instructor.  $1\frac{1}{4}$  course credits. – Burger TTh 11:20

Lab. – Burger T 1:10

**313. Vertebrate Microscopic Anatomy** – A lecture course designed to provide the student an insight into the structure of cells and their organization into vertebrate tissues. Prerequisites: Biology 191L and permission of the instructor. 1 course credit. – Van Stone MWF 11:30

**315. Microscopic Technique** – Laboratory exercises in the preparation of cells for study and the proper use of the microscope. Both traditional and modern techniques will be treated. Prerequisite: Biology 191L and Biology 313 which may be taken concurrently. Permission of the instructor.  $\frac{1}{2}$  course credit.

Lab. Sec. A – Van Stone M 1:10

Lab. Sec. C – Van Stone W 1:10

Lab. Sec. B – Van Stone T 1:10

**317L. Biochemistry I** – A study of the molecular description of living systems. Emphasis is upon current developments in both concepts and laboratory techniques. This course deals with proteins, enzymology, bioenergetics and molecular genetics. Laboratory exercises will explore the properties of amino acids, proteins, enzymes, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 191L, organic chemistry, and permission of the instructor.  $1\frac{1}{4}$  course credits. – Crawford TTh 8:30. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 317. 1 course credit.*)

Lab. Sec. A – Crawford W 1:10

Lab. Sec. B – Crawford Th 1:10



**321L. Genetics** – A study of the basic principles of genetics including the transmission and organization of the genetic material, the structure and function of the gene, and microbial and population genetics. Laboratory exercises will place emphasis upon methods of genetic analysis in *Drosophila*. Selected experiments in microbial genetics, radiation genetics, biochemical genetics, and cytogenetics. With permission of the instructor, certain students may undertake independent study involving experiments of their own design. Prerequisites: Biology 191L and permission of the instructor. 1½ course credits. – Galbraith TTh 9:55. (*With permission of the instructor this course may be taken without laboratory by registering for Biology 321. 1 course credit.*)

**Lab. Sec. A** – Galbraith T 1:10

**Lab. Sec. B** – Galbraith W 1:10

**409L. General Endocrinology** – A study of the endocrine glands of vertebrates. Major emphasis is placed upon the interaction of hormones in regulating metabolism, reproduction, development and differentiation. The laboratory will introduce students to modern techniques used in studying endocrine physiology. Included will be experiments involving measurement of protein and steroid hormones, metabolism of hormones, chromatographic techniques for separation of hormones, and preparation of antibodies to hormones. Prerequisites: Biology 318L or 220L and permission of the instructor. – Simmons MWF 9:30

**Lab. Sec. A** – Simmons M 1:10

**Lab. Sec. B** – Simmons T 1:10

**415. Independent Study (Laboratory)** – The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating his work no later than the fall of his senior year, and he should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

**419. Independent Study (Library)** – The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

**451. Student Assistantship** – Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Student Assistants in the description of the major. Not creditable to the major.) – Staff

### TRINITY TERM

**112. The Biology of Man** – A treatment of the basic principles of living systems and an application of these to the study of man. Particular attention will be devoted to structural and functional characteristics which document man as an integral component of an evolving physico-chemical phenomenon. Not creditable to the major. A guideline course. – Van Stone TTh 11:20

[114. **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

## 52/Courses of Instruction

marine environment but life itself. Not creditable to the major. A guideline course.  
- R. Brewer

**212L. Biology of Plants** - A study of the structure, functions and ecology of plants. Classification (Taxonomy) will be kept at a minimum. Laboratory exercises are designed to give the student direct manual and visual experiences with the principles presented in lecture. Prerequisite: Biology 191L. Permission of the instructor. 1¼ course credits. - Burger MWF 11:30

**Lab. Sec. A** - Burger T 1:10

**Lab. Sec. B** - Burger W 1:10

**220L. General Physiology** - An introduction to molecular, cellular, and systematic physiology. Emphasis will be placed upon the biochemical phenomena involving interaction of the different organ systems in maintaining homeostasis. Laboratory exercises are designed to demonstrate regulatory mechanisms of the different organ systems utilizing the laboratory rat and some subcellular preparations. Prerequisites: Biology 191L. Permission of the instructor. 1¼ course credits. - Simmons MWF 9:30

**Lab. Sec. A** - Simmons T 1:10

**Lab. Sec. B** - Simmons W 1:10

**310L. Developmental Biology** - A study of developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. The laboratory exercises will be devoted to study of the early developmental events of several representative animals with primary consideration to a detailed study of the embryology of the chick. Prerequisite: Biology 191L. Permission of the instructor. 1¼ course credits. - Galbraith TTh 11:20. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 310. 1 course credit.*)

**Lab. Sec. A** - Galbraith T 1:10

**Lab. Sec. B** - Galbraith Th 1:10

**318L. Biochemistry II** - In the second half of the course attention is given to metabolism and its control. The laboratory will explore the properties of carbohydrates and lipids. Also included are experiments on detoxication and distribution of macromolecules in mammals. Prerequisite: Biology 317L or permission of the instructor. 1¼ course credits. - Crawford TTh 8:30. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 318. 1 course credit.*)

**Lab. Sec. A** - Crawford W 1:10

**Lab. Sec. B** - Crawford Th 1:10

**410. Evolution** - A lecture course designed to treat the evolutionary history of living systems as well as the mechanisms and theory currently used to explain the phenomenon. Prerequisite: Biology 191L. Biology 321 recommended. 1 credit. - Van Stone MWF 10:30

**412L. Cellular Physiology** - The experimental evidence underlying contemporary cell theory, with emphasis on the physiology of subcellular parts, physico-chemical organization, and instrumental analysis. Laboratory exercises will provide practical experience with cell culture, sterile technique, phase contrast microscopy, and experiments in cell physiology. Prerequisites: Biology 317L and permission of the instructor. 1¼ course credits. - Child MWF 10:30

**Lab. Sec. A** - Child M 1:10

**Lab. Sec. B** - Child T 1:10

**414L. Ecology** - The current state of ecological theory which pertains to the structure and attributes of natural populations and the organization of biological communities. Laboratory exercises will investigate the response of individual organisms to specific environmental stimuli and provide an analysis of selected population phenomena as well as an investigation of the organization of natural



communities. Four field trips will be made. Prerequisites: Biology 191L and permission of the instructor. 1½ course credits. – R. Brewer MWF 11:30

Lab. Sec. A – R. Brewer T 1:10

Lab. Sec. B – R. Brewer W 1:10

**416. Independent Study (Laboratory)** – The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating his work no later than the fall of his senior year, and he should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

**420. Independent Study (Library)** – The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

**452. Student Assistantship** – Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Student Assistants in the description of the major. Not creditable to the major.) – Staff

## Chemistry

PROFESSORS DEPHILLIPS, *Chairman*, 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 206L, 208, 211L, 212L, 307L, 313L, Physics 122, 313. Mathematics 122 and one course selected from the following: Chemistry 314, 403, 404, 405, 406, 412L, 415 and 509. Because of their common laboratory, Chemistry 307L and 313L should be taken concurrently. A grade of at least C– must be obtained in Chemistry 212L, 307L and 313L.

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 continue their studies in Chemistry or allied fields to take, in addition to the above program, Chemistry 314, Chemistry 412L and/or 415, and an additional 400-level course. Since many 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."

\* Sabbatical leave, Trinity Term.

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Those students undertaking off-campus programs of study who wish to have a course or courses counted toward partial fulfillment of the requirements for the Chemistry major must present in writing a complete description of such courses for *prior* approval by the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Department Chairman. This must include a certified transcript from the institution, a letter from the course instructor(s) describing the student's performance in the subject(s) studied and a personal interview.

All courses in the Chemistry Department (except Chemistry 111L, 112L and 206L) may be taken with or without the associated laboratory. However, *independent enrollment in the laboratory portion of any course is not permitted*. Those students satisfactorily completing a course without the laboratory will receive one course credit. All others will receive one and one-quarter course credits.

Students majoring in Chemistry or Biochemistry must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

### CHRISTMAS TERM

**111L. General Chemistry I**—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: atomic and molecular structure, gas laws, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrates on quantitative measurements of solutions. 1½ course credits. Enrollment in each section limited to 40.

Sec. A — Smellie TTh 11:20

Lab. Sec. A — T 1:10

Sec. B — Bowie TTh 11:20

Lab. Sec. B — Th 1:10

Sec. C — Heeren MWF 9:30

Lab. Sec. C — W 1:10

**[115. The Chemistry of Air Pollution]**—A systematic study of the chemistry of air pollution on an elementary level. Topics considered will include the sources and fundamental chemistry of the principal gaseous, liquid and particulate air pollutants; problems related to the combustion of fossil fuels; chemical kinetics and the mechanism of formation of photochemical smog; methods for the detection and measurement of air pollutants; physical and chemical methods of air pollution control; consequences of air pollution with respect to health hazards, crop damage and climate; the development of air quality criteria. 1 course credit. Prerequisite: Chemistry 112L, or permission of instructor.

**211L. Elementary Organic Chemistry I**—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. 1½ course credits. Prerequisite: Chemistry 112L with a grade of at least C–, and permission of instructor.

**211.** Lecture only, 1 course credit. Prerequisite: Chemistry 112L with a grade of at least C–, and permission of instructor. — Bobko MWF 10:30. Lab. WF 1:10

**307L. Physical Chemistry II: Solution Chemistry, Spectroscopy, Statistical Thermodynamics**—A comprehensive treatment of transport properties, electrochemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. 1½ course credits.



307. Lecture only, 1 course credit.

Prerequisite: Physics 313 (may be taken concurrently) and Chemistry 208 with a grade of at least C-, or permission of instructor. - Smellie, DePhillips TTh 9:55 Lab. TTh 1:10

313L. **Principles of Inorganic Chemistry** - A study of atomic structure, the chemical bond, chemical reactivity, and molecular and ionic structure of inorganic compounds. An introduction to the principles of coordination chemistry and physical methods of structure elucidation as applied to inorganic compounds. An associated laboratory emphasizing inorganic synthetic techniques. 1½ course credits.

313. Lecture only, one course credit. Prerequisite: Chemistry 208, or permission of instructor. - Moyer MW 6:45-8:00 p.m. Lab. TTh 1:10

315. **Physical Biochemistry** - A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a thermodynamic and kinetic viewpoint. 1 course credit. Prerequisite: Chemistry 208 with a grade of at least C-, or permission of instructor. - DePhillips MWF 9:30

403. **Synthetic Organic Chemistry** - A detailed consideration of organic reactions of synthetic importance, including a study of scope, mechanism, and experimental conditions. 1 course credit. Prerequisite: Chemistry 212 or 212L. - Heeren TTh 11:20

405. **Physical Methods of Organic Structure Determination** - A survey of physical methods of structure determination with emphasis on infrared, ultra-violet, nuclear magnetic resonance and mass spectrometry. 1 course credit. Prerequisite: Chemistry 212 or 212L. - Bobko TTh 9:55

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

[415. **Advanced Analytical Chemistry**]

[509. **Advanced Physical Chemistry**]

#### TRINITY TERM

112L. **General Chemistry II** - A continuation of Chemistry 111L with emphasis on chemical equilibrium, electrochemistry, kinetics and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the qualitative analysis of ions. Prerequisite: Chemistry 111L. 1½ course credits. Enrollment in each section limited to 40.

Sec. A - Heeren TTh 11:20

Lab. Sec. A - T 1:10

Sec. B - Bowie TTh 11:20

Lab. Sec. B - Th 1:10

Sec. C - Heeren MWF 9:30

Lab. Sec. C - W 1:10

206L. **Physicochemical Methods of Analysis** - A lecture and laboratory course in which the principles and practice of chemical separation, titrimetry in nonaqueous and mixed solvent systems, spectrophotometry and electroanalytical chemistry as applied to chemical analysis, are presented. 1½ course credits. Prerequisite: Chemistry 112L with a grade of at least C-, or permission of instructor. - Moyer TTh 9:55. Lab. TTh 1:10

## 56/Courses of Instruction

**208. Physical Chemistry I: Energetics and Dynamics** – A lecture course concentrating on the development of the theory and applications of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (i.e., colligative properties, electrolyte theory, etc.). Prerequisite: Chemistry 112L with a grade of at least C–, or permission of instructor. – DePhillips MWF 11:30

**212L. Elementary Organic Chemistry II** – A continuation of the lecture and laboratory study begun in Chemistry 211L. 1½ course credits. Prerequisite: Chemistry 211L and permission of instructor. **212.** Lecture only, one course credit. Prerequisite: Chemistry 211 or 211L, and permission of instructor. – Bobko MWF 10:30. Lab. WF 1:10

**314. Descriptive Inorganic Chemistry** – A seminar course devoted to the systematic study of transition elements and nontransition elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. 1 course credit. Prerequisite: Chemistry 313 or 313L, or permission of instructor. – Moyer W 6:45–9:15 p.m.

**404. Bio-Organic Chemistry** – A descriptive and mechanistic study of the synthesis and reactions of biologically important compounds. 1 course credit. Prerequisite: Chemistry 212 or 212L (Chemistry 403 recommended). – Bowie MWF 10:30

**412L. Molecular Spectroscopy** – A detailed presentation of the theory of diatomic and polyatomic molecular spectra; group theory; normal coordinate analysis. Associated laboratory consisting of specialized techniques in obtaining high resolution molecular spectra. 1½ course credits. **412.** Lecture only, 1 course credit. Prerequisite: Chemistry 307 or 307L, with a grade of at least C–, or permission of instructor. – DePhillips MWF 9:30. Lab. TBA

**414. Independent Study** – An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member.

## 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 221; and two additional courses in Greek or Latin, or two courses chosen from the following: Classical Civilization 202, 203, 204, 205, 206, 212, 401; Fine Arts AH 201; 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.

One member of the Department in the second semester of each year is prepared to offer tutorials in areas of his special competence. Such tutorials are open to students who have successfully completed two 300-level courses in Latin and/or Greek.

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

## GREEK

### CHRISTMAS TERM

101-102(1). **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. Two course credits. – Macro MWF 9:30, TTh 9:55

201. **Plato and Euripides** – A selection from the dialogues of Plato and one tragedy of Euripides. Practice in reading and composition. Elective for those who have taken Greek 112. – Bradley MWF 10:30

**Advanced Studies in Greek** – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[301. **Herodotus**]

[311. **Thucydides**]

312(1). **Tragedy** – A study of Aeschylus' *Prometheus*, Sophocles' *Oedipus Rex*, and Euripides' *Bacchae*. – Bradley MWF 9:30

[321. **Lyric Poetry and Tragedy**] – Selections from monodic and choral lyric and a study of two tragedies: Aeschylus' *Prometheus Bound* and Sophocles' *Oedipus Rex*.

## LATIN

### CHRISTMAS TERM

[101-102(1). **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** – See Student-Taught Courses.

221. **The Blending of Greek and Roman** – The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus and Terence, Catullus and Lucretius, and Cicero. Emphasis on literary analysis and criticism;

## 58/Courses of Instruction

prose 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. — J. Williams MWF 9:30

**Advanced Studies in Latin** — The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 212 or 222.

[301. **Roman Drama: Plautus, Terence, and Seneca]**

[311. **Lucretius]**

[321. **Vergil**] — Readings in the *Eclogues*, *Georgics*, and *Aeneid* with particular emphasis on literary appreciation.

331. **Roman Historians: Tacitus** — Readings from the various works of Tacitus. — Macro TTh 1:15

[351. **Horace**] — Readings in the *Odes*, *Satires*, and *Epistles* with particular emphasis on poetic theory and analysis.

## CLASSICAL CIVILIZATION

### CHRISTMAS TERM

The following courses presuppose no knowledge of Greek and Latin:

[202(1). **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.

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. — J. Williams TTh 9:55 (Same as Comparative Literature 205)

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

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 AH 101, AH 201. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

## GREEK

### TRINITY TERM

112. **Intermediate Greek** — A rapid reading of selected Attic prose. This course follows the intensive course in elementary Greek and includes practice in composition and sight reading. Prerequisite: Greek 101–102. — Bradley MWF 1:30

202. **Homer** — The finest portions of the *Iliad* will be read. The course comprises lectures, discussions, composition reports on Homer, the oral technique, archaeological background, the mentality of the Homeric World. Elective for those who have taken Greek 201. — Macro MWF 9:30



**Advanced Studies in Greek** – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[302. **Aeschylus and Aristophanes**]

**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). – J. Williams MWF 9:30

[332. **Herodotus and Thucydides**] – Readings in both historians will be undertaken with a view to establishing their methodology, criteria for historiography and attitudes towards the nature of evidence. Wherever appropriate, epigraphical material will be adduced to supplement the historians' narrative.

**399(2). Tutorial in Greek** – Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek. – Macro TBA

## LATIN

### TRINITY TERM

**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. Sight reading and composition will be included. 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. – Bradley MWF 9:30

**222. Roman 'National' Literature** – The growth of a literature celebrating native traditions and institutions and giving expression to the aspirations of a specifically Roman *humanitas*. Readings selected from Vergil, Horace, Livy, Propertius, and Tibullus. Some practice in prose composition. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112 or Latin 221. Those who have had Advanced Placement Latin should consult with the Chairman. – Bradley MWF 10:30

**Advanced Studies in Latin** – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 212 or 222.

[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.

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### [312. Cicero]

[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.

### [332. Catullus]

341(2). **Catullus and the Elegiac Poets** – Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid. – J. Williams MWF 10:30

[342. **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.

[352. **The Roman Novel**] – A study of Petronius' *Satyricon* and Apuleius' *Metamorphoses* ('The Golden Ass') as the two surviving examples of Latin prose fiction: the one, a satire on society by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D.

399(2). **Tutorial in Latin** – Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek. – Macro TBA

## CLASSICAL CIVILIZATION

### TRINITY TERM

The following courses presuppose no knowledge of Greek and Latin:

203(2). **Mythology** – Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, "civilized" and primitive, towards myth. Lectures and discussion. – Macro TTh 9:55 (Same as Comparative Literature 203(2))

[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.

[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.

[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.



## Comparative Literature Program/61

### [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 AH 101, AH 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 in the program. The course in the *Introduction to the Comparative Study of Literature*, offered in alternate years, 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

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

**201. Introduction to Comparative Literature** – An analysis of the history, rationale and methods characteristic of the field of comparative literature. To be studied through readings of primary works and the examination of critical studies, centering for illustrative purposes, on Romanticism and pre-Romanticism in the study of literary movements, and on the artistic treatment of the adolescent figure in the study of literary themes. – Campo TTh 2:35

**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

## 62/Courses of Instruction

theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. – J. Williams TTh 9:55 (Same as Classics 205)

**209. Survey of Oriental Literature** – A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction and drama, which typify their civilizations. Permission of the instructor. – Benton TTh 9:55 (Same as English 209)

**214(1). Survey of Western World Literature to the Renaissance** – A study of some of the major works of western world literature with emphasis on those ideas and concepts which continue to shape western society and with some consideration of genres and modes. Readings in Homer, Aeschylus, Sophocles, Euripides, Thucydides, The Bible, Dante, and others. Permission of the instructor. – Ogden WF 2:40 (Same as English 214(1))

**217. Literature and Related Art Forms** – A study of the ways in which literature is related to other arts, including painting and sculpture. Readings in literature and literary criticism; viewing of slides; visits to museums. One-half course credit. Permission of the instructor. (Course ends week of October 22.) – McNulty TTh 1:15 (Same as English 217)

**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. In 1973–74: Prophetic literature (Jeremiah). Prerequisite: Permission of the instructor. Enrollment limited to 20. – Gettier TTh 11:20 (Same as Religion 319)

**333. 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. – Nichols MWF 10:30 (Same as Theatre Arts 333)

**335. Studies in Fiction: The Contemporary Novel** – The study of selected English, French, and American works with an emphasis on the themes and ideas which shaped the decade of the 1960's; readings in Beckett, Robbe-Grillet, Sarraute, Butor, Murdock, Fowles, Updike, Bellow, Mailer, Malamud, and others. Permission of the instructor. – Bair M 1:15–3:55 (Same as English 335)

**339. Studies in Drama: Metatheater** – A study of Renaissance and modern plays-about-plays in light of contemporary theories of self-conscious role playing. Readings include Kyd, Shakespeare, Calderón, Pirandello, and Peter Weiss. – Weisgram TTh 11:20 (Same as English 339)

**344(1). Chaucer** – Introduction to the literature of the late Medieval period with special emphasis upon Chaucer. Permission of the instructor. – McNulty TTh 9:55 (Same as English 344(1))

**369. Studies in Eighteenth Century Literature: The Enlightenment** – A close study of major works by Swift, Pope, Boswell, Johnson, Voltaire, Rousseau, and other authors of 18th century England and France. Also readings in the era's literary, artistic, and philosophical background. Permission of the instructor. – Kuyk TTh 11:20 (Same as English 319)

**393. Studies in Surrealism** – This course will study the background, origins, history and influence of the surrealist movement in European literatures. Special atten-



## Comparative Literature Program/63

tion will be paid to its relationship to earlier European movements known as Futurism and Dada. We will also consider its relationship to fields outside of literature such as political movements and psychology. A reading knowledge of either French, German, Spanish or Italian will be helpful but is not a prerequisite for the course. Permission of instructor required. - Katz WF 1:15

### TRINITY TERM

**203(2). Mythology** - Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, "civilized" and primitive, towards myth. Lectures and discussion. - Macro TTh 9:55 (Same as Classics 203(2))

**210. Survey of Oriental Literature** - A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction and drama, which typify their civilizations. Permission of the instructor. - Benton TTh 9:55 (Same as English 210)

**263(2). Literary Existentialism** - A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism. Readings in Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Dürrenmatt, Ionesco, Ellison, and Bellow. Permission of the instructor. - Benton MWF 9:30 (Same as English 263(2))

**278. Translation: Theory and Practice** - This course is designed for students who want first hand experience and insight into the problems of translation. Emphasis will be on practice; each student will be expected to work on a body of translations of his choice throughout the semester as well as participate in class exercises. The readings will study the role of translation within the discipline of comparative literature. Questions to be considered are those of influence between literatures as well as historical and foreign interpretations revealed by famous translations of major works. Prerequisite: a good reading knowledge of one foreign language. Permission of instructor required. - Katz W 1:15-3:55

**322. Seminar in Theatre and Drama: Strindberg and Expressionism** - A study of the later plays of Strindberg, Wedekind, the German Expressionists and their influence on the modern theatre. Permission of the instructor. - Nichols TTh 9:55 (Same as Theatre Arts 322)

**352. Yeats** - Close readings of Yeats' poetry and plays with emphasis on their roots in late Romantic English poetry and in French symbolist poetry. Permission of the instructor. - Kuyk MWF 10:30 (Same as English 352)

**364. Italian and Continental Literature of the Renaissance** - A study of the major works of the Renaissance, including essays, poetry, fiction and drama. Comparative considerations of literary parallelism, indebtedness and influence (especially on English literature) will be made. Readings in Petrarch, Boccaccio, Machiavelli, Ariosto, Michelangelo, Cellini, Rabelais, Montaigne, Ronsard, Du Bellay, Cervantes and others. - Campo TTh 2:35 (Same as Italian 364)

**Note:** This course will complement Professor Painter's course in Renaissance history and Professor Baird's course in Renaissance painting. Students wishing to concen-

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trate in the area of Renaissance studies through an interdepartmental approach and gain additional course credit through independent study should consult Professors Baird, Campo or Painter.

**374. The Russian and Italian Historical Novel** – The course will trace the development of the historical novel from Scott to the present with special emphasis on Russian and Italian works of the XIX century. Authors will include Manzoni, Tolstoy, Pushkin, Fogazzaro, De Roberto and Lampedusa. Permission of the instructor required. – Russo TTh 2:40

## Dance, Modern

INSTRUCTOR DWORIN, *Co-ordinator of Program*. GUEST ARTISTS  
WENDY PERRON, RISA JAROSLOW AND STEPHANIE WOODWARD

### CHRISTMAS TERM

**105. Introduction to the Dance** – An introductory examination of the dance: appreciation of dance as an art form through films, readings, discussion, and application; exploration of the basic concepts of dance technique. Permission. Sections limited to 25. Dance Faculty. Sec. A – MTh 4:15, W 2:40; Sec. B – TWTh 2:40

**111. Improvisation** – Concentration on expanding individual awareness of movement in relation to time, space, energy, and environment. Elements of sound, voice and music studied in relation to movement. Selected studies assigned based on classroom interaction and discussion. Prerequisite: Dance 105 and/or Dance 106. Permission. Enrollment limited to 15. – Dworin MW 1:15 plus one technique class at appropriate level.

**205. Intermediate Theory and Style** – Further exploration of the individual's physical and expressive range: development of kinesthetic awareness, strength and control, and rhythmic sense. Analysis of aesthetics of dance; applied problems. Prerequisite: Dance 105, 106. Permission. Sections limited to 25. Dance Faculty. Sec. A – TTh 9:55, W 4:15; Sec. B – TTh 11:20, W 4:15

**211. Western Dance History** – Historical consideration of style, form and content of Western dance. Europe from the late Middle Ages through the development of ballet. Modern dance in the U.S. as an expression of American culture. Readings in appropriate areas accompanied by viewing, composing, performing. Some dance experience desirable. Permission. Enrollment limited to 15. – Woodward TTh 2:40

**221. Composition** – Experimentation in the formal dance elements: shape, time and space. Fundamentals of composition discussed: concentration on imaginative use of space, sound, and group interaction. Students will choreograph and participate in projects regularly, as well as do selected readings on choreography. Prerequisite: Dance 111. Permission. Enrollment limited to 15. – Jaroslow T 4:00 plus two technique classes at the intermediate or advanced level.



**305. Advanced Technique** – Recommended only for highly experienced and motivated students. Advanced study of modern dance techniques with emphasis on body alignment, rhythmic awareness, phrasing and dynamic changes. Research and analysis of major styles. Prerequisite: Dance 205, 206. Enrollment limited to 25. – Dance Faculty TWThF 1:00

**311. Repertory and Performance** – Students will participate in works choreographed by dance faculty and selected students. Performances by the student repertory company will be held at the College and elsewhere. Prerequisite: Dance 305, 306. Permission. Enrollment limited to 15. – Dance Faculty T 7:00, W 7:30 plus two advanced technique classes.

[332(1) **Teaching Creative Dance to Children**]

**411. Special Studies in Dance** – Individual study and research on a selected topic under the guidance of a member of the Dance Faculty. Permission granted with the approval of the dance faculty.

TRINITY TERM

(Descriptions and scheduling same as Christmas Term)

**106. Introduction to Dance**

**111(2) Improvisation**

**206. Intermediate Theory and Style**

**212. Survey of World Dance** – Consideration of several Non-Western dance systems with some emphasis on dance of Java. Practical and theoretical questions raised in understanding the variety of dance forms and their relationship to other elements of their respective cultures and to our own forms. Some dance experience desirable. Permission. Enrollment limited to 15. – Woodward TTh 2:40

**222. Advanced Composition** – In depth exploration of formal and expressive themes. Dance will be compared to and juxtaposed with music, art, and literature. Selected readings on the art of choreography and elements of production. Each student is responsible for completing a finished choreographed piece with lighting, costuming, and staging included. Prerequisite: Dance 221. Permission. Enrollment limited to 15. – Perron W 7:30

**306. Advanced Technique**

**312. Repertory and Performance**  
T 4:00, Th 7:00

**332. Teaching Creative Dance to Children** – Selected readings and research on teaching methods; practical experience in an actual teaching situation; weekly discussion of readings and experiences. Only for selected students who show motivation toward teaching and have had sufficient background in both the technical and creative aspects of dance. Psychology 338: Behavior Problems and Psychopathology of Children, Psychology 226(1): Treatment of the Problem Child or Education 503: Developmental Psychology are recommended prerequisites. – Dworin TTh 11:20.

**412. Special Studies in Dance**

## Economics

PROFESSORS SCHEUCH, *Chairman*, BATTIS\* AND CURRAN; ASSOCIATE PROFESSORS DUNN\*\* AND GOLD; ASSISTANT PROFESSORS EGAN AND GARSTON; INSTRUCTORS BLAU AND LANDSBERG

**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, 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.

Students 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 skills 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 Department Committee on Honors. Honors will be awarded on the basis of quality of work in Economics 441–442 and on a general examination.

### CHRISTMAS TERM

**101. 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. Enrollment in each section limited to 28. Permission slips signed by Department Secretary, Williams Memorial A.

Sec. A – Landsberg MWF 9:30

Sec. B – Landsberg MWF 10:30

Sec. C – Egan MWF 11:30

Sec. D – Battis TTh 9:55

Sec. E – Blau TTh 11:20

Sec. F – Blau TTh 1:15

**102(1). 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. Enrollment in each section limited to 28. Prerequisite: Economics 101 and permission. Permission slips signed by Department Secretary, Williams Memorial A.

\* Sabbatical leave Trinity Term.

\*\* Sabbatical leave Christmas Term.





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ing urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101 and permission of the instructor. — Battis TTh 1:15

[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 adjustments. Prerequisite: Economics 101 and permission of the instructor. — 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 nineteenth century on economic development. Prerequisite: Economics 101 and permission of the instructor. — Battis

431–432. **Thesis** — Written report on a research project. Submission date of thesis: second Friday following return from Spring Recess. One and one-half course credits. Prerequisites: Economics 301 and 302 and permission of thesis supervisor. — Staff TBA

441–442. **Independent Research Project and Colloquium** — Written report on an original research project with presentation of significant results at a series of colloquia to be held after the due date of reports (second Friday following return from Spring Recess). Required of all candidates for Honors; elective for non-honors majors. Two course credits. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. — Staff TBA

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

501. **Microeconomic Theory** — Egan M 7:00–10:00 p.m.

503. **Labor Economics** — Scheuch T 7:00–10:00 p.m.

516(1). **International Economic Problems** — Garston W 7:00–10:00 p.m.

[507. **History of Economic Thought**]

[513. **Socialism**]

[515. **International Economics**]

[521. **Economic History of Western Europe**]

[523. **Economic Development**]

541. **Methods of Research** — Gold Th 7:00–10:00 p.m.

### TRINITY TERM

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. Enrollment in each section limited to 28. Permission slips signed by Department Secretary, Williams Memorial A.

Sec. A – Blau MWF 10:30

Sec. C – Curran TTh 9:55

Sec. B – Blau MWF 11:30

Sec. D – Scheuch TTh 1:15

**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. Enrollment in each section limited to 28. Prerequisite: Economics 101 and permission. Permission slips signed by Department Secretary, Williams Memorial A.

**Sec. A (Urban and Environmental Studies 102). Environmental Economics** – An examination of the relationship between economic growth and the deterioration of the environment; the role of the free market in causing environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. – Egan MWF 9:30

**Sec. B Contemporary Economic Problems** – Landsberg WF 1:15

**Sec. C (College Course 182). An Interdisciplinary Approach to Sex Roles in America** – This course will employ the disciplines of economics, psychology, history, philosophy, political science, religion, and sociology to investigate the implications of sex roles. It will be organized around a format of participation by various members of the Trinity faculty in dialogue with each other and the class. Permission of instructors required. – Blau, Toomey W 1:15–3:55

**107(2) (Mathematics 107(2)) Elements of Statistics** – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, Mathematics 306 sequence for work in statistics. – Stewart (Dept. of Mathematics) MWF 9:30

**[203(2). Principles of Accounting]** – During 1973–1974 students are advised to elect approved accounting courses at the University of Hartford under the program of inter-institutional cooperation.

**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. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Egan MWF 10:30

**302. Macroeconomic Theory** – National income and its determinants: unemployment, inflation and related government policies; fundamentals of economic growth. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Garston MWF 10:30

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**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. – Scheuch TTh 9:55

**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. – Dunn TTh 11:20

**308. Monopoly and Public Policy** – An examination of the special aspects of the 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 and permission of the instructor. – Curran TTh 8:30

**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. – Landsberg MWF 9:30

**312. Mathematical Economics** – The application of mathematical techniques in economics including input-output analysis, linear programming and game theory. 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 109 or 110 or equivalent; and permission of the instructor. – Egan WF 2:40 (This course will not be offered during the academic year 1974–1975.)

[**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 and permission of the instructor. – Garston

[**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. – Battis

**331(2). Seminar in Economics** – Readings in and discussion of selected economic issues (will vary from year to year). For 1973–1974:

**Sec. A. Economic Development (Intercultural Studies 336)** – Theories of the nature and sources of development, the importance of the world market, development under Socialism and Capitalism. Application of



theory to practice, case studies of selected countries and development projects. Prerequisite: Economics 101 and permission of the instructor. - Garston WF 1:15

**Sec. B. From Quesnay to Keynes: A Seminar in the History of Economic Thought** - An examination of the ideas of major economists from the Physiocrats to Keynes with special reference to the logic of the market system and the development of the theory of value and growth. The course will emphasize the influence of the classical economists upon the formulation of social policy; the development of marginal analysis; modern welfare economics; and the Keynesian alternative. Prerequisite: Economics 101 and permission of the instructor. - Dunn TTh 1:15

**431-432. Thesis** - Written report on a research project. Submission date of thesis: second Friday following return from Spring Recess. One and one-half course credits. Prerequisites: Economics 301 and 302 and permission of thesis supervisor. - Staff...TBA

**441-442. Independent Research Project and Colloquium** - Written report on an original research project with presentation of significant results at a series of colloquia to be held after the due date of reports (second Friday following return from Spring Recess). Required of all candidates for Honors; elective for non-honors majors. Two course credits. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. - Staff TBA

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

**502. Macroeconomic Theory** - Garston W 7:00-10:00 p.m.

[504. Union-Management Relations]

**505(2). Fiscal Policy** - Dunn Th 7:00-10.00 p.m.

[506. Public Finance]

[508. Monopoly and Public Policy]

**509(2). Corporation Finance** - Curran T 7:00-10:00 p.m.

[510. Money and Banking]

[512. Mathematical Economics]

[514. Urban Economics]

**518. Basic Econometrics** - Landsberg M 7:00-10:00 p.m.

[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 public secondary school teaching (grades 7-12) should confer during their freshman or sophomore years with the Department Chairman concerning various state certification requirements and reciprocity agreements under the Twenty-Five State Compact. Members of the Department can also assist students interested in independent secondary school teaching by planning courses and advising on the availability and nature of independent school situations.

Individuals wishing to prepare for elementary school teaching (K-8) should consult with the Department Chairman, not later than the close of their freshman year, about the Trinity College - St. Joseph College consortial program which may be arranged through the Office of the Dean for Educational Services. This program leads to state elementary certification on the recommendation of the Department of Education at St. Joseph College, and the elementary certificate granted is acknowledged beyond Connecticut under the Twenty-Five State Compact. Students electing this program will begin their work at Trinity with two courses: Education 371 and 375.

Students who elect to major in English and anticipate teaching English in public secondary schools should consult with the chairmen of the Departments of English and Education regarding the new certification requirements.

In addition to the above programs, students who wish to pursue independent studies in areas concerning public education, with field experience in the schools, may make arrangements with the Department for such studies.

### CHRISTMAS TERM

**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. - Morris TTh 8:30

**375. Educational Psychology, Psychology of the Teaching-Learning Process** - A study of the nature and conditions of school learning, including the development of motor skills, perception, understanding, attitudes, and ideals. Students should be prepared to find three hours per week, between 9 a.m. and 2 p.m., for field experiences in the schools. Prerequisite: Psychology 101. - Decker TTh 9:55

**475. Principles and Methods of Secondary Education** - A study of secondary school aims, curricula, and teaching methods. The emphasis is on meeting the practical problems involved in instruction. Students will develop teaching units in their subject matter disciplines and analyze their own teaching efforts in video-taped micro-teaching lessons. Open to juniors and seniors only. Permission of the instructor required. - Schultz TTh 1:15

**481. Teaching Developmental Reading in the Secondary School** - This course will aim at the means used to improve existing reading skills of pupils and the relationship of these skills to listening, speaking and writing. Models of psychological and physiological processes in reading, and their application to specific "methods," will be investigated. Students will have the opportunity to work with reading



pacers, controlled readers, and tachistoscopes; and will be expected to demonstrate their teaching skills through video-taped exercises. Required of all English majors desiring to teach in the public schools. – Decker TTh 4:05–5:20

**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 a full secondary school day for at least nine weeks, and must ordinarily observe or teach approximately 140 school periods. *Offered both Christmas and Trinity Terms.* Prerequisite: Two courses in education, including either Education 475 or Education 521, senior or graduate standing, and permission of the Department Chairman and of the instructor. Two course credits. – 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. (See Trinity College Bulletin: Graduate Studies: Summer 1973/Academic Year 1973–74.)

**501. History of Education** – Morris T 7:00

**503. Developmental Psychology** – Decker Th 7:00

**521. Secondary School Teaching** – Schultz W 7:00

**601A. Seminar: Theories of Motivation Applied to Instruction** – Schultz M 7:00

**651–652. Thesis** – Morris and Staff

#### TRINITY TERM

**376. Sociology of Education** – A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings – core city, 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. – Schultz TTh 1:15

**476. Evaluation and Guidance in the Secondary School** – A study of guidance services and of evaluation practices and procedures in the secondary school. The guidance role of the classroom teacher will be examined and the use and interpretation of both teacher-constructed and common standardized tests will be considered. – Decker TTh 9:55

**480. Issues in Educational Practice and Policy: The Urban Learner** – A study of the most debated contemporary issues, educational policies and practices which focus on the problems of the urban learner. 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. Permission of the instructor required. – Schultz TTh 11:20

**482. The Teaching of English in Secondary Schools** – The nature and scope of literary study and reader response will be explored both theoretically and practically as guides to curriculum design, course content, teaching methods, and interdisci-

## 74/Courses of Instruction

plinary innovations. Evaluative procedures will be designed on the basis of classroom observations, planning exercises and teaching experiences. There will be observation of urban and suburban English classes and programs in selected area schools. The student will be required to prepare English lessons and materials, analyze teaching and learning objectives, and prepare at least one teaching unit for video-taping. Required of all English majors desiring to teach in the public schools. - Instructor to be announced. TTh 4:05-5:20

491-492(1, 2). Student Teaching - (See description under Christmas Term.)

**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. (See Trinity College Bulletin: Graduate Studies, Summer 1973/Academic Year 1973-74.)

502. Philosophies of Education - Morris M 7:00

504. Differential Psychology - Schultz T 7:00

524. Secondary School Curriculum - Shipe W 7:00

541(2). Educational Measurement and Evaluation - Decker T 7:00

580. Computer Programming and the Teacher - Blakeslee Th 7:00

602A. Comparative Education - Morris W 7:00

602B. The Dynamics of School Learning Groups - Decker Th 7:00

651-652. Thesis - Morris and Staff

Courses given in other years:

[507. The School and Society]

[522. Secondary School Administration]

[543. Principles of Guidance]

[570. School Law]

[581. Computer Use in Mathematics and Science]

[600. Problems in Education]

[601. Research in Education]

[601-602, A and B. Seminars: Selected Topics in Cultural Anthropology, Urban Education, The Deviant Adolescent, Statistics, Supervisory Practices for Improving Teacher Effectiveness.]



# Engineering

PROFESSORS SAPEGA, *Chairman*, AND NYE; ASSOCIATE PROFESSORS  
BLAKESLEE AND BRONZINO; LECTURERS AHLGREN AND WOODARD

RPI HARTFORD GRADUATE CENTER FACULTY OFFERING COURSES AT TRINITY:

JOSEPH L. KRAHULA, HARRY KRAUS AND BRONIS R. ONUF,  
PROFESSORS; JAMES HODGES, ASSISTANT PROFESSOR

The Engineering Department offers two options for the major. One option leads to the Master of Engineering degree, as described in the section on Academic Information, or the Master of Science degree from RPI-Hartford. The second option is a four-year major for students planning to enter business, industry or to study Business Administration, after their Bachelor's degree. Students planning to undertake the five-year program must fulfill the Engineering major; those in the four-year program must satisfy the General Engineering major.

**ENGINEERING MAJOR** – Engineering 125, 211, 212L, 224L, 226, 325L, 337L and Engineering 362L, or Physics 302. Chemistry 111L; Physics 121L, 122L, 221L, 222L; Mathematics through Mathematics 322.

**GENERAL 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 221, 222; Physics 121L, 122L, 221L, 222L; and Chemistry 111L.

**Pre-architecture** – See statement in section on Academic Information, Department of Engineering. For further information, students should consult with the Department Chairman.

## CHRISTMAS TERM

**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. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee MWF 8:30

**[125. Statics]** – Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. 1 course credit. – Kraus

**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 engineering interest. 1 course credit. Prerequisite: One year of college level mathematics. – Sapega M 1:15

**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. 1 course credit. Prerequisite: Permission of instructor. – Ahlgren TTh 11:20

## 76/Courses of Instruction

**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. 1 course credit. Prerequisite: Permission of instructor. – Ahlgren MWF 8:30

**307L. Semiconductor Electronics I** – Introductory semiconductor physics leading to the development of the equations of p-n junctions. Diode circuit applications. 307L Lecture and laboratory, 1½ course credit. Required of majors. **307** Lecture only, 1 course credit. Prerequisite: Engineering 212, Physics 221, or permission of instructor. – Sapega TTh 9:55

**325L. Mechanics of Deformable Bodies** – Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members.

**Sec. A** – Engineering majors

**Sec. B** – Pre-Architecture majors

325L Lecture and laboratory, 1½ course credits. Required of majors. **325** Lecture only, 1 course credit. Prerequisite: Engineering 125. Krahula MWF 11:30 – Lab. Arranged

**337L. 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. 337L Lecture and laboratory, 1½ course credits. Required of majors. **337** Lecture only, 1 course credit. Prerequisite: Mathematics 221. – Hodges and Onuf MWF 9:30

**341. Architectural Drawing** – Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. 1 course credit. Prerequisite: Permission of instructor. – Woodard M 1:15

**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. 1 course credit. Prerequisite: Permission of instructor. – Bronzino TTh 4:00

**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. 1 course credit. Prerequisite: Permission of staff.

### TRINITY TERM

**122. Computation** – Concepts and methods of computation using the digital computer; basic techniques of empirical equations. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee MWF 8:30

**212L. 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. 212L Lecture and laboratory, 1½ course credits. Required of majors. **212** Lecture only, 1 course credit. Prerequisite: Engineering 211, Mathematics 221. – Ahlgren TTh 11:20 – Lab. Arranged

**224L. 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. 224L Lecture and laboratory, 1½ course credits. Required of majors. **224** Lecture only, 1 course credit. Prerequisite: One year college physics, one Chemistry course. – Sapega MWF 8:30 – Lab. Arranged



**226. Dynamics** – Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. Recitation. 1 course credit. Prerequisite: Engineering 125. – Krahula TTh 8:30

**308L. 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. 308L Lecture and laboratory, 1½ course credits. Required of majors. **308** Lecture only, 1 course credit. Prerequisite: Engineering 307. – Ahlgren TTh 9:55

**[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. 1 course credit. Prerequisite: Permission of instructor. – Sapega

**[338L. Thermal Engineering]** – The rationale of thermal devices such as turbines, compressors, combustion engines, refrigeration and air-conditioning equipment. 338L Lecture and laboratory, 1½ course credits. Required of majors. **338** Lecture only, 1 course credit. Prerequisite: Engineering 337. – Hodges and Onuf

**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. 1 course credit. Prerequisite: Engineering 341 or permission of instructor. – Woodard M 1:15

**362L. Fluid Mechanics** – A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. 362L Lecture and laboratory, 1½ course credits. Required of majors. **362** Lecture only, 1 course credit. Prerequisite: Engineering 226, 337L, Mathematics 321. – Hodges and Onuf MWF 9:30 – Lab. Arranged

**[402. Seminar: Technology and Society]** – The relationship of technology to science and society. Technical innovations and their consequences. 1 course credit. Prerequisite: Open to any member of the senior class with permission of the instructor. – Nye

**[446. Inelastic Mechanics of Deformable Bodies]** – Stress and deformation analysis of members subjected to loads causing inelastic deformation. Recitation. 1 course credit. Prerequisite: Engineering 325.

**[472. Engineering Design]** – Philosophy and methodology for successful design, including projects requiring the correlation and synthesis of previous work by the student in his area of interest, together with the use of related reference material to produce a viable solution to a real problem. Recitation and laboratory. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee

**483(2). Independent Study** – Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests. 1 course credit. Prerequisite: Permission of staff.

**522L. Biological Control Systems** – Application of engineering analysis, highlighting the concepts of control theory, and mathematical modeling of neurological control systems. 522L Lecture and laboratory, 1½ course credits. Required of majors. **522** Lecture only, 1 course credit. – Bronzino TTh 4:00

## 78/Courses of Instruction

**524. Simulation of Biological Systems Laboratory**—Simulation and modeling techniques are used to develop an understanding of biological processes using the analog and digital computer. This laboratory may be taken without taking Engineering 522 by advanced undergraduates with the permission of the instructor.  $\frac{1}{4}$  course credit. —Bronzino TBA

## English

PROFESSORS SMITH, *Chairman*, MC NULTY,\* AND DANDO; ASSOCIATE PROFESSORS WHEATLEY, BENTON, AND POTTER; ASSOCIATE PROFESSORS (PART-TIME) CAMERON AND MINOT; ASSISTANT PROFESSORS OGDEN, KUYK, J. MILLER, WEISGRAM, FREIMAN, AND RIGGIO; VISITING ASSISTANT PROFESSOR BAIR

**ENGLISH MAJOR**—Twelve courses required with grades of at least C—.

- |   |  |
|---|--|
| 2 Survey of Narrative and Thematic Patterns (207,208)       | 2 Courses in a major writer or literary history after 1800 |
| 2 Genre courses   | 1 Senior seminar   |
| 2 Courses in a major writer or literary history before 1800 | 3 Electives in English                                     |

**Theatre Arts 333. Studies in Drama: Modern Drama**—satisfies the requirement of a genre course.

A list of courses in other departments that may count as electives in English is available in the English Department office.

Students planning to continue the study of English in graduate school or to teach should see the chairman about special preparation.

### CHRISTMAS TERM

**201. Writing and Criticism**—The first half of the semester will be devoted to the study of exposition and argument, the second to aspects of literature such as plot, characterization, imagery, symbolism and meter. Permission of the instructor.

Sec. A —Dando MWF 10:30

Sec. B —Potter MWF 9:30

**203. Literary Writing**—An introduction to creative writing in both poetry and fiction with an emphasis on poetry; critiques and discussion of student and professional work. Permission of the instructor. —Ogden WF 1:15

**205. Literary Modes**—Novels, plays, poems, and films considered in their historical, aesthetic and linguistic contexts. Enrollment limited to 40. Permission of the instructor.

Sec. A —Dando MWF 11:30

Sec. B —McNulty MWF 11:30

**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 an emphasis on the patterns of romance and irony. Permission of the instructor.

Sec. A —Smith MWF 10:30

Sec. C —Potter MWF 10:30

Sec. B —Wheatley MWF 10:30

Sec. D —Riggio MWF 10:30

\* Sabbatical leave, Trinity Term.



- 209. Survey of Oriental Literature** – A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction and drama, which typify their civilizations. (Offered in the Intercultural Studies Program.) Permission of the instructor. – Benton TTh 9:55 (Same as Comparative Literature 209)
- 211. Survey of English Literature (Beowulf through Swift)** – An historical and critical survey emphasizing the rise of genres, development of the English language, and the relevance of critical backgrounds from the ninth to the eighteenth century. Permission of the instructor. – Cameron TTh 2:40
- 214(1). Survey of Western World Literature to the Renaissance** – A study of some of the major works of western world literature with emphasis on those ideas and concepts which continue to shape western society and with some consideration of genres and modes. Readings in Homer, Aeschylus, Sophocles, Euripides, Thucydides, The Bible, Dante, and others. Permission of the instructor. – Ogden WF 2:40 (Same as Comparative Literature 214(1))
- 215. Literature of Black Africa in English** – A study of the English literature of Africa south of the Sahara, particularly in Nigeria and Kenya, during the past twenty years. (Offered in the Intercultural Studies Program.) Permission of the instructor. – J. Miller TTh 1:15
- 217. Literature and Related Art Forms** – A study of the ways in which literature is related to other arts, including painting and sculpture. Readings in literature and literary criticism, viewing of slides, visits to museums. One-half course credit. Permission of the instructor. (Course ends week of October 22.) – McNulty TTh 1:15 (Same as Comparative Literature 217)
- 219. Lyric Poetry** – The development of lyric themes and forms in English and American poetry. Detailed analysis and class discussion of major lyrics. One-half course credit. Permission of the instructor. (Course begins week of October 22.) – McNulty TTh 1:15
- 227. Modern British Novel** – A study of the form and direction of recent fiction in the novels of Snow, Green, Dennis, Golding, Osborne, Wilson, Amis, Sillitoe, Braine, and others. Permission of the instructor. – Bair TTh 1:15
- 231. Introduction to the Film** – Critical study of the film as a genre through the analysis of major feature films chosen for variety of style, technique, and cultural context. Films shown every Tuesday evening. Permission of the instructor. – Potter WF 1:15
- 303. Advanced Literary Writing** – The writing of poetry, fiction, and drama; study and analysis of each genre with the emphasis on composition. Satisfies the requirement of a genre course. Recommended preliminary course: English 201 or 203. Permission of the instructor. – Minot TTh 1:15
- 311. Studies in Literary History: Origins, Childhood, and Woman** – A thematic study of selected English poetry and fiction in light of the intellectual currents of 19th- and early 20th-century culture. Readings include *The Prelude*, *Great Expectations*, *Wuthering Heights*, *The Ordeal of Richard Feverel*, *The Egoist*, *Studies in Hysteria*, *The Myth of the Birth of the Hero*, *Totem and Taboo*, *The Rainbow*, *Women in Love*, and *The French Lieutenant's Woman*. Satisfies the requirement of a literary history course. Permission of the instructor. – Weisgram TTh 2:40

## 80/Courses of Instruction

- 319. Studies in Eighteenth Century Literature: The Enlightenment** – A study of major works by Swift, Pope, Boswell, Johnson, Voltaire, Rousseau, and other authors of 18th-century England and France; readings in the era's literary, artistic, and philosophical background. Satisfies the requirement of a literary history course. Permission of the instructor. – Kuyk TTh 11:20 (Same as Comparative Literature 369)
- 321. Studies in Nineteenth Century British Literature: The Romantics** – A study of the poetry and criticism of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Satisfies the requirement of a literary history course. Permission of the instructor. – Ogden TTh 2:40
- 323. Studies in Nineteenth Century American Literature: American Cosmologies** – A study of Emerson's *Nature*, Poe's *Eureka*, Thoreau's *Walden*, Melville's *Moby Dick*, Whitman's *Leaves of Grass*, and Adams' *Education*... as philosophies of nature which explain or dramatize man's relation to the cosmos. Satisfies the requirement of a literary history course. Permission of the instructor. – Benton TTh 11:20
- 332(1). Studies in Genre: Five Popular Forms** – A study of the generic characteristics of five popular fictional forms: detective story, western, Gothic romance, spy story, and science fiction; including the work of Poe, Doyle, Spillane, and Himes; Wister, Grey, Rhodes, and Haycox; Lewis, Stoker, and Faulkner; Rohmer, Buchan, and Fleming; and Mary Shelley, Wells, Bradbury, and Clark. Satisfies the requirement of a genre course. Permission of the instructor. – Benton MWF 11:30
- 335. Studies in Fiction: The Contemporary Novel** – The study of selected English, French, and American works with an emphasis on the themes and ideas which shaped the decade of the 1960's; readings in Beckett, Robbe-Grillet, Sarraute, Butor, Murdock, Fowles, Updike, Bellow, Mailer, Malamud, and others. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Bair M 1:15–3:55 (Same as Comparative Literature 335)
- 339. Studies in Drama: Metatheater** – A study of Renaissance and modern plays-about-plays in light of contemporary theories of self-conscious role playing. Readings include Kyd, Shakespeare, Calderon, Pirandello, and Peter Weiss. Satisfies the requirement of a genre course. – Weisgram TTh 11:20 (Same as Comparative Literature 339)
- 344(1). Chaucer** – Introduction to the literature of the late Medieval period with special emphasis upon Chaucer. Satisfies the requirement of a literary history or major writer course. Permission of the instructor. – McNulty TTh 9:55 (Same as Comparative Literature 344(1))
- 345. Shakespeare** – Intensive study of nine plays representing histories, comedies, and tragedies. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando WF 1:15
- 355. Herman Melville** – A study of the major fiction. One-half course credit. Satisfies one-half of the requirement of a major writer course. Permission of the instructor. (Course ends week of October 22.) – Wheatley WF 2:40



**357. Vladimir Nabokov** – A study of the major fiction. One-half course credit. Satisfies one-half of the requirement of a major writer course. Permission of the instructor. (Course begins week of October 22.) – Wheatley WF 2:40

**359. LeRoi Jones and Gwendolyn Brooks** – An examination of the themes and forms in the major works of Jones and Brooks and the social, literary, and political background of their works. Satisfies the requirement of a major writer course. (Offered in the Intercultural Studies Program.) Permission of the instructor. J. Miller TTh 9:55

**463. Private Study Course** – A limited number of individual tutorials in topics not currently offered by the Department; applications for this course should be submitted to the instructor and the Department Curriculum Committee prior to preregistration. – The Staff

### TRINITY TERM

**202. Advanced Composition** – The study of the basic skills of composition and the theories that underlie them; primarily for prospective teachers and those who wish to develop further their writing abilities. – Wheatley M 7 p.m.

**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 an emphasis on the patterns of tragedy and comedy. Permission of the instructor.

Sec. A – Dando MWF 10:30

Sec. C – J. Miller MWF 10:30

Sec. B – Wheatley MWF 10:30

Sec. D – Riggio MWF 10:30

**210. Survey of Oriental Literature** – A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction, and drama, which typify their civilizations. (Offered in the Intercultural Studies Program.) Permission of the instructor. – Benton TTh 9:55 (Same as Comparative Literature 210)

**212. Survey of English Literature (Pope through T. S. Eliot)** – An historical and critical survey of the literature of the eighteenth, nineteenth and twentieth centuries, emphasizing the critical backgrounds of Neo-Classicism, Romanticism, and more recent literary movements. Permission of the instructor. – Cameron TTh 11:20

**260. Practical Criticism** – An intensive study of the assumptions, methods and implications of the work of contemporary critics associated with formalist, historical, archetypal, and psychoanalytic criticism. One-half course credit. Permission of the instructor. (Course ends week of March 11.) – Potter MWF 11:30

**262. Studies in Film: Bergman and Buñuel** – A study of the nature of Bergman's and Buñuel's major films and selected screen plays. One-half course credit. Permission of the instructor. (Course begins week of March 11.) – Potter MWF 11:30

**263(2). Literary Existentialism** – A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism. Readings in Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Dürrenmatt, Ionesco, Ellison, and Bellow. Permission of the instructor. – Benton MWF 9:30 (Same as Comparative Literature 263(2))

## 82/Courses of Instruction

- 266. Time in the Modern Novel** – A study of concepts of time in the modern novel with readings in Woolf, Faulkner, Proust, Conrad, Joyce and others. Permission of the instructor. – Ogden WF 1:15
- 312. Studies in Literary History: The Contemporary Epic** – A study of Crane's *The Bridge*, Pound's *Cantos*, and Williams' *Paterson* as epics which express the dynamics of history, economics, and mythology through the dramatization of the author's persona. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Benton TTh 1:15
- 320. Studies in Eighteenth Century Literature: Restoration and Eighteenth Century Drama** – A psycho-historical reading of the plays of Etherege, Wycherley, Congreve, Sheridan, and their contemporaries, with emphasis upon the dramatization of social games of manipulation and male-female scenarios. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Weisgram TTh 9:55
- 322. Studies in Nineteenth Century Literature: The Victorian Novel** – Close readings of major novels by Dickens, Thackeray, Eliot, Butler, Trollope, Meredith, Hardy, Bronte, and Conrad. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Kuyk MWF 9:30
- 330. Studies in Genre: Theories of Literature** – An inquiry into the status of a literary work and the major types of formal connections to the rest of experience. Major 19th- and 20th-century examples, and theoretical readings in contemporary American, British, and French theorists. Satisfies the requirement of a genre course. Permission of instructor. – Wheatley WF 1:15
- 336. Studies in Fiction: The American Realistic and Naturalistic Novel** – A study of late 19th-century and early 20th-century American novels to define the differing characteristics and outlooks of Realism and Naturalism. Readings in Norris, Crane, Garland, Howells, Frederic, James, Chopin, London, Twain, and Sinclair. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Freiman TTh 2:40
- 338. Studies in Poetry: The Lyric** – A study of the development of English lyric poetry with attention given to the influence of the past on the present and to the changing relationship between lyric poetry and music. Readings will include poems by Eliot, Pound, Hopkins, Donne, and a brief introduction to Old English lyric poetry and early medieval song. Satisfies the requirement of a genre course. Permission of the instructor. – Riggio WF 2:40
- 346. Shakespeare** – Intensive study of nine plays representing histories, comedies, and tragedies. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando TTh 1:15
- 348. Milton and Wordsworth** – A study of the major work of Milton and Wordsworth as representative of different periods of literary history and of analogous poetic perspectives. Satisfies the requirement of a literary history or major writer course. Permission of the instructor. – Potter MWF 10:30
- 350. Blake and the Prophetic Tradition** – A study of the poetry of Blake (including *Jerusalem*) as well as other works related to the tradition of prophetic literature; readings in Blake, Milton, Christopher Smart, and others. Satisfies the requirement of a literary history course. Permission of the instructor. – Ogden TTh 2:40



**352. Yeats** – Close readings of Yeats' poetry and plays with emphasis on their roots in late Romantic English poetry and in French symbolist poetry. Satisfies the requirement of a literary history or major writer course. (Offered in the Comparative Literature Program.) Permission of the instructor. – Kuyk MWF 10:30 (Same as Comparative Literature 352)

**354. Virginia Woolf and Sylvia Plath** – A psychoanalytic study of the lives, deaths, and art of two women writers who committed suicide. This course will explore the connections between the literary themes and "identity themes" of each writer, and will include discussion of the issue of "female psychology." Satisfies the requirement of a major writer course. – Weisgram M 7 p.m.

**356. Graham Greene and Muriel Spark** – A comparative study of the major works of two English Catholic novelists. Satisfies the requirement of a major writer course. Permission of the instructor. – Smith TTh 11:20

**358. Edward Albee and Samuel Beckett** – Reading and discussion of the major plays of Albee and Beckett with an emphasis on the comparative study of their dramatic styles, forms, and modes. One-half course credit. Satisfies one-half of the requirement of a course in a major writer. Permission of the instructor. (Course ends during the week of March 11.) – Potter WF 2:40

**360. Robert Frost** – Reading of all Frost's poetry with detailed class discussion of many poems and some attention to their biographical and cultural contexts. One-half course credit. Satisfies one-half of the requirement of a course in a major writer. Permission of the instructor. (Course begins week of March 11.) – Potter WF 2:40

**374. Fiction Workshop** – Advanced seminar in the writing of fiction; study and analysis of contemporary short stories with primary emphasis on the writing of fiction. Satisfies the requirement of a genre course. Recommended preliminary course: English 303. Permission of the instructor. – Minot TTh 1:15

**376. Poetry Workshop** – Detailed study of the writing of poetry, involving the examination of the work of specific poets and the practice of "making" poems. Informal class meetings and criticism of student work. Satisfies the requirement of a genre course. Permission of the instructor. – Ogden T 7 p.m.

**464. Private Study Course** – A limited number of individual tutorials in topics not currently offered by the Department; applications for this course should be submitted to the instructor and the Department Curriculum Committee prior to pre-registration. – The Staff

**472. Senior Seminar** – Four separate seminars each with a different critical approach to literature; culminates in the Senior Symposium at the end of the term. Limited to senior English majors.

Sec. A – Minot M 1:15

Sec. C – Freiman M 1:15

Sec. B – Kuyk M 1:15

Sec. D – Riggio M 1:15

## Fine Arts

PROFESSOR MAHONEY, *Chairman*; ASSOCIATE PROFESSOR BAIRD\*,  
ASSOCIATE PROFESSOR AND DIRECTOR OF STUDIO ARTS CHAPLIN;  
ASSISTANT PROFESSOR ROHRER; ARTIST-IN-RESIDENCE CALE;  
VISITING ARTIST MATT

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

**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. Engineering 341, 342, are recommended to pre-architecture students.

### ART HISTORY

**THE ART HISTORY MAJOR** – Course requirements: AH 101 and AH 102, two studio courses selected from SA 111 through SA 213, AH 401, and seven further courses in Art History beyond AH 101 and AH 102. All majors must arrange to have an adviser within the Art History faculty by the beginning of their junior year. A grade of C– or better is required for major credit, with the exception of the two studio requirements, which can be taken on a pass/fail basis. Majors are strongly urged to take a survey of European history. 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 a senior essay (see AH 402).

#### CHRISTMAS TERM

**AH 101. Introduction to the History of Art I** – A survey of the history of art and architecture in antiquity and the Middle Ages. – Mahoney TTh 11:20

**AH 207. Seventeenth Century Art and Architecture** – A survey of the art of the period with an emphasis upon the stylistic and historical correlation between the plastic arts and the cultural and political climate of the century. Attention given to such major figures as Bernini, Rembrandt, and Velasquez. – Mahoney MWF 11:30

**AH 215. Nineteenth Century Painting and Sculpture** – A study of nineteenth century developments in Western Europe with an emphasis on Romanticism, Realism, Impressionism, Symbolism, and Post-Impressionism. – Rohrer TTh 9:55

**AH 217. Nineteenth Century Architecture** – A survey of the background, developments, and implications of nineteenth century architecture. – Rohrer TTh 1:10

\* Leave of Absence, Christmas Term.



**AH 401. Junior Seminar in Art History** – Required of and limited to Art History majors in their junior year. Studies in the tradition and methodology of art history. Museum visits, readings, discussion, and reports. – Rohrer F 1:00–6:00

**[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.

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

TRINITY TERM

**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. – Mahoney and Rohrer TTh 11:20

**AH 204. Gothic and Early Renaissance Art in Italy** – A study of painting, sculpture and architecture in Italy from the later Middle Ages through the fifteenth century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Ghiberti, and Donatello. – Baird MWF 10:30

**Note:** This course will complement Professor Painter's course in Renaissance history and Professor Campo's course in Renaissance literature. Students wishing to concentrate in the area of Renaissance studies through an interdepartmental approach and gain additional course credit through independent study should consult Professors Baird, Campo or Painter.

**AH 212. Twentieth Century Painting and Sculpture** – A survey of a number of major artists and selected movements in twentieth century painting and sculpture. – Rohrer TTh 8:30

**AH 211(2). Twentieth Century Architecture** – A survey of the background and current trends in contemporary architecture. – Rohrer TTh 2:40

**AH 302. The Northern Renaissance** – The art of Northern Europe from the end of the Middle Ages through the sixteenth 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. – Baird TTh 9:55

**AH 304. Eighteenth Century Art and Architecture** – A survey of European art during the period the structure and institutions of the ancient regime were displaced by the ideas and events that led to the French Revolution. Special attention to major figures and monuments throughout Europe such as Watteau, Cuvillies, Tiepolo, and Hogarth. – Mahoney MWF 11:30

**AH 306. Seminar in Medieval Art: Romanesque Art** – Art and architecture in Europe from the time of the Viking invasions of the 9th century to the spread of Gothic style at the end of the 12th, with special attention to the great sculptural and architectural monuments of the period in Italy, France and Spain. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Baird M 7–10 p.m.

**AH 308. Architectural Seminar: Gaudi** – A study of the works of the major architect of Catalan modernism. A one-half credit course meeting the first half of the term. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Rohrer M 1:30

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**AH 310. Rembrandt Seminar** – A study of the artist's works and their importance. A one-half credit course meeting the second half of the term. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Mahoney M 1:30

**AH 402. Senior Seminar in Art History** – Individual tutorial, with an extended paper, on a topic in the history of art. Required only of Art History honors candidates in their senior year. – Staff Hours to be arranged.

[**AH 202. Medieval Art and Architecture**] – Art and architecture from the fourth to the thirteenth century, with special emphasis on periods of innovation and renewal, such as Early Christian, Carolingian, and Romanesque, and concluding with High Gothic, particularly as embodied in the great cathedrals of Paris, Chartres, Rheims, and Amiens. – Baird

[**AH 206. The High Renaissance Art in Italy**] – Italian painting, sculpture and architecture from the end of the fifteenth century through the sixteenth century. The first third of the course is devoted to the study of Leonardo, Michelangelo, and Raphael; the second third to the art of their contemporaries and successors in central Italy; and the final third to art in Venice – the paintings of Bellini, Giorgione, Titian, Veronese, and Tintoretto, and the architecture of Palladio. – Baird

## STUDIO ARTS

**THE STUDIO ARTS MAJOR** – The major program provides a firm foundation in drawing and design; then a broad exposure more specifically to painting, graphics and sculpture; and finally a specialization in one of these three areas. All majors are given group critiques by the entire program staff twice each term.

Course requirements: art history courses AH 101, AH 102, AH 212, two terms of drawing (SA 111, 112), two terms of design (SA 113, 114), Painting I (SA 211), Graphics I (SA 213), Sculpture I (SA 215), and two further terms in sequence at II and III levels either in painting, or in sculpture, or in graphics.

All students must have fulfilled or be completing the second term of the drawing and the design requirements to qualify for first level (I) painting, graphics, or sculpture. Normally, majors must have completed all first level (I) required courses to qualify for any third level (III) study. A mark of C– or above is required for major credit.

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.

### CHRISTMAS TERM

**SA 111. Drawing** – Study of line and mass as a means to articulate and explore formal and spatial concepts. Prerequisite: Permission of the instructor. Enrollment limited to 25.

Sec. A – Cale M 12:30–3:30

Sec. B – Chaplin W 2:45–5:45

**SA 113. Design** – Orientation to basic objective formal concerns in two and three dimensional form. Prerequisite: Permission of the instructor. Enrollment limited to 25.

Sec. A: Color Interaction – Chaplin T 12:30–3:30

Sec. B: Two and three dimensional studies – Matt W 2:45–5:45



- SA 211. Painting I**—Basic problems in color/shape/space relationships in a variety of media. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 20. — Chaplin Th 12:30–3:30
- SA 213. Graphics I**—Basic techniques in print making. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 20. — Cale M 3:45–5:45, W 12:30–2:30
- SA 215. Sculpture I**—Basic problems in three-dimensional form in a variety of media. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 20. — Matt F 12:30–3:30
- SA 217. Advanced Drawing**—A continuation of the basic drawing courses. Students are encouraged to develop and sustain their own concepts. Prerequisite: Two terms of drawing. Permission of the instructor. — Cale T 12:30–3:30
- SA 311. Painting III**—Advanced independent study with regularly scheduled critiques. May be repeated a number of times. Prerequisite: Permission of the instructor. Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of course applied for. — Chaplin TTh 3:45–5:45
- SA 313. Graphics III**—Advanced intensive study in print-making techniques. May be repeated a number of times. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of course applied for. Permission of the instructor. Enrollment limited to 20. — Cale W 2:45–5:45
- SA 315. Sculpture III**—Advanced independent study with regularly scheduled critiques. May be repeated a number of times. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of course applied for. Permission of the instructor. — Matt W 12:30–2:30, F 3:45–5:45

TRINITY TERM

- SA 112. Drawing (See Christmas Term)**—Prerequisite: Permission of the instructor. Enrollment limited to 25.  
Sec. A — Cale M 12:30–3:30                      Sec. B — Chaplin W 2:45–5:45
- SA 114. Design (See Christmas Term)**—Prerequisite: Permission of the instructor. Enrollment limited to 25.  
Sec. A: Two and three dimensional studies. — Chaplin T 12:30–3:30  
Sec. B: Color Interaction — Matt W 2:45–5:45
- SA 212. Painting II**—Intermediate study in color/shape/space. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 20. — Chaplin Th 12:30–3:30
- SA 214. Graphics II**—Intermediate study of print-making techniques. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 20. — Cale M 3:45–5:45, W 12:30–2:30
- SA 216. Sculpture II**—Intermediate study in three dimensional form. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 20. — Matt F 12:30–3:30
- SA 218. Advanced Drawing (See Christmas Term)**—Prerequisite: Two terms of drawing. Permission of the instructor. — Cale T 12:30–3:30

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**SA 312. Painting III (See Christmas Term)** – Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of courses applied for. Permission of the instructor. – Chaplin TTh 3:45–5:45

**SA 314. Graphics III (See Christmas Term)** – Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of courses applied for. Permission of the instructor. Enrollment limited to 20. – Cale W 2:45–5:45

**SA 316. Sculpture III (See Christmas Term)** – Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; second level (II) of courses applied for. Permission of the instructor. – Matt W 12:30–2:30, F 3:45–5:45

## History

PROFESSORS COOPER\*, *Chairman*, DAVIS, DOWNS, BANKWITZ AND WEAVER; ASSOCIATE PROFESSORS SLOAN, STEELE\*\*\*, AND PAINTER; ASSISTANT PROFESSOR OXNAM; INSTRUCTORS SPENCER, WEST AND KASSOW

**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.

Undergraduates 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 are 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. Undergraduates planning to spend their junior year elsewhere must receive permission from the Chairman to substitute an equivalent course that satisfies the seminar requirement.

Seniors may apply for admission to one of the full-year thesis seminars (History 403–404) offered in place of the half-year seminars. The thesis seminar is the equivalent of two seminars and satisfies the requirement.

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. Undergraduates intending to pursue graduate work in history should seriously consider studying two foreign languages.

To fulfill the requirements for the major, seniors 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.

\* Sabbatical leave Trinity Term

\*\* Sabbatical leave Christmas Term



## CHRISTMAS TERM

- 101. 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. – Kassow TTh 9:55
- 102(1). Introduction to the History of Europe** – Western Europe from 1715 to the present. – Bankwitz TTh 1:15
- 103. The City in American History** – Cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, immigration, social mobility, the political machine, the ghetto. – Weaver WF 1:15 (Same as Urban Studies 103)
- 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. – Sloan MWF 9:30
- 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. Permission of the instructor. – Davis MWF 9:30
- 208(1). England from the Accession of George I** – The development of England, Great Britain, the Empire and Commonwealth from 1714 to the present. – Cooper MWF 10:30
- 301. History of the Middle Ages** – Several of the principal topics in the history of Europe and the Near East, 400–1100. Readings from the literature and an essay for each topic. – Downs TTh 9:55
- 304(1). The Reformation** – The period 1500 to 1648 emphasizing the Continental Reformation. – Painter TTh 2:40
- 307. Russia to 1881** – Russia from earliest times to the death of Alexander II with especial emphasis on the eighteenth and nineteenth centuries. Permission of the instructor. – West TTh 9:55
- 312(1). Colonial America** – The political, economic and social history of the period. – Weaver MWF 10:30
- 313. Latin America** – A survey of the Iberian cultures of the Western Hemisphere. Permission of the instructor. – Davis MWF 11:30
- 314(1). Civil War and Reconstruction** – Slavery and the shape of Southern society, the Negro in the North, the abolitionists, the causes of the war, Reconstruction. – Spencer WF 1:15
- 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. Permission of the instructor. – Sloan MWF 11:30
- 320(1). Modern France** – The development of France from 1789 to the present stressing the problems of the Third Republic. Permission of the instructor. – Bankwitz WF 1:15

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332(1). **Alexander the Great and the Hellenistic Era, 338 B.C. to 200 B.C.**—Greece and the Near East from the conquest of Greece by Macedon with especial study of the source material on Alexander the Great and on the Hellenization of the East. Permission of the instructor. — Davis MWF 8:30

341. **China to 1750**—A survey of China from the Shang to the mid-Ch'ing dynasties, stressing the formative periods in early Chinese history and covering the major social, political and intellectual developments. — Oxnam TTh 1:15

380(1). **Special Tutorial in History**—Selected topics in special areas and periods by arrangement with the instructor and permission of the Chairman.

391. **Junior 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. Enrollment in each section limited to 12. In the Christmas Term the following seminars will be offered:

**Section A – Tudor England – Painter M 1:30**

**Section B – Modernization of Russia – West Th 7:00 p.m.**

401. **Senior Seminar**—Majors are required to take two seminars in their senior year. Permission of the instructor. In the Christmas Term the following seminars will be offered:

**Section A – England Since 1900 – Cooper M 1:30**

**Section B – Soviet Union – Kassow W 1:30**

**Section C – United States – Sloan M 1:30**

403–404. **Thesis Seminars**—Studies in various topics, emphasis being placed on research methods, bibliography, and a thesis. Thesis seminars are full-year courses and satisfy the senior seminar requirement. Permission of the instructor.

403–404. **Europe (A) – Bankwitz M 1:30**

403–404. **United States (B) – Sloan M 1:30**

**Note:** The following graduate courses are open in the Christmas Term to seniors whose records have been outstanding. Prerequisite: Permission of the student's adviser and of the Office of Graduate Studies and the pleasure of the instructor. History 601, 602 may be taken to satisfy the senior seminar requirement.

538. **Modern Italy – Painter W 7:00 p.m.**

581. **China – Oxnam T 7:00 p.m.**

601. **Section A – The Twelfth Century – Downs M 7:00 p.m.**

601. **Section B – American Historiography – Weaver Th 7:00 p.m.**

### TRINITY TERM

102. **Introduction to the History of Europe**—Western Europe from 1715 to the present. — West MWF 9:30

202. **The United States from Reconstruction to the Present**—Continuation of History 201. — Spencer MWF 9:30



- 204. Hellenistic and Roman History** – A survey of the Mediterranean world to A.D. 235. Permission of the instructor. – Davis MWF 9:30
- 303(2). The Renaissance** – The political, economic, cultural and religious movements with special emphasis on Italy. **Note:** This course will complement Professor Campo's course in Italian and continental literature of the Renaissance and Professor Baird's course in Renaissance painting. Students wishing to concentrate in the area of Renaissance studies through an interdepartmental approach and gain additional course credit through independent study should consult Professors Baird, Campo or Painter. (See also Italian 364). – Painter TTh 1:15
- 308. The Rise of Modern Russia** – Imperial Russia and the Soviet Union. – Kassow TTh 9:55
- 310. Germany** – A survey of German history from 1815 to 1945. Topics will include the Vormärz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich. – Kassow TTh 1:15
- 311(2). 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. – Weaver MWF 10:30
- 322. Modern Europe, 1870–1945** – Europe in the age of imperialism, socialism, totalitarianism, and scientific war. Enrollment limited to 30. Permission of the instructor. – Bankwitz WF 1:15
- 325(2). Selected Themes in American History: The American Maritime Experience** – Sloan TTh 11:20
- 327(2). History of Africa to 1800** – Problems and method of African history, traditional African society, the spread of Islam, and peripheral contact with classical and western culture. Permission of the instructor. – Steele MWF 10:30
- 330. Modern Japan** – The transformation of the traditional culture and politics of Japan under the impact of modern industrialization. – Oxnam MWF 9:30
- 331(2). 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. – Steele TTh 11:20
- 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 institutions of the High Empire. Permission of the instructor. – Davis MWF 8:30
- 342. China from 1750 to the Present** – The late Ch'ing period, the revolution in the nineteenth and twentieth centuries, the Peoples' Republic. – Oxnam TTh 1:15
- 380. Special Tutorial in History** – Selected topics in special areas and periods by arrangement with the instructor and permission of the Chairman.
- 392. Junior Seminar** – See History 391. The following seminars will be offered in the Trinity Term:

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- Sec. A – Modern France – Bankwitz T 1:30
- Sec. B – China – Oxnam M 1:30
- Sec. C – Eastern Europe – Kassow M 1:30
- Sec. D – America in the Age of Reform – Sloan M 1:30
- Sec. E – Thirteenth Century Europe – Downs T 1:30

**402. Senior Seminar** – Majors are required to take two seminars in their senior year. Permission of the instructor. In the Trinity Term, the following seminars will be offered:

- Sec. A – Ancient History – Davis M 1:30
- Sec. B – Colonial America – Weaver M 1:30
- Sec. C – Russia – West M 7:00 p.m.
- Sec. D – Stuart England – Painter WF 2:40

**403–404. Thesis Seminars** – Studies in various topics, emphasis being placed on research methods, bibliography, and a thesis. Thesis seminars are full-year courses and satisfy the senior seminar requirement. Permission of the instructor.

- 403–404. Europe (A)** – Bankwitz M 1:30
- 403–404. United States (B)** – Sloan M 1:30

**Note:** The following graduate courses are open in the Trinity Term to seniors whose records have been outstanding. Prerequisite: Permission of the student's adviser and the Office of Graduate Studies and the pleasure of the instructor. History 601, 602 may be taken to satisfy the senior seminar requirement.

- 541(2). Imperial Russia** – West W 7:00 p.m.
- 551(2). Colonial Period in American History** – Weaver Th 7:00 p.m.
- 591(2). African History, 1875 to the Present** – Steele T 7:00 p.m.
- 602. Section A – The Twelfth Century** – Downs M 7:00 p.m.

Courses given in other years:

- [207. England to 1714]
- [326. The Rise of the United States as a World Power]
- [328. Africa, 1914 to the Present]
- [329. History of the Middle East, 1900 to the Present]
- [337. Modern Italy]
- [339. Middle Eastern Thought and Culture, 600–1406]
- [348. Topics in the History of Africa]



## Intercultural Studies Program

ASSISTANT PROFESSOR J. A. BROWN, *Director*; PARTICIPATING FACULTY:  
PROFESSORS BATTIS, DAVIS, HENDEL; ASSOCIATE PROFESSORS BENTON,  
GASTMANN, STEELE, VOHRA; ASSISTANT PROFESSORS GARSTON, J. MILLER,  
OXNAM, REILLY; INSTRUCTORS GOLDFRANK, KASSOW, WEST; LECTURERS:  
BRAUE, JIBRELL

**OBJECTIVES OF THE PROGRAM** – The Intercultural Studies Program offers a series of area studies concentrations (such as Black Studies, Asian Studies, Russian Studies, etc.) which are interdisciplinary in approach and broadly comparative in perspective. The main emphasis of the program is to provide the student with the opportunity to study the cultural heritage, history, and current condition of those people who have experienced a half millenium of West European expansion into the lands beyond Europe. The program requires that the student select a concentration of study which focuses on one society or culture area while at the same time examining the process of change which different societies undergo in moving from a traditional order toward an urban, industrialized situation. Each student is expected to develop three complementary sorts of knowledge as his goals for the successful completion of the major. These goals are: 1) a comprehensive knowledge of at least one culture area or society; 2) the ability to analyze that society or culture area both in terms of its unique characteristics and in terms of a cross cultural comparative perspective; 3) an appreciation of the diversity and value of human experience and cultural patterns in a number of societies.

**THE INTERCULTURAL STUDIES MAJOR** – Fulfillment of the objectives of the major requires an intensive interdisciplinary study of a particular society or culture area and a comparative study of at least one other society or culture.

1. Each applicant to the major must draw up a program in terms of the three general goals of the program and in the light of his own particular interests.

2. In addition to the regular curricular opportunities outlined in the Catalogue, the student is encouraged to include in his program such educational opportunities as study abroad or at other U. S. institutions, tutorials, and independent work.

3. Each major is expected to participate in: a) the general Introductory Seminar; and b) Seminars in his junior and senior years devoted to his main area of concentration.

4. In the senior year, the student is expected to undertake a project, thesis, or comprehensive examination (written and/or oral) illustrating his competence in his area concentration and in comparative studies. To this end the student is required to keep a dossier of the work he has completed for the major, as a review of the work carried out during the entire period of his participation in the program will be one of the ways by which his successful completion of the major will be evaluated.

**Application to the major** – The student's program proposal drawn up upon entry into the major must be submitted to the program director who in turn will bring

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it to the attention of the participating faculty for their advice as to the soundness of its rationale, its coherence, and its appropriateness to the overall objectives of the major.

*Appraisals* – At the end of each academic year, the progress of each student in the program will be reviewed by the participating faculty in order to inform the student of the degree of progress he has made in achieving the goals of the program.

*Languages* – The program has no specific language requirement but the acquisition of fluency in a foreign language needed to study a particular society or culture may be counted toward fulfilling the requirements of the major.

*Related Studies* – Experience indicates that the students who achieve the highest degree of satisfaction in pursuing an Area Studies major have taken care to master the basic disciplinary approach of one or more of the Social Sciences or the Humanities. It is therefore strongly recommended that in drawing up a program, the student consider elective work in such fields as Economics, Literature, or Sociology in addition to the course of study pursued within the Intercultural Studies Program.

### SAMPLE PROGRAMS OF STUDY

The outlines below are only intended as possible general guides in assisting the prospective major in drawing up a program proposal for submission to the program director. *It should be noted, however, that in planning a program the student is encouraged to include such options as study abroad or at other U. S. institutions, tutorials, and independent study.*

#### Three-year major:

##### Sophomore

##### 1st Semester

Introductory Seminar  
Area of Concentration  
Cognate Area  
Elective  
Elective

##### 2nd Semester

Introductory Seminar  
Area of Concentration  
Cognate Area  
Elective  
Elective

##### Junior

Junior Seminar  
Area of Concentration  
Cognate Area or  
Comparative Course  
Elective  
Elective

Junior Seminar  
Area of Concentration  
Elective  
Elective  
Elective

##### Senior

Senior Seminar  
Area of Concentration  
Elective  
Elective

Senior Seminar  
Cognate Area or  
Comparative Course  
Elective  
Elective

#### Two-year major:

##### Junior

1st Semester  
Introductory Seminar  
Junior Seminar  
Area of Concentration  
Elective  
Elective

2nd Semester  
Introductory Seminar  
Junior Seminar  
Area of Concentration  
Elective  
Elective



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Senior

Senior Seminar  
Area of Concentration  
Cognate Area or  
Comparative Course  
Elective

Senior Seminar  
Cognate Area or  
Comparative Course  
Cognate Area or  
Comparative Course  
Elective

(*Area of concentration* = studies in the area of the student's main interest; *cognate area* = courses in other societies or culture areas; *comparative course* = courses which primarily have a cross cultural focus.)

### GENERAL COURSES

#### CHRISTMAS TERM

**301. Introduction to Intercultural Studies** – A study of the problems arising from the use of scholarly techniques of historically Western origin in studying cultures different from the Western; analysis of major problem areas in interpreting other cultures than our own with an attempt to delineate the “world views” of a number of different cultures from a comparative perspective. Beginning majors; other students by permission of the instructor. – J. A. Brown M 1:15–3:55

[Intercultural Studies 451]

**453. Seminar** – Intended primarily for junior and senior majors. The seminar will examine specific aspects and problems of the culture area which the student has elected as his field of concentration. The seminar will emphasize student participation through oral and written presentation; tutorial work on individual projects. Sections to be arranged by consultation with the instructor and the program director. – Staff TBA

#### TRINITY TERM

**302. Approaches to Intercultural Studies** – A continuation of Intercultural Studies 301. An examination of a number of different culture areas in an effort to establish the extent to which the “cultural factor” determines the character, direction and extent of institutional change. Beginning majors; other students by permission of the instructor. – Steele M 1:15–3:55

**336. Seminar in Economic Development** – Theories of the nature and sources of development, the importance of the world market, development under socialism and capitalism. Application of theory to practice, case studies of selected countries and development projects. Prerequisite: Economics 101 and permission of the instructor. – Garston WF 1:15 (Same course as Economics 331(2) Sec. A)

[Intercultural Studies 452]

**454. Seminar** – See description of Intercultural Studies 453. – Staff TBA

### ASIAN STUDIES COURSES

#### CHRISTMAS TERM

**205. East Asian Civilization I** – A survey covering Eastern Asia, chiefly China and Japan but with some attention to Korea and Indo-China. The emphasis will be historical, dealing with political and social antecedents of present civilizations (same course as Political Science 205). – Vohra TTh 1:15

TRINITY TERM

**206. East Asian Civilization II** – Continuation of Intercultural Studies 205, emphasizing contemporary civilizations. (Same course as Political Science 206). – Vohra TBA

**BLACK STUDIES COURSES**

Majors concentrating in Black Studies are required, in consultation with their adviser, to develop a program which places primary emphasis on one of the following areas of study: 1) literature, old world; 2) literature, new world; 3) history, old world; 4) history, new world.

CHRISTMAS TERM

**121. Introduction to Black Studies: The Transatlantic Tradition** – An examination of the African background of New World cultures, with particular emphasis on the ways in which the African background has influenced the cultural and political development of Black communities in the New World. Required of beginning majors concentrating in Black Studies. – J. Miller and Staff W 1:15–3:55

**207. Black Americans before 1865** – A survey including an examination of early West African civilizations, Africanisms in the New World and a comparison with the life and culture of Blacks in the Caribbean and South America. – TBA

**211. African Tradition, Culture and Development** – Emphasis will be placed on the unity of the values, outlooks, and experiences of African peoples. Topics covered include African religions, arts, psychological makeup, philosophies, political institutions, and the impact of Islam, Christianity, and Western culture. Permission of the instructor. – Jibrell TTh 1:15

TRINITY TERM

**208. Black Americans since 1865** – Black American life and culture and its relationship to other Black societies. – TBA

**212. Pan-Africanism and African Socialism** – An analysis of the theory and practice of Pan-Africanism since its inception in 1945. The course also includes an examination of the main themes of socialism, nationalism, revolution, and national liberation as these appear in modern-day Africa. Permission of the instructor. Jibrell TTh 1:15

**308. The Folk Tradition in Afro-American Literature** – An examination of the stylistic and thematic elements of Afro-American folklore, with particular emphasis on the ways in which folklore has shaped the development of Afro-American poetry and fiction. Permission of the instructor. – J. Miller TTh 9:55–11:10

**334. The Afro-American Novel** – The development of the Afro-American novel from the mid-nineteenth century to the present, with particular emphasis on major Black novelists of the twentieth century. Writers to be considered include Jean Toomer, Claude McKay, William Attaway, Chester Himes, James Baldwin, and Ishmael Reed. Permission of the instructor. – J. Miller TTh 1:15

**338. The Life and Work of Malcolm X and Martin Luther King, Jr.** – A socio-historical examination of the contributions that both men had on the development of oppressed and non-oppressed people in America. – J. A. Brown TBA



## *Intercultural Studies Program/97*

*Related courses offered at Trinity, 1973-74*

### ASIAN STUDIES:

- English 209. Survey of Oriental Literature I
- English 210. Survey of Oriental Literature II
- History 310. Modern Japan
- History 341. China to 1750
- History 342. China from 1750 to the Present
- Intercultural Studies 205 (Political Science 205). East Asian Civilization I
- Intercultural Studies 206 (Political Science 206). East Asian Civilization II
- Religion 251. Oriental Religions I
- Religion 252. Oriental Religions II
- Religion 255. Buddhism
- Religion 358. Oriental Philosophies of Religion
- Sociology 328. Ethnography of Japan
- Political Science 341. Government and Politics of the Philippines (half course)
- Political Science 530. Government and Politics of Contemporary China
- Political Science 531. The Thought of Mao Tse-Tung

### BLACK STUDIES:

- English 215. Literature of Black Africa in English
- English 359. Leroi Jones and Gwendolyn Brooks
- History 327(2). History of Africa to 1800
- History 331(2). Africa in the Nineteenth Century
- History 591(2). African History, 1875 to the Present
- Intercultural Studies 121. Introduction to Black Studies: The Transatlantic Tradition
- Intercultural Studies 207. Black Americans before 1865
- Intercultural Studies 208. Black Americans since 1865
- Intercultural Studies 211. African Tradition, Culture and Development
- Intercultural Studies 212. Pan Africanism and African Socialism
- Intercultural Studies 334. The Afro-American Novel
- Intercultural Studies 338. The Life and Work of Malcolm X and Martin Luther King, Jr.

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Religion 283. The Black Church in America I

Religion 284. The Black Church in America II

Religion 288. Black Gods in Urban America

### LATIN AMERICAN STUDIES:

History 313. Latin America

Political Science 317. Government and Politics of Latin America

Political Science 404(1). Seminar, Comparative Politics: the Caribbean

## Mathematics

PROFESSORS STEWART, *Chairman*, KLIMCZAK, AND WHITTLESEY;  
ASSOCIATE PROFESSOR POLIFERNO; ASSISTANT PROFESSORS GRAFTON,  
ROBBINS, AND WALDE; LECTURERS BUTCHER\* AND J. N. WILLIAMS

**MATHEMATICS MAJOR** – Ten courses in Mathematics beyond Mathematics 121, 122, including Mathematics 221, 222, 307, 308, 323, and 324. Mathematics 321, 322 may replace Mathematics 323, 324, depending on the interests of the student. Before election of Mathematics 321 or 323, 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, at least four of which must be beyond the 200 level.

### CHRISTMAS TERM

**101. Finite Mathematics for the Social and Natural Sciences I** – The purpose of this course is to introduce students to the basic methods used to analyze mathematical systems of finite size. Such methods are presently applied in the investigation of mathematical models which are used in both the social and the natural sciences. Topics studied will include: logic, sets, combinations, vectors, matrices. Open to all students who have completed two years of high school algebra. – Grafton MWF 9:30

**107. (Economics 107.) Elements of Statistics** – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, 306 sequence for work in statistics.

Sec. A – Stewart MWF 9:30

Sec. B – Stewart MWF 10:30

**109. Probability and Pre-Calculus Mathematics** – This course has a dual purpose: (i) to provide an elementary introduction to probability, particularly for students

\* Leave of Absence academic year.



in the social sciences; (ii) to prepare for Mathematics 110 those students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: sets; permutations and combinations; the binomial theorem; elementary probability theory; the real number system; functions and their graphs. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Enrollment in each section limited to 20.

**Sec. A – Walde** MWF 9:30

**Sec. C – Robbins** MWF 11:30

**Sec. B – Poliferno** MWF 10:30

**121. 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. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Enrollment in each section limited to 20.

**Sec. A – Robbins** MWF 9:30

**Sec. D –** MWF 10:30

**Sec. B – Whittlesey** MWF 9:30

**Sec. E – Stewart** MWF 11:30

**Sec. C – Walde** MWF 10:30

**Sec. F – Grafton** MWF 11:30

**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. Enrollment limited to 20. – Grafton MWF 1:15

**221. Analytic Geometry and Calculus III** – Technique of integration, polar coordinates; parametric equations; improper integrals; indeterminate forms; analytic geometry of three-dimensional space. Elective for those who have passed Mathematics 122 with a grade of C– or better, or permission of the instructor. Enrollment in each section limited to 20.

**Sec. A – Robbins** MWF 10:30

**Sec. B – Poliferno** MWF 11:30

**305. Probability** – Discrete and continuous probability, combinatorial analysis, random variables, density and distribution functions, some particular probability distributions including the binomial, Poisson, and normal. Prerequisite: Credit for Mathematics 222 or permission of the instructor. (Offered in alternate years.) – J. N. Williams MWF 11:30

**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 222 with a grade of C– or better, or permission of the instructor. – Walde TTh 4:00

**[309. Numerical Analysis]** – Theory, development and evaluation of algorithms for problem solving by computation. Topics will be chosen from the following: difference calculus; interpolation and approximation; summation; numerical integration

## 100/Courses of Instruction

and differentiation; solution of: equations, systems of linear equations, difference equations, differential equations; analysis of error. Prerequisite: Credit for Mathematics 222 or permission of the instructor. (Offered in alternate years.) – Grafton

**321. 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 222 with a grade of C– or better, or permission of the instructor. – Klimczak MWF 10:30

**323. Introduction to Analysis I** – An introductory course in the fundamental concepts of real analysis. The real number system, convergence of sequences, continuous functions, differentiation, the Riemann integral. Elective for those who have passed Mathematics 222 with a grade of C– or better, or permission of the instructor. – Klimczak MW 7:00 p.m.

**401. Functions of a Complex Variable** – 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 322 or 324, or by permission of the instructor. – Klimczak MWF 9:30

**423. Foundations of Mathematics** – An introduction to concepts and questions in the foundations of mathematics. Mathematical induction, the natural numbers, the system of real numbers, infinite sets and transfinite arithmetic, philosophies of mathematics. Prerequisite: Mathematics 324 or permission of the instructor. – Poliferno MW 7:00 p.m.

[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 the student's major adviser, of the instructor, of the Chairman of the Department, and of the Office of Graduate Studies.

[500(1). **Advanced Calculus**]

[500A(1). **Advanced Calculus I**]

**501. Introduction to Analysis I** – Elective for those who have passed Mathematics 222 with a grade of C– or better, or permission of the instructor. – Klimczak MW 7:00 p.m.

**503. Theory of Functions of a Real Variable I** – Prerequisite: Mathematics 324 or permission of the instructor. – Whittlesey T 7:00 p.m.

[505. **Theory of Probability**]

**507. Theory of Functions of a Complex Variable I** – Prerequisite: Mathematics 322 or 324. – Whittlesey TTh 5:30 p.m.

[509. **Numerical Analysis**] – Prerequisite: Mathematics 222 or permission of the instructor. – Grafton

[511. **Advanced Numerical Analysis I**]

[521. **Vector Analysis**]



**523. Foundations of Mathematics** – Prerequisite: Mathematics 324 or permission of the instructor. – Poliferno MW 7:00 p.m.

[525. Topics from Analysis]

[601. Introduction to Functional Analysis]

[603. Functional Analysis and Applied Mathematics]

TRINITY TERM

**102. Finite Mathematics for the Social and Natural Sciences II** – This course, together with Mathematics 101, will provide a substantial background in finite mathematics. Topics studied will include: linear programming, graph theory, game theory, and optimization methods such as dynamic programming. Prerequisite: Credit for Mathematics 101, or 107, or 109, or permission of the instructor. – Grafton MWF 9:30

**107(2). (Economics 107(2).) Elements of Statistics** – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, 306 sequence for work in statistics. – Stewart MWF 9:30

**110. Calculus** – This course is offered for students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: limits and continuity; the derivative and some applications; the integral and some applications; the Fundamental Theorem. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section “Advanced Placement for Freshmen”). Prerequisite: Credit for Mathematics 109 or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Walde MWF 9:30

Sec. C – Robbins MWF 11:30

Sec. B – Poliferno MWF 10:30

**122. Analytic Geometry and Calculus II** – Integrals with applications; conic sections; transcendental functions; techniques of integration. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section “Advanced Placement for Freshmen”). Prerequisite: Credit for Mathematics 121 or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Robbins MWF 9:30

Sec. D – Stewart MWF 10:30

Sec. B – Whittlesey MWF 9:30

Sec. E – Stewart MWF 11:30

Sec. C – Walde MWF 10:30

Sec. F – Grafton MWF 11:30

**[210. Mathematics of Investment]** – Interest, especially compound interest, and how it operates in various types of transactions. Discrete and continuous rates of interest and discount, valuing sums of money at interest, annuities, methods of debt repayment, bonds. Stress on both theory and practice. Prerequisite: Credit for Mathematics 122 or permission of the instructor. Enrollment limited to 20. (Offered in alternate years.) – Butcher

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**222. Analytic Geometry and Calculus IV** – Partial differentiation; multiple integrals; infinite series; introduction to differential equations. Prerequisite: Credit for Mathematics 221 or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Robbins MWF 10:30

Sec. B – Poliferno MWF 11:30

**306. Mathematical Statistics** – The nature of statistical methods, sampling theory, correlation and regression, estimation, testing hypotheses, testing for goodness of fit, small sample distributions, statistical design in experiments. Stress on both theory and application. Prerequisite: Credit for Mathematics 305. (Offered in alternate years.) – J. N. Williams MWF 11:30

**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. – Walde TTh 7:00

**314. Combinatorics and Computing** – Introduction to combinatorics and use of the computer to carry out computations involving discrete mathematical structures. Topics may include, but will not necessarily be limited to: computer representation of mathematical objects; enumeration techniques; sorting and searching methods; generation of elementary configurations such as sets, permutations and graphs; matrix methods. Students will be expected to write programs for various algorithms and to experiment with their application to appropriate problems. Prerequisite: Credit for Mathematics 203 or permission of the instructor. – Grafton TTh 9:55

**322. 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 321. – Klimczak MWF 10:30

**324. Introduction to Analysis II** – Functions of several variables. Limits and continuity, differentiability, curvilinear coordinates, multiple integration, line and surface integrals. Theory of convergence. Infinite series, sequences and series of functions, uniform convergence. Prerequisite: Credit for Mathematics 323. – Klimczak MW 7:00 p.m.

**[404. Ordinary Differential Equations]** – An introduction to the theory and applications of ordinary differential equations. First and second order linear differential equations, phase plane treatment of nonlinear differential equations, introduction to the techniques of numerical solution. Prerequisite: Mathematics 222, or Mathematics 221 and simultaneous enrollment in Mathematics 222. – Grafton

**414. Mathematical Logic** – Tautologies, the propositional calculus, quantification theory, first-order predicate calculi, first-order theories (with equality), models, completeness theorems. Prerequisite: Mathematics 324 or permission of the instructor. – Poliferno MW 7:00 p.m.

**417(2). Topology** – Sets and functions, metric spaces and metrizability, topological spaces and their continuous maps, compactness, separation, connectedness. Prerequisite: Mathematics 324 or its equivalent. – Whittlesey Th 7:00 p.m.



## Modern Languages and Literatures/103

[418. **Introduction to Algebraic Topology**] – Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Prerequisite: Mathematics 517 or permission of the instructor. – Whittlesey

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

[500B. **Advanced Calculus II**]

502. **Introduction to Analysis II** – Prerequisite: Mathematics 501. – Klimczak  
MW 7:00 p.m.

504. **Theory of Functions of a Real Variable II** – Prerequisite: Mathematics 503. – Whittlesey T 7:00 p.m.

[506. **Mathematical Statistics**]

508. **Theory of Functions of a Complex Variable II** – Prerequisite: Mathematics 507 or its equivalent. – Whittlesey TTh 5:30 p.m.

[512. **Advanced Numerical Analysis II**]

514. **Mathematical Logic** – Prerequisite: Mathematics 324 or permission of the instructor. – Poliferno MW 7:00 p.m.

517(2). **General Topology** – Prerequisite: Mathematics 322 or 324 or permission of the instructor. – Whittlesey Th 7:00 p.m.

[518. **Introduction to Algebraic Topology**]

519(2). **Modern Algebra** – Prerequisite: Mathematics 324. – Walde TTh 5:00 p.m.

520. **Linear Algebra** – Prerequisite: Mathematics 324 or permission of the instructor. – Walde TTh 7:00 p.m.

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

[526. **Topics from Analysis**]

## Modern Languages and Literatures

PROFESSORS CAMPO, *Chairman*, ANDRIAN AND WATERMAN;

ASSOCIATE PROFESSORS HANSEN,\* HOOK, AND KERSON; ASSISTANT

PROFESSORS PRETINA AND KATZ; INSTRUCTORS BIANCHINI, S. LEE AND RUSSO

**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

\* Sabbatical leave, Trinity Term

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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, or their equivalent, are required.

Note: The major takes 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 beyond the 111 level including at least one course in civilization and one in literature beyond the survey level and *four* courses in a second language beyond the 111 level including at least one course in the survey of the literature of this language. 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.

Senior majors will be expected to participate in some kind of evaluative process which will be determined by each language section. It may take the form of a senior seminar, a graduated reading list examination, or a comprehensive-type examination.

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.

Chinese language and literature courses are available to Trinity students by special arrangement with Central Connecticut State College. Consult the Dean for Educational Services.

## FRENCH

### CHRISTMAS TERM

**111. Intensive Introductory Course** – Designed to develop basic written and oral skills, as well as the ability to read and understand the language. Five classes plus work in the language laboratory. Limit of 15. 1½ credits. – S. Lee MWF 11:30–12:35; TTh 9:55–11:10

**211. Intermediate French** – This course aims to develop written and oral expression of French through conversation and composition. It will center around a review of grammar and the reading and analysis of various texts of French literature and culture. Prerequisite: French 111 or its equivalent, usually one semester of college French or 2 to 3 semesters of high school French. – Katz MWF 10:30

**221. French Life and Culture** – Designed to improve oral and written proficiency through the discussion of contemporary French writers presenting the French views of the Anglo-Saxon World and Anglo-Saxon views of France. – Waterman MWF 9:30



## *Modern Languages and Literatures/105*

- 251. French Literature I: Renaissance and Classical Age** – Elective for those who have completed Intermediate French or equivalent. 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. – Pretina TTh 9:55
- 331. Studies in Eighteenth Century French Prose** – A study of the major philosophic movements and tenets of eighteenth century France as exemplified in the works of the philosophers and novelists of the period. Authors to be read include: Montesquieu, Voltaire, Rousseau, Diderot, Sade, Prévost, Laclos. – S. Lee TTh 11:20
- 349. Studies in Fiction: The Extraordinary Voyage** – A means of expressing man's aspirations and search for his identity. Chrétien de Troyes, Rabelais, Cyrano de Bergerac, Voltaire, Jules Verne, Alain Fournier, and Ionesco. – Waterman TTh 9:55
- 357. Twentieth Century French Theatre** – Examination of the major trends in twentieth century drama: symbolism, surrealism, solipsism, existentialism and the absurd. Plays selected from the works of Jarry, Cocteau, Anouilh, Giraudoux, Montherlant, Sartre, Genet, Ionesco, Beckett and Adamov. Permission of the instructor is required. – Pretina TTh 2:40
- 401. Existentialism and French Literature** – A study of the Existentialist School of Philosophy and its influence on French novel and theatre of the twentieth century. Readings will be drawn from the works of Malraux, Sartre, Camus, Simone de Beauvoir, Violette Le Duc and Beckett. Course taught in English; texts in French; papers may be written in either English or French. Permission of the instructor is required. – Pretina M 1:15
- 505. Studies in Medieval Literature** – Waterman W 7:00 p.m.
- 531. Explication de Textes** – S. Lee M 7:00 p.m.

### TRINITY TERM

- 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. – Pretina MWF 11:30
- 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. – S. Lee TTh 11:20
- 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.  
Sec. A – Waterman MWF 9:30                      Sec. B – S. Lee TTh 9:55
- 302. Studies in the Middle Ages: Lyric and Satiric Literature** – François Villon, Charles d'Orléans, the Roman de Renard, the Roman de la Rose and the Fables. – Waterman TTh 9:55
- 322. Man and Society: Studies in Seventeenth Century Prose** – A study of the double tradition of society and introspective individualism in the seventeenth cen-

## 106/Courses of Instruction

tury. An examination of the Court of Louis XIV and the Jansenist upheaval as seen in the works of Madame de Lafayette, La Fontaine, Mme de Sévigné, La Bruyère, Pascal and Descartes. – S. Lee W 1:15

**332. Theatre in Eighteenth Century France: From Satire to Sensibilité** – The plays and dramatic theories of such authors as Regnard, Lesage, Crébillon, Marivaux, Voltaire, Diderot, Sedaine and Beaumarchais. The role of the *commedia dell'arte*, *domestick tragedy*, *bürgerliches trauerspiel*, *drame bourgeois*, *comédie larmoyante* in the evolution of the theatre, aesthetically and technically. – Waterman TTh 11:20

**344. Studies in the Nineteenth Century: the Lyrical Mode** – This course will study the movement in nineteenth century France from its romantic beginning to its symbolist expression at the end. Special attention will be paid to Baudelaire as a pivotal figure of the period. Other writers to be considered are: Chateaubriand, Hugo, Nerval, Rimbaud, Mallarme and Huysmans. – Katz TTh 1:15

**402. Senior Seminar** – This course is designed for majors in the Department. The content of the course will be determined after consultation with senior French majors. – Pretina M 1:15

**518. Studies in Poetry: Baudelaire** – Katz M 7:00 p.m.

**522. Studies in Twentieth Century Fiction: A Study of the Major Trends in 20th Century Novel from Proust to Beckett.** – Pretina W 7:00 p.m.

## GERMAN

### CHRISTMAS TERM

**111. Elementary German** – Designed to develop facility in reading German and a basic ability to understand, speak, and write German. Five class meetings per week, plus required work in the language laboratory, emphasizing pronunciation, grammar, the reading of graded texts, and audio-lingual practice. 1½ course credits. Section limit: 15.

**Sec. A** – Hook MWF 10:30, TTh 11:20 **Sec. B** – Hansen MTWThF 8:30

**211. Intermediate German I** – Designed to enable the student to attain proficiency in reading German. Intensive practice in either literary or scientific texts, according to the interests of the student. Rapid review of essential principles of grammar. Prerequisite: German 204 or the equivalent. Section limit: 20. – Hook MWF 11:30

**221. German Conversation and Composition I** – Designed to develop accuracy and facility in understanding, speaking, and writing German, together with a basic knowledge of German life and culture. Prerequisite: German 204 with a grade of B or higher, or the equivalent, and permission of the instructor. Section limit: 12. – Hook MWF 9:30

**305. German Epic Poetry** – A study of the *Nibelungenlied* and other major German epics. Prerequisite: German 211 or the equivalent. – Hansen TTh 1:15

**401. German Independent Study** – Reading, reports, and discussion with the instructor of topics to be chosen in consultation with the instructor. Prerequisite: Six courses in German literature, or permission of the instructor. – Staff Hours arranged



## Modern Languages and Literatures/107

### TRINITY TERM

**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, with treatment of grammar as necessary. Prerequisite: German 111 or the equivalent. Section limit: 15

Sec. A – Hook MWF 10:30

Sec. B – TBA MWF 8:30

**222. German Conversation and Composition II** – A continuation of German 221, designed to enable the student to attain proficiency in understanding, speaking, and writing German, together with a good general knowledge of German life and culture. Prerequisite: German 221 or permission of the instructor. Section limit: 12. – Hook MWF 9:30

**402. German Independent Study** – Reading, reports, and discussion with the instructor of topics to be chosen in consultation with the instructor. Prerequisite: Six courses in German literature, or permission of the instructor. – Staff Hours arranged

**450. Seminar: Special Topics** – Prerequisite: Permission of instructor. Instructor and time to be announced.

### ITALIAN

#### CHRISTMAS TERM

**111. Intensive Introductory Italian** – Designed to provide a good knowledge of the grammar, structure and vocabulary of the language and a basic proficiency in conversation and aural comprehension. Since all linguistic skills cannot be fully developed in just a one-semester course, stress will be placed on the mastering of a facility in reading, the other skills to be developed in follow-up courses. This course also proposes, through carefully chosen reading selections and recorded materials, to provide 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. – Bianchini MWF 11:30, TTh 11:20

**211. Intermediate Italian** – A review of grammar, oral and written practice, in addition to wide reading in cultural and literary texts. Supplementary work in the laboratory. Prerequisite: The equivalent of one year of college level study of Italian. – Staff MWF 1:15

**223. Contemporary Italian Civilization Through Cinema** – A study of cultural and sociological developments in contemporary Italy based on the reading and discussion of film scripts and the viewing of films by such author directors as Fellini, Antonioni, Visconti, Bertolucci and others. The reading of Moravia's *Il conformista* and an analysis of Bertolucci's film version of it will be included. This course is designed to improve facility in speaking, listening and reading. Listening to the sound tracks of the films treated in the course will supplement regular class assignments. Prerequisite: Italian 111, 206 and 208, the equivalent or permission of the instructor. – Campo MWF 11:30

**301. Italian Literature of the Ottocento** – A study of the major works of the nineteenth century, including poetry, fiction and drama. Readings in Foscolo, Leopardi, Manzoni, Carducci, Verga, Bracco, D'Annunzio and others, with consideration given to the major literary movements: Romanticism, Verismo and Decadentism. – Russo MW 1:15

## *108/Courses of Instruction*

Italian and related courses offered in the Fall and Spring Semester Programs of Trinity College/Rome Campus are as follows:

**Italian R111. Introductory Italian**

**Italian R211. Intermediate Italian**

**Italian R217. Italian Cinema of the Post-War Period**

**Italian R261. Nineteenth and Twentieth Century Italian**

**Comparative Literature R317. Verdi as Dramatist**

**Comparative Literature R321. Modern Italian Fiction and Its Relation to European and American Literatures**

### TRINITY TERM

**204. Introductory Readings**—The course aims at strengthening the student's reading, writing and speaking skills by exposure to contemporary literary prose, journalistic writing and the film script. Selected additional readings will be geared to special student interests: opera libretti for music majors, art criticism for Fine Arts majors, etc. — Bianchini MWF 11:30

**262. Contemporary Italian Literature**—A study of some of the main currents of twentieth century Italian literature, including essays, poetry, fiction and drama. Readings in Pirandello, Moravia, Silone, Vittorini, Pavese, Calvino, Montale, Ungaretti, Quasimodo and others. — Campo MWF 11:30

**364. Italian and Continental Literature of the Renaissance**—A study of the major works of the Renaissance, including essays, poetry, fiction and drama. Comparative considerations of literary parallelism, indebtedness and influence (especially on English literature) will be made. Readings in Petrarch, Boccaccio, Machiavelli, Ariosto, Michelangelo, Cellini, Rabelais, Montaigne, Ronsard, Du Bellay, Cervantes and others. — Campo TTh 2:35 (Same as Comparative Literature 364)

**Note:** This course will complement Professor Painter's course in Renaissance history and Professor Baird's course in Renaissance painting. Students wishing to concentrate in the area of Renaissance studies through an interdepartmental approach and gain additional course credit through independent study should consult Professors Baird, Campo or Painter.

**402. Special Topics for Independent Study**—Reading, reports and discussion with the instructor of topics to be chosen in consultation with the instructor. Permission of the instructor. — Staff. Hours arranged.

Italian and related courses offered in the Fall and Spring Semester Programs of Trinity College/Rome Campus are as follows:

**Italian R111. Introductory Italian**

**Italian R211. Intermediate Italian**

**Italian R217. Italian Cinema of the Post-War Period**

**Italian R261. Nineteenth and Twentieth Century Italian**

**Comparative Literature R317. Verdi as Dramatist**

**Comparative Literature R321. Modern Italian Fiction and Its Relation to European and American Literatures**



## Modern Languages and Literature/109

### TRINITY TERM

#### LINGUISTICS

101(2). **Elementary Linguistics** – Introduction to descriptive, historical, and comparative linguistics, and to linguistic geography, with emphasis on the Indo-European language family. Brief study of the main steps in the history of English. – Hook TTh 11:20

#### RUSSIAN

### CHRISTMAS TERM

111. **Introductory Russian** – An intensive course designed to develop a basic ability to read, understand, speak, and write Russian. Five hours of classes per week plus required work in the language laboratory, emphasizing pronunciation, grammar, audio-lingual practice, and graded readings. 1½ course credits. Section limit: 15. – Russo MWF 11:30, TTh 11:20

211. **Intermediate Russian** – A thorough grammar review will be coupled with intensive readings in various styles (literary, historical, journalistic) with a view to broadening the student's vocabulary and accuracy of expression. Prerequisite: one year of college Russian or two to three years on the secondary level. Permission of the instructor. – Russo MWF 10:30

221. **Advanced Grammar, Readings, Composition** – A study of Russian case and aspect usage coupled with readings in a variety of genres will serve as the basis for mature composition. Permission of the instructor. – Instructor to be announced. TTh 2:40

### TRINITY TERM

204. **Advanced Introductory Russian** – A continuation of Russian 111, with greater emphasis on the reading and discussion of Russian literature and culture. Prerequisite: Russian 111 or the equivalent. Section limit: 15. – Russo MWF 11:30

212. **Intermediate Course II** – A continuation of Russian 211, this course is designed to expand the student's range of understanding and expression by exposure to additional genres and styles (the film script, the memoir, etc.) as special student interests and needs shall suggest. – Russo MWF 10:30

#### SPANISH

### CHRISTMAS TERM

111. **Elementary Spanish** – 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. – Instructor to be announced. MWF 11:30, TTh 11:20

211. **Intermediate Spanish** – Elective for those who have had one year of college Spanish, or at least two years of secondary school Spanish. Grammar review, oral

## 110/Courses of Instruction

and written practice, in addition to wide reading in cultural and literary texts. Work in the language laboratory will supplement the regular class assignments. – Kerson MWF 11:30

**221. Literature and Language** – 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. – Andrian MWF 10:30

**251. Spanish Literature I** – Elective for those who have completed Spanish 212, or equivalent, or three to four years of Spanish at entrance. This course 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. – Bianchini MWF 9:30

**333. The Realist Novel of the Nineteenth Century** – Elective for those who have completed 251 and/or 252, or with permission of the instructor. A study of the early development of realism as seen in representative novels by Alarcón, Valera, Pereda, and others. A beginning will be made in Galdós, to be continued in the following semester. – Bianchini TTh 9:55

**351. The Modern Spanish-American Short Story and Novella** – Among the twentieth century authors to be discussed are Horacio Quiroga, Jorge Luis Borges, Eduardo Mallea, Julio Cortázar, Carlos Fuentes, Juan Carlos Onetti, and Alejo Carpentier. – Kerson MWF 10:30

**515. Studies in Nineteenth Century Literature: The Realist Novel, I** – Andrian T 7:00 p.m.

**531. Methods of Literary Criticism** – Kerson Th 7:00 p.m.

### TRINITY TERM

**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. – Bianchini MWF 1:10–2:00

**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. – Andrian MWF 11:30

**222. Hispanic Civilization and Culture** – 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. – Kerson MWF 10:30

**252. Spanish Literature II** – Same prerequisite as for Spanish 251. A study of Spanish literature of the eighteenth, nineteenth and twentieth centuries. – Andrian MWF 9:30

**334. Galdós, and the Naturalist Novel** – A continuation of Spanish 333, this course will emphasize the later novels of Galdós, as well as selected novels by Emilia Pardo Bazán, "Clarín," and Vicente Blasco Ibáñez. – Andrian TTh 9:55

**352. Modern Spanish-American Poetry** – A survey of modern and contemporary Spanish-American poetry from the *modernista* movement to the present. Included



are such poets as José Martí, Rubén Darío, Ramón López Velarde, Gabriela Mistral, Nicolás Guillén, Pablo Neruda, Jorge Luis Borges, and Octavio Paz. – Kerson MWF 11:30

503(2). **Culture and Civilization: Cultural Themes in Spanish-American Literature** – Primarily through the essay and novel, a select number of cultural themes will be explored, such as: the contribution of the Spanish colony; the Mexican and Argentinian self-definition; dictatorship as myth and reality; idealism and pan-Spanish-Americanism. – Kerson Th 7:00 p.m.

516. **The Realist Novel, II, and Naturalism** – A study of the later novels of Galdós, and of a selected number of novels by Pardo Bazán, “Clarín,” and Blasco Ibáñez. – Bianchini T 7:00 p.m.

## Music

PROFESSOR BARBER, *Director of the Program in Music*;  
INSTRUCTOR J. REILLY; LECTURER ARMSTRONG  
PROFESSOR FRANCHETTI, HARTT COLLEGE OF MUSIC

The program in Music is shared between Trinity College 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 103, 104, 111, 112; and instruction in Applied Music are open to freshmen. The requirements for the major include General Examinations in the senior year.

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

**Theory Concentration:** Music 103, 104, 105, 106; TH 136, 137; Music 111, 112 (or two HLM 220–231 courses); one elective; Seminar; and four hours of Applied Music.

**Composition Concentration:** Music 103, 104, 105, 106; TH 136; COM 010, 011; COM 020; Music 111, 112 (or two HLM 220–231 courses); Seminar; and four hours of Applied Music.

## 112/Courses of Instruction

**Applied Concentration:** Music 103, 104, 105, 106; Music 111, 112 (or two HLM 220–231 courses); Seminar; 16 hours of Applied Music and Recital.

This concentration is open only to students with the requisite performance ability.

A theory and 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 Examinations, 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.

**Courses with numbers preceded by the letters HLM, TH, and COM, are all offered on the campus of Hartt College of Music; all others are offered at Trinity. Even numbered courses at Hartt College are offered in the first semester; odd numbered courses in the second semester.**

**All students wishing to enroll in Music courses at Hartt College must secure permission on forms provided by the Music Department or the Registrar's Office.**

### 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. No previous knowledge of music is required. This course is for the general student and the Music major. Permission. Enrollment limited to 30 per section.

**Sec. A – Barber TTh 11:20**

**Sec. B – Barber TTh 1:15**

**HLM 154, 155. History of Opera** – Opera from its beginning as liturgical drama, to the twentieth century. Special emphasis on the relationship of this form to prevailing aesthetics and sociological conditions. One-half course credit per term. Permission. – Hartt Staff MW 12:00

**Music 219. History and Development of the Solo Song** – A survey of the literature for solo voice and accompaniment from the beginning of the nineteenth to the mid-twentieth century. The course emphasizes the French, German and Russian schools of composition, and ends with a survey of the American School. Student performances are encouraged. Permission. – J. Reilly TTh 2:40

**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. – Sec. D1 – Rottner MWF 8:00; Sec. D2 – Rottner MWF 9:00; Sec. D3 – Willheim MWF 12:00; Sec. D4 – Willheim TTh 1:00

**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.

Sec. D1 – Hartt Staff MWF 8:00  
Sec. D2 – Trinity staff MWF 12:00

Sec. D3 – Hartt Staff TTh 9:30

**Music 312. Modern Music** – A study of contemporary idioms and the music of modern composers from about 1870 to World War II. Prerequisite: An introductory music course or permission of the instructor. Limit: 25. – Barber MWF 11:30

**Music 314. Evolution and Development of Musical Forms** – An historical survey of the major forms of music composition and analysis of important examples of the main categories: motet, symphony, fugue, sonata, lied, etc. The materials examined will range from polyphonic music of the twelfth century to the twelve-tone music of the twentieth. Permission. – J. Reilly TTh 2:40

**HLM 350. Medieval Seminar** – Selected topics pertaining to Medieval studies. Permission of instructor. – Rottner W 4:00–6:00

**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. – Trinity Staff TBA

**Music 417. 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. – Barber M 7:00 p.m.

**HLM 450. Advanced Music Literature: Stravinsky** – An in-depth study of the opus and bio-bibliographic materials of this major composer of the twentieth century. Permission. – Dinerstein M 7:00–9:00 p.m.

**HLM 451, 452. Beginning Black Music** – A description of the origins of Afro-American music from its earliest African beginnings to approximately 1900 with stress upon the development in America from 1619. Permission. – McLean Th 5:00–6:30

**HLM 458, 459. Advanced Black Music** – A continuation of the studies of HLM 451, 452 with emphasis on later developments in America. Permission. – McLean W 7:30–9:00 p.m.

Courses offered in other years:

[Music 214. Church and Choral Music]

[Music 216. Keyboard Music]

[Music 234. Russian Nationalists]

[Music 271. Paris in the Early Twentieth Century: Music and Arts]

[Music 272. Music and Society in Eighteenth Century London]

(For other course offerings in Music History and Literature consult the Hartt College Bulletin.)

## 114/Courses of Instruction

### THEORY

**Music 103, 104. Introduction to Musical Theory and Musicianship** – Review of scales, intervals and triads. Exercises in diatonic harmony and counterpoint. Drill in sight-singing, ear-training and keyboard harmony. May be elected by the general student. Required for majors. Permission. Enrollment limited to 25. – Trinity Staff MWF 1:15

**Music 105. Theory-Analysis III** – Continuation of the study of tonal harmony. Sequences, seventh chords, harmonization of melody, modulation. Eighteenth century counterpoint includes the writing of inventions and fugue expositions. Analysis of the Baroque sonata, invention, fugue. Classic sonata, and Schubert songs. Required for majors. Prerequisite: Music 103, 104. Permission. – Franchetti MWF 9:30

**Music 106. Theory-Analysis IV** – Continuation of the study of tonal harmony into the chromatic practices of the late nineteenth century. Use of the vocabulary in instrumental writing. Analysis of Romantic, Impressionistic, and Twentieth Century music. Prerequisite: TH 126. Permission. – Franchetti MWF 9:30

**TH 136. Theory-Analysis V** – Diatonicism versus chromaticism. The dissolution of architectural tonality. The form-content: identification. Romantic and neo-Romantic practices, 1850–1900. Prerequisite: TH 127. Permission. – Franchetti MWF 11:00

**TH 137. Theory-Analysis VI** – A study of problems related to contemporary music and a consideration of the general aesthetics applied to all the arts of this period. Prerequisite: TH 136. – Franchetti MWF 11:00

*(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-half course credit per term. Permission.

**Sec. D1** – Staff W 10:00; **D2** – Staff T 12:00; **D3** – Staff Th 1:00; **D4** – Staff F 11:00

**COM 020, 021. Second Course Composition** – Composition as applied to the smaller forms. Consideration of tonal structure. Classical phraseology. For Composition and Theory concentrators. Prerequisite: COM 010, 011 or permission of instructor.

**Sec. D1** – Wason T 12:00; **D2** – Wason Th 12:00

**COM 030, 031. Third Course Composition** – Romantic phraseology. Extended forms. Projects in orchestration of participating students' works. One-half or full course credit per term. Prerequisite: COM 020, 021 or permission of instructor.

**Sec. D1** – Dinerstein TTh 9:30; **D2** – Dinerstein TTh 12:00

*(For additional composition courses consult the Hartt College Bulletin.)*



## APPLIED MUSIC

Credit for the study of applied music is given to majors and other students who can demonstrate performance ability sufficiently beyond the elementary level. Normally, students earn course credit for applied music by studying with faculty members of either Hartt College or Trinity College. If a student has exceptional reasons for wishing to earn course credit for study with a teacher not on the faculty of either college, he may present a written petition to the Director of the Program in Music at Trinity. Each petition will be examined on its merits by a Trinity faculty and administration review committee. Students whose petitions are approved will register for the appropriate credit (one or one-half course credit) in Music 325, 326, indicating the sponsoring member of the Trinity music faculty as supervisory instructor.

Required preparation and a half-hour lesson each week carries one-half course credit per term. Required preparation and a one hour lesson each week carries one course credit per term.

The maximum quantity of applied music credit which students, except Music majors with applied concentration, may count toward the B.A. will be four course credits. Majors with applied concentration will be granted one or two more course credits in their specialty (voice or instrument) if such study is necessary for the completion of their concentration or work towards Honors in Music.

Qualified students may apply for academic credit for full participation in approved performance groups at Trinity and Hartt College. With permission of the conductor, one course credit is allowed for a full year's work in the Trinity Concert Choir (Music 321-322).

Majors with concentration in applied music should plan sufficient study in the junior and senior years in preparation for the recital.

It is expected that Music majors and students taking private lessons for credit will participate in a campus musical organization such as the Concert Choir, a chamber music ensemble, or in a Hartt ensemble.

To enroll for credit in the Applied Music program permission must be obtained from the Music faculty. More than one applied music activity may be elected at the same time. However, the maximum allowance is one full course credit per term.

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

Fees for private music lessons at Hartt College will be billed by Hartt in addition to the regular tuition charges rendered by Trinity. The fee for one-half hour lesson, per week, per term, is \$150.

## Philosophy

PROFESSORS DeLONG, *Chairman*, AND R. T. LEE; ASSOCIATE PROFESSORS  
HYLAND AND W. M. BROWN; ASSISTANT PROFESSOR LERNER;  
INSTRUCTOR STAFFORD

**PHILOSOPHY MAJOR** - Ten courses in Philosophy, with a grade of at least C- in each, including Philosophy 205 (or 326), 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.

## 116/Courses of Instruction

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 requires the permission of the instructor.

**321 through 340** – Courses in the philosophy of various disciplines or topics, such as Philosophy of Science and Philosophy of the State.

**341 through 360** – Courses dealing with individual philosophers and advanced courses in the history of philosophy.

**361 through 380** – Systematic courses, such as Metaphysics and Epistemology.

**401 through 420** – Various special studies and seminars, chiefly for majors.

### CHRISTMAS TERM

**201. Introduction to Philosophy** – An introductory treatment of some fundamental problems in philosophy such as the nature and limits of knowledge, the concept of a person, and the relation between the individual and society. Both classical and contemporary authors will be consulted. – Stafford WF 1:15–2:30

**203. Ethics** – An introduction to some major concepts of ethical theory (goodness, responsibility, freedom, justification, rationality) through a study of Aristotle, Kant, and Mill. More recent questions dealing with cultural relativism will be considered, and the course will conclude with a reading of Skinner's *Walden Two*. – R. T. Lee MWF 11:30–12:20

**204(1). Philosophy and Modern Society: An Introduction** – An introduction to political and social philosophy through an examination of the radical critique of liberal thought. Topics covered include imperialism, revolution, women's liberation, racism, violence, the social conditioning of thought, the family, sex and love. – Lerner TTh 11:20–12:35

**205. Logic** – An introduction to deductive logic. After a survey of traditional logic, including a discussion of fallacies and the syllogism, the course concentrates on modern developments: truth functions, quantification theory, and proof theory. Attention will also be given to philosophical problems connected with these developments. – DeLong MWF 9:30–10:20

**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). – Hyland MWF 10:30–11:20



- 212(1). 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. – DeLong MWF 8:30–9:20
- 214(1). Utopias: Social Ideals and Ideal Societies** – A philosophical study of classical and modern theories of the ideal society. Emphasis will be placed on modern utopianism, its central claims, its differences from classical theories, and its response to the attacks leveled against it by modern antiutopians. The course will not presuppose, but will seek to clarify the value and uses of utopian thinking and its justification and defense. Several issues crucial to the development of modern utopianism will be examined: the significance of technology and artifice as opposed to the natural, the place of optimism and the idea of progress, and the conception of human nature implicit in utopian thought. Several case studies of efforts to achieve utopian societies will be discussed and some attention will be paid to the planning and design of the modern city as manifestations of utopian ideals. – W. M. Brown TTh 9:55–11:10
- 301/501. Pragmatism** – A study of some of the major works of C. S. Peirce, William James, Royce, Santayana, and Dewey. The course will emphasize the systematic relatedness of these philosophers' positions, and will show how pragmatism and the American tradition stand in regard to the major traditions of Western philosophy. – R. T. Lee M 1:15–3:55
- 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: a 200 level course in Philosophy or permission of the instructor. – Hyland WF 1:15–2:30
- 309. Special Studies in Philosophy: The Concept of Consciousness** – The following sorts of questions will be raised in this course: What is consciousness? How is it related to our bodies? Does the existence of consciousness mean that not all reality is material reality? How is consciousness formed? To what extent does it reflect the social arrangements in which we live? To what extent can it transcend its own conditioning and provide an entry into a genuine freedom? Permission of the instructor. – Lerner TTh 1:15–2:30
- 327/527. Philosophy of Psychology** – An inquiry into various philosophical problems of psychology, including the nature of psychological explanation, the construction of psychological theories, and the possibility of a mechanistic reduction of psychological theoretical terms. Permission of the instructor. – Stafford W 7:00–10:00 p.m.
- 344(1)/544(1). Hegel (I)** – This is a two-semester course whose main purpose is first to prepare for, and then carry out, a study in depth of Hegel's *Phenomenology of Spirit*. In the first semester, the philosophic context in which Hegel thought will be discussed, and several of his lectures on history, and the philosophy of history, art, and religion will be studied as background. In the first semester we will study the first four sections of the *Phenomenology of Spirit*. In addition, certain influential commentaries on Hegel will be studied, including those of Kojève, Fackenheim, and Marcuse. In the second semester we will complete the last four sections of the *Phenomenology*. The study of commentaries will be continued, with an eye to understanding the cultural influence Hegel has had, in addition to considering the truth of his position. Permission of the instructor. – Hyland T 7:00–10:00 p.m.

## 118/Courses of Instruction

**353. Whitehead** – A study of the major philosophical writings of Alfred North Whitehead. Students will have the opportunity to examine the writings of other process philosophers. Permission of instructor. – R. T. Lee WF 2:40–3:55

**355. Nietzsche** – A critical study of the major works of Nietzsche with some attention to his predecessors and his influence on later writers. Limit of 20. – W. M. Brown Th 7:00–10:00 p.m.

### 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. – W. M. Brown MWF 9:30–10:20

**202. Introduction of Philosophy: The Concept of Power** – An inquiry into the concept of power and the role that power plays in human relations. The relations between men and women, psychiatrist and patient, and the individual and society will be examined as instances of the use of the abuse of power. The works of Mill, Engels, Thomas Szasz, Locke, Rousseau, Robert Paul Wolff and Robert Ardrey will be consulted. Limit of 60. – Stafford TTh 9:55–11:10

**204. Philosophy and Modern Society: An Introduction** – (Same as Christmas Term) – Lerner TTh 11:20–12:35

**211(2). Philosophic Themes in Western Culture** – (Same as Christmas Term) – Hyland MWF 10:30–11:20

**308. History of Philosophy (II)** – The history of modern philosophy from Descartes to the end of the 19th century. Two course credits. Prerequisites: Philosophy 307 or permission of instructor. – R. T. Lee M 1:15–3:55, WF 1:15–2:30

**310. Special Studies in Philosophy: The Concept of Madness** – A philosophical inquiry into the concept of madness and related topics such as human agency, freedom, rationality, and health. Background reading will include sources from psychology, sociology, and anthropology. The focal reading will include works of Szasz, Laing, Goffman, Foucault, and Fingarette. Limit of 20. – W. M. Brown TTh 9:55–11:10

**315(2). Existentialism** – Selected major works of important existentialist thinkers will be studied, including Nietzsche, Kierkegaard, Sartre, and Camus. Special attention will be given to how these thinkers saw themselves as supplying alternatives to the supposed defects of more traditional philosophic positions. The truth of their claims – both their critique of traditional philosophy and their own alternatives – will be examined in depth. – Hyland MWF 11:30–12:20

**320/520. Philosophy of Social Science** – The following questions will be raised: What kind of explanations make sense when we are dealing with human beings in societies? Can we develop a value-neutral social science? If not, how does a social science reflect the interests of a particular social class or social order? How do social arrangements influence our perceptions of ourselves and our possibilities? What would a social science look like that was consistent with our desire for human liberation? Permission of the instructor. – Lerner T 7:00–10:00 p.m.

**324/524. Philosophy of the State** – As an inquiry into the theory of justice, the investigation will be concerned both with the question of the nature of justice in the abstract and with an evaluation of various theories of social organization (such



as capitalism or socialism) with regard to their approximation to ideal justice. Special attention will be paid to the rights and duties of the individual versus the rights and duties of society. Permission of instructor. – DeLong W 7:00–10:00 p.m.

**325(2). Philosophy of Language** – A systematic study of problems arising from reflection on language and speech acts: meaning and reference, truth, linguistic convention and the theory of use, illocutionary acts and the comparison of ordinary and artistic uses of language. Permission of instructor. – R. T. Lee MWF 10:30–11:20

**326. Advanced Logic** – An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. Permission of instructor. – DeLong MWF 9:30–10:20

**350. Marx** – An introduction to the political and social thought of Karl Marx, with special attention to the relevance of Marx's thought to the modern world. Topics include the Hegelian foundations of Marx's thought, the nature of alienation, the functions of the state, human freedom, the philosophy of history, the family, and the sociology of knowledge. Permission of instructor. – Lerner TTh 1:15–2:30

**354/554. Hegel (II)** – A continuation of Hegel (I). Prerequisite: Philosophy 344/544. – Hyland Th 7:00–10:00 p.m.

**366. Theories of Innateness** – The course will examine both classical theories of innateness (Plato, Descartes, Leibniz, Kant) and related contemporary thinkers (Chomsky, Piaget, Levi-Strauss, Jung, and others). We will consider the explanatory power of such theories, and the status of innateness hypotheses as empirically testable. Permission of instructor. – Stafford TTh 1:15–2:30

**410. Junior Seminar** – Required of all majors, and open only to them. The topic will be determined by the Department in the fall of 1973 after consultation with the majors. – W. M. Brown TTh 2:40–3:55

Courses given in other years:

- [210. Philosophy of Art]
- [219. Ethical Relativism]
- [312. 19th Century Philosophy]
- [314. 20th Century Philosophical Analysis]
- [321. Philosophy of Law]
- [323. Philosophy of History]
- [328. Philosophy of Science]
- [341. Plato]
- [342. Hume and Kant]
- [343. Aristotle]
- [345. Wittgenstein]
- [346. Medieval Philosophy]
- [361. Metaphysics]
- [363. Phenomenology]

## Physical Education

PROFESSORS KURTH, \* *Chairman*, DATH AND MC PHEE; ASSOCIATE PROFESSORS SHULTS, D. MILLER, AND SLAUGHTER; ASSISTANT PROFESSORS DANIELS AND TAYLOR; INSTRUCTOR MILLSPAUGH; MR. HAMEL, MR. SFERRO 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 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>I Aquatics</i> Beginning Swimming Survival Swimming  Senior Lifesaving Water Safety Inst. Springboard Diving	<i>II Racquets</i> Beg. Squash Adv. Squash  Beg. Tennis Adv. Tennis Badminton	<i>III Physical Development &amp; Body Mechanics</i>  Physical Development (men) Beg. Body Mechanics Adv. Body Mechanics (women) Gymnastics Floor Exercise
<i>IV Individual and Combatives</i> Golf Bowling Archery Fencing Beg. Karate Adv. Karate Beg. Judo Adv. Judo	<i>V Classroom</i> Medical Self-help (First Aid) Coaching Seminar	<i>VI Special</i> 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

\* Sabbatical leave, Christmas Term.

\*\* The pass-fail option in physical education is permitted in addition to the one permitted for academic courses.



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 and it will be entered on his permanent record as "Drop." *During the remainder of the quarter no student is permitted to drop a course.*

**Note:** All Physical Education courses earn  $\frac{1}{4}$  credit.

**101. Beginning Swimming** – A course primarily for non-swimmers: water acclimatization, floating, treading water, bobbing; lead-up strokes, human stroke, sculling.

- \*1, 2, 3, 4 By arrangement (Individual or Group) – McPhee  
Slaughter  
Millspaugh  
Fox

**102. Survival Swimming** – A modification of Red Cross survival swimming course: survival strokes and techniques for survival in the water over great distances or prolonged time. Enrollment in each section limited to 20.

- 1 Sec. A – Fox MWF 8:30  
2 Sec. B – Fox MWF 8:30  
3 Sec. C – Millspaugh MWF 8:30

**103. Springboard Diving** – A course designed for the beginner in fancy diving; emphasis upon proper boardwork and the mechanics of aerial tumbling; dives taught from each of the five groups. Prerequisite: permission of instructor. Enrollment in each section limited to 10.

- 2 Sec. A – Slaughter-Fox TBA  
3 Sec. B – McPhee – Millspaugh TBA

**201. Senior Lifesaving** – Red Cross course in senior lifesaving: Red Cross certification. Prerequisite: Qualification Test. Enrollment limited in each section to 16.

- 1 Sec. A – McPhee MWF 10:30  
1 Sec. B – Slaughter TTh 9:55  
3 Sec. C – McPhee MWF 10:30  
3 Sec. D – Slaughter TTh 9:55

**202. Water Safety Instructor** – Red Cross course in water safety instructor: Red Cross certification; primarily practice teaching in Red Cross methods of instruction for all swimming strokes and lifesaving. Prerequisite: A current, valid certification in Senior Lifesaving. Enrollment in each section limited to 16.

- 2 Sec. A – McPhee MWF 10:30  
2 Sec. B – Slaughter TTh 9:55  
4 Sec. C – McPhee MWF 10:30  
4 Sec. D – Slaughter TTh 9:55

\*Indicates Quarter.

## 122/Courses of Instruction

**121. Physical Development for Men** – Designed primarily as work with weights and isotonic exercise; balanced program to strengthen all large muscle groups; strength, endurance, body contour and weight control major objectives. Enrollment in each section limited to 15.

- ° 1 Sec. A – Sferro MWF 10:30
- 2 Sec. B – Daniels MWF 11:30
- 3 Sec. C – Sferro MWF 10:30
- 4 Sec. D – Daniels MWF 10:30

**122. Beginning Body Mechanics for Women** – Primarily an exercise regimen for figure improvement and control: posture, contour, coordination and strength; isotonic and isometric techniques utilized.

- 1 Sec. A – Fox TTh 11:20
- 2 Sec. B – Millspaugh WF 1:15
- 3 Sec. C – Millspaugh MWF 11:30
- 4 Sec. D – Fox MWF 9:30

**222. Advanced Body Mechanics for Women** – Students will design an exercise program specific to their personal needs after examining the principal systems of Aerobics, Royal Canadian Air Force, interval and circuit training. Prerequisite: P.E. 122 or permission. Enrollment in each section limited to 15.

- 2 Sec. A – Fox TTh 11:20
- 3 Sec. B – Millspaugh WF 1:15
- 4 Sec. C – Millspaugh MWF 11:30

**124. Floor Exercise** – A basic gymnastics course designed to concentrate upon matwork and tumbling rather than apparatus; hand support series, casting series, kipping series, coordinated floor exercise routines. Enrollment in each section limited to 10.

- 1 Sec. A – Slaughter TTh 8:30
- 3 Sec. B – Slaughter TTh 8:30

**125. Gymnastics** – Introductory course; elementary movement on apparatus and floor exercise; instruction on parallels and uneven parallels, side horse, high bar, balance beam, and trampoline.

- 2 Sec. A – Slaughter TTh 8:30
- 4 Sec. B – Slaughter TTh 11:20

**111. Beginning Squash** – Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Enrollment in each section limited to 12.

- 1 Sec. A – Dath MWF 9:30
- Sec. B – Shults WF 1:15
- Sec. C – Millspaugh TTh 9:55
- Sec. D – McPhee TTh 1:15
- 2 Sec. E – Miller MWF 10:30
- Sec. F – Sferro MWF 11:30
- Sec. G – Millspaugh TTh 8:30
- Sec. H – Daniels TTh 11:20
- 3 Sec. I – TBA MWF 9:30
- Sec. J – TBA WF 1:15
- Sec. K – TBA TTh 9:55
- Sec. L – TBA TTh 1:15

\*Indicates Quarter.



- °4 Sec. M - TBA MWF 8:30
- Sec. N - TBA MWF 10:30
- Sec. O - TBA MWF 11:30
- Sec. P - TBA TTh 8:30
- Sec. Q - TBA TTh 11:20

**211. Advanced Squash** - A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Prerequisite: P.E. 111 or permission. Enrollment in each section limited to 12.

- 1 Sec. A - Dath MWF 10:30
- Sec. B - Shults TTh 8:30
- Sec. C - Miller TTh 11:20
- 2 Sec. D - McPhee MWF 9:30
- Sec. E - TBA WF 1:15
- Sec. F - Sferro TTh 9:55
- Sec. G - Millspaugh TTh 1:15
- 3 Sec. H - Daniels MWF 10:30
- Sec. I - TBA MWF 11:30
- Sec. J - TBA TTh 8:30
- Sec. K - TBA TTh 11:20
- 4 Sec. L - TBA MWF 9:30
- Sec. M - TBA WF 1:15
- Sec. N - TBA TTh 9:55
- Sec. O - TBA TTh 1:15

**112. Beginning Tennis** - Instruction concentrated on fundamentals for forehand stroke, backhand stroke and serve. Playing rules, court etiquette and procedures for singles play emphasized. Enrollment in each section of quarters 1 and 4 limited to 16. During quarters 2 and 3 (indoors), enrollment in each section limited to 6.

- 1 Sec. A - Millspaugh MWF 9:30
- Sec. B - Dath MWF 11:30
- Sec. C - Shults TTh 9:55
- 2 Sec. D - Taylor MWF 10:30
- Sec. E - Fox TTh 8:30
- Sec. F - Daniels TTh 11:20
- 3 Sec. G - Sferro MWF 9:30
- Sec. H - TBA TTh 9:55
- 4 Sec. I - TBA MWF 11:30
- Sec. J - TBA WF 1:15
- Sec. K - TBA TTh 8:30
- Sec. L - TBA TTh 11:20
- Sec. M - TBA TTh 1:15

**212. Advanced Tennis** - Review of forehand, backhand, and serve; instruction on volley, lob, and spin serve; emphasis on doubles play and doubles strategy. Prerequisite: P.E. 112 or permission. Enrollment in each section of quarters 1 and 4 limited to 12. During quarters 2 and 3 (indoors), enrollment in each section limited to 8.

- 1 Sec. A - Taylor TTh 11:20

°Indicates Quarter.

## 124/Courses of Instruction

- \*2 Sec. B - Shults MWF 9:30
- Sec. C - Dath MWF 11:30
- Sec. D - Sferro TTh 9:55
- 3 Sec. E - Millspaugh WF 1:15
- Sec. F - TBA TTh 8:30
- Sec. G - TBA TTh 11:20
- 4 Sec. H - TBA MWF 9:30
- Sec. I - TBA TTh 9:55

**113. Badminton** - Emphasis upon the fundamentals of the game, including rules, how to set up a court, knowledge of equipment, and basic playing skills. Enrollment in each section limited to 16.

- 1 Sec. A - Hamel TTh 1:15
- 3 Sec. B - Daniels TTh 1:15
- 4 Sec. C - Viering MWF 8:30

**131. Golf** - Instruction as to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Enrollment in each section limited to 16.

- 1 Sec. A - Shults MWF 11:30
- Sec. B - Sferro TTh 11:20
- 4 Sec. C - Dath MWF 9:30
- Sec. D - Cook TTh 9:55

**132. Bowling** - Individualized instruction for both beginner and experienced bowler; emphasis on fundamentals; grip, approach, release, ball control and accuracy. Enrollment in each section limited to 16.

- 1 Sec. A - Daniels TTh 1:15
- 2 Sec. B - Sferro TTh 11:20
- 3 Sec. C - Cook TTh 9:55
- 4 Sec. D - Cook TTh 11:20

**133. Archery** - Emphasis upon the basic techniques of target shooting, selection and care of equipment, and safety measures. Enrollment in each section limited to 10.

- 1 Sec. A - McPhee MWF 11:30
- 4 Sec. B - Taylor MWF 10:30
- Sec. C - Dath MWF 11:30

**Beginning Fencing** - (See Student-Taught Courses)

**Advanced Fencing** - (See Student-Taught Courses)

**136. Beginning Karate** - Introduction to the martial art of empty-handed fighting with emphasis on self-defense. Enrollment in each section limited to 20.

- 1 Sec. A - Hamel WF 1:15
- 3 Sec. B - Daniels TTh 1:15

**236. Advanced Karate** - Added to hand fighting, foot fighting with emphasis on defending against two or more attackers. Prerequisite: P.E. 136 or permission. Enrollment in each section limited to 20.

- 2 Sec. A - Hamel WF 1:15
- 4 Sec. B - Daniels TTh 1:15

\*Indicates Quarter.



**137. Beginning Judo** - Introduction to the fundamentals of judo; conditioning, falling, throwing, and self-defense. Enrollment in each section limited to 20.

- °1 Sec. A - Hamel TTh 1:15
- 2 Sec. B - Hamel TTh 11:20
- 3 Sec. C - Hamel TTh 9:55
- 4 Sec. D - Hamel TTh 11:20

**237. Advanced Judo** - Concentration on advanced throws; emphasis on application of jujitsu and judo techniques in self-defense. Prerequisite: P.E. 137 or permission.

- 1 Sec. A - Hamel TTh 9:55
- 2 Sec. B - Hamel TTh 1:15
- 3 Sec. C - Hamel TTh 11:20
- 4 Sec. D - Hamel TTh 9:55

**141. Scuba** - P.A.D.I. certification (Professional Association of Diving Instructors); instruction in all phases of sport diving and the marine sciences; emphasis upon proper and safe use of snorkel, fins, and oxygen tank; nominal fee. Prerequisite: Senior lifesaving plus clearance by college physician. Enrollment in each section limited to 15.

- 2 Sec. A - Slaughter TTh 1:15
- 4 Sec. B - Slaughter TTh 1:15

**142. Skiing** - Instruction for all levels of skiing proficiency, beginner to expert; conducted at neighboring ski resort by professional instructors; nominal fee. Enrollment limited to 40.

- 3 Sec. A - TBA

**143. Sailing** - An elementary course in the theory and practice of sailing; practice on the water conducted at a nearby lake; emphasis on nomenclature, rules of the road and racing rules, equipment, maneuvers, and safety; nominal fee. Prerequisite: Minimum level of swimming proficiency. Enrollment in each section limited to 8.

- 1 Sec. A - TBA TBA
- 4 Sec. B - TBA TBA

**144. Recreational Rowing (Novice)** - Exposure to practices, systems, and procedures of club rowing; emphasis on terminology and basic small boat rowing technique for recreational rowing purposes. Prerequisite: Minimal level of swimming proficiency. Enrollment in each section limited to 4.

- 1 Sec. A - Caldwell T 8:30-11:00
- Sec. B - Caldwell T 1:15-3:45
- Sec. C - Caldwell W 8:30-11:00
- Sec. D - Caldwell W 1:15-3:45

**151. Medical Self-Help (First Aid)** - Combines the best of First Aid and the program of self-help; instruction by movies and lectures, practical work in lab sessions. Enrollment in each section limited to 20.

- 1 Sec. A - Hamel MWF 10:30
- 3 Sec. B - Hamel MWF 10:30

**152. Coaching Seminar** - Primarily for students who anticipate the possibility of coaching football in private school: in-depth study of football fundamentals, basic offense and defense, staff organization, practice planning, and special teaching techniques. Enrollment limited to 10.

- 4 Sec. A - Miller TTh 11:20

° Indicates Quarter.

## 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. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

## Physics and Astronomy

PROFESSORS C. MILLER, *Chairman*, AND LINDSAY; ASSOCIATE PROFESSOR HOWARD; ASSISTANT PROFESSORS FRANKEL, GREGORY AND PICKER

**COURSE LEVELS** – Physics 121–2 and 221–2 are courses designed as preparation for students who are planning on majoring in physics or other physical sciences. They make use of the calculus and require concurrent registration in appropriate mathematics courses.

The other courses at the 100 and 200 level are for students who are not planning advanced work in physics. They do not have mathematics prerequisites. The courses offered vary from year to year. This year, besides general physics there will be courses on the history of science, the environment, and astronomy.

The courses at the 300 and 400 level form the advanced work for the Physics major. They are also available for students in other sciences. It is recommended that Physics 401 be taken as early as possible. Not all of these courses are taught every year.

**PHYSICS MAJOR** – Five courses must be taken at the 300 level or above, one of which must be Physics 309–310. Grades of C– or better must be obtained in them. Outside the Department the student must also take Mathematics 221 and 222. 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 111L.

### CHRISTMAS TERM

**101L. Principles of Physics I** – An introduction to the conceptual tools of physics, intended as a general foundation upon which the student can build in pursuing his particular interests in subsequent courses. Momentum and energy, the conserved quantities which characterize motion at both microscopic and macroscopic levels. Force and the intuitive ideas about motion formalized by Newtonian mechanics. The domain of validity of the Newtonian picture. A brief discussion of electricity and magnetism. Special relativity and the counterintuitive revisions it forces upon our way of thinking. Other topics of particular interest as time permits. Lectures and laboratory.  $1\frac{1}{4}$  course credits. May be taken without laboratory (Physics 101) for 1 course credit.

Sec. A – Picker MWF 10:30  
Lab. TBA

Sec. B – Howard MWF 11:30  
Lab. TBA



## *Physics and Astronomy/127*

**104(1). Environmental Physics** – A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of the pollution problems relating to these media. The relationship between the physics of our environment and the fundamental laws of physics (such as the conservation laws) will be stressed. – Lindsay MWF 10:30

**121L. General Physics I** – A study of the description of matter ranging from elementary particles to astronomical systems. Dynamics of single particles and of systems. Invariance principles and conservation laws including special relativity. Three classroom periods and one laboratory period. Prerequisite: Mathematics 121 or concurrent registration.  $1\frac{1}{4}$  course credits. Laboratory may be waived under special circumstances (Physics 121, 1 course credit).

Sec. A – C. Miller MWF 8:30  
Lab. TBA

Sec. B – Frankel MWF 10:30  
Lab. TBA

**221L. General Physics III** – The atomic and nuclear phenomena of modern physics studied from the viewpoint of quantum theory. An introduction to quantum mechanics. Three classroom periods and one laboratory period. Prerequisites: Physics 122, Mathematics 122.  $1\frac{1}{4}$  course credits. – Gregory MWF 9:30, Lab. TBA

**301. Classical Mechanics** – Following an introduction to differential equations, vectors, and matrices, some of the representative problems in Newtonian particle mechanics are treated. The Lagrangian equations of motion are developed and applied. Subsequent topics include the formulation of the central force problem and its application to planetary motion and scattering; the dynamics of rigid body motion; and wave propagation in a one dimensional elastic medium. Prerequisites: Physics 121, 122, 222 and Math 222. It is recommended that Physics 401 be taken concurrently. – Lindsay MW 5:00–6:15

**309. Advanced Laboratory** – Selected experiments in modern physics. Principally aimed at giving experience in current laboratory techniques and preparation for possible future research. One course credit for full year participation. Prerequisite: Physics 221. – Gregory TBA

**313. Quantum Mechanics Part I** – This is the first part of a two-part, single-semester introduction to quantum mechanics for chemists and physicists. Following a brief review of the classical mechanical antecedents of quantum mechanics, we shall develop the formalism of Schrödinger wave mechanics and make applications to problems in atomic physics: atomic spectroscopy, angular momentum and spin, chemical binding. Physics 313 is designed to be a preparation for advanced continuations in modern physics and chemistry. Prerequisite: Physics 122.  $\frac{1}{2}$  course credit. – Gregory TTh 5:00–6:15

**314(1). Quantum Mechanics Part II** – In this part of the course, we return to the formal development of quantum mechanics. Topics to be discussed will include an introduction to operator and matrix methods and time dependent problems. Prerequisite: Physics 313.  $\frac{1}{2}$  course credit. – Gregory TTh 5:00–6:15

**401. Mathematical Physics** – Special topics in mathematical methods of physics. The topics are selected to meet the needs and interests of the students. Typical ones might be: matrix methods and eigenvalue problems, Fourier analysis, ordinary and partial differential equations, approximation methods. The course is designed to provide the analytical background for other advanced physics courses. Prerequisites: Physics 222, Mathematics 221. – C. Miller MWF 9:30

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**409. Undergraduate Research Participation** – Individual experimental or theoretical research project under the direction of a staff member. Prerequisite: Permission of the instructor. – Staff

### TRINITY TERM

#### ASTRONOMY

**103(2). Stars and Galaxies** – An introduction to current views of the contents, structure and evolution of the astronomical universe. Although the emphasis will be on bringing this account up to date, lengthy excursions will be made into selected topics to illustrate the growth of our astronomical ideas. Some possible topics: astronomical distance scales, the “discovery” of our galaxy, the “discovery” of neutron stars. Regular astronomical viewing sessions will be scheduled. – Gregory  
TTh 9:55 M 7:00 p.m.

#### PHYSICS

**102L. Principles of Physics II** – A discussion of various aspects of modern physics, unified by the general principles introduced in Physics 101. The atomicity of matter, charge, and radiation. Probabilistic ideas in physics: the statistical principles of the classical description of matter and the radical revision of these statistical principles introduced by the quantum theory. Topics of current interest, e.g., the operation of the laser. Lectures and laboratory.  $1\frac{1}{4}$  course credits. May be taken without laboratory (Physics 102) for one course credit.

Sec. A – Howard MWF 10:30  
Lab. TBA

Sec. B – Picker MWF 11:30  
Lab. TBA

**122L. 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. Introduction to electric and magnetic fields. Three classroom periods and one laboratory period. Prerequisite: Mathematics 122 or concurrent registration, Physics 121 or permission of instructor.  $1\frac{1}{4}$  course credits. Laboratory may be waived under special circumstances (Physics 122, one course credit).

Sec. A – C. Miller MWF 8:30, Lab. TBA

Sec. B. – Frankel MWF 10:30, Lab. TBA

**222L. General Physics IV** – 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 221. – Gregory MWF 9:30, Lab. TBA

**306. Atomic Physics** – The physics of the atom: Topics to be considered include the structure of multi-electron atoms, the static and dynamic properties of atomic states, the atomic spin orbit interaction, origins of fine and hyperfine structure, and atomic transition probabilities. Prerequisite: Physics 313. – Howard MW 5:00–6:15

**310. Advanced Laboratory** – continuation of Physics 309.

**320. Topics in the History of Physics I** – The Nineteenth Century Synthesis – An intensive study of the historical developments leading to the great classical synthesis of the mid-nineteenth century. The emergence of wave optics, field theory



thermodynamics and electromagnetism will be studied through the works of Fresnel, Ampere, Carnot, Faraday, Joule, Maxwell, Helmholtz, Weber, and secondary sources. Biographical and historical material will be emphasized. Prerequisite: one year of physics and calculus. – Frankel M 1:15–3:55

**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. – C. Miller MW 5:00–6:15

Undergraduate courses offered in other years.

**[106. Astrophysics]** – This course describes the physical behavior of the universe. Topics to be considered include the evolution of the universe and constituent entities, stellar energy sources, and current studies involving our own galaxy. The course is intended for non-science majors.

**[111. Frontiers of Physics]** – A course for non-science majors which will deal with some of the important as well as interesting developments in contemporary physics. Exemplary topics to be considered are gravitational waves and the search for the graviton; quarks and the elementary particles; the status of time reversal in current physical theories; pulsars, quasars, and cosmogony; controlled fusion research. The development will be carried out with a minimum of mathematics and at a pre-calculus level.

**[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 structure, 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.

**[302. Electrodynamics]** – A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials. Multipole expansions. Electromagnetic radiation from accelerated charges. Propagation and scattering of electromagnetic waves. Relativity and electromagnetism. Topics of current interest, e.g., an introduction to plasma physics, as time permits. Prerequisites: Physics 221. Although not a prerequisite an acquaintance with the material covered in Physics 401 will facilitate the student's progress in this course.

**[304. Statistical Physics]** – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Application to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 221.

**[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

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models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 221.

[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.

## Political Science

ASSOCIATE PROFESSOR VOHRA, *Chairman*; PROFESSORS HENDEL<sup>°</sup> AND NEAVERSON<sup>°°</sup>; ASSOCIATE PROFESSORS GASTMANN AND MC KEE; ASSISTANT PROFESSORS JACOBSON AND T. REILLY

### *Philosophy and Purposes of Political Science Department*

Aristotle very perceptively wrote that man is a political animal and that the progress of mankind is inextricably bound up with the nature and development of an organized political order.

Accordingly, a primary obligation of the political science department is to search for and seek to convey an understanding of the nature, problems and dilemmas of the state (and other political organizations) and of the uses and significance of politics in shaping and improving man's society and environment.

With respect to process, the political science discipline attempts to discover and uncover persistent patterns, structures and uniformities in order to assist in the development, testing and application of theories which contribute to understanding, and may have predictive value, in regard to political organizations, institutions and behavior.

In a more practical and specific sense, the political science department seeks: (a) To increase the students' knowledge of and interest in politics and political participation. (b) To teach students to think rationally about politics, to analyze conflicting viewpoints, to weigh evidence and arguments, and to form their own value judgments. This experience may assist them in deciding between alternative policies which confront them as citizens. (c) To supply student political science majors with a body of knowledge and information which will be professionally useful to them and of benefit to society at large.

**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, 320; and one senior seminar.

The Department will organize colloquia dealing with significant political science questions each semester. The discussions will be led by faculty or students. All department majors will be expected to attend.

**Honors Candidates**—Honors may be earned in two ways: (1) Students with a college average of B or higher and an average of B+ or higher in political science courses at the time of their application may, with the approval of the Department,

<sup>°</sup> Sabbatical leave, Christmas Term

<sup>°°</sup> Sabbatical leave, Trinity Term



become candidates for Honors. Such candidates must present a thesis on a subject approved by the Department and pass a general departmental examination. (2) Honors will also be awarded students who have at least an A- average in political science courses, a B+ average overall, and who pass a general departmental examination with distinction.

*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 supporting rationale. Students who are permitted a substantial waiver of normal requirements may be required to take the general departmental examination.

### CHRISTMAS TERM

**101. 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. Enrollment in each section limited to 35.

**Sec. A** – Neaverson TTh 9:55

**Sec. B** – Gastmann TTh 11:20

**102(1). 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. Enrollment in each section limited to 35.

**Sec. A** – McKee MWF 9:30

**Sec. B** – T. Reilly MWF 8:30

**205. East Asian Civilization: China and Japan** – A survey of the growth and development of East Asian civilization as an important sector of human experience. The first term will deal with the making of the great tradition in East Asia by analyzing the interrelationships between social, economic, political institutions and thought in certain key periods of Chinese and Japanese history. The diversities and similarities between Chinese and Japanese societies will be examined to show how the two countries, in spite of the shared politico-cultural tradition, developed in significantly different ways. (First term of a year course. See listing for 206 in Trinity Term.) – Vohra TTh 1:15 (Same as Intercultural Studies 205)

**301. American Political Parties** – An historical and functional analysis of American political parties, including a study of public opinion, voting behavior, interest groups, party organization and leadership, and proposals for reorganization of existing party structures. Enrollment limited to 30. – Jacobson MWF 9:30

**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. – McKee MWF 11:30

**317. 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

## 132/Courses of Instruction

of nationalist aspirations to international pressures will be studied. Prerequisite: Political Science 204 or permission of the instructor. Enrollment limited to 30. – Gastmann TTh 2:40

**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. Enrollment limited to 30. – Neaverson TTh 11:20

**341. The Government and Politics of the Philippines** – A study of the various institutions, processes, and problems of the Philippines with special emphasis on the political function of choosing the leaders, of formulating and implementing public policies, and on the basic issues concerning the nature of Philippine-United States "Special Relations." One-half course credit. Enrollment limited to 15. (Course ends week of October 22.) – Juridico TTh 9:55

**402(1). Seminar: American Government** – Decision making. An examination of the conditions affecting the possibility of rational decision making by individuals and groups; exploration of concepts of the "public interest" and their relation to decision processes. Enrollment limited to 12. – Jacobson M 1:15

**404(1). Seminar: Comparative Politics** – Patterns of international politics in the Caribbean. Primary objective of the seminar is to study the political interdependencies of the Caribbean nations and dependencies with the superpowers. Enrollment limited to 12. – Gastmann W 1:15

**480(1). Independent Study** – Individual research and reading under the guidance of a department member. Prerequisite: Permission of the instructor. – Staff: Hours by arrangement.

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

**Note:** The following graduate courses except 501, 621, 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** – T. Reilly W 7:00 p.m.

**512(1). Urban Politics** – McKee W 7:00 p.m.

**519. Political Development** – T. Reilly M 7:00 p.m.

**531. The Thought of Mao Tse-tung** – Vohra Th 7:00 p.m.

**621. 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 only once. – Staff

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



TRINITY TERM

**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. Enrollment limited to 35. – Hendel TTh 9:55

**201(2). 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. Enrollment limited to 30. – Gastmann TTh 11:20

**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. Enrollment limited to 30. – Gastmann TTh 9:55

**206. East Asian Civilization: China and Japan** – A survey of the growth and development of East Asian civilization as an important sector of human experience. The second term will deal with the impact of Western aggression and examine the nature of the process of modernization in China and Japan. (Second term of a year course. See listing for 205 in Christmas Term.) – Vohra TTh 1:15 (Same as Intercultural Studies 206)

**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. – McKee MWF 9:30

**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. – Jacobson MWF 9:30

**308. 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: One of the following – Political Science 101, 102, or 204, History 307, 308 or permission of the instructor. Enrollment limited to 30. – Hendel TTh 11:20

**309(2). 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. – T. Reilly MWF 11:30

**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

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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. Enrollment limited to 20. – Gastmann TTh 2:40

**314. Elections and Voting Behavior** – The course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he participates. Enrollment limited to 30. – Jacobson MWF 11:30

**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. Enrollment limited to 30. – T. Reilly MWF 8:30

**405(2). Seminar: Political Theory** – Political psychology. An examination of the psychological dimensions of political behavior of individuals and collectivities. The phenomena investigated range from voting behavior of individuals to the violent conflict of groups. Enrollment limited to 12. – T. Reilly W 1:15

**406. Seminar: Topics in American Government** – Environmental law and public policy. Emphasis will be given to the theory of local-state relationships, environmental law, and decision making. Each student will be asked to prepare a case study dealing with a legal environmental problem. Specialists in subject areas will be invited to attend class as guest critics. Enrollment limited to 12. – McKee M 1:15

**480. Independent Study** – Individual research and reading under the guidance of a department member. Prerequisite: Permission of the instructor. – Staff: Hours by arrangement.

**499(2). Tutorial in Government** – Required of all candidates for Honors via the thesis route. Preparation of a thesis on a subject approved by the Department. – Staff

**Note:** The following graduate courses except 501, 621, 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.

**508. Soviet Political Institutions** – Hendel W 7:00 p.m.

**514. Elections and Voting Behavior** – Jacobson M 7:00 p.m.

**530. Government and Politics of Contemporary China** – Vohra Th 7:00 p.m.

**542. State and Local Government** – McKee W 7:00 p.m.

**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 only once. – Staff

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



COURSES NOT OFFERED 1973-74

- [305. International Organizations]
- [306. The Philosophy and Methodology of Empirical Political Science]
- [307. Constitutional Law: The Federal System and Separation of Powers]
- [312. Urban Politics]
- [316. Constitutional Law: Individual Liberties and Civil Rights]
- [318. Contemporary Sub-Saharan Africa]
- [320. History of Political Thought: Machiavelli to Burke]
- [324. (U&E 107.) Transportation and Public Policy.]
- [401. Seminar: International Relations]

## Psychology

PROFESSORS DOTEN, *Chairman*, AND HIGGINS; ASSOCIATE PROFESSORS WINER AND HABERLANDT; ASSISTANT PROFESSORS R. LEE, TOOMEY, MACE AND FINK; ADJUNCT PROFESSORS TAYLOR AND ALESSI

**PSYCHOLOGY MAJOR B.A. OR B.S.** – Eight semester courses in Psychology and a senior colloquium.

Students who expect to go to graduate school in psychology are strongly urged to take Psychology 101, 152, 161, 211 and 491-492. All students are urged to explore with individual staff members the possibilities of becoming a student assistant in regular courses or for IDP study units and/or becoming engaged in field activities in the community which are of academic value. Students should see the Chairman concerning requirements for Departmental Honors.

### CHRISTMAS TERM

- 101. Introduction to General Psychology** – A scientific study of the behavior and experience of the normal human adult. Limit 100. – Doten TTh 9:55
- 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 of social behavior. – Haberlandt MWF 9:30
- 161. Experimental Psychology** – An intensive study of the methods employed in understanding human and animal behavior. Some of the topics included are the roles of observation, description, bias, hypotheses, theory, data evaluation, and non-reactive research. In addition, the ethical concerns in research will be discussed. Approximately one-half of the course will be composed of lectures. In the remaining time each student will investigate an aspect of behavior of his own choosing in any area of psychology and will submit a research report. – Winer MWF 9:30

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[213. **Human Factors Psychology**] – A review of psychological problems involved in selection, training, work methods and procedure analyses, man-machine interactions, for optimizing human performance in various work environments. – Doten

[226(1). **Treatment of the Problem Child**] – A study of psychological services and practices in psychoeducational programs for children. Special attention paid to children with problems in underachievement, speech and language disorders and disturbed school patterns. Course will include theoretical considerations in the practice of psychotherapy with children and crisis intervention programs for the disadvantaged child.

251. **Psychology of Memory** – Attempts to answer the question, how do we remember. Discusses research about assumed chemical basis of memory, memory span, selective memory, and motivated forgetting (e.g. Freud). Covers psychological theories of memory and cognitive structures. – Haberlandt MWF 10:30

291. **Introduction to Child Psychology** – Survey of topics and techniques prominent in current developmental psychology. Topics include moral judgment, emotional ties, language, perception and intelligence examined from the developmental point of view. Psychology 101 or permission of instructor required. – Mace MWF 9:30

338(1). **Behavior Problems and Psychopathology of Children** – The course will attempt to provide an overview of the range of psychological and behavioral problems found in children. Both severe disturbances and “normal” behavior problems will be discussed, with class interest determining where emphasis is placed. The course will also try to expose students to the major theoretical views of childhood psychopathology – analytic, neo-Freudian (Adlerian), and social learning theory. Lectures will be descriptive and issue-centered in nature, with less stress being placed on treatment techniques or clinical procedures. Included in the wide possibility of topics would be: childhood autism, the issue of minimal brain damage, hyperactivity and the issue of treating it with drugs, learning disabilities, school phobia, extreme aggression, and withdrawal in children. Less severe behavior problems would include tantrums, children’s fears, toilet-training and enuresis, thumb-sucking, dependency, and problems of sexual identity. – Fink TTh 9:55

381. **Social Influence and Attitude Change** – Different theoretical and experimental approaches to attitude and behavior change will be analyzed and compared, and applied to various real-life situations. – Toomey T 9:55–12:35

[411. **Experimental Design and Advanced Statistics**] – This course is designed to complement 491, Senior Thesis. After a survey of various designs, each student will pursue more deeply a design which is relevant to his particular area of interest. Limit 5. Psychology 211 required. – Doten

415. **Independent Study** – Studies in Applied Experimental Psychology. Limit 10. – Doten TBA

[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.

[427. **Independent Study** – Studies in Personality]



437. **Independent Study** – Studies in Clinical, Child, and Adolescent Psychology – Fink
447. **Independent Study** – Studies in Psychopathology. – Higgins TBA
457. **Independent Study** – Studies in Learning and Motivation. Limit 4. – Haberlandt TBA
467. **Independent Study** – Studies in Physiological and Comparative Psychology. – Winer
471. **Clinical Psychology and Psychotherapy** – The course is taught as a seminar with limited enrollment and assumes some background, particularly in the area of psychopathology. The field of clinical psychology is investigated as both a profession and scientific discipline and within this context particular attention is given to the changing roles and functions of clinical psychologists necessitated by concomitant social and environmental change. The major portion of the course constitutes an investigation of psychotherapeutic theory and practice. Attention is given to the nature of the therapeutic relationship, therapeutic communication, classical and current research in psychotherapy, and integrative aspects of diverse theories and styles of psychotherapy, such as client-centered therapy, psychoanalysis, behavior therapy, hypotherapy, group therapy, etc., exposure to which is augmented with audio tapes illustrating various therapeutic styles. Limit: 16. Permission of instructor required. – R. Lee T 7:00–10:00 p.m.
477. **Independent Study** – Studies in Clinical Psychology. – R. Lee TBA
487. **Independent Study** – Studies in Social Psychology. – Toomey TBA
- 491–492. **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 his field. Students who elect to take this course should arrange with the Chairman and an appropriate staff member for enrollment prior to the end of the Trinity Term of his junior year. This is a full year course for which two course credits are given. – The Staff
495. **Research Assistants** – From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. 1 course credit. – The Staff
499. **Senior Colloquium** – This course is required of all first semester seniors (juniors permitted only if student anticipates study at another college during his senior year). The colloquium consists of staff members making contributions to current topics of interests in psychology from the perspective of their own specialties. There will be two topics each term (not necessarily the same each year). Seniors are expected to write two papers on the topics of the colloquium and will be assigned to individual staff members who will supervise and evaluate the student's work. Each student will be evaluated on the basis of his papers and his class participation. Prerequisites: at least 4 psychology courses. 1 course credit. – The Staff WF 2:40
- [**Intensive Study**] An in-depth search for links between theory and real-life situations as they pertain to attitudes, decisions, behavior and change. Seminars, field work and experimentation will center on issues of current concern depending on the interests of the student involved, and the culmination of the study is a joint

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position paper on the relationship between social psychological theory and the problems investigated. Limit: 15. 4 credits. Permission of instructor required. – Toomey

**Teaching Assistant – Psychology 101** – Ten teaching assistants who should be able to spend six hours a week (three hours are class time, TTh 9:55–11:10; three hours TBA). Duties in the course will consist of testing students and working with students as needed to answer questions and help them with course material. Each student will be expected to work with about ten students. 1 course credit. – Doten

**Independent Study – Research in a Child Clinic Setting** – Student will familiarize himself with ongoing research project at a local child and family clinic, and will then select a sub-area of research which he will independently pursue. Limit: 6. Independent Study Form is necessary for registration. – Taylor, Alessi. See Mr. Fink for initial information.

### TRINITY TERM

**101(2). Introduction to General Psychology** – Limit 100. – Doten TTh 9:55

**152. Experimental Psychology: Introduction to Psychology of Learning** – Reviews the major operations used in the experimental study of learning, i.e., classical and instrumental conditioning, and verbal learning. Discusses theories of behavioral change through reinforcement and examines research in motivation. Limit: 48. – Haberlandt MWF 9:30

**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. Limit: 75. – Doten MWF 1:15

**235(2). Personality** – The course will examine the major theories of personality including those of Freud, Rogers, Dollard and Miller, the trait theorists, and the behaviorists. Various assessment approaches such as psychometrics, projective tests, and behavior observation will also be discussed. A number of specific topics will be examined, along with the research results and methodology pertaining to them. These topics may include identification, heredity and biological factors, sex-typing, conscience and self-control, achievement motivation, and psychological defensiveness. – Fink TTh 9:55

**236. Adolescent Psychology** – The course will deal with the physical, personality, social, and cognitive changes that accompany the adolescent years. Emphasis will be placed on more applied topics including the adolescent and the American school system, alienation, peer-pressure and conformity, delinquency, and value-development. An effort will be made to involve present adolescents in a few of the class sessions. In addition, class members will conduct a comprehensive interview with an adolescent of their choosing. – Fink MWF 9:30

**242. Studies in Psychopathology** – An overview course in introductory psychopathology. Basic human development relevant to psychopathology, theoretical and clinical discussion of some “disorders” and discussion of diagnosis and therapy are presented in a unified view. The course stresses the similarity between “pathological” and “normal” behavior and examines the limitations of modern psychology’s approach to the topics. – Higgins WF 2:40



**261(2). 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. – Winer MWF 10:30, T 1:00–4:00

**272. Human Environments and Interpersonal Relationships** – A study of the dynamics of human interpersonal relationships and the influence of the physical environment upon these relationships. Among topics covered in the course are the nature of interpersonal communication and relationships, specific relationship patterns, pathological communication, personal space, privacy, and the effects of environmental design (buildings, homes, playgrounds, schools, parks, cities, etc.) on human behavior and relationships. Permission required. – R. Lee TTh 1:15

**293(2)<sup>o</sup> The Psychology of Perception** – An introduction to today's understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: Psychology 101 or permission. <sup>o</sup>Introductory material previously presented in Psychology 161 and first part of Psychology 493 now incorporated in this course. – Mace TTh 11:20–12:35

**[313(2). Computer Application and Systems Research]** – A study of computer models relevant to psychology. Emphasis in the course is upon the integration of such models into man-machine systems. – Doten

**352. Psychology of Learning (Advanced)** – An intensive study of current research in theories of memory and reinforcement, concept formation, transfer of training, and language learning. Participants will have an opportunity for individual study projects if they wish and if the equipment needed is available. Psychology 152 or 251, or permission of instructor required. – Haberlandt MWF 10:30

**381(2). Social Influence and Attitude Change** – Different theoretical and experimental approaches to attitude and behavior change will be analyzed and compared, and applied to various real-life situations. – Toomey T 9:55–12:35

**[382. Psychological and Sociological Implications of Sex Roles]** – Using the concepts of psychology and sociology, the meaning of sex role identity of the individual and society will be examined. Discussion will proceed from the biological "givens" to the acquisition of sex role identity in childhood to the playing out of such roles and the consequences. The main consideration will be possible avenues of social change in sex roles, in light of the empirical and theoretical evidence discussed. – Toomey. (See College Course 182: An interdisciplinary approach to sex roles in America).

**391(2). The Psychology of Language** – A survey of approaches to the study of language in psychology with particular attention to language as a cognitive process. The work of Noam Chomsky and the psycholinguists he inspired will receive the most coverage. The course is meant to form the basis for a variety of follow-up offerings. These might include: language acquisition in children, Chomsky transformational grammars and subsequent competitors, cognitive psychology, speech perception, etc. Psychology 101 or permission of instructor required. – Mace TTh 1:15

**[392. The Acquisition of Language]** – An investigation of the things that can be learned about cognitive development from the data of how children and even chimpanzees acquire linguistic systems. Both semantics and syntax will be con-

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sidered. What does a person have to know to talk? Or what does he "say" when he thinks? Examining what children do is an interesting approach to questions of this kind. Psychology 391 and 101 or permission. – Mace

**393(2). Piaget** – An examination of Jean Piaget's account of the development of logical thinking in children – from the standpoint of modern psychology and from the standpoint of "genetic epistemology." Piaget's empirical research will be considered to the extent that it sheds light on the ultimate questions he asks. Current Piaget – inspired studies in both education and psychology will then be examined to ascertain the amount and significance of his impact on our understanding of intellectual development and on American psychology. Psychology 101 or permission of instructor required. – Mace MWF 10:30

**[414. Theoretical and Systematic Psychology]** – An integrative consideration of psychological problems leading to the development of theoretical perspectives. Prerequisite: Permission of instructor. – Doten

**415(2). Independent Study** – Studies in Applied Experimental Psychology. Limit 10. – Doten TBA

**421(2). Introduction to Clinical Methods** – The course will expose students to the methods used in clinical assessment as well as to the issues which surround them. Topics will include clinical interviewing and observation, intelligence testing, projective techniques, objective personality and aptitude tests, behavior observation, and clinical interpretation and prediction. Limited enrollment. Permission of instructor required. – Fink M 1:15–3:55

**[427(2). Independent Study** – Studies in Personality]

**437(2). Independent Study** – Studies in Clinical, Child, and Adolescent Psychology. – Fink

**447(2). Independent Study** – Studies in Psychopathology. – Higgins TBA

**457(2). Independent Study** – Studies in Learning and Motivation. Limit: 4. – Haberlandt TBA

**463(2). Comparative Psychology** – A seminar study involving the comparative analysis of behavior or organisms, including man. Among topics intensively studied will be territoriality and aggression in animals and humans. Permission of instructor. – Winer Th 7:00 p.m.

**467(2). Independent Study** – Studies in Physiological and Comparative Psychology. – Winer

**477(2). Independent Study** – Studies in Clinical Psychology. – R. Lee TBA

**481(2). Decision Making, Behavior and Belief** – Emphasis will be placed on the link decision making provides between behavior and belief. Recent experimental work on stages in the process of decision making and the role of commitment will be examined, as well as those dealing with the effects of decision on behavior. – Toomey Th 9:55–12:35

**487(2). Independent Study** – Studies in Social Psychology. – Toomey TBA

**[493(2). Visual Perception in the Real World]** – Historical and conceptual analysis of the ways knowledge through perceiving has been treated in psychology. Particular emphasis will be placed on the need to consider an organism's environment



before a complete account of his perception of it can be given. This is done primarily through studying the work of James Gibson. In addition to covering the most recent research in what Gibson calls "ecological optics" closely related topics in philosophy and art will be treated. — Mace

494. **Research Assistants** — From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. 1 course credit. — The Staff

**Teaching Assistant — Psychology 101** (Same as Christmas Term)

**Teaching Assistant — Psychology 272** — Junior or Senior majors may receive course credit for work and study as discussion group leaders for small sections of Psychology 272, Human Environments and Interpersonal Relationships. Assistants meet frequently with their groups to discuss readings and lectures, as well as other areas of involvement in the course. Format of the discussions is flexible and may include outside discussants, research and more intensive study of specific areas of human environments and interpersonal relationships. Assistants also meet regularly with the instructor. In addition to providing a forum for open discussion less available in lecture format, the assistants gain considerable experience in the teaching process. Permission of instructor. — R. Lee

**Psychology — Independent Study: Research in a Child Clinic Setting** — Student will familiarize himself with ongoing research project at a local child and family clinic, and will then select a sub-area of research which he will independently pursue. Limit: 6. Independent Study Form is necessary for registration. — Taylor, Alessi. See Mr. Fink for initial information.

## Religion

ASSOCIATE PROFESSOR GETTIER, *Chairman*; PROFESSOR MAUCH;  
 PROFESSOR (PART-TIME) CHERBONNIER; ASSISTANT PROFESSORS TULL, \*°  
 KIRKPATRICK AND J. A. BROWN; INSTRUCTOR POMERANTZ; LECTURERS  
 BRAUE, KIMELMAN, AND DEVONSHIRE JONES

**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. No application will be considered after the mid-term of the first semester of a student's senior year.

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. The student should 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

\*° Leave of absence, academic year.

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and institutions, (b) philosophical or scientific interpretation, (c) ethical and cultural expressions of religion. Majors are also required to participate in 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).

Honors are awarded to those who attain a minimum grade average of B+ in their courses fulfilling the major requirements and distinction in the General Examination program.

### CHRISTMAS TERM

[103. **Elementary Hebrew I**] – 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. (Offered in alternate years with 203; not offered in 1973–74.) – Gettier

[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.

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 103–104 or permission of the instructor. (Offered in alternate years with 103–104; not offered in 1974–75.) – Gettier TTh 1:15

205. **Rabbinic Judaism** – An analysis of the classical concepts of Judaism as formulated in the period of the *Talmud* and *Midrash*. The contributions of major personalities such as Hillel, Rabbi Johanan ben Zakkai, and Rabbi Akiba will be studied. Contemporary scholars such as Moore, Schecter, Kadushin, and Lieberman will be read. – Kimelman TTh 11:20

207. **Major Works of the Biblical-Talmudic Period** – An inquiry into the historical narratives of *Genesis* and *Exodus* in light of their impact on the development of Judaism through the Talmudic period. Readings will also be taken from *Macca-bees*, Philo, Josephus, and the *Talmud*. – Kimelman TTh 9:55

[209. **Jewish Existentialist Writers**] – A study of Jewish responses to the human condition through the writings of Rosensweig, Heschel, Buber, Herberg, Fackenheim, Rubenstein, Wiesel, and others. The course will reckon with the agony of the Holocaust and the crisis of Jewish faith.

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.

Sec. A – Gettier MWF 10:30

Sec. C – Mauch TTh 9:55

Sec. B – Mauch TTh 8:30

[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. – Tull



- [223. **Major Religious Thinkers in the West I**] – A critical survey of the men who have shaped western religious thought: their historical context and the form of their thought. Christmas Term: Augustine, Aquinas, Meister Eckhart, Luther, the radical reformers, the Rationalists, and Hume. – Kirkpatrick
231. **Ethics: Dilemmas of Decision Making I** – An analysis of a particular problem or issue of concern to religious and secular ethics. In 1973: *The Problem of Evil* – A study of evil in relation to the literature focusing on the Holocaust and employing the perspectives of sociology, psychology, history, and theology. Readings from Camus, Wiesel, Frankl, Arendt, Bonhoeffer, Rubenstein, Fackenheim, and Buber. – Pomerantz MWF 10:30
241. **Expressions of Christianity in the Arts** – A study of the impact of theology on works of art (architecture, sculpture, painting, music, poetry, and film) from the early centuries to the present day. – Devonshire Jones M 1:15
251. **Religions of the Orient I** – An introduction to oriental religions and their cultural forms. Examination of original source material and selected writings of modern thinkers. Christmas Term: Hinduism, Jainism, Theravada Buddhism, Islam, and Sikhism. – Braue MWF 11:30
255. **Buddhism** – The life and teachings of Siddhārtha Gautama. Buddhist developments in India, Tibet, China, and Japan. Buddhist texts include: selections from the Pali canon, *Lotus Sutra*, *Dhammapāda*, *Bodhicaryāvatāra*, and writings from Zen masters. Prerequisite: Permission of the instructor. – Braue WF 1:15
261. **Religion in American Society** – The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. – Kirkpatrick MWF 9:30
- [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. –
283. **The Black Church in America I** – A socio-historical examination of the development of organized religion among Black Americans. Special attention will be given to the ways by which the Black Church became the primary catalyst for the social, economic, and political survival of the Black community. Readings will cover the West African transplantation and colonial slavery to the beginning of the 19th Century. – J. A. Brown WF 1:15
- [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. Enrollment limited to 20. – Mauch.
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. In 1973–74: Prophetic literature (Jeremiah). Prerequisite: Permission of the instructor. Enrollment limited to 20. – Gettier TTh 11:20 (Same as Comparative Literature 319)
- [323. **Issues in Contemporary Theology**]

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**391. 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. In 1973–74: *Issues in Contemporary Religion*. Prerequisite: Permission of the instructors. – Pomerantz and Kirkpatrick M 7:30 p.m.

**491. 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 TERM

[104. **Elementary Hebrew II**] – Required continuation of Religion 103. – Gettier

**202. The Religious Sources of Western Culture II** – A critical look at the religious and philosophical presuppositions which underlie the life and thought of Western civilization. – Cherbonnier MWF 9:30

**204. Readings in Hebrew Literature II** – Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. – Gettier TTh 1:15

[208. **The Jewish Mystical Tradition**] – An analysis of the major movements, personalities, and issues which contributed to a rebirth of Jewish mysticism with emphasis on messianism; sin and redemption; religious experience and tradition. Readings from the *Zohar*, Hasidic Masters, and modern commentators such as Buber, Heschel, Schecter, Scholem, and Wiesel. – Kimelman

**212. Introduction to the Bible II** – Trinity Term: New Testament.

Sec. A – Gettier MWF 10:30

Sec. C – Mauch TTh 9:55

Sec. B – Mauch TTh 8:30

**224. Major Religious Thinkers in the West II** – Trinity Term: Kant, Hegel, Kierkegaard, Nietzsche, Marx, Buber, Tillich, and Bonhoeffer. – Kirkpatrick MWF 8:30

**232. Ethics: Dilemmas of Decision Making II** – An analysis of the nature of moral decision making and of the relationship of religious faith to moral considerations. Readings include Skinner, Fromm, Roubiczek, Tillich, Niebuhr, and Herberg. – Pomerantz MWF 10:30

**238. Contemporary Images of Man** – An analysis of some contemporary understandings of the nature of man, the dynamics of interpersonal relationships, and the character of moral life. Contributions from psychology, literature and religion will be considered, including Jung, Hesse, Sartre, Norman O. Brown, and Marcuse. – Pomerantz TTh 9:55

[242. **Religious Issues in Contemporary Literature**] – An exploration of the questions about God and human life posed by the novelist, dramatist, and poet. – Tull

**252. Religions of the Orient II** – Trinity Term: Confucianism, Taoism, Shinto, and Mahayana Buddhism, with special attention given to Zen and the thought of Mao. – Braue MWF 11:30



[256. **Hinduism and Islam**]—A cultural-historical study of India and Pakistan through intensive analysis of Hindu and Muslim religious sources. Special attention is given to modern thinkers including: Rammohun Roy, Ramakrishna, Sayyid Ahmad Khan, Tagore, Gandhi, Iqbal, Aurobindo, and Radhakrishnan. Prerequisite: Permission of the instructor.

284. **The Black Church in America II**—A critical analysis of the Black Church's role in the struggles and dilemmas of the Black community from the 19th Century to the present. Special attention will be given to the question of whether or not this religious-social institution has been functioning effectively in urbanized America. Prerequisite: Religion 283 or permission of the instructor. — J. A. Brown WF 1:15

[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.

288. **Black Gods in Urban America**—A study of Black religious cults and sects that were created in the inner-cities of urban America. Why were they born? What vital functions are they performing? Such figures and groups as Bishop Grace, Father Divine, the Black Jews, and the Black Muslims will be included. — J. A. Brown TTh 11:20

312. **Major Figures of Biblical Thought II**—Trinity Term: Jesus, Paul, or John. Prerequisite: Permission of the instructor. Enrollment limited to 20. — Devonshire Jones M 1:15

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. Enrollment limited to 20. — Mauch TTh 2:40

[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. — Pomerantz

[336. **Biblical Ethics**]—A textual examination of ethical decision making in both Old and New Testaments with special reference to such problems as sin, law, the will of God, the kingdom of God, grace, and hope. Prerequisite: Permission of the instructor. — Pomerantz

[342. **Ecstasy**]—The phenomena of ecstasy investigated through its literature and through its interpretation by theology, philosophy, and psychology. — Tull

351(2). **Philosophy of Religion**—A critical comparison of alternative religious philosophies: their respective conclusions concerning such problems as religious knowledge, the nature of man and God, and the significance of human history. Prerequisite: Permission of the instructor. — Cherbonnier WF 1:15

[352. **Readings in the Philosophy of Religion**]—Application of the methods and principles developed in Religion 351 to philosophical and religious texts, past and present. Prerequisite: Permission of the instructor. — Cherbonnier

## 146/Courses of Instruction

**358. Oriental Philosophies of Religion** – An intensive examination of Hindu, Jain, Buddhist, Confucian, and Taoist philosophical texts. Selected topics in contemporary Eastern religious thought include: action vs. non-action, emptiness, God and the Absolute, individuality, *jen*, *maya*, mystical union, religious authority, and Zen meditation. Prerequisite: Permission of the instructor. – Braue WF 1:15

**372. Selected Problems in the Philosophy of Religion** – In 1973–74: *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. – Kirkpatrick MWF 9:30

[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.

**377(2). Religious Existentialism** – A study of the various existentialist approaches to the philosophy of religion, including readings from Tillich, Buber, Jaspers, Marcel, Kierkegaard, Bultmann, and Berdyaev. Prerequisite: Permission of the instructor. – Pomerantz TTh 1:15

**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

**452. Seminar II** – In 1973–74: *Theory and Practice of Love in Literature, Psychology, and Religion*. Prerequisite: Permission of the instructor. – Cherbonnier M 7:30 p.m.

**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

## Sociology

ASSOCIATE PROFESSOR J. BREWER, *Chairman*; PROFESSOR N. MILLER;  
ASSISTANT PROFESSOR DULZ; INSTRUCTOR COHEN; LECTURER GOLDFRANK

**SOCIOLOGY MAJOR** – Eight courses in Sociology, including Sociology 201 and 410. It is recommended that Sociology 201 be taken as early in the major as possible. 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. The mathematics requirement may be satisfied by taking Psychology 211.

**101. Introduction to Sociology** – Society, culture, and the individual, and the relations among them. Developmental and comparative studies of small groups, formal organizations, and institutions; community studies, with particular emphasis on the city; intergroup relations; social stratification; social order, conflict, and change.



Sec. A – N. Miller TTh 2:40  
Sec. B – MWF 9:30

Sec. C – J. Brewer TTh 11:20

**201. Research Methods** – Introduction to scientific methods as they are applied in the social sciences, especially sociology. Focuses on the research process including the relationship between theory and research; the formulation of research problems; selection of appropriate research designs and techniques; sampling; questionnaire construction; observation; methods of data analysis; the use of data analysis equipment. Sociology 101 required. – Dulz MWF 9:30

**223. Social and Cultural Anthropology** – An examination of anthropological definitions of social structure and culture and the relationships of these definitions to the wide range of contexts within which anthropologists apply them. Starting with specific theoretical problems in such areas as evolution and culture, language and culture, culture and personality, social structure and social control, and kinship, the course proceeds to a selection of monographs treating individual primitive societies. – Goldfrank TTh 2:40

**[231. Popular Culture]** – Analysis of comics, films, and popular literature as they reflect persistent and changing values and concerns of people. Studies in audience structure. Recent developments in the theory of mass culture. Mid-term and lab report. Sociology 101 required. – N. Miller

**[251. Sociological Approaches to Social Psychology** – The theoretical, methodological and research contributions of sociologists to symbolic interactionist theory and some of its recent offshoots (e.g., labelling theory, ethnomethodology, and dramaturgical sociology); theories of social behavior as exchange; the method of participant observation compared to interviewing and experimentation; research into reference groups and adult socialization. Sociology 101 required. – J. Brewer

**321. The City** – An examination of the city as a social institution. Major sociological works on the city including studies of ethnic groups and cultures, stratification, bureaucracy, and political structures are reviewed and criticized. Sociology 101 required. – Dulz M 1:15–3:55

**342(1). 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. – N. Miller TTh 11:20

**351. Political Sociology** – An examination of several sociological perspectives on the structure and functioning of force, influence, and authority in industrial societies. The interrelationships of government with various occupational groups. The political functions of experts, managers, celebrities, and intellectuals. Trends in popular confidence in major institutions. Sociology 101 required. – MWF 11:30

**361. Formal Organizations** – The sociological analysis of deliberately established goal-oriented organizations of all kinds (businesses, universities, government agencies, hospitals, prisons, law firms, etc.). Among the topics to be considered will be theories of bureaucratic organization, the relationship between formal and informal behavior and structure, organizational leadership and authority, the place of small groups in large organizations, official-client relationships, the effects of organization upon their individual members, the definition and achievement of organizational goals, and the relations of organizations to one another and to the community. Sociology 101 required. – J. Brewer TTh 2:40

TRINITY TERM

101(2). **Introduction to Sociology** – Dulz MWF 9:30

202. **Sociological Theory** – Classical and contemporary theorists: Marx, Weber, Durkheim, Simmel, Mead; and current conflict and system theorists. Ideological and utopian aspects of social theory. Techniques of theory construction. Sociology 101 required. – MWF 9:30

212. **American Society** – A cross-section of major institutions in American society, e.g., the family, education, law-enforcement, medicine, and the defense industry; analysis of strains in the system and the problem of cultural integration; student protest and the ethnic revival. Mid-term and lab report. Sociology 101 required. – MWF 10:30

302. **Secondary Analysis of Social Science Data** – Secondary analysis, like alchemy, attempts to transform used and apparently useless data into something of value. This course will emphasize the problems and procedures of comparative studies (e.g., the Five Nation Study); trend studies (e.g., the successive waves of the Trinity Freshman Survey); plus many sets of data available to meet the individual goals and interests of students (e.g., voting, housing, religious behavior, health, etc.). It is anticipated that students will be involved in independent research projects; hence it would be advisable to meet with the instructor briefly in the Christmas Term. Sociology 201 required. – N. Miller TTh 11:20

311(2). **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. – Dulz MWF 11:30

[314. **Cultural Change in Modern Societies**] – A comparative approach to the study of ideology in industrializing societies. Fascism, nationalism, and socialism as factors in mass mobilization. Utopian elements in the culture of post-industrial societies. Pluralism, the end-of-ideology debate, and the normative integration of society. Analysis of data from cross-national surveys to assess the relative magnitude of differences within and between nations. Mid-term exam and one paper. Sociology 101 required. –

328. **Ethnography of Japan** – The major community studies available in English on Japan will be read both for their ethnographic content and to illustrate the development of the community study tradition. In addition, more recent anthropological writings on Japan will be examined, again, both for content and to further illustrate the adaptation of anthropology to treating modern non-Western societies. Permission of instructor. – Goldfrank TTh 9:55

330. **Economic Anthropology** – The focus is on the so-called “Formalist-Substantivist Debate”: the question of whether or not economic theory based on the premise of scarcity has any applicability in the analysis of the economic systems of non-industrial societies. The history of the debate will be followed through to its current, as yet unresolved, status. Alternate approaches to decision making will be considered in view of the problems associated with developing a cross-culturally useful definition of “rationality.” Several ethnographic monographs treating the economic systems of selected primitive societies will also be read. Permission of instructor. – Goldfrank TTh 11:20



edge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The **Mary Louise Guertin Actuarial Award** was established in 1952 by Alfred N. Guertin, '22, in memory of his mother. The award of \$100 will be made annually to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

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

The **George J. Mead Prizes** are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and government.

*Government* – An annual prize of \$50 will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 201, *International Politics*.

*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.

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 \$150 is awarded on Honors Day. A nominee is judged by his record in music courses and in Glee Club, Chapel Choir, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

**James A. Notopoulos Latin Prizes**, one of \$65 and one of \$35 are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses.

The **Phi Gamma Delta Prizes in Mathematics** are offered to freshmen taking Mathematics 121, 122 and to freshmen or sophomores taking Mathematics 221, 222. In each case, the first prize is \$75, the second prize is \$50, and the third prize is \$25.

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These prizes are from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Phi Gamma Delta Senior Prize** of \$100 is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Pi Gamma Mu Scholarship Award**, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who have pursued a major in one of the social sciences; additional considerations are that he be outstanding in scholarship and ability and that he shall have pursued a program of studies indicating breadth in the work of the social sciences.

**The Donn F. Porter Award** was founded in 1954 by the Class of 1953 in memory of Donn F. Porter who was posthumously awarded the Congressional Medal of Honor for valor in action before his death on Heartbreak Ridge, Korea, in 1952. The award is presented annually to a member of the freshman class for outstanding character and leadership.

**The Friends of Art Award for Art History** is given to the graduating major whose academic record and promise of future achievement best epitomize the goals of The Friends to cultivate and sustain the arts among us.

**The Friends of Art Awards for Studio Arts** are given for excellence in graphics and painting.

**The Peter J. Schaefer Memorial Prize Award** – established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two students who have achieved the highest grades in introductory economics in the preceding academic year.

**The D. G. Brinton Thompson Prize in United States History** of \$50 will be awarded for the best essay in the field of United States History submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

**The Melvin W. Title Latin Prizes**, one of \$65 and one of \$35, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination to be held 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.

**The Trinity College Library Associates Student Book Collectors Prizes** are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor. The prizes are the gift of Dr. Jerome P. Webster, '10, a Life Trustee of the College and a former Chairman of the Library Associates.



The Miles A. Tuttle Prize of \$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.

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 15.

John Curtis Underwood, '96, Memorial Prizes in Poetry of \$30, \$20, and \$10 are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English before April 26.

The Frank Urban, Jr., Memorial Prize was established as a memorial to Frank Urban, Jr., of the Class of 1961 and is awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

The Frank W. Whitlock Prizes in Drama of \$100, \$75 and \$25 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.

## HONOR SOCIETIES

PHI BETA KAPPA: W. Barry Ahearn, '73; Kenneth J. Andrien, '73; Steven Edward Barkan, '73; David Hitchcock Barnes, '73; Nancy J. Battista, '73; Donald J. Belmont, '73; Peter A. Bileckyj, '73; Benjamin J. Bock, '73; Alfred J. Brunetti, '73; Diane Lee Colasanto, '73; Neville S. Davis, '73; Kathryn L. Eklund, '73; Alfred James Garofolo, '73; Robert K. Gershenfeld, '73; Carlota Patricia Geyer, '73; George H. Gonyer, '73; Michael J. Gross, '73; Kenneth W. Harl, '73; Elizabeth Adams Harvey, '73; Bruce D. Hettleman, '73; Holly Hotchner, '73; Edward W. Huntley, '73; James August Kowalski, '73; Josh P. Kupferberg, '73; Antoinette Lucy Leone, '73; Lance Robert Mayer, '73; Ellen E. Miller, '73; Charles M. Norris, '73; Michael W. O'Melia, '73; Daniel Michael Roswig, '73; Judy Sello, '73; Owen M. Snyder, '73; James F. Solomon, '73; Andrew R. Taussig, '73; Stanley A. Twardy, Jr., '73; John W. Tyler, '73; Martha Elizabeth Wetteman, '73; Andrew I. Wolf, '73.

PI GAMMA MU: Kenneth J. Andrien, '73; Elizabeth Sue Arnold, '74; Thomas S. Ashford, '73; George A. Bachrach, '73; Jonathan P. Baird, '73; Steven E. Barkan, '73; David H. Barnes, '73; Nancy J. Battista, '73; J. Scott Bedingfield, '73; Peter A. Bileckyj, '73; William E. Bilodeau, '73; Alfred J. Brunetti, '73; Chester J. Bukowski, '74; Robert D. Butters, '73; Katherine H. Campbell, '73; Burton B. Cohen, '73; Diane L. Colasanto, '73; Alan L. Dayno, '73; Jonathan W. Emery, '74; Elizabeth A. Endicott, '74; William R. Fenkel, '74; Alfred J. Garofolo, '73; Ty Geltmaker, '74; Robert K. Gershenfeld, '73; Lise Jill Gescheidt, '74; George H. Gonyer, '73; Robert P. Haff, '73; Gertrude M. Harhay, '73; Kenneth W. Harl, '73; Jeffrey P. Harris, '73; Steven L. Hoch, '73; Edward W. Huntley, '73; Robert J. Ingria, '74; Julie T. Johnson, '73; Eric H. Joosten,

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'73; Richard Kauffman, '74; John J. Kindl, '74; James A. Kowalski, '73; Alan S. Landry, '73; Nicholas W. Lazares, '73; David J. Litman, '74; Michael C. Mitchell, '73; Matthew E. Moloshok, '74; Jeffrey S. Morgan, '74; Michael W. O'Melia, '73; Richard P. Pearson, Jr., '73; Eve Pech, '73; Nancy J. Perugini, '73; Elizabeth A. Santos, '74; Patrick C. Scheidel, '74; Ruth Schultz, '73; Robert F. Shapiro, '73; Steven D. Smith, '74; Steven Smoland, '74; Owen M. Snyder, '73; Marcia Speziale, '74; Joel B. Strogoff, '73; Emily G. H. Sullivan, '74; John R. Suroviak, '73; George C. Sutherland, '73; Herbert O. Symmes, '73; Andrew R. Taussig, '73; John W. Tyler, '73; Mark von Mayrhauser, '73; Charles Ward, '74; Henry S. Weisburg, '73; Martha E. Wettemann, '73; Andrew I. Wolf, '73; Erich J. Wolters, '73.

SIGMA PI SIGMA: June M. Cicerchia, '74; John J. Coyne, '73; Philip C. Daley, '73; Demetrios G. Glinos, '73; David A. Harrold, '73; Eric H. Joosten, '73; James G. Knight, '74; Lenn C. Kupferberg, '73; William H. Lawson, '74; Gary A. Plagenhoef, '73; Stephen E. Potz, '75; Algis J. Rajeckas, '74; Jeffrey D. Saxe, '74; George N. Serafino, '75; Marc L. Sherman, '73; Mark L. Splaingard, '73; Michael J. Stavola '75; Jeffrey S. Thompson, '74; Stanley A. Twardy, '73.

DELTA PHI ALPHA: Pierre Cournot, '74; Lynn J. Dowinsky, '74; Susan Dunham, '74; Robert M. Gottlieb, '74; Mary Ellen Jacobs (*M.A. Candidate in History*); Juergen Koerber, '73; Frederic A. Munz, '72.

## 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.

The Eastern College Athletic Conference "**Outstanding Scholar-Athlete Award**" is presented annually to the senior who is voted the most outstanding in athletics and scholarship.

The **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.

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

The **Mears Prize** of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing. The essays must be submitted on or before May 1st each year.



**The Larry Silver Award**, named in memory of Lawrence Silver, Class of 1964, is made annually to the individual, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

**The "1935" Award** is presented annually by the Class of 1935 to the player who has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case, and a replica is given to the recipient.

**The Dan Jessee Blocking Award** is given annually by Donald J. Viering, '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

**The Peter S. Fish Soccer Trophy** is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

**The Harold R. Shetter Soccer Trophy**, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

**The Arthur P. R. Wadlund Basketball Award**, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

**The Coach's Foul Shooting Trophy** is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

**The John E. Slowik Swimming Award** is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

**The Robert Slaughter Swimming Award** is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

**The Newton C. Brainard Memorial Award** is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

**The John A. Mason Award**, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

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The **Virginia C. Kurth Award** is made annually to the winner of the women's squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

The **Dan Webster Baseball Award** is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case and a replica is presented to the award winner.

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

The **Robert S. Morris Track Trophy**, established in 1953, is awarded annually for the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case and a replica will be given each year to the winner.

The **Edgar H. and Philip D. Craig Tennis Award**, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

The **Sheldon Tilney Tennis Trophy** is engraved annually with the name of the tennis player who wins the All-College Tennis Tournament.

The **John Francis Boyer Most Valuable Player Award**, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

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

The **Torch Award**, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The **Hartford Barge Club Rowing Trophy**, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The **David O. Wicks, Jr., Prize**, established by David O. Wicks, Jr., '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The **Albert C. Williams Hockey Cup** is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

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.

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.



# Campus Life

## THE TRINITY COLLEGE COUNCIL

THE TRINITY COLLEGE COUNCIL is an elected body of eight faculty members, eight undergraduates, three administrators, a member of the Board of Fellows (or a person designated by the Board) and one representative of the Parents Association.

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. They 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 system of Administrative Procedures in Matters of Discipline and Dispute is used to adjudicate complaints brought against members of the community.

## 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, and the College Bookstore.

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, is located in Kriebel Auditorium of the Clement Chemistry Building. Many classics and newly released films are scheduled throughout the year.

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

## COUNSELING

A major strength of a liberal arts education is its adaptability to the personal needs of men and women preparing for a broad variety of



vocations. Many students will find it most effective to develop, in consultation with a faculty adviser, an individualized study program to suit particular needs. The Registrar is also available for academic advisement.

The Office for Student Services is responsible for the services and programs in Mather Campus Center, in the dining and food service areas, and in the residence halls. The staff coordinates the Resident Assistants' Program and supervises the Bookstore, Post Office, and Bowling Alley. It operates the student identification system, provides service and advice for student activities, provides student travel information, and maintains the Master Activity Calendar. The staff is also available for counseling on student problems of a personal nature.

The Office for Community Life operates the Administrative Procedures in Matters of Discipline and Dispute and oversees the Medical Office, the student health insurance plan, freshman orientation, and various other programs affecting student life. The staff is available for counseling on both academic and non-academic matters.

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 legally 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. Vocational interest testing is available free of charge. The office maintains a vocational library with occupational information and graduate and professional catalogues. 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. 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.

Under the jurisdiction of the Episcopal Church the College Chapel offers a tradition of commitment to witness and celebrate the religious perspective and to raise the issues which it reveals in contemporary life. Services are held in the Chapel on Sundays and week days.

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.

With the cooperation of Jewish, Roman Catholic, and Protestant clergy, the Chaplain of the College serves the members of the College.

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.

*Hillel*, with its facilities on campus, is an association of students with the Jewish faith. A rabbi from the Hartford area works closely with the group.

*Newman Apostolate*, using the Chapel and other campus facilities, 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 are incurred. All students enrolled during the regular academic year are covered by a compulsory insurance policy which provides accident and health benefits for injuries or serious illnesses incurred during the academic year. 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, HEALTH INSURANCE PROGRAM FOR STUDENTS OF TRINITY COLLEGE, 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 AND ATHLETICS

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.

Physical Education courses in a wide range of activities (see Courses of Instruction - Physical Education) are offered on a voluntary basis.

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 and it is a member of the New England Small College Athletic Conference. 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, fencing, basketball, crew, 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 many students 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 student's 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 classroom and in extracurricular activities.

A number of concerts and dances are planned each year by the Mather Hall Board of Governors, the campus social committee. The Student Budget Committee and the Student Activities Committee, the members of which are elected by the student body, oversee the allocation of the Student Activities Fee. The amount of this fee is established annually by the Student Activities Committee.

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

Six 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); 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.)

## 194/Campus Life

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, Jessee Field for varsity football and track, with a seating capacity of 7,000 and the following buildings:

MEMORIAL FIELD HOUSE (1948), with an indoor track, can also be used as an auditorium seating 2,500 persons; and

TROWBRIDGE MEMORIAL (1929), which adjoins the Field House, containing the swimming pool, squash racquets courts, and locker facilities; and

GEORGE M. FERRIS ATHLETIC CENTER (1969) includes a multi-purpose gymnasium, a physical education building and locker facilities.

**North Campus** includes Vernon Street and Allen Place. Here are found the President's House, fraternity houses, faculty and administration residences, Alumni Office, Office of Public Information and six residence halls:

OGILBY HALL (1941);

THE NORTH CAMPUS RESIDENCE HALL (1962);

THE HIGH RISE RESIDENCE HALL (1968);

ALLEN EAST and ALLEN WEST RESIDENCE HALLS; and  
90-92 Vernon St.

70 Vernon Street houses the Department of Religion.

## 196/Campus Life

76 Vernon Street houses "The Night Owl," a coffee house open during the evenings and available for meetings and other special events during the day.

Students are also housed in a college-operated building at 121 Allen Place.

**The Bliss Boathouse** (1965) is located nearby on the Connecticut River on Riverside Drive, East Hartford.

### THE CHAPEL

The Trinity campus is famous for 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. Located under and around the large Rose Window at the West end is a new three-manual Austin organ which has 65 stops and 4,720 pipes. The organ, dedicated in 1972, was a gift in memory of Newton C. Brainard, a trustee of the College for 41 years. 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, 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 within the limits prescribed by the Bishop and Canon Law of the Episcopal Diocese of Connecticut. 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 490,000 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 col-

leges 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 1973

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 20.

## BACCALAUREATE DEGREES IN COURSE

BRUCE DAVID HETTLEMAN, *Maryland*, B.S.,

VALEDICTORIAN

*with Honors in General Scholarship, Chemistry & Biology*

ROBERT COONEY FARRELL, *Connecticut*, B.A.,

SALUTATORIAN

*with Honors in General Scholarship & Classics*

William Barry Ahearn, *Massachusetts*,

B.A., *with Honors in English*

Kenneth James Andrien, *Pennsylvania*,

B.A., *with Honors in General  
Scholarship & History*

Lambrine Artas, *Connecticut*, B.A.,

*Psychology & English, with Honors in  
Psychology*

William Gerald Arthur, *Connecticut*, B.A.,

*with Honors in Art History*

George Andrew Bachrach, *New York*, B.A.,

*with Honors in American Studies*

Steven Edward Barkan, *Pennsylvania*, B.A.,

*with Honors in Sociology*

David Hitchcock Barnes, *Massachusetts*,

B.A., *with Honors in History*

Nancy Jane Battista, *Massachusetts*, B.A.,

*with Honors in History*

Jane Hildreth Bayard, *Delaware*, B.A.,

*with Honors in Art History*

Peter Arthur Bilecky, *Connecticut*, B.A.,

*with Honors in History*

Benjamin John Bock, *Ohio*, B.S.,

*with Honors in Mathematics*

Alfred Joseph Brunetti, *Connecticut*, B.A.,

*with Honors in General Scholarship &  
History*

Katherine Heideman Campbell,

*Connecticut*, B.A., *with Honors in  
Sociology*

Mitchell Howard Charap, *New York*, B.S.,

*Biology & Psychology, with Honors in  
Biology*

Burton Bartlett Cohen, *Connecticut*, B.A.,

*with Honors in History*

Diane Lee Colasanto, *Connecticut*, B.A.,

*with Honors in Sociology & Psychology*

John Michael Conte, *Connecticut*, B.S.,

*with Honors in Psychology*

David Robert Dangler, *Connecticut*, B.A.,

*with Honors in English*

\* Marcia L. Daniels, *California*, B.S.,

*with Honors in Biology*

Neville Sapleton Davis, *New York*, B.A.,

*with Honors in General Scholarship &  
History*

Alan Lee Dayno, *Pennsylvania*, B.A.,

*with Honors in Political Science*

Peter Anthony DiCorleto, *Connecticut*, B.S.,

*with Honors in Biology*

Kathryn Louise Eklund, *Massachusetts*,

B.A., *with Honors in General  
Scholarship & English*

*In absentia*

## 200/Degrees Conferred in 1973

- Patricia Boudreau Fargnoli, *Connecticut*, B.A., *with Honors in Psychology*
- Robert Kibrick Gershenfeld, *Pennsylvania*, B.A., *with Honors in General Scholarship & Economics*
- Carlota Patricia Geyer, *Connecticut*, B.S., *with Honors in Psychology*
- Demetrios George Glinos, *New York*, B.S., *Mathematics & Physics, with Honors in Mathematics*
- George Herbert Gonyer, *Maine*, B.A., *Economics, with Honors in General Scholarship*
- Alice Child Hamilton, *Connecticut*, B.A., *with Honors in Studio Arts*
- Kenneth Wayne Harl, *New York*, B.A., *with Honors in General Scholarship, Classics & History*
- David Alan Harrold, *Ohio*, B.S., *with Honors in Mathematics*
- Wayne Bradford Hickory, *Connecticut*, B.S., *Biology & Psychology, with Honors in Psychology*
- Steven Laurence Hoch, *Massachusetts*, B.A., *with Honors in History*
- Miklos Ferenc Horvath, *Connecticut*, B.A., *Theatre Arts & English, with Honors in Theatre Arts*
- Holly Hotchner, *Connecticut*, B.A., *Art History & Studio Arts, with Honors in Art History*
- Edward William Huntley, *Illinois*, B.A., *with Honors in Political Science*
- Richard William Johansen, *New Jersey*, B.S., *Biology & Psychology with Honors in Psychology*
- Karen Barbara Kahn, *Connecticut*, B.A., *with Honors in Psychology*
- Joel Martin Kemelhor, *Maryland*, B.A., *with Honors in English*
- Juergen Koerber, *Connecticut*, B.A., *Biology & German, with Honors in German*
- James August Kowalski, *Connecticut*, B.A., *with Honors in English*
- Josh Philip Kupferberg, *New York*, B.S., *with Honors in General Scholarship, Biochemistry & Biology*
- Lenn Carl Kupferberg, *New York*, B.S., *Physics & Mathematics, with Honors in Physics*
- Rosamond Mary Mancall, *Connecticut*, B.A., *with Honors in English*
- Lance Robert Mayer, *Connecticut*, B.A., *with Honors in Art History*
- Robin Bea Messier, *Connecticut*, B.A., *Psychology & Art History, with Honors in Art History*
- Ellen Erpf Miller, *Connecticut*, B.A., *with Honors in Art History*
- Charles Morgan Norris, Jr., *Pennsylvania*, B.S., *with Honors in General Scholarship & Biology*
- Russell Harold Parmelee, *Connecticut*, B.A., *with Honors in Russian*
- Steven Robert Pearlstein, *Massachusetts*, B.A., *with Honors in American Studies*
- Eugene Lester Pogany, *New Jersey*, B.A., *Religion & Psychology, with Honors in Psychology*
- Richard John Reinhart, *Connecticut*, B.A., *with Honors in Religion*
- Robin Eric Rosenberg, *Pennsylvania*, B.S., *with Honors in Biology*
- Daniel Michael Roswig, *Connecticut*, B.S., *with Honors in Biology*
- Judy Sello, *New Jersey*, B.A., *Psychology, with Honors in General Scholarship*
- Robert Franklin Shapiro, *New York*, B.A., *with Honors in Intercultural Studies*
- Owen Mercer Snyder, *New Jersey*, B.A., *Political Science, with Honors in General Scholarship*
- Margot Elaine Stage, *New York*, B.A., *with Honors in Psychology*
- Herbert O. Symmes, *Connecticut*, B.A., *with Honors in Sociology & Psychology*
- Stanley Albert Twardy, Jr., *Connecticut*, B.S., *with Honors in Physics*
- Penelope Chase Twichell, *Connecticut*, B.A., *with Honors in English*
- John Waples Tyler, *Delaware*, B.A., *with Honors in General Scholarship & History*
- \* Richard V. Vane, *Connecticut*, B.A., *with Honors in English*
- Andrew Ian Wolf, *Connecticut*, B.A., *Political Science & Psychology, with Honors in General Scholarship & Psychology*
- Kathleen Alling, *Connecticut*, B.A., *Urban Studies*
- James Waters Allison, III, *Delaware*, B.A., *English*
- Jean Meredith Ashburn, *Pennsylvania*, B.A., *English*
- Thomas Steven Ashford, *Illinois*, B.A., *Political Science & Economics*
- Mary Taylor Aspinwall, *Pennsylvania*, B.A., *Philosophy & French*
- Jonathan Percy Baird, *Pennsylvania*, B.A., *History*
- Arthur Lamkin Baldwin, III, *Connecticut*, B.S., *Mathematics*
- George Charles Baldwin, *New Jersey*, B.A., *English*

\* In absentia



## Degrees Conferred in 1973/201

- Nancy Plekan Baldwin, *Connecticut*,  
B.S., *Psychology*
- Robert Harvey Baldwin, *Connecticut*,  
B.A., *English*
- David William Bargman, *New York*,  
B.A., *Philosophy*
- Harry Livingstone Barrett, III, *Massachusetts*, B.A., *English*
- Michael Anthony Battle, *Missouri*,  
B.A., *Religion*
- Richard Seth Beaser, *Massachusetts*,  
B.S., *Biology*
- James Scott Bedingfield, *Oregon*,  
B.A., *Religion*
- Donald Jeffrey Belmont, *Pennsylvania*,  
B.A., *Biology*
- William Edward Bilodeau, *Massachusetts*,  
B.A., *History*
- Barbara Ann Blank, *New York*,  
B.A., *Psychology*
- Marcy Celia Bonola, *Connecticut*,  
B.A., *Psychology*
- Susan Lynn Brechlin, *Connecticut*,  
B.A., *Classics*
- Barbara Lois Brown, *Connecticut*,  
B.A., *Modern Languages*
- David Ingalls Brown, *Ohio*,  
B.S., *Biology*
- Quay Brown, *Connecticut*,  
B.A., *Economics*
- Sarah Bell Bullard, *Massachusetts*,  
B.A., *Psychology*
- Donald Peck Burt, Jr., *New Jersey*,  
B.S., *Biology*
- Thomas Arthur Burt, *Massachusetts*,  
B.A., *Psychology*
- Virginia Fabbri Butera, *Pennsylvania*,  
B.A., *Interdisciplinary Major: Renaissance Studies*
- Robert Dana Butters, *Illinois*,  
B.A., *History*
- Susan Katherine Calabro, *Connecticut*,  
B.A., *Modern Languages*
- William Scott Cameron, *Connecticut*,  
B.A., *Economics*
- Victor Thomas Cardell, *Connecticut*,  
B.A., *Music*
- Elaine Magdalen Cárdenas, *Texas*,  
B.A., *Spanish and Psychology*
- Christopher Neville Carley, *Connecticut*,  
B.A., *English*
- Elizabeth Jane Chamish, *New York*,  
B.A., *English*
- Susie Chen, *Connecticut*,  
B.S., *Mathematics*
- Steven R. Chernaik, *Massachusetts*,  
B.A., *Classics*
- Alison Kiersted Campbell Clark, *New York*,  
B.A., *Spanish*
- Richard William Cody, *Connecticut*,  
B.A., *English*
- Gregory Edward Cogoli, *Connecticut*,  
B.A., *Psychology*
- Robert LaHuis Coith, Jr., *Ohio*,  
B.A., *Biology*
- Craig Colgate, III, *Maryland*,  
B.A., *Psychology*
- Earl Brink Conee, *Connecticut*,  
B.A., *Philosophy*
- Gene Coney, *Pennsylvania*,  
B.A., *Economics*
- Andrew Jerome Connolly, *Pennsylvania*,  
B.A., *Psychology*
- Stuart Vincent Corso, *Connecticut*,  
B.S., *Biology*
- Susan Hammond Coverdale, *New York*,  
B.A., *Psychology*
- John Joseph Coyne, *Connecticut*,  
B.A., *Engineering*
- Anne Bernard Crichton, *Florida*,  
B.A., *Religion*
- Eleanor Latrobe Crosby, *Virginia*,  
B.A., *Political Science*
- Walter Joseph Patrick Curley, III, *New York*, B.A., *Studio Arts*
- Philip Carmien Daley, *Connecticut*,  
B.S., *Physics*
- Bruce Skiles Danzer, Jr., *Maryland*,  
B.A., *English*
- Mark Alan DeMeulenaere, *Ohio*,  
B.A., *Psychology*
- Lynne Cushman Derrick, *Connecticut*,  
B.A., *English & Theatre Arts*
- \* Dorothy Cushman Dillon, *New Jersey*,  
B.A., *Studio Arts*
- Larry Richard Dow, *New Hampshire*,  
B.S., *Psychology*
- Burt Richard Downes, *New York*,  
B.A., *Psychology*
- Dirk Robert Dreux IV, *Connecticut*,  
B.A., *English*
- David James Dubicki, *Illinois*,  
B.A., *Economics*
- Paul Henry Dumont, *Connecticut*,  
B.A., *English*
- \* Carroll Dunham, Jr., *Connecticut*,  
B.A., *Studio Arts*
- Dorcas Mary Vaughan Durkee, *New York*,  
B.A., *English*
- John David Eckelman, *Pennsylvania*,  
B.A., *Psychology*
- JoAnne Adrienne Epps, *Pennsylvania*,  
B.A., *Psychology*
- James D. Evans, III, *Pennsylvania*,  
B.A., *Studio Arts*

## 202/Degrees Conferred in 1973

- Jay Stewart Fagan, *Pennsylvania*,  
B.A., *Psychology*
- Raymond Eugene Fahrner, *Pennsylvania*,  
B.A., *Mathematics & Music*
- Francis C. Farwell, III, *Illinois*,  
B.A., *English & History*
- Barbara Ann Fay, *Massachusetts*,  
B.A., *American Studies*
- Martha Field, *Rhode Island*,  
B.A., *Intercultural Studies*
- Diane Fierri, *Connecticut*,  
B.A., *Psychology*
- Mark Peter Finger, *New York*,  
B.S., *Biology & Psychology*
- Karen Frances Fink, *Connecticut*,  
B.S., *Mathematics*
- James Thomas Finn, *Massachusetts*,  
B.A., *Economics*
- Stephen Charles Fischer, *Georgia*,  
B.A., *Religion*
- Louise Hopkins Fisher, *Connecticut*,  
B.A., *Psychology*
- Scott Andrews Fitzpatrick, *Massachusetts*,  
B.S., *Psychology*
- \* Margaret Johanna Fleming, *Maryland*,  
B.A., *Sociology*
- \* Peter Fogh, *Denmark*,  
B.A., *Political Science*
- \* Mark Joseph Formica, *Connecticut*,  
B.A., *Economics*
- Daniel Hillel Freeland, *Massachusetts*,  
B.A., *Religion & Music*
- Penny Riihiluoma French, *Bermuda*,  
B.A., *Religion*
- Samuel Cooper French, *Connecticut*,  
B.S., *Biology*
- Lawrence Malvin Garber, *Connecticut*,  
B.A., *Religion*
- Pierce Symmes Gardner, *Pennsylvania*,  
B.A., *English*
- Alfred James Garofolo, *Connecticut*,  
B.A., *History*
- \* John Oliver Gaston, *Illinois*,  
B.A., *Intercultural Studies*
- John Dawless Gatsos, *Massachusetts*,  
B.A., *History*
- Harold Robert Gaw, *New Hampshire*,  
B.A., *English*
- Robert George Ghazey, *New Jersey*,  
B.A., *Economics*
- Patricia Gibbons, *Connecticut*,  
B.A., *English*
- Jan Campbell Gimar, *Kansas*,  
B.A., *Political Science*
- Neal Moses Goff, *Pennsylvania*,  
B.A., *Urban Studies*
- Juliet Rogers Golman, *Pennsylvania*,  
B.A., *French*
- Jonathan Louis Gould, *Connecticut*,  
B.A., *History*
- Samuel Welldon Graham, *Ohio*,  
B.A., *Music*
- Kenneth Abbot Grass, *Ohio*,  
B.A., *Psychology*
- \* George Wallace Graves, *Virginia*,  
B.A., *English*
- Craig Michael Greaves, *Connecticut*,  
B.A., *Art History*
- \* Nancy Loretta Griffin, *Massachusetts*,  
B.A., *Studio Arts*
- \* Charles Lanier Griswold, Jr., *California*,  
B.A., *Philosophy*
- Michael Jon Gross, *New Jersey*,  
B.A., *Philosophy*
- Richard Charles Gurchin, *Connecticut*,  
B.A., *English*
- Glenn Gray Gustafson, *Massachusetts*,  
B.A., *Theatre Arts*
- Patricia Wright Gworek, *Connecticut*,  
B.A., *Psychology*
- \* Avraham Yitzchak HaCohen, *Texas*,  
B.A., *Religion*
- Robert Patterson Haff, *New York*,  
B.A., *Economics*
- Gertrude Mary Harhay, *Massachusetts*,  
B.A., *History*
- Jeffrey Phillip Harris, *Ohio*,  
B.A., *Economics*
- \* William Balber Harris, *Pennsylvania*,  
B.A., *Theatre Arts*
- Elizabeth Adams Harvey, *Connecticut*,  
B.A., *Psychology*
- Mark William Hastings, *New York*,  
B.A., *Economics*
- Robert John Hecht, *New York*,  
B.A., *History*
- Guy Carroll Heckman, *Missouri*,  
B.A., *English*
- David Joseph Heinlein, *Connecticut*,  
B.A., *Psychology*
- Leonard Robert Heinrich, *Massachusetts*,  
B.A., *Psychology & Political Science*
- Alan Stuart Henson, *Michigan*,  
B.S., *Biology*
- Hannah Susannah Heschel, *New York*,  
B.A., *Religion*
- David I. Hoffman, *Pennsylvania*,  
B.S., *Biology*
- Stephen Louis Hoffman, *Ohio*,  
B.A., *English*
- Susan Jane Hoffman, *Connecticut*,  
B.A., *Studio Arts*
- Michael Peter Holverson, *Illinois*,  
B.A., *History & English*
- Frederick C. Horn, *Pennsylvania*,  
B.A., *Theatre Arts*

\* In absentia



## Degrees Conferred in 1973/203

- Lawrence Steven Hotez, *Connecticut*,  
B.S., *Biology*
- Kent Eaton Howard, *Massachusetts*,  
B.A., *Psychology*
- Clare Julie Hudson, *Virginia*,  
B.A., *Political Science*
- Elizabeth Thompson Hunter, *Pennsylvania*,  
B.S., *Biology*
- Abby Elizabeth Huntoon, *Rhode Island*,  
B.A., *Psychology*
- Charles Gray Hurd, Jr., *Maryland*,  
B.A., *Economics*
- Rod Murray Jacobsen, *Connecticut*,  
B.A., *English*
- Anthony William Jenney, *New York*,  
B.S., *Engineering*
- Thomas Bennett Jensen, *Utah*,  
B.A., *History*
- William Jensen, *New York*,  
B.A., *English*
- Jocelyn Anne Jerry, *New York*,  
B.A., *History*
- Jerome Ford Johnson, *Kentucky*,  
B.A., *Theatre Arts*
- Julie Theresa Johnson, *Wisconsin*,  
B.A., *Sociology*
- Eric Herbert Joosten, *Connecticut*,  
B.S., *Chemistry & Economics*
- Alan Stuart Kannof, *Connecticut*,  
B.A., *History*
- Herbert James Keating, III, *Pennsylvania*,  
B.S., *Chemistry*
- Marjorie Voorhees Kelsey, *New Jersey*,  
B.A., *Psychology*
- Patricia Johnston Kiesewetter, *Pennsylvania*,  
B.A., *English*
- David Custis Kimball, *Illinois*,  
B.A., *German*
- Malcolm Alexander Kirkland, *Bermuda*,  
B.A., *Modern Languages*
- Lucinda Cochran Kittredge, *Massachusetts*,  
B.A., *Psychology*
- David Perry Kleeman, *Connecticut*,  
B.A., *Art History & Studio Arts*
- Keith Alan Klevan, *Pennsylvania*,  
B.A., *Religion*
- John E. Knapp, *Connecticut*,  
B.A., *Psychology*
- Michael Robert Knapp, *New Jersey*,  
B.S., *Biology*
- Daniel Lynn Korengold, *Maryland*,  
B.A., *Psychology*
- Debra Leah Koret, *Connecticut*,  
B.A., *Religion*
- Natalie Korsheniuk, *Connecticut*,  
B.A., *Modern Languages*
- Kay Keapick Koweluk, *Alaska*,  
B.A., *Economics*
- Janice Marie Kozovich, *Connecticut*,  
B.A., *French*
- Joyce Ann Krinitzky, *Connecticut*,  
B.A., *History*
- John William Krysko, *New York*,  
B.A., *Psychology*
- Sara Martha Laden, *Connecticut*,  
B.S., *Psychology & Religion*
- Alan Sullivan Landry, *Massachusetts*,  
B.A., *History*
- \* Richard Michaelis LaSalle, *Florida*,  
B.A., *French*
- Nicholas William Lazares, *Massachusetts*,  
B.A., *Economics*
- \* Michael Samuel Lederberg, *Virgin Islands*,  
B.A., *Philosophy*
- Antoinette Lucy Leone, *Connecticut*,  
B.A., *Modern Languages*
- Albin Bingkin Leong, *Oregon*,  
B.S., *Biology*
- Robert Lawrence Liebross, *New York*,  
B.A., *Economics*
- \* Darryle Pfanner Lilienthal, *Connecticut*,  
B.A., *Psychology*
- Christian Lars Lindgren, *Connecticut*,  
B.A., *English*
- Ethan Anthony Loney, *New York*,  
B.A., *Psychology*
- Elizabeth Crary Lord, *New York*,  
B.A., *English*
- Janet Breese Loveland, *Ohio*,  
B.A., *Psychology*
- Steven Mark Lozanov, *Connecticut*,  
B.A., *History*
- John Francis Luby, *Connecticut*,  
B.A., *History*
- Malcolm MacColl, *Pennsylvania*,  
B.A., *English*
- \* Charles Standish Mack, Jr., *Illinois*,  
B.A., *Economics*
- Barry Thomas Madden, *Massachusetts*,  
B.A., *Classics*
- Frank Kerr Mahan, Jr., *West Virginia*,  
B.A., *History*
- Joan Louise Malatesta, *Massachusetts*,  
B.A., *French*
- Lewis Sheer Mancini, *New York*,  
B.S., *Psychology*
- Patti Ellen Mantell, *Connecticut*,  
B.A., *History*
- Richard Tyler Markovitz, *Pennsylvania*,  
B.A., *English*
- Richard Heeman Marshall, *Ohio*,  
B.A., *Psychology*

\* In absentia

† This student will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute, Troy, New York.

## 204/Degrees Conferred in 1973

- Carlos Manuel Martinez, *New York*,  
B.A., *Philosophy*
- Mark W. Masters, *New Jersey*,  
B.A., *Philosophy*
- Mark Frederic Matthews, *Ohio*,  
B.A., *Psychology*
- George Horner Maxted, *Michigan*,  
B.S., *Biology*
- Joseph Edward McCabe, *Connecticut*,  
B.A., *Economics*
- Richard Marshall McCrensky, *New York*,  
B.A., *Intercultural Studies*
- Michael McGuirk, *Connecticut*,  
B.S., *Biology*
- † Thomas McGuirk, *Connecticut*,  
B.S., *Engineering*
- Helen Martin McMahon, *New York*,  
B.A., *Modern Languages*
- Ruth Anne McSorley, *Indiana*,  
B.A., *Psychology*
- John Bulkley Meacham, *Ohio*,  
B.S., *Psychology*
- \* Renée Deni Mehlinger, *Illinois*,  
B.A., *Psychology*
- Paul Henry Midney, *Connecticut*,  
B.S., *Psychology*
- Jean Margaret Miley, *Massachusetts*,  
B.A., *Urban Studies*
- Michael Christian Mitchell, *Pennsylvania*,  
B.A., *History*
- Michael Alan Moraski, *Connecticut*,  
B.A., *English*
- Ira Jeffrey Mowitz, *New Jersey*,  
B.A., *Music*
- Neil Francis Mullarkey, *Connecticut*,  
B.A., *Psychology*
- Latham Brundred Murray, *Virginia*,  
B.S., *Psychology*
- Princess Oletha Myers, *Washington*,  
B.A., *Psychology*
- Charles Levon Nazarian, *Massachusetts*,  
B.A., *English & Psychology*
- Karen Courtney Netter, *Rhode Island*,  
B.A., *Philosophy*
- Jonathan Clare Neuner, *New York*,  
B.A., *Economics*
- Gary Roger Newton, *Massachusetts*,  
B.A., *Psychology*
- Robert Stearns O'Connor, *New York*,  
B.A., *Psychology*
- \* Robert Kevin O'Malley, *Massachusetts*,  
B.A., *Studio Arts*
- Michael William O'Melia, *Illinois*,  
B.A., *Psychology*
- \* Megan O'Neill, *Connecticut*,  
B.A., *English*
- Nancy Ann Oosterom, *New York*,  
B.A., *Psychology*
- Thomas Orfeo, *New York*,  
B.A., *Philosophy*
- \* William Michael Orfitelli, *Connecticut*,  
B.A., *Economics*
- Victoria Constance Gunhild Oscarsson,  
*New York*, B.A., *Art History*
- Dolores Ann Paliocha, *Connecticut*,  
B.A., *Psychology*
- \* Richard James Papanos, *Connecticut*,  
B.A., *Economics*
- William White Parish, Jr., *New York*,  
B.A., *Religion*
- Cynthia Mary Parzych, *Connecticut*,  
B.A., *Studio Arts*
- Aron Lee Pasternack, *Connecticut*,  
B.A., *English & Theatre Arts*
- Richard Poole Pearson, Jr., *Connecticut*,  
B.A., *History*
- Eve Pech, *Connecticut*,  
B.A., *History*
- James Maxwell Peltier, Jr., *Connecticut*,  
B.A., *English*
- Colleen Teresa Pendleton, *Massachusetts*,  
B.A., *Intercultural Studies*
- Thomas Steven Perakos, *Connecticut*,  
B.A., *Sociology & Psychology*
- Nancy Jean Perugini, *Connecticut*,  
B.A., *History*
- Lawrence Turner Pistell, *New Jersey*,  
B.A., *English*
- Garry Alan Plagenhoef, *Massachusetts*,  
B.S., *Physics*
- Malcolm Frederic Poole, *Maine*,  
B.A., *Economics*
- Patricia Anne Powell, *Illinois*,  
B.A., *Political Science*
- Eleanor Mary Pratt, *Connecticut*,  
B.A., *Philosophy*
- Stephen Brooks Prudden, *New Hampshire*,  
B.A., *Comparative Literature*
- Linda Jeanne Raciborski, *Massachusetts*,  
B.A., *English*
- Barbara Ellen Radke, *New York*,  
B.A., *History*
- Virginia Campbell Raff, *Connecticut*,  
B.A., *English*
- William Edwin Raws, *Pennsylvania*,  
B.A., *Economics*
- \* Donald Barney Reder, *Connecticut*,  
B.A., *Sociology*
- Winthrop William Redmond, *Washington*,  
*D.C.*, B.A., *Psychology*
- Leonard Thomas Reed, *New Jersey*,  
B.A., *Psychology*

\* In absentia

† This student will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute, Troy, New York.



## Degrees Conferred in 1973/205

- Robin Beth Reif, *New York*,  
B.A., *Theatre Arts*
- Christine Gail Reynolds, *Massachusetts*,  
B.A., *English*
- Richard Claude Ricci, *New York*,  
B.A., *Philosophy*
- Stephanie Jean Robiner, *New York*,  
B.A., *French*
- Claire EBanks Robinson, *Connecticut*,  
B.A., *Psychology*
- Carlos Eugenio Rodriguez, *New York*,  
B.A., *Intercultural Studies*
- Marie Antonia Rogers, *Connecticut*,  
B.A., *Psychology*
- Susan Lancaster Rogers, *Massachusetts*,  
B.A., *Art History*
- Paul Rosenberg, *Connecticut*,  
B.A., *English*
- Mildred Theresa Ross, *Connecticut*,  
B.A., *Spanish & Intercultural Studies*
- Stephen Robert Roylance, *Pennsylvania*,  
B.A., *Theatre Arts*
- Daniel Paul Russo, *Connecticut*,  
B.A., *History*
- James Julian Sadoski, *Connecticut*,  
B.A., *English*
- Crissey Ann Safford, *New Hampshire*,  
B.A., *French*
- Mary Barbara Salter, *Rhode Island*,  
B.A., *Religion*
- Nancy Jean Sarubbi, *Connecticut*,  
B.A., *English*
- Jonathan Christian Sauer, *Ohio*,  
B.A., *Comparative Literature*
- Michael Thomas Saunders, *Connecticut*,  
B.A., *Sociology*
- Phyllis Hinda Scheinberg, *New York*,  
B.A., *Religion & Psychology*
- David Austin Schirmer, *Connecticut*,  
B.A., *Economics*
- Matthew David Schor, *Ohio*,  
B.A., *Religion*
- Patricia Jeanne Scott, *Massachusetts*,  
B.A., *Modern Languages*
- Michael Edward Seifert, *Illinois*,  
B.A., *History*
- David William Shively, *Ohio*,  
B.A., *History*
- John Thomas Shortell, *Delaware*,  
B.A., *Psychology*
- Richard Paul Sieger, *New York*,  
B.A., *English*
- Richard Evans Siegesmund, *Michigan*,  
B.A., *Studio Arts*
- Murry Allen Sigman, *Illinois*,  
B.S., *Psychology*
- \* Henry Blackburn Smith, *Maryland*,  
B.A., *Psychology*
- James Franklin Solomon, *Ohio*,  
B.A., *Psychology*
- ‡ Michael Alex Sooley, *Illinois*,  
B.S., *Engineering*
- George Edward Spencer, III, *Ohio*,  
B.S., *Psychology*
- Agostino Paul Spinella, *Connecticut*,  
B.S., *Biology*
- Mark Louis Splaingard, *Illinois*,  
B.S., *Chemistry*
- Andrew Nelson Squire, *New York*,  
B.A., *Psychology*
- Harry Robert Stahl, *Connecticut*,  
B.A., *Political Science*
- Richard Trueblood Steere, *Pennsylvania*,  
B.A., *Theatre Arts*
- Wendy Jill Stein, *Massachusetts*,  
B.A., *Religion & English*
- Jonathan Ames Stevens, *Massachusetts*,  
B.A., *Intercultural Studies*
- Douglas Kohler Stewart, *New York*,  
B.A., *English*
- Kenneth Maurice Stone, *Illinois*,  
B.A., *Economics*
- Joel Benjamin Strogoff, *Massachusetts*,  
B.A., *History*
- Aletha M. Strong, *Illinois*,  
B.A., *Psychology*
- James Lawrence Sullivan, Jr., *New Hampshire*, B.A., *Classics*
- John Raymond Suroviak, *Connecticut*,  
B.A., *Economics*
- \* Bruce Edward Talbert, *New Jersey*,  
B.A., *English*
- Andrew Richard Taussig, *Pennsylvania*,  
B.A., *Economics*
- Gary P. Taylor, *New York*,  
B.A., *English*
- Robert Besant Thiel, Jr., *New Jersey*,  
B.A., *Economics*
- Charla Jane Thompson, *Pennsylvania*,  
B.S., *Biology*
- William Page Thompson, *New York*,  
B.S., *Psychology*
- \* Martin Mei Tong, *China*,  
B.S., *Engineering*
- Robert Arthur Towner, *Illinois*,  
B.A., *Philosophy*
- Nancy Avis Townshend, *Maryland*,  
B.A., *Religion*
- \* Gerardo Tramontozzi, *Massachusetts*,  
B.A., *Religion*
- Jonathan Manning Treat, *Connecticut*,  
B.S., *Psychology*

*In absentia*  
This student will also receive a Master of Science degree in Management from Rensselaer Polytechnic Institute (Hartford Branch).

## 206/Degrees Conferred in 1973

- Patricia Anne Tuneski, *Connecticut*,  
B.A., *Psychology*
- Nancy Welles Vignone, *Massachusetts*,  
B.A., *Art History*
- Michael Anthony Vitale, *Connecticut*,  
B.S., *Mathematics*
- Mark von Mayrhauser, *Massachusetts*,  
B.A., *History*
- Robin Wagge, *Connecticut*,  
B.A., *English*
- Durward Allen Watson, *Wisconsin*,  
B.A., *English*
- James Garrison Webster, *Illinois*,  
B.A., *Psychology*
- Marcia Lynne Weiner, *Pennsylvania*,  
B.A., *English*
- Henry Sabath Weisburg, *New York*,  
B.A., *Sociology*
- Martha Elizabeth Wettemann, *Connecticut*,  
B.A., *Economics*
- Virginia L. Wheeler, *Connecticut*,  
B.A., *Religion*
- John Gustaf White, *Illinois*,  
B.A., *Art History*
- Ruth Baldwin Wiggins, *Massachusetts*,  
B.A., *English*
- LaLeace Vernetta Williams, *Illinois*,  
B.A., *Psychology*
- Leonard Lawson Williams, *Connecticut*,  
B.A., *Psychology*
- Lewis Williams, *New York*,  
B.A., *Theatre Arts*
- Eric Rushmore Winter, *Florida*,  
B.A., *Psychology*
- Erich James Wolters, *Ohio*,  
B.A., *History*
- Larry James Woods, *Connecticut*,  
B.A., *Intercultural Studies*
- Dirk Johannes Wybenga, *Washington, D.C.*,  
B.A., *Economics & Biology*
- Thomas Widdell Wynne, *Ohio*,  
B.A., *English*
- Sandra Ann Yurchyk, *Connecticut*,  
B.S., *Biology*
- James Edmond Zaccaria, *Connecticut*,  
B.S., *Engineering*
- Gina Marie Zarrilli, *Connecticut*,  
B.A., *English*
- Gregory Nicholas Zec, *Connecticut*,  
B.A., *Economics & History*
- Mark Allen Zivin, *Illinois*,  
B.A., *Religion*
- Paul Bennett Zolan, *Connecticut*,  
B.A., *English*



MASTERS DEGREES IN COURSE

- Alice Billings Adolph, M.A., *French*  
B.A., 1965, Wesleyan College  
(Georgia)
- Raymond Guy Aiello, M.A., *Education*  
B.A., 1968, Assumption College
- Robert Joseph Almeida, Jr., M.S.,  
*Mathematics*, B.A., 1966, Northeastern  
University
- Joseph Anthony Angiolillo, Jr., M.A.,  
*Education*, B.S., 1971, Trinity College
- Susan Terrell Anthony, M.A., *Education*  
B.A., 1968, Converse College
- Carolann Walach Baldyga, M.A., *French*  
B.A., 1964, University of Hartford,  
M.Ed., 1967, University of Massachu-  
setts
- Donald Adams Barlow, M.A., *Education*  
B.A., 1968, Trinity College
- Harold Joseph Beaupre, M.A., *Economics*  
B.A., 1965, American International  
College
- Stephen Bignelli, M.A., *French*  
B.A., 1959, Yale University
- Constance Carol Bonesi, M.A., *English*  
B.A., 1971, Southern Connecticut State  
College
- Neal Steven Boutin, M.A., *Political Science*  
B.A., 1969, Merrimack College
- Clifford Leslie Brackett, M.S., *Physics*  
B.S.E.P., 1963, University of Maine
- Franklin Graham Brown, Jr., M.A.,  
*Education*, B.A., 1967, Hobart College
- Lucy Campbell Cartland, M.A., *French*  
B.A., 1966, Connecticut College
- Charles Raeburn Case, M.S., *Physics*  
B.A., 1968, Northeastern University
- Robert Michael Casey, M.A., *Education*  
B.S., 1965, St. John's University
- Anthony Joseph Castagno, M.A., *Education*  
B.S., 1971, Trinity College
- Frederick Charles Castellani, M.A.,  
*Economics*, B.A., 1968, Trinity College
- Walter William Caswell, Jr., M.A., *English*  
B.S., 1970, Central Connecticut State  
College
- \* Vincent Anthony Ciarpella, M.A.,  
*Economics*, B.S., 1965, University of  
Connecticut
- Dryden Eugene Clark, M.A., *Education*  
B.B.A., 1966, Nichols College
- Lawrence Connell, Jr., M.A., *Economics*  
A.B., 1958, Harvard College, J.D.,  
1966, Georgetown University School of  
Law
- Katherine Gaffey Dorsey, M.A., *English*  
B.S., 1942, Central Connecticut State  
College
- Elizabeth Doughney, M.A., *Education*  
B.S., 1970, University of Hartford
- Kathleen Doughney, M.A., *Education*  
B.S., 1970, University of Hartford
- Leon Renardo Dragone, M.S., *Physics*  
B.A., 1966, American International  
College
- Michael Thomas Duffy, M.A., *Economics*  
B.S., 1962, Georgetown University
- George Whiteford Earley, M.A., *Political  
Science*, B.S., 1951, Miami University
- Kenneth J. Emonds, M.A., *Education*  
B.S., 1968, Chadron State College
- \* Charlotte Jean Fasi, M.A., *History*  
B.A., 1966, St. Joseph College
- \* Mary Thérèse Leggio Fisher, M.A., *Latin*  
B.A., 1971, Smith College
- Jeffrey Mitchell Fleisch, M.A., *Education*  
B.A., 1970, Coe College
- Andrew George Germanowicz, M.A.,  
*Education*, B.A., 1968, University of  
Connecticut
- Martin B. Goodstine, M.A., *Economics*  
B.S., 1970, University of Hartford
- Madeline Grabinski, M.A., *Political Science*  
B.A., 1969, Central Connecticut State  
College
- \* Zabelle Krasow Greenblatt, M.A., *History*  
B.A., 1969, Goucher College
- Louise Ellen VanWagner Hague, M.A.,  
*English*, B.S., 1965, State University of  
New York College at Cortland
- Karla Marie Hammond, M.A., *English*  
B.A., 1971, Goucher College
- Mary-Francis C. Hennessy, M.A., *English*  
B.A., 1956, Georgian Court College
- \* Sister Mary Josephine Hynes, R.S.M., M.A.,  
*Latin*, B.A., 1965, Villanova University
- George H. Isa, M.A., *Economics*  
B.A., 1969, Central Connecticut State  
College
- Charles-André Jacques, M.A., *Education*  
B.A., 1971, California State College at  
Long Beach

## 208/Degrees Conferred in 1973

- Mary Robertson Jerige, M.A., *Education*  
B.A., 1966, Rutgers University
- Ronald John Klepacki, M.S., *Physics*  
B.S., 1964, Central Connecticut State  
College, M.A., 1969, University of  
Connecticut
- Zigford Kriss, M.A., *Education*  
B.A., 1955, St. Bernard Seminary,  
S.T.B., 1958, Gregorian University
- Phyllis Stickell Lary, M.A., *Education*  
B.A., 1956, Brown University
- Bryan Anthony Leone, M.A., *Education*  
B.A., 1968, College of the Holy Cross
- Judith Ann Libby, M.A., *English*  
A.B., 1959, Jackson College
- \* Maryland Wong Lincoln, M.A., *English*  
B.A., 1966, University of Hartford
- Marshall Earl Linden, M.A., *History*  
B.A., 1962, Oberlin College, B.D.,  
1966, Andover Newton Theological  
School
- John Stephen Lowe, M.A., *French*  
B.A., 1967, Boston College
- Jane Grey Luts, M.A., *English*  
B.A., 1932, University of Toronto,  
M.Ed., 1959, University of Hartford
- \* Carol Hawthorne Kidney Mackintosh,  
M.A., *Education*, B.A., 1968, Skidmore  
College
- James Lawrence MacVeigh, M.A., *History*  
B.S., 1967, Southern Connecticut State  
College
- Karen Eve MacVeigh, M.A., *French*  
B.S., 1968, Southern Connecticut State  
College
- Harry William McBrien, M.A., *Political  
Science*, B.A., 1964, St. Bernard College
- Susan Lee McCann, M.A., *Education*  
B.A., 1969, Marietta College
- \* Sister Mary Agnes McCarthy, M.A., *Latin*  
B.A., 1964, Diocesan Teachers' College
- \* John Francis McCormack, M.A., *Education*  
B.S., 1968, Union College
- Serge Lawrence Miller, M.A., *French*  
B.A., 1959, Yale University
- Jane Anne Millsbaugh, M.A., *Education*  
B.S., 1970, Springfield College
- Gerald Edward Morin, M.A., *English*  
B.A., 1967, LaSalette Seminary
- \* Catherine Elizabeth Neide, M.A., *Latin*  
B.A., 1966, Montclair State College
- Robert Bonaventure Niedbala, M.S.,  
*Physics*, B.S., 1969, Lowell Technologi-  
cal Institute
- Vita Joy Nyman, M.A., *Education*  
B.A., 1969, Bennett College
- Frederick Thaddeus Olender, M.S., *Physics*  
B.S., 1966, University of Hartford
- Herbert S. Outler, M.A., *French*  
A.B., 1954, Morehouse College
- Nicholas James Panella, M.A., *Economics*  
B.A., 1966, University of Hartford
- Sister Marilyn Pechillo, S.N.D., M.A., *Latin*  
A.B., 1968, Emmanuel College
- Mary Cashman Perlot, M.A., *French*  
B.S., 1969, Central Connecticut State  
College
- James Swan Perron, M.S., *Physics*  
B.S., 1964, Alfred University
- Susan Mary Peruti, M.A., *Education*  
B.S., 1969, Central Connecticut State  
College
- Kathryn Brown Pierson, M.A., *Education*  
B.A., 1971, Smith College
- Samuel Benjamin Pierson, M.A., *Education*  
A.B., 1965, Princeton University
- Michael Pomerantz, M.A., *Education*  
B.A., 1966, DePauw University
- \* Donna Caroline Richards, M.A., *Political  
Science*, B.A., 1970, Catholic University  
of America
- Thomas John Rodgers, M.A., *Economics*  
B.A., 1971, Southern Connecticut State  
College
- Aida Caridad Rodriguez, M.A., *Spanish*  
Doctor en Pedagogia, 1951, University  
of Havana
- \* James Hartwell Rogers, M.A., *Economics*  
B.S., 1965, Norwich University
- Margaret Swering Sapega, M.A., *Political  
Science*, B.A., 1949, Wellesley College,  
M.A., 1967, Trinity College
- Martha Cooper Sarant, M.A., *Education*  
B.A., 1953, Pennsylvania State  
University
- \* Dalton DeWitt Schnack, Jr., M.S., *Physics*  
B.S., 1967, Lehigh University
- Patricia Roth Schwartz, M.A., *English*  
B.A., 1968, Mount Holyoke College
- \* Theodore Stephen Sergi, M.A., *Education*  
B.A., 1969, Hobart College
- Robert Michael Sharaf, M.A., *Political  
Science*, A.B., 1954, Bates College,  
L.L.B., 1957, Yale University Law  
School
- Elizabeth O'Meara Sharp, M.A., *Economics*  
B.S., 1969, University of Hartford
- \* David Thomas Shaw, M.A., *Economics*  
B.A., 1967, Ohio Wesleyan University
- Roger Holmes Sherman, M.A., *Education*  
A.B., 1969, Brown University
- \* John Fouts Sibley, M.A., *English*  
B.A., 1970, Trinity College
- \* Paul Henry Sighinolfi, M.A., *Education*  
B.A., 1970, St. Anselm's College

\* In absentia



## Degrees Conferred in 1973/209

- Peter B. Silvestri, M.A., *Education*  
B.A., 1969, Amherst College
- Janet Orzech Skingor, M.A., *French*  
B.S., 1967, Central Connecticut State  
College
- Lee McClelland Smith, M.A., *Economics*  
B.S., 1967, Northern Illinois University
- Karin Sandberg Stetson, M.A., *English*  
B.A., 1954, Upsala College
- David Joseph Sullivan, M.S., *Physics*  
B.A., 1971, American International  
College
- Bethe Gaudy Thomas, M.A., *English*  
B.A., 1971, Dickinson College
- Ardeth Lucas Torres-Trueba, M.A.,  
*Spanish*, B.A., 1963, Grove City College
- Steven Joseph Torrey, M.A., *English*  
B.A., 1970, Western Connecticut State  
College
- \* Evelyn Eisenhardt VanOstrand, M.A.,  
*English*, B.S., 1968, Central Connecticut  
State College
- Thomas Henry Wheeler, M.S., *Mathematics*  
B.A., 1967, Northeastern University
- \* Eleanor Jane Willey, M.A., *Education*  
B.S., 1963, Eastern Connecticut State  
College
- Valerie A. Wolf, M.A., *Latin*  
B.A., 1965, Emmanuel College
- Paula Tapogna Yellman, M.A., *Political  
Science*, B.A., 1970, Trinity College  
(Washington)

## HONORIS CAUSA

- JOHN MELVILLE BURGESS, *Boston, Massachusetts*
- HELBY CULLOM DAVIS, *Bern, Switzerland*
- FRED MICHAEL HECHINGER, *New York, New York*
- BARBARA WARNE NEWELL, *Wellesley, Massachusetts*
- ROGER CARSON WILKINS, *Hartford, Connecticut*
- MERTREES YOUNG, '15, *Bogalusa, Louisiana*

- Doctor of Divinity
- Doctor of Laws
- Doctor of Humane Letters
- Doctor of Humane Letters
- Doctor of Laws
- Doctor of Science

## 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 Masters of Science. Students 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, history, mathematics, philosophy, physics, political science 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

Students 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), the equivalent 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. Some 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 graduate levels. A limited number of undergraduate courses are available.

The Summer Term is presented with the same vigor as an academic semester at Trinity College. Although it is a shorter period of time than the winter or spring terms, instruction is of the same quality and the amount of work per course is equivalent. 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 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.

### GRADUATE STUDIES

Graduate courses during the Summer Term are offered for candidates for the Master's degree at Trinity and elsewhere, and for college graduates interested in a specific area of study at an advanced level. A number of courses designed primarily for the secondary school teacher are available.

Through study exclusively in summer terms students 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.



edge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

**The Mary Louise Guertin Actuarial Award** was established in 1952 by Alfred N. Guertin, '22, in memory of his mother. The award of \$100 will be made annually to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

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

**The George J. Mead Prizes** are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and government.

*Government* – An annual prize of \$50 will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 201, *International Politics*.

*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.

**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 \$150 is awarded on Honors Day. A nominee is judged by his record in music courses and in Glee Club, Chapel Choir, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

**James A. Notopoulos Latin Prizes**, one of \$65 and one of \$35 are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses.

**The Phi Gamma Delta Prizes in Mathematics** are offered to freshmen taking Mathematics 121, 122 and to freshmen or sophomores taking Mathematics 221, 222. In each case, the first prize is \$75, the second prize is \$50, and the third prize is \$25.

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These prizes are from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Phi Gamma Delta Senior Prize** of \$100 is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Pi Gamma Mu Scholarship Award**, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who have pursued a major in one of the social sciences; additional considerations are that he be outstanding in scholarship and ability and that he shall have pursued a program of studies indicating breadth in the work of the social sciences.

**The Donn F. Porter Award** was founded in 1954 by the Class of 1953 in memory of Donn F. Porter who was posthumously awarded the Congressional Medal of Honor for valor in action before his death on Heartbreak Ridge, Korea, in 1952. The award is presented annually to a member of the freshman class for outstanding character and leadership.

**The Friends of Art Award for Art History** is given to the graduating major whose academic record and promise of future achievement best epitomize the goals of The Friends to cultivate and sustain the arts among us.

**The Friends of Art Awards for Studio Arts** are given for excellence in graphics and painting.

**The Peter J. Schaefer Memorial Prize Award** – established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two students who have achieved the highest grades in introductory economics in the preceding academic year.

**The D. G. Brinton Thompson Prize in United States History** of \$50 will be awarded for the best essay in the field of United States History submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

**The Melvin W. Title Latin Prizes**, one of \$65 and one of \$35, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination to be held 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.

**The Trinity College Library Associates Student Book Collectors Prizes** are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor. The prizes are the gift of Dr. Jerome P. Webster, '10, a Life Trustee of the College and a former Chairman of the Library Associates.



**The Miles A. Tuttle Prize** of \$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.

**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 15.

**John Curtis Underwood, '96, Memorial Prizes in Poetry** of \$30, \$20, and \$10 are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English before April 26.

**The Frank Urban, Jr., Memorial Prize** was established as a memorial to Frank Urban, Jr., of the Class of 1961 and is awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

**The Frank W. Whitlock Prizes in Drama** of \$100, \$75 and \$25 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.

## HONOR SOCIETIES

**PHI BETA KAPPA:** W. Barry Ahearn, '73; Kenneth J. Andrien, '73; Steven Edward Barkan, '73; David Hitchcock Barnes, '73; Nancy J. Battista, '73; Donald J. Belmont, '73; Peter A. Bileckyj, '73; Benjamin J. Bock, '73; Alfred J. Brunetti, '73; Diane Lee Colasanto, '73; Neville S. Davis, '73; Kathryn L. Eklund, '73; Alfred James Garofolo, '73; Robert K. Gershenfeld, '73; Carola Patricia Geyer, '73; George H. Gonyer, '73; Michael J. Gross, '73; Kenneth W. Harl, '73; Elizabeth Adams Harvey, '73; Bruce D. Hettleman, '73; Holly Hotchner, '73; Edward W. Huntley, '73; James August Kowalski, '73; Josh P. Kupferberg, '73; Antoinette Lucy Leone, '73; Lance Robert Mayer, '73; Ellen E. Miller, '73; Charles M. Norris, '73; Michael W. O'Melia, '73; Daniel Michael Roswig, '73; Judy Sello, '73; Owen M. Snyder, '73; James F. Solomon, '73; Andrew R. Taussig, '73; Stanley A. Twardy, Jr., '73; John W. Tyler, '73; Martha Elizabeth Wetteman, '73; Andrew I. Wolf, '73.

**PI GAMMA MU:** Kenneth J. Andrien, '73; Elizabeth Sue Arnold, '74; Thomas S. Ashford, '73; George A. Bachrach, '73; Jonathan P. Baird, '73; Steven E. Barkan, '73; David H. Barnes, '73; Nancy J. Battista, '73; J. Scott Bedingfield, '73; Peter A. Bileckyj, '73; William E. Bilodeau, '73; Alfred J. Brunetti, '73; Chester J. Bukowski, '74; Robert D. Butters, '73; Katherine H. Campbell, '73; Burton B. Cohen, '73; Diane L. Colasanto, '73; Alan L. Dayno, '73; Jonathan W. Emery, '74; Elizabeth A. Endicott, '74; William R. Fenkel, '74; Alfred J. Garofolo, '73; Ty Geltmaker, '74; Robert K. Gershenfeld, '73; Lise Jill Gescheidt, '74; George H. Gonyer, '73; Robert P. Haff, '73; Gertrude M. Harhay, '73; Kenneth W. Harl, '73; Jeffrey P. Harris, '73; Steven L. Hoch, '73; Edward W. Huntley, '73; Robert J. Ingria, '74; Julie T. Johnson, '73; Eric H. Joosten,

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'73; Richard Kauffman, '74; John J. Kindl, '74; James A. Kowalski, '73; Alan S. Landry, '73; Nicholas W. Lazares, '73; David J. Litman, '74; Michael C. Mitchell, '73; Matthew E. Moloshok, '74; Jeffrey S. Morgan, '74; Michael W. O'Melia, '73; Richard P. Pearson, Jr., '73; Eve Pech, '73; Nancy J. Perugini, '73; Elizabeth A. Santos, '74; Patrick C. Scheidel, '74; Ruth Schultz, '73; Robert F. Shapiro, '73; Steven D. Smith, '74; Steven Smoland, '74; Owen M. Snyder, '73; Marcia Speziale, '74; Joel B. Strogoff, '73; Emily G. H. Sullivan, '74; John R. Suroviak, '73; George C. Sutherland, '73; Herbert O. Symmes, '73; Andrew R. Taussig, '73; John W. Tyler, '73; Mark von Mayrhauser, '73; Charles Ward, '74; Henry S. Weisburg, '73; Martha E. Wettemann, '73; Andrew I. Wolf, '73; Erich J. Wolters, '73.

SIGMA PI SIGMA: June M. Cicerchia, '74; John J. Coyne, '73; Philip C. Daley, '73; Demetrios G. Glinos, '73; David A. Harrold, '73; Eric H. Joosten, '73; James G. Knight, '74; Lenn C. Kupferberg, '73; William H. Lawson, '74; Gary A. Plagenhoef, '73; Stephen E. Potz, '75; Algis J. Rajeckas, '74; Jeffrey D. Saxe, '74; George N. Serafino, '75; Marc L. Sherman, '73; Mark L. Splaingard, '73; Michael J. Stavola '75; Jeffrey S. Thompson, '74; Stanley A. Twardy, '73.

DELTA PHI ALPHA: Pierre Cournot, '74; Lynn J. Dowinsky, '74; Susan Dunham, '74; Robert M. Gottlieb, '74; Mary Ellen Jacobs (*M.A. Candidate in History*); Juergen Koerber, '73; Frederic A. Munz, '72.

## 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.

**The Eastern College Athletic Conference "Outstanding Scholar-Athlete Award"** is presented annually to the senior who is voted the most outstanding in athletics and scholarship.

**The 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.

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

**The Mears Prize** of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing. The essays must be submitted on or before May 1st each year.



**The Larry Silver Award**, named in memory of Lawrence Silver, Class of 1964, is made annually to the individual, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

**The "1935" Award** is presented annually by the Class of 1935 to the player who has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case, and a replica is given to the recipient.

**The Dan Jessee Blocking Award** is given annually by Donald J. Viering, '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

**The Peter S. Fish Soccer Trophy** is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

**The Harold R. Shetter Soccer Trophy**, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

**The Arthur P. R. Wadlund Basketball Award**, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

**The Coach's Foul Shooting Trophy** is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

**The John E. Slowik Swimming Award** is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

**The Robert Slaughter Swimming Award** is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

**The Newton C. Brainard Memorial Award** is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

**The John A. Mason Award**, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

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The **Virginia C. Kurth Award** is made annually to the winner of the women's squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

The **Dan Webster Baseball Award** is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case and a replica is presented to the award winner.

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

The **Robert S. Morris Track Trophy**, established in 1953, is awarded annually for the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case and a replica will be given each year to the winner.

The **Edgar H. and Philip D. Craig Tennis Award**, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

The **Sheldon Tilney Tennis Trophy** is engraved annually with the name of the tennis player who wins the All-College Tennis Tournament.

The **John Francis Boyer Most Valuable Player Award**, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

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

The **Torch Award**, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The **Hartford Barge Club Rowing Trophy**, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The **David O. Wicks, Jr., Prize**, established by David O. Wicks, Jr., '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The **Albert C. Williams Hockey Cup** is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

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.

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.



# Campus Life

## THE TRINITY COLLEGE COUNCIL

THE TRINITY COLLEGE COUNCIL is an elected body of eight faculty members, eight undergraduates, three administrators, a member of the Board of Fellows (or a person designated by the Board) and one representative of the Parents Association.

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. They 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 system of Administrative Procedures in Matters of Discipline and Dispute is used to adjudicate complaints brought against members of the community.

## 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, and the College Bookstore.

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, is located in Kriebel Auditorium of the Clement Chemistry Building. Many classics and newly released films are scheduled throughout the year.

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

## COUNSELING

A major strength of a liberal arts education is its adaptability to the personal needs of men and women preparing for a broad variety of



vocations. Many students will find it most effective to develop, in consultation with a faculty adviser, an individualized study program to suit particular needs. The Registrar is also available for academic advisement.

The Office for Student Services is responsible for the services and programs in Mather Campus Center, in the dining and food service areas, and in the residence halls. The staff coordinates the Resident Assistants' Program and supervises the Bookstore, Post Office, and Bowling Alley. It operates the student identification system, provides service and advice for student activities, provides student travel information, and maintains the Master Activity Calendar. The staff is also available for counseling on student problems of a personal nature.

The Office for Community Life operates the Administrative Procedures in Matters of Discipline and Dispute and oversees the Medical Office, the student health insurance plan, freshman orientation, and various other programs affecting student life. The staff is available for counseling on both academic and non-academic matters.

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 legally 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. Vocational interest testing is available free of charge. The office maintains a vocational library with occupational information and graduate and professional catalogues. 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

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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. 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.

Under the jurisdiction of the Episcopal Church the College Chapel offers a tradition of commitment to witness and celebrate the religious perspective and to raise the issues which it reveals in contemporary life. Services are held in the Chapel on Sundays and week days.

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.

With the cooperation of Jewish, Roman Catholic, and Protestant clergy, the Chaplain of the College serves the members of the College.

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.

*Hillel*, with its facilities on campus, is an association of students with the Jewish faith. A rabbi from the Hartford area works closely with the group.

*Newman Apostolate*, using the Chapel and other campus facilities, 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 are incurred. All students enrolled during the regular academic year are covered by a compulsory insurance policy which provides accident and health benefits for injuries or serious illnesses incurred during the academic year. 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, HEALTH INSURANCE PROGRAM FOR STUDENTS OF TRINITY COLLEGE, 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 AND ATHLETICS

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.

Physical Education courses in a wide range of activities (see Courses of Instruction - Physical Education) are offered on a voluntary basis.

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 and it is a member of the New England Small College Athletic Conference. 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, fencing, basketball, crew, 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 many students 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 student's 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 classroom and in extracurricular activities.

A number of concerts and dances are planned each year by the Mather Hall Board of Governors, the campus social committee. The Student Budget Committee and the Student Activities Committee, the members of which are elected by the student body, oversee the allocation of the Student Activities Fee. The amount of this fee is established annually by the Student Activities Committee.

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

Six 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); 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.)

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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, Jessee Field for varsity football and track, with a seating capacity of 7,000 and the following buildings:

MEMORIAL FIELD HOUSE (1948), with an indoor track, can also be used as an auditorium seating 2,500 persons; and

TROWBRIDGE MEMORIAL (1929), which adjoins the Field House, containing the swimming pool, squash racquets courts, and locker facilities; and

GEORGE M. FERRIS ATHLETIC CENTER (1969) includes a multi-purpose gymnasium, a physical education building and locker facilities.

**North Campus** includes Vernon Street and Allen Place. Here are found the President's House, fraternity houses, faculty and administration residences, Alumni Office, Office of Public Information and six residence halls:

OGILBY HALL (1941);

THE NORTH CAMPUS RESIDENCE HALL (1962);

THE HIGH RISE RESIDENCE HALL (1968);

ALLEN EAST and ALLEN WEST RESIDENCE HALLS; and  
90-92 Vernon St.

70 Vernon Street houses the Department of Religion.

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76 Vernon Street houses "The Night Owl," a coffee house open during the evenings and available for meetings and other special events during the day.

Students are also housed in a college-operated building at 121 Allen Place.

**The Bliss Boathouse** (1965) is located nearby on the Connecticut River on Riverside Drive, East Hartford.

### THE CHAPEL

The Trinity campus is famous for 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. Located under and around the large Rose Window at the West end is a new three-manual Austin organ which has 65 stops and 4,720 pipes. The organ, dedicated in 1972, was a gift in memory of Newton C. Brainard, a trustee of the College for 41 years. 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, 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 within the limits prescribed by the Bishop and Canon Law of the Episcopal Diocese of Connecticut. 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 490,000 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 col-

leges 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 1973

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 20.

## BACCALAUREATE DEGREES IN COURSE

BRUCE DAVID HETTLEMAN, *Maryland*, B.S.,

VALEDICTORIAN

*with Honors in General Scholarship, Chemistry & Biology*

ROBERT COONEY FARRELL, *Connecticut*, B.A.,

SALUTATORIAN

*with Honors in General Scholarship & Classics*

William Barry Ahearn, *Massachusetts*,

B.A., *with Honors in English*

Kenneth James Andrien, *Pennsylvania*,

B.A., *with Honors in General  
Scholarship & History*

Lambrine Artas, *Connecticut*, B.A.,

*Psychology & English, with Honors in  
Psychology*

William Gerald Arthur, *Connecticut*, B.A.,

*with Honors in Art History*

George Andrew Bachrach, *New York*, B.A.,

*with Honors in American Studies*

Steven Edward Barkan, *Pennsylvania*, B.A.,

*with Honors in Sociology*

David Hitchcock Barnes, *Massachusetts*,

B.A., *with Honors in History*

Nancy Jane Battista, *Massachusetts*, B.A.,

*with Honors in History*

Jane Hildreth Bayard, *Delaware*, B.A.,

*with Honors in Art History*

Peter Arthur Bilecky, *Connecticut*, B.A.,

*with Honors in History*

Benjamin John Bock, *Ohio*, B.S.,

*with Honors in Mathematics*

Alfred Joseph Brunetti, *Connecticut*, B.A.,

*with Honors in General Scholarship &  
History*

Katherine Heideman Campbell,

*Connecticut*, B.A., *with Honors in  
Sociology*

Mitchell Howard Charap, *New York*, B.S.,

*Biology & Psychology, with Honors in  
Biology*

Burton Bartlett Cohen, *Connecticut*, B.A.,

*with Honors in History*

Diane Lee Colasanto, *Connecticut*, B.A.,

*with Honors in Sociology & Psychology*

John Michael Conte, *Connecticut*, B.S.,

*with Honors in Psychology*

David Robert Dangler, *Connecticut*, B.A.,

*with Honors in English*

\* Marcia L. Daniels, *California*, B.S.,

*with Honors in Biology*

Neville Sapleton Davis, *New York*, B.A.,

*with Honors in General Scholarship &  
History*

Alan Lee Dayno, *Pennsylvania*, B.A.,

*with Honors in Political Science*

Peter Anthony DiCorleto, *Connecticut*, B.S.,

*with Honors in Biology*

Kathryn Louise Eklund, *Massachusetts*,

B.A., *with Honors in General  
Scholarship & English*

## 200/Degrees Conferred in 1973

- Patricia Boudreau Fargnoli, *Connecticut*, B.A., *with Honors in Psychology*
- Robert Kibrick Gershenfeld, *Pennsylvania*, B.A., *with Honors in General Scholarship & Economics*
- Carlota Patricia Geyer, *Connecticut*, B.S., *with Honors in Psychology*
- Demetrios George Glinos, *New York*, B.S., *Mathematics & Physics, with Honors in Mathematics*
- George Herbert Gonyer, *Maine*, B.A., *Economics, with Honors in General Scholarship*
- Alice Child Hamilton, *Connecticut*, B.A., *with Honors in Studio Arts*
- Kenneth Wayne Harl, *New York*, B.A., *with Honors in General Scholarship, Classics & History*
- David Alan Harrold, *Ohio*, B.S., *with Honors in Mathematics*
- Wayne Bradford Hickory, *Connecticut*, B.S., *Biology & Psychology, with Honors in Psychology*
- Steven Laurence Hoch, *Massachusetts*, B.A., *with Honors in History*
- Miklos Ferenc Horvath, *Connecticut*, B.A., *Theatre Arts & English, with Honors in Theatre Arts*
- Holly Hotchner, *Connecticut*, B.A., *Art History & Studio Arts, with Honors in Art History*
- Edward William Huntley, *Illinois*, B.A., *with Honors in Political Science*
- Richard William Johansen, *New Jersey*, B.S., *Biology & Psychology with Honors in Psychology*
- Karen Barbara Kahn, *Connecticut*, B.A., *with Honors in Psychology*
- Joel Martin Kemelhor, *Maryland*, B.A., *with Honors in English*
- Juergen Koerber, *Connecticut*, B.A., *Biology & German, with Honors in German*
- James August Kowalski, *Connecticut*, B.A., *with Honors in English*
- Josh Philip Kupferberg, *New York*, B.S., *with Honors in General Scholarship, Biochemistry & Biology*
- Lenn Carl Kupferberg, *New York*, B.S., *Physics & Mathematics, with Honors in Physics*
- Rosamond Mary Mancall, *Connecticut*, B.A., *with Honors in English*
- Lance Robert Mayer, *Connecticut*, B.A., *with Honors in Art History*
- Robin Bea Messier, *Connecticut*, B.A., *Psychology & Art History, with Honors in Art History*
- Ellen Erpf Miller, *Connecticut*, B.A., *with Honors in Art History*
- Charles Morgan Norris, Jr., *Pennsylvania*, B.S., *with Honors in General Scholarship & Biology*
- Russell Harold Parmelee, *Connecticut*, B.A., *with Honors in Russian*
- Steven Robert Pearlstein, *Massachusetts*, B.A., *with Honors in American Studies*
- Eugene Lester Pogany, *New Jersey*, B.A., *Religion & Psychology, with Honors in Psychology*
- Richard John Reinhart, *Connecticut*, B.A., *with Honors in Religion*
- Robin Eric Rosenberg, *Pennsylvania*, B.S., *with Honors in Biology*
- Daniel Michael Roswig, *Connecticut*, B.S., *with Honors in Biology*
- Judy Sello, *New Jersey*, B.A., *Psychology, with Honors in General Scholarship*
- Robert Franklin Shapiro, *New York*, B.A., *with Honors in Intercultural Studies*
- Owen Mercer Snyder, *New Jersey*, B.A., *Political Science, with Honors in General Scholarship*
- Margot Elaine Stage, *New York*, B.A., *with Honors in Psychology*
- Herbert O. Symmes, *Connecticut*, B.A., *with Honors in Sociology & Psychology*
- Stanley Albert Twardy, Jr., *Connecticut*, B.S., *with Honors in Physics*
- Penelope Chase Twichell, *Connecticut*, B.A., *with Honors in English*
- John Waples Tyler, *Delaware*, B.A., *with Honors in General Scholarship & History*
- \* Richard V. Vane, *Connecticut*, B.A., *with Honors in English*
- Andrew Ian Wolf, *Connecticut*, B.A., *Political Science & Psychology, with Honors in General Scholarship & Psychology*
- Kathleen Alling, *Connecticut*, B.A., *Urban Studies*
- James Waters Allison, III, *Delaware*, B.A., *English*
- Jean Meredith Ashburn, *Pennsylvania*, B.A., *English*
- Thomas Steven Ashford, *Illinois*, B.A., *Political Science & Economics*
- Mary Taylor Aspinwall, *Pennsylvania*, B.A., *Philosophy & French*
- Jonathan Percy Baird, *Pennsylvania*, B.A., *History*
- Arthur Lamkin Baldwin, III, *Connecticut*, B.S., *Mathematics*
- George Charles Baldwin, *New Jersey*, B.A., *English*



## Degrees Conferred in 1973/201

- Nancy Plekan Baldwin, *Connecticut*,  
B.S., *Psychology*
- Robert Harvey Baldwin, *Connecticut*,  
B.A., *English*
- David William Bargman, *New York*,  
B.A., *Philosophy*
- Harry Livingstone Barrett, III, *Massachusetts*, B.A., *English*
- Michael Anthony Battle, *Missouri*,  
B.A., *Religion*
- Richard Seth Beaser, *Massachusetts*,  
B.S., *Biology*
- James Scott Bedingfield, *Oregon*,  
B.A., *Religion*
- Donald Jeffrey Belmont, *Pennsylvania*,  
B.A., *Biology*
- William Edward Bilodeau, *Massachusetts*,  
B.A., *History*
- Barbara Ann Blank, *New York*,  
B.A., *Psychology*
- Marcy Celia Bonola, *Connecticut*,  
B.A., *Psychology*
- Susan Lynn Brechlin, *Connecticut*,  
B.A., *Classics*
- Barbara Lois Brown, *Connecticut*,  
B.A., *Modern Languages*
- David Ingalls Brown, *Ohio*,  
B.S., *Biology*
- Quay Brown, *Connecticut*,  
B.A., *Economics*
- Sarah Bell Bullard, *Massachusetts*,  
B.A., *Psychology*
- Donald Peck Burt, Jr., *New Jersey*,  
B.S., *Biology*
- Thomas Arthur Burt, *Massachusetts*,  
B.A., *Psychology*
- Virginia Fabbri Butera, *Pennsylvania*,  
B.A., *Interdisciplinary Major: Renaissance Studies*
- Robert Dana Butters, *Illinois*,  
B.A., *History*
- Susan Katherine Calabro, *Connecticut*,  
B.A., *Modern Languages*
- William Scott Cameron, *Connecticut*,  
B.A., *Economics*
- Victor Thomas Cardell, *Connecticut*,  
B.A., *Music*
- Elaine Magdalen Cárdenas, *Texas*,  
B.A., *Spanish and Psychology*
- Christopher Neville Carley, *Connecticut*,  
B.A., *English*
- Elizabeth Jane Chamish, *New York*,  
B.A., *English*
- Susie Chen, *Connecticut*,  
B.S., *Mathematics*
- Steven R. Chernaik, *Massachusetts*,  
B.A., *Classics*
- Alison Kiersted Campbell Clark, *New York*,  
B.A., *Spanish*
- Richard William Cody, *Connecticut*,  
B.A., *English*
- Gregory Edward Cogoli, *Connecticut*,  
B.A., *Psychology*
- Robert LaHuis Coith, Jr., *Ohio*,  
B.A., *Biology*
- Craig Colgate, III, *Maryland*,  
B.A., *Psychology*
- Earl Brink Conee, *Connecticut*,  
B.A., *Philosophy*
- Gene Coney, *Pennsylvania*,  
B.A., *Economics*
- Andrew Jerome Connolly, *Pennsylvania*,  
B.A., *Psychology*
- Stuart Vincent Corso, *Connecticut*,  
B.S., *Biology*
- Susan Hammond Coverdale, *New York*,  
B.A., *Psychology*
- John Joseph Coyne, *Connecticut*,  
B.A., *Engineering*
- Anne Bernard Crichton, *Florida*,  
B.A., *Religion*
- Eleanor Latrobe Crosby, *Virginia*,  
B.A., *Political Science*
- Walter Joseph Patrick Curley, III, *New York*, B.A., *Studio Arts*
- Philip Carmien Daley, *Connecticut*,  
B.S., *Physics*
- Bruce Skiles Danzer, Jr., *Maryland*,  
B.A., *English*
- Mark Alan DeMeulenaere, *Ohio*,  
B.A., *Psychology*
- Lynne Cushman Derrick, *Connecticut*,  
B.A., *English & Theatre Arts*
- \* Dorothy Cushman Dillon, *New Jersey*,  
B.A., *Studio Arts*
- Larry Richard Dow, *New Hampshire*,  
B.S., *Psychology*
- Burt Richard Downes, *New York*,  
B.A., *Psychology*
- Dirk Robert Drex IV, *Connecticut*,  
B.A., *English*
- David James Dubicki, *Illinois*,  
B.A., *Economics*
- Paul Henry Dumont, *Connecticut*,  
B.A., *English*
- \* Carroll Dunham, Jr., *Connecticut*,  
B.A., *Studio Arts*
- Dorcas Mary Vaughan Durkee, *New York*,  
B.A., *English*
- John David Eckelman, *Pennsylvania*,  
B.A., *Psychology*
- JoAnne Adrienne Epps, *Pennsylvania*,  
B.A., *Psychology*
- James D. Evans, III, *Pennsylvania*,  
B.A., *Studio Arts*

## 202/Degrees Conferred in 1973

- Jay Stewart Fagan, *Pennsylvania*,  
B.A., *Psychology*
- Raymond Eugene Fahrner, *Pennsylvania*,  
B.A., *Mathematics & Music*
- Francis C. Farwell, III, *Illinois*,  
B.A., *English & History*
- Barbara Ann Fay, *Massachusetts*,  
B.A., *American Studies*
- Martha Field, *Rhode Island*,  
B.A., *Intercultural Studies*
- Diane Fierri, *Connecticut*,  
B.A., *Psychology*
- Mark Peter Finger, *New York*,  
B.S., *Biology & Psychology*
- Karen Frances Fink, *Connecticut*,  
B.S., *Mathematics*
- James Thomas Finn, *Massachusetts*,  
B.A., *Economics*
- Stephen Charles Fischer, *Georgia*,  
B.A., *Religion*
- Louise Hopkins Fisher, *Connecticut*,  
B.A., *Psychology*
- Scott Andrews Fitzpatrick, *Massachusetts*,  
B.S., *Psychology*
- \* Margaret Johanna Fleming, *Maryland*,  
B.A., *Sociology*
- \* Peter Fogh, *Denmark*,  
B.A., *Political Science*
- \* Mark Joseph Formica, *Connecticut*,  
B.A., *Economics*
- Daniel Hillel Freeland, *Massachusetts*,  
B.A., *Religion & Music*
- Penny Riihiluoma French, *Bermuda*,  
B.A., *Religion*
- Samuel Cooper French, *Connecticut*,  
B.S., *Biology*
- Lawrence Malvin Garber, *Connecticut*,  
B.A., *Religion*
- Pierce Symmes Gardner, *Pennsylvania*,  
B.A., *English*
- Alfred James Garofolo, *Connecticut*,  
B.A., *History*
- \* John Oliver Gaston, *Illinois*,  
B.A., *Intercultural Studies*
- John Dawless Gatsos, *Massachusetts*,  
B.A., *History*
- Harold Robert Gaw, *New Hampshire*,  
B.A., *English*
- Robert George Ghazey, *New Jersey*,  
B.A., *Economics*
- Patricia Gibbons, *Connecticut*,  
B.A., *English*
- Jan Campbell Gimar, *Kansas*,  
B.A., *Political Science*
- Neal Moses Goff, *Pennsylvania*,  
B.A., *Urban Studies*
- Juliet Rogers Golman, *Pennsylvania*,  
B.A., *French*
- Jonathan Louis Gould, *Connecticut*,  
B.A., *History*
- Samuel Welldon Graham, *Ohio*,  
B.A., *Music*
- Kenneth Abbot Grass, *Ohio*,  
B.A., *Psychology*
- \* George Wallace Graves, *Virginia*,  
B.A., *English*
- Craig Michael Greaves, *Connecticut*,  
B.A., *Art History*
- \* Nancy Loretta Griffin, *Massachusetts*,  
B.A., *Studio Arts*
- \* Charles Lanier Griswold, Jr., *California*,  
B.A., *Philosophy*
- Michael Jon Gross, *New Jersey*,  
B.A., *Philosophy*
- Richard Charles Gurchin, *Connecticut*,  
B.A., *English*
- Glenn Gray Gustafson, *Massachusetts*,  
B.A., *Theatre Arts*
- Patricia Wright Gworek, *Connecticut*,  
B.A., *Psychology*
- \* Avraham Yitzchak HaCohen, *Texas*,  
B.A., *Religion*
- Robert Patterson Haff, *New York*,  
B.A., *Economics*
- Gertrude Mary Harhay, *Massachusetts*,  
B.A., *History*
- Jeffrey Phillip Harris, *Ohio*,  
B.A., *Economics*
- \* William Balber Harris, *Pennsylvania*,  
B.A., *Theatre Arts*
- Elizabeth Adams Harvey, *Connecticut*,  
B.A., *Psychology*
- Mark William Hastings, *New York*,  
B.A., *Economics*
- Robert John Hecht, *New York*,  
B.A., *History*
- Guy Carroll Heckman, *Missouri*,  
B.A., *English*
- David Joseph Heinlein, *Connecticut*,  
B.A., *Psychology*
- Leonard Robert Heinrich, *Massachusetts*,  
B.A., *Psychology & Political Science*
- Alan Stuart Henson, *Michigan*,  
B.S., *Biology*
- Hannah Susannah Heschel, *New York*,  
B.A., *Religion*
- David I. Hoffman, *Pennsylvania*,  
B.S., *Biology*
- Stephen Louis Hoffman, *Ohio*,  
B.A., *English*
- Susan Jane Hoffman, *Connecticut*,  
B.A., *Studio Arts*
- Michael Peter Holverson, *Illinois*,  
B.A., *History & English*
- Frederick C. Horn, *Pennsylvania*,  
B.A., *Theatre Arts*

\* In absentia



## Degrees Conferred in 1973/203

- Lawrence Steven Hotez, *Connecticut*,  
B.S., *Biology*
- Kent Eaton Howard, *Massachusetts*,  
B.A., *Psychology*
- Clare Julie Hudson, *Virginia*,  
B.A., *Political Science*
- Elizabeth Thompson Hunter, *Pennsylvania*,  
B.S., *Biology*
- Abby Elizabeth Huntoon, *Rhode Island*,  
B.A., *Psychology*
- Charles Gray Hurd, Jr., *Maryland*,  
B.A., *Economics*
- Rod Murray Jacobsen, *Connecticut*,  
B.A., *English*
- Anthony William Jenney, *New York*,  
B.S., *Engineering*
- Thomas Bennett Jensen, *Utah*,  
B.A., *History*
- William Jensen, *New York*,  
B.A., *English*
- Jocelyn Anne Jerry, *New York*,  
B.A., *History*
- Jerome Ford Johnson, *Kentucky*,  
B.A., *Theatre Arts*
- Julie Therese Johnson, *Wisconsin*,  
B.A., *Sociology*
- Eric Herbert Joosten, *Connecticut*,  
B.S., *Chemistry & Economics*
- Alan Stuart Kannot, *Connecticut*,  
B.A., *History*
- Herbert James Keating, III, *Pennsylvania*,  
B.S., *Chemistry*
- Marjorie Voorhees Kelsey, *New Jersey*,  
B.A., *Psychology*
- Patricia Johnston Kiesewetter, *Pennsylvania*,  
B.A., *English*
- David Custis Kimball, *Illinois*,  
B.A., *German*
- Malcolm Alexander Kirkland, *Bermuda*,  
B.A., *Modern Languages*
- Lucinda Cochran Kittredge, *Massachusetts*,  
B.A., *Psychology*
- David Perry Kleeman, *Connecticut*,  
B.A., *Art History & Studio Arts*
- Keith Alan Klevan, *Pennsylvania*,  
B.A., *Religion*
- John E. Knapp, *Connecticut*,  
B.A., *Psychology*
- Michael Robert Knapp, *New Jersey*,  
B.S., *Biology*
- Daniel Lynn Korengold, *Maryland*,  
B.A., *Psychology*
- Debra Leah Koret, *Connecticut*,  
B.A., *Religion*
- Natalie Korsheniuk, *Connecticut*,  
B.A., *Modern Languages*
- Kay Keapick Koweluk, *Alaska*,  
B.A., *Economics*
- Janice Marie Kozovich, *Connecticut*,  
B.A., *French*
- Joyce Ann Krinitsky, *Connecticut*,  
B.A., *History*
- John William Krysko, *New York*,  
B.A., *Psychology*
- Sara Martha Laden, *Connecticut*,  
B.S., *Psychology & Religion*
- Alan Sullivan Landry, *Massachusetts*,  
B.A., *History*
- \* Richard Michaelis LaSalle, *Florida*,  
B.A., *French*
- Nicholas William Lazares, *Massachusetts*,  
B.A., *Economics*
- \* Michael Samuel Lederberg, *Virgin Islands*,  
B.A., *Philosophy*
- Antoinette Lucy Leone, *Connecticut*,  
B.A., *Modern Languages*
- Albin Bingkin Leong, *Oregon*,  
B.S., *Biology*
- Robert Lawrence Liebross, *New York*,  
B.A., *Economics*
- \* Darryle Pfanner Lilienthal, *Connecticut*,  
B.A., *Psychology*
- Christian Lars Lindgren, *Connecticut*,  
B.A., *English*
- Ethan Anthony Loney, *New York*,  
B.A., *Psychology*
- Elizabeth Crary Lord, *New York*,  
B.A., *English*
- Janet Breese Loveland, *Ohio*,  
B.A., *Psychology*
- Steven Mark Lozanov, *Connecticut*,  
B.A., *History*
- John Francis Luby, *Connecticut*,  
B.A., *History*
- Malcolm MacColl, *Pennsylvania*,  
B.A., *English*
- \* Charles Standish Mack, Jr., *Illinois*,  
B.A., *Economics*
- Barry Thomas Madden, *Massachusetts*,  
B.A., *Classics*
- Frank Kerr Mahan, Jr., *West Virginia*,  
B.A., *History*
- Joan Louise Malatesta, *Massachusetts*,  
B.A., *French*
- Lewis Sheer Mancini, *New York*,  
B.S., *Psychology*
- Patti Ellen Mantell, *Connecticut*,  
B.A., *History*
- Richard Tyler Markovitz, *Pennsylvania*,  
B.A., *English*
- Richard Heeman Marshall, *Ohio*,  
B.A., *Psychology*

\* In absentia

† This student will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute, Troy, New York.

## 204/Degrees Conferred in 1973

- Carlos Manuel Martinez, *New York*,  
B.A., *Philosophy*
- Mark W. Masters, *New Jersey*,  
B.A., *Philosophy*
- Mark Frederic Matthews, *Ohio*,  
B.A., *Psychology*
- George Horner Maxted, *Michigan*,  
B.S., *Biology*
- Joseph Edward McCabe, *Connecticut*,  
B.A., *Economics*
- Richard Marshall McCrensky, *New York*,  
B.A., *Intercultural Studies*
- Michael McGuirk, *Connecticut*,  
B.S., *Biology*
- † Thomas McGuirk, *Connecticut*,  
B.S., *Engineering*
- Helen Martin McMahon, *New York*,  
B.A., *Modern Languages*
- Ruth Anne McSorley, *Indiana*,  
B.A., *Psychology*
- John Bulkley Meacham, *Ohio*,  
B.S., *Psychology*
- \* Renée Deni Mehlinger, *Illinois*,  
B.A., *Psychology*
- Paul Henry Midney, *Connecticut*,  
B.S., *Psychology*
- Jean Margaret Miley, *Massachusetts*,  
B.A., *Urban Studies*
- Michael Christian Mitchell, *Pennsylvania*,  
B.A., *History*
- Michael Alan Moraski, *Connecticut*,  
B.A., *English*
- Ira Jeffrey Mowitz, *New Jersey*,  
B.A., *Music*
- Neil Francis Mullarkey, *Connecticut*,  
B.A., *Psychology*
- Latham Brundred Murray, *Virginia*,  
B.S., *Psychology*
- Princess Oletha Myers, *Washington*,  
B.A., *Psychology*
- Charles Levon Nazarian, *Massachusetts*,  
B.A., *English & Psychology*
- Karen Courtney Netter, *Rhode Island*,  
B.A., *Philosophy*
- Jonathan Clare Neuner, *New York*,  
B.A., *Economics*
- Gary Roger Newton, *Massachusetts*,  
B.A., *Psychology*
- Robert Stearns O'Connor, *New York*,  
B.A., *Psychology*
- \* Robert Kevin O'Malley, *Massachusetts*,  
B.A., *Studio Arts*
- Michael William O'Melia, *Illinois*,  
B.A., *Psychology*
- \* Megan O'Neill, *Connecticut*,  
B.A., *English*
- Nancy Ann Oosterom, *New York*,  
B.A., *Psychology*
- Thomas Orfeo, *New York*,  
B.A., *Philosophy*
- \* William Michael Orfitelli, *Connecticut*,  
B.A., *Economics*
- Victoria Constance Gunhild Oscarsson,  
*New York*, B.A., *Art History*
- Dolores Ann Paliocha, *Connecticut*,  
B.A., *Psychology*
- \* Richard James Papanos, *Connecticut*,  
B.A., *Economics*
- William White Parish, Jr., *New York*,  
B.A., *Religion*
- Cynthia Mary Parzych, *Connecticut*,  
B.A., *Studio Arts*
- Aron Lee Pasternack, *Connecticut*,  
B.A., *English & Theatre Arts*
- Richard Poole Pearson, Jr., *Connecticut*,  
B.A., *History*
- Eve Pech, *Connecticut*,  
B.A., *History*
- James Maxwell Peltier, Jr., *Connecticut*,  
B.A., *English*
- Colleen Teresa Pendleton, *Massachusetts*,  
B.A., *Intercultural Studies*
- Thomas Steven Perakos, *Connecticut*,  
B.A., *Sociology & Psychology*
- Nancy Jean Perugini, *Connecticut*,  
B.A., *History*
- Lawrence Turner Pistell, *New Jersey*,  
B.A., *English*
- Garry Alan Plagenhoef, *Massachusetts*,  
B.S., *Physics*
- Malcolm Frederic Poole, *Maine*,  
B.A., *Economics*
- Patricia Anne Powell, *Illinois*,  
B.A., *Political Science*
- Eleanor Mary Pratt, *Connecticut*,  
B.A., *Philosophy*
- Stephen Brooks Prudden, *New Hampshire*,  
B.A., *Comparative Literature*
- Linda Jeanne Raciborski, *Massachusetts*,  
B.A., *English*
- Barbara Ellen Radke, *New York*,  
B.A., *History*
- Virginia Campbell Raff, *Connecticut*,  
B.A., *English*
- William Edwin Raws, *Pennsylvania*,  
B.A., *Economics*
- \* Donald Barney Reder, *Connecticut*,  
B.A., *Sociology*
- Winthrop William Redmond, *Washington*,  
D.C., B.A., *Psychology*
- Leonard Thomas Reed, *New Jersey*,  
B.A., *Psychology*

\* In absentia

† This student will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute, Troy, New York.



## Degrees Conferred in 1973/205

- Robin Beth Reif, *New York*,  
B.A., *Theatre Arts*
- Christine Gail Reynolds, *Massachusetts*,  
B.A., *English*
- Richard Claude Ricci, *New York*,  
B.A., *Philosophy*
- Stephanie Jean Robiner, *New York*,  
B.A., *French*
- Claire EBanks Robinson, *Connecticut*,  
B.A., *Psychology*
- Carlos Eugenio Rodriguez, *New York*,  
B.A., *Intercultural Studies*
- Marie Antonia Rogers, *Connecticut*,  
B.A., *Psychology*
- Susan Lancaster Rogers, *Massachusetts*,  
B.A., *Art History*
- Paul Rosenberg, *Connecticut*,  
B.A., *English*
- Mildred Theresa Ross, *Connecticut*,  
B.A., *Spanish & Intercultural Studies*
- Stephen Robert Roylance, *Pennsylvania*,  
B.A., *Theatre Arts*
- Daniel Paul Russo, *Connecticut*,  
B.A., *History*
- James Julian Sadoski, *Connecticut*,  
B.A., *English*
- Crissey Ann Safford, *New Hampshire*,  
B.A., *French*
- Mary Barbara Salter, *Rhode Island*,  
B.A., *Religion*
- Nancy Jean Sarubbi, *Connecticut*,  
B.A., *English*
- \* Jonathan Christian Sauer, *Ohio*,  
B.A., *Comparative Literature*
- Michael Thomas Saunders, *Connecticut*,  
B.A., *Sociology*
- Phyllis Hinda Scheinberg, *New York*,  
B.A., *Religion & Psychology*
- David Austin Schirmer, *Connecticut*,  
B.A., *Economics*
- Matthew David Schor, *Ohio*,  
B.A., *Religion*
- Patricia Jeanne Scott, *Massachusetts*,  
B.A., *Modern Languages*
- Michael Edward Seifert, *Illinois*,  
B.A., *History*
- David William Shively, *Ohio*,  
B.A., *History*
- John Thomas Shortell, *Delaware*,  
B.A., *Psychology*
- Richard Paul Sieger, *New York*,  
B.A., *English*
- Richard Evans Siegesmund, *Michigan*,  
B.A., *Studio Arts*
- Murry Allen Sigman, *Illinois*,  
B.S., *Psychology*
- \* Henry Blackburn Smith, *Maryland*,  
B.A., *Psychology*
- James Franklin Solomon, *Ohio*,  
B.A., *Psychology*
- ‡ Michael Alex Sooley, *Illinois*,  
B.S., *Engineering*
- George Edward Spencer, III, *Ohio*,  
B.S., *Psychology*
- Agostino Paul Spinella, *Connecticut*,  
B.S., *Biology*
- Mark Louis Splaingard, *Illinois*,  
B.S., *Chemistry*
- Andrew Nelson Squire, *New York*,  
B.A., *Psychology*
- Harry Robert Stahl, *Connecticut*,  
B.A., *Political Science*
- Richard Trueblood Steere, *Pennsylvania*,  
B.A., *Theatre Arts*
- Wendy Jill Stein, *Massachusetts*,  
B.A., *Religion & English*
- Jonathan Ames Stevens, *Massachusetts*,  
B.A., *Intercultural Studies*
- Douglas Kohler Stewart, *New York*,  
B.A., *English*
- Kenneth Maurice Stone, *Illinois*,  
B.A., *Economics*
- Joel Benjamin Strogoff, *Massachusetts*,  
B.A., *History*
- Aletha M. Strong, *Illinois*,  
B.A., *Psychology*
- James Lawrence Sullivan, Jr., *New Hampshire*, B.A., *Classics*
- John Raymond Suroviak, *Connecticut*,  
B.A., *Economics*
- \* Bruce Edward Talbert, *New Jersey*,  
B.A., *English*
- Andrew Richard Taussig, *Pennsylvania*,  
B.A., *Economics*
- Gary P. Taylor, *New York*,  
B.A., *English*
- Robert Besant Thiel, Jr., *New Jersey*,  
B.A., *Economics*
- Charla Jane Thompson, *Pennsylvania*,  
B.S., *Biology*
- William Page Thompson, *New York*,  
B.S., *Psychology*
- \* Martin Mei Tong, *China*,  
B.S., *Engineering*
- Robert Arthur Towner, *Illinois*,  
B.A., *Philosophy*
- Nancy Avis Townshend, *Maryland*,  
B.A., *Religion*
- \* Gerardo Tramontozzi, *Massachusetts*,  
B.A., *Religion*
- Jonathan Manning Treat, *Connecticut*,  
B.S., *Psychology*

\* In absentia

‡ This student will also receive a Master of Science degree in Management from Rensselaer Polytechnic Institute (Hartford Branch).

## 206/Degrees Conferred in 1973

- Patricia Anne Tuneski, *Connecticut*,  
B.A., *Psychology*
- Nancy Welles Vignone, *Massachusetts*,  
B.A., *Art History*
- Michael Anthony Vitale, *Connecticut*,  
B.S., *Mathematics*
- Mark von Mayrhauser, *Massachusetts*,  
B.A., *History*
- Robin Wagge, *Connecticut*,  
B.A., *English*
- Durward Allen Watson, *Wisconsin*,  
B.A., *English*
- James Garrison Webster, *Illinois*,  
B.A., *Psychology*
- Marcia Lynne Weiner, *Pennsylvania*,  
B.A., *English*
- Henry Sabath Weisburg, *New York*,  
B.A., *Sociology*
- Martha Elizabeth Wettemann, *Connecticut*,  
B.A., *Economics*
- Virginia L. Wheeler, *Connecticut*,  
B.A., *Religion*
- John Gustaf White, *Illinois*,  
B.A., *Art History*
- Ruth Baldwin Wiggins, *Massachusetts*,  
B.A., *English*
- LaLeace Vernetta Williams, *Illinois*,  
B.A., *Psychology*
- Leonard Lawson Williams, *Connecticut*,  
B.A., *Psychology*
- Lewis Williams, *New York*,  
B.A., *Theatre Arts*
- Eric Rushmore Winter, *Florida*,  
B.A., *Psychology*
- Erich James Wolters, *Ohio*,  
B.A., *History*
- Larry James Woods, *Connecticut*,  
B.A., *Intercultural Studies*
- Dirk Johannes Wybenga, *Washington, D.C.*,  
B.A., *Economics & Biology*
- Thomas Widdell Wynne, *Ohio*,  
B.A., *English*
- Sandra Ann Yurchyk, *Connecticut*,  
B.S., *Biology*
- James Edmond Zaccaria, *Connecticut*,  
B.S., *Engineering*
- Gina Marie Zarrilli, *Connecticut*,  
B.A., *English*
- Gregory Nicholas Zec, *Connecticut*,  
B.A., *Economics & History*
- Mark Allen Zivin, *Illinois*,  
B.A., *Religion*
- Paul Bennett Zolan, *Connecticut*,  
B.A., *English*



MASTERS DEGREES IN COURSE

- Alice Billings Adolph, M.A., *French*  
B.A., 1965, Wesleyan College  
(Georgia)
- Raymond Guy Aiello, M.A., *Education*  
B.A., 1968, Assumption College
- Robert Joseph Almeida, Jr., M.S.,  
*Mathematics*, B.A., 1966, Northeastern  
University
- Joseph Anthony Angiolillo, Jr., M.A.,  
*Education*, B.S., 1971, Trinity College
- Susan Terrell Anthony, M.A., *Education*  
B.A., 1968, Converse College
- Carolann Walach Baldyga, M.A., *French*  
B.A., 1964, University of Hartford,  
M.Ed., 1967, University of Massachu-  
setts
- Donald Adams Barlow, M.A., *Education*  
B.A., 1968, Trinity College
- Harold Joseph Beaupre, M.A., *Economics*  
B.A., 1965, American International  
College
- Stephen Bignelli, M.A., *French*  
B.A., 1959, Yale University
- Constance Carol Bonesi, M.A., *English*  
B.A., 1971, Southern Connecticut State  
College
- Neal Steven Boutin, M.A., *Political Science*  
B.A., 1969, Merrimack College
- Clifford Leslie Brackett, M.S., *Physics*  
B.S.E.P., 1963, University of Maine
- Franklin Graham Brown, Jr., M.A.,  
*Education*, B.A., 1967, Hobart College
- Lucy Campbell Cartland, M.A., *French*  
B.A., 1966, Connecticut College
- Charles Raeburn Case, M.S., *Physics*  
B.A., 1968, Northeastern University
- Robert Michael Casey, M.A., *Education*  
B.S., 1965, St. John's University
- \* Anthony Joseph Castagno, M.A., *Education*  
B.S., 1971, Trinity College
- \* Frederick Charles Castellani, M.A.,  
*Economics*, B.A., 1968, Trinity College
- Walter William Caswell, Jr., M.A., *English*  
B.S., 1970, Central Connecticut State  
College
- \* Vincent Anthony Ciarpella, M.A.,  
*Economics*, B.S., 1965, University of  
Connecticut
- Dryden Eugene Clark, M.A., *Education*  
B.B.A., 1966, Nichols College
- Lawrence Connell, Jr., M.A., *Economics*  
A.B., 1958, Harvard College, J.D.,  
1966, Georgetown University School of  
Law
- Katherine Gaffey Dorsey, M.A., *English*  
B.S., 1942, Central Connecticut State  
College
- Elizabeth Doughney, M.A., *Education*  
B.S., 1970, University of Hartford
- Kathleen Doughney, M.A., *Education*  
B.S., 1970, University of Hartford
- Leon Renardo Dragone, M.S., *Physics*  
B.A., 1966, American International  
College
- Michael Thomas Duffy, M.A., *Economics*  
B.S., 1962, Georgetown University
- George Whiteford Earley, M.A., *Political  
Science*, B.S., 1951, Miami University
- Kenneth J. Emonds, M.A., *Education*  
B.S., 1968, Chadron State College
- \* Charlotte Jean Fasi, M.A., *History*  
B.A., 1966, St. Joseph College
- \* Mary Thérèse Leggio Fisher, M.A., *Latin*  
B.A., 1971, Smith College
- Jeffrey Mitchell Fleisch, M.A., *Education*  
B.A., 1970, Coe College
- Andrew George Germanowicz, M.A.,  
*Education*, B.A., 1968, University of  
Connecticut
- Martin B. Goodstine, M.A., *Economics*  
B.S., 1970, University of Hartford
- Madeline Grabinski, M.A., *Political Science*  
B.A., 1969, Central Connecticut State  
College
- \* Zadelte Krasow Greenblatt, M.A., *History*  
B.A., 1969, Goucher College
- Louise Ellen VanWagner Hague, M.A.,  
*English*, B.S., 1965, State University of  
New York College at Cortland
- Karla Marie Hammond, M.A., *English*  
B.A., 1971, Goucher College
- Mary-Francis C. Hennessy, M.A., *English*  
B.A., 1956, Georgian Court College
- \* Sister Mary Josephine Hynes, R.S.M., M.A.,  
*Latin*, B.A., 1965, Villanova University
- George H. Isa, M.A., *Economics*  
B.A., 1969, Central Connecticut State  
College
- Charles-André Jacques, M.A., *Education*  
B.A., 1971, California State College at  
Long Beach

## 208/Degrees Conferred in 1973

- Mary Robertson Jerige, M.A., *Education*  
B.A., 1966, Rutgers University
- Ronald John Klepacki, M.S., *Physics*  
B.S., 1964, Central Connecticut State  
College, M.A., 1969, University of  
Connecticut
- Zigford Kriss, M.A., *Education*  
B.A., 1955, St. Bernard Seminary,  
S.T.B., 1958, Gregorian University
- Phyllis Stickell Lary, M.A., *Education*  
B.A., 1956, Brown University
- Bryan Anthony Leone, M.A., *Education*  
B.A., 1968, College of the Holy Cross
- Judith Ann Libby, M.A., *English*  
A.B., 1959, Jackson College
- \* Maryland Wong Lincoln, M.A., *English*  
B.A., 1966, University of Hartford
- Marshall Earl Linden, M.A., *History*  
B.A., 1962, Oberlin College, B.D.,  
1966, Andover Newton Theological  
School
- John Stephen Lowe, M.A., *French*  
B.A., 1967, Boston College
- Jane Grey Luts, M.A., *English*  
B.A., 1932, University of Toronto,  
M.Ed., 1959, University of Hartford
- \* Carol Hawthorne Kidney Mackintosh,  
M.A., *Education*, B.A., 1968, Skidmore  
College
- James Lawrence MacVeigh, M.A., *History*  
B.S., 1967, Southern Connecticut State  
College
- Karen Eve MacVeigh, M.A., *French*  
B.S., 1968, Southern Connecticut State  
College
- Harry William McBrien, M.A., *Political  
Science*, B.A., 1964, St. Bernard College
- Susan Lee McCann, M.A., *Education*  
B.A., 1969, Marietta College
- \* Sister Mary Agnes McCarthy, M.A., *Latin*  
B.A., 1964, Diocesan Teachers' College
- \* John Francis McCormack, M.A., *Education*  
B.S., 1968, Union College
- Serge Lawrence Miller, M.A., *French*  
B.A., 1959, Yale University
- Jane Anne Millspaugh, M.A., *Education*  
B.S., 1970, Springfield College
- Gerald Edward Morin, M.A., *English*  
B.A., 1967, LaSalette Seminary
- \* Catherine Elizabeth Neide, M.A., *Latin*  
B.A., 1966, Montclair State College
- Robert Bonaventure Niedbala, M.S.,  
*Physics*, B.S., 1969, Lowell Technologi-  
cal Institute
- Vita Joy Nyman, M.A., *Education*  
B.A., 1969, Bennett College
- Frederick Thaddeus Olender, M.S., *Physics*  
B.S., 1966, University of Hartford
- Herbert S. Outler, M.A., *French*  
A.B., 1954, Morehouse College
- Nicholas James Panella, M.A., *Economics*  
B.A., 1966, University of Hartford
- Sister Marilyn Pechillo, S.N.D., M.A., *Latin*  
A.B., 1968, Emmanuel College
- Mary Cashman Perlot, M.A., *French*  
B.S., 1969, Central Connecticut State  
College
- James Swan Perron, M.S., *Physics*  
B.S., 1964, Alfred University
- Susan Mary Peruti, M.A., *Education*  
B.S., 1969, Central Connecticut State  
College
- Kathryn Brown Pierson, M.A., *Education*  
B.A., 1971, Smith College
- Samuel Benjamin Pierson, M.A., *Education*  
A.B., 1965, Princeton University
- Michael Pomerantz, M.A., *Education*  
B.A., 1966, DePauw University
- \* Donna Caroline Richards, M.A., *Political  
Science*, B.A., 1970, Catholic University  
of America
- Thomas John Rodgers, M.A., *Economics*  
B.A., 1971, Southern Connecticut State  
College
- Aida Caridad Rodriguez, M.A., *Spanish*  
Doctor en Pedagogia, 1951, University  
of Havana
- \* James Hartwell Rogers, M.A., *Economics*  
B.S., 1965, Norwich University
- Margaret Swering Sapega, M.A., *Political  
Science*, B.A., 1949, Wellesley College,  
M.A., 1967, Trinity College
- Martha Cooper Sarant, M.A., *Education*  
B.A., 1953, Pennsylvania State  
University
- \* Dalton DeWitt Schnack, Jr., M.S., *Physics*  
B.S., 1967, Lehigh University
- Patricia Roth Schwartz, M.A., *English*  
B.A., 1968, Mount Holyoke College
- \* Theodore Stephen Sergi, M.A., *Education*  
B.A., 1969, Hobart College
- Robert Michael Sharaf, M.A., *Political  
Science*, A.B., 1954, Bates College,  
L.L.B., 1957, Yale University Law  
School
- Elizabeth O'Meara Sharp, M.A., *Economics*  
B.S., 1969, University of Hartford
- \* David Thomas Shaw, M.A., *Economics*  
B.A., 1967, Ohio Wesleyan University
- Roger Holmes Sherman, M.A., *Education*  
A.B., 1969, Brown University
- \* John Fouts Sibley, M.A., *English*  
B.A., 1970, Trinity College
- \* Paul Henry Sighinolfi, M.A., *Education*  
B.A., 1970, St. Anselm's College



## Degrees Conferred in 1973/209

- Peter B. Silvestri, M.A., *Education*  
B.A., 1969, Amherst College
- Janet Orzech Skingor, M.A., *French*  
B.S., 1967, Central Connecticut State  
College
- Lee McClelland Smith, M.A., *Economics*  
B.S., 1967, Northern Illinois University
- Karin Sandberg Stetson, M.A., *English*  
B.A., 1954, Upsala College
- David Joseph Sullivan, M.S., *Physics*  
B.A., 1971, American International  
College
- Beth Gaudy Thomas, M.A., *English*  
B.A., 1971, Dickinson College
- \* Ardeth Lucas Torres-Trueba, M.A.,  
*Spanish*, B.A., 1963, Grove City College
- Steven Joseph Torrey, M.A., *English*  
B.A., 1970, Western Connecticut State  
College
- \* Evelyn Eisenhardt VanOstrand, M.A.,  
*English*, B.S., 1968, Central Connecticut  
State College
- Thomas Henry Wheeler, M.S., *Mathematics*  
B.A., 1967, Northeastern University
- \* Eleanor Jane Willey, M.A., *Education*  
B.S., 1963, Eastern Connecticut State  
College
- Valerie A. Wolf, M.A., *Latin*  
B.A., 1965, Emmanuel College
- Paula Tapogna Yellman, M.A., *Political  
Science*, B.A., 1970, Trinity College  
(Washington)

## HONORIS CAUSA

- JOHN MELVILLE BURGESS, *Boston, Massachusetts*
- SHELBY CULLOM DAVIS, *Bern, Switzerland*
- FRED MICHAEL HECHINGER, *New York, New York*
- BARBARA WARNE NEWELL, *Wellesley, Massachusetts*
- ROGER CARSON WILKINS, *Hartford, Connecticut*
- VERTREES YOUNG, '15, *Bogalusa, Louisiana*
- Doctor of Divinity
- Doctor of Laws
- Doctor of Humane Letters
- Doctor of Humane Letters
- Doctor of Laws
- Doctor of Science

## 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 Masters of Science. Students 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, history, mathematics, philosophy, physics, political science 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

Students 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), the equivalent 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. Some 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 graduate levels. A limited number of undergraduate courses are available.

The Summer Term is presented with the same vigor as an academic semester at Trinity College. Although it is a shorter period of time than the winter or spring terms, instruction is of the same quality and the amount of work per course is equivalent. 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 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.

### GRADUATE STUDIES

Graduate courses during the Summer Term are offered for candidates for the Master's degree at Trinity and elsewhere, and for college graduates interested in a specific area of study at an advanced level. A number of courses designed primarily for the secondary school teacher are available.

Through study exclusively in summer terms students 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.



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 ROBERT DODGE O'MALLEY, M.D. (1976)\* Holyoke, Mass.  
 MARTIN DEMAREST WOOD, B.S. (1977) Simsbury  
 DOUGLAS TOBLER TANSILL, B.A. (1978) New York, N.Y.  
 WILLIAM THOMAS O'HARA, J.D. (1979) Newburgh, N.Y.

THEODORE DAVIDGE LOCKWOOD, PH.D., *Trustee and President*\* Hartford

Year indicates expiration of term.

\* These members of the Board form the Executive Committee.

## 214/Alumni Association

### TRUSTEES EMERITI

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GEORGE MALLETTE FERRIS, LL.D.  
THE RT. REV. WALTER HENRY GRAY, S.T.D.  
ALLERTON CUSHMAN HICKMOTT, LITT.D.  
ALBERT CHARLES JACOBS, LITT.D.

GLOVER JOHNSON, LL.D.  
ROBERT BARNARD O'CONNOR, D.F.A.  
JOHN REINHART REITEMEYER, LL.D.  
RAYMOND JOHN WEAN, SC.D.  
JEROME PIERCE WEBSTER, M.D.  
GEORGE WARREN WYCKOFF, B.A.  
VERTREES YOUNG, D.SC.

Glastonbury  
Washington, D.C.  
Washington, D.C.  
Hartford  
West Hartford  
Chappaquiddick Island,  
Martha's Vineyard, Mass.  
Ann Arbor, Mich.  
New York, N.Y.  
New York, N.Y.  
Hartford  
Warren, Ohio  
New York, N.Y.  
Pittsburgh, Pa.  
Bogalusa, La.

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1972-73

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REID LONSDALE SHAW, '52, B.A.  
GERALD JOSEPH HANSEN, JR., '51, B.A.  
EDWARD ALAMBERT MONTGOMERY, JR., '56, B.A.  
ARTHUR BROOKS HARLOW, JR., '57, B.A.  
DOUGLAS GARIDEL HARVEY, '52, B.S.

Manchester  
Schenectady, N.Y.  
Gladwyne, Pa.  
Pittsburgh, Pa.  
Southboro, Mass.  
Baltimore, Md.

#### JUNIOR FELLOWS

DAVID BOOTH BEERS, '57, LL.B.  
JOHN CHARLES NORMAN, '62, B.A.  
PETER WHITNEY NASH, '55, B.A.  
THOMAS STEPHEN JOHNSON, '62, M.B.A.  
ETHAN FROST BASSFORD, '39, LL.B.  
WILLIAM JAMES TOZER, JR., '63, M.B.A.

Washington, D.C.  
Rockville  
Boston, Mass.  
Montclair, N.J.  
West Simsbury  
New York, N.Y.

### ALUMNI ASSOCIATION

President  
Senior Vice President  
Vice President - *Alumni Fund*

JOHN T. WILCOX, '39  
DAVID R. SMITH, '52  
MARTIN D. WOOD, '42



## Alumni Association/215

Vice President – *Campus Activities*  
Vice President – *Admissions*  
Vice President – *Area Associations*  
Secretary  
Treasurer

GEORGE P. LYNCH, JR., '61  
JOSEPH A. HOURIHAN, '66  
CHARLES I. TENNEY, '49  
THOMAS M. BOYD, '62  
JOHN T. FINK, '44

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GERALD A. VASTANO, '69  
JOHN C. CHAPIN, JR., '70  
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FREDERIC B. SARGENT, '66  
BRENTON W. HARRIES, '50

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Hartford  
Farmington  
Willamstown, Mass.  
Pittsburgh, Pa.  
New York, N.Y.

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THOMAS S. WADLOW, '33  
VICTOR F. KEEN, '63

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Fair Haven, N.J.  
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THOMAS E. CALABRESE, '63  
DONALD J. VIERING, '42  
RAYMOND A. MONTGOMERY, '25

Simsbury  
Simsbury  
Woodbridge

### LOCAL ALUMNI ASSOCIATION PRESIDENTS

*Albany* – KENNETH J. LYONS, '60  
108 Terrace Ave., Albany, N.Y. 12203  
*Atlanta* – E. WADE CLOSE, JR., '55  
200 Hunter's Trace Lane, Atlanta, Ga. 30328  
*Baltimore* – DONALD W. CARROLL, JR., '62  
500 Wingate Rd., Baltimore, Md. 21210  
*Boston* –  
*Chicago* – JONATHAN L. HARING, '64  
2611 Eastwood Ave., Evanston, Ill. 60201  
*Cincinnati* – JOHN PARLIN III, M.D., '65  
3770 Broadview, Cincinnati, Ohio 45208

## 216/Alumni Association

- Clearwater* – EDMUND F. DWIGHT, JR., '53  
2614 Parkland Blvd., Tampa, Fla. 33609
- Cleveland* – HEATH OLIVER, '53  
3316 Kenmore Rd., Shaker Heights, Ohio 44120
- Columbus* –
- Dallas* – CHARLES D. RYDER, '60  
5314 Livingston, Dallas, Texas 75209
- Detroit* – E. RUST MUIRHEAD, '56  
253 Touraine Rd., Grosse Pointe Farms, Mich. 48236
- Fairfield* – FREDERICK M. TOBIN, '57  
4 Walmsley Rd., Darien, Conn. 06820
- Hartford* – NORMAN C. KAYSER, '57  
R. C. Knox & Co., 300 Pearl St., Hartford, Conn. 06103
- Los Angeles* – LOUIS A. HUSKINS, '65  
Irell & Manella, Gateway East Bldg., Suite 900, Los Angeles, Calif. 90067  
THOMAS L. SAFRAN, '67  
3333 W. 2nd St., Bldg. 56-Apt. 202, Los Angeles, Calif. 90004
- Minneapolis* –
- 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 Orleans* –
- New York* – SCOTT W. REYNOLDS, '63  
24 Wellesley Rd., Upper Montclair, N.J. 07043
- Northern New Jersey* –
- Philadelphia* – LLOYD L. REYNOLDS, '63  
2019 Montgomery Ave., Villanova, Pa. 19085
- Palm Beach* –
- Phoenix* – BRUCE BOLLERMAN, '50  
8702 No. 66 Pl., Scottsdale, Ariz. 85253
- Pittsburgh* – JOHN H. COHEN, JR., '52  
5255 Fair Oaks St., Pittsburgh, Pa. 15217
- Princeton* – RICHARD A. DRUCKMAN, '61  
17 Benford Dr., Princeton, N.J. 08550
- Providence* – F. PHILIP NASH, JR., '51  
41 Everett Ave., Providence, R.I. 02906
- Rochester* – PETER WEBSTER, '57  
124 Landing Rd., So., Rochester, N.Y. 14610
- St. Louis* – F. CARL SCHUMACHER, JR., '65  
Hickey Mitchell Co., 4242 Lindell Blvd., St. Louis, Mo. 63108
- San Francisco* – ALLEN B. COOPER, '66  
645 Sausalito Blvd., Sausalito, Calif. 94965  
HAIG G. MARDIKIAN, '69  
240 Stockton, 4th Fl., San Francisco, Calif. 94108  
ERIC E. AASEN, '70  
2059 Green, San Francisco, Calif. 94123
- South Florida* –
- Springfield* –
- 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

JAMES WENDELL BURGER

*J. Pierpont Morgan Professor of Biology*

B.A. 1931 (Haverford), M.A. 1933 (Lehigh), Ph.D. 1936 (Princeton) [1936]

EDMOND LABEAUME CHERBONNIER

*Professor of Religion, Part-time*

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) [1948]

WALTER JOHN KLIMCZAK

*Seabury Professor of Mathematics  
and Natural Philosophy*

B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951]

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]

*For alphabetical listing of the Faculty, see page 237.*

\* Sabbatical leave, Trinity Term.

\*\* Date in brackets indicates year of original appointment as a full-time member of the Trinity Faculty.



- KARL KURTH, JR.† *Professor of Physical Education*  
*Director of Athletics*  
B.S. 1942, M.Ed. 1947 (Springfield) [1952]
- NORTON DOWNS *Professor of History*  
B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- ROBERT LINDSAY *Secretary of the Faculty and 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), Ph.D. 1972 (Worcester Polytechnic Institute) [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 Comparative Literature Program*  
*Director of The Cesare Barbieri Center for Italian Studies*  
B.A. 1948 (Trinity), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- GEORGE EMORY NICHOLS, III *Professor of Theatre Arts*  
B.A. 1938, M.F.A. 1941 (Yale) [1950]
- REX CHARLTON NEAVERSON\* *Professor of Political Science*  
B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]

\* Sabbatical leave, Trinity Term.

† Sabbatical leave, Christmas Term.

## 220/Faculty

- 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) [1947]
- 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 and Director of Institutional Planning*  
*George M. Ferris Lecturer in Corporation Finance and Investments*  
B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- GLENN WEAVER *Professor of History*  
A.B. 1941 (Catawba), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh), M.A. 1951, Ph.D. 1953 (Yale) [1957]
- RALPH STEPHEN EMERICK *Librarian and College Professor*  
B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972]
- FRANK MALCOLM CHILD, III *Professor of Biology*  
A.B. 1953 (Amherst), Ph.D. 1957 (California) [1965]
- CHESTER HERMAN MCPHEE *Professor of Physical Education*  
B.A. 1951 (Oberlin), M.A. 1957 (Ohio State), M.A. 1968 (Trinity), Ph.D. 1971 (Ohio State) [1957]
- HOWARD DELONG *Professor of Philosophy*  
B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]
- CHARLES ROBERT MILLER *Professor of Physics*  
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]

† Sabbatical leave, Christmas Term.



- RICHARD THOMPSON LEE *Professor of Philosophy*  
B.A. 1958 (Emory), M.A. 1960, Ph.D. 1962 (Yale) [1962]
- HENRY ALFRED DePHILLIPS, JR. *Professor of Chemistry*  
B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern) [1963]
- GEORGE CLINTON HIGGINS, JR. *Professor of Psychology  
and College Counselor*  
B.A. 1959 (Amherst), Ph.D. 1964 (Rochester) [1963]

## ASSOCIATE PROFESSORS

- KENNETH WALTER CAMERON *Associate Professor of English, Part-time*  
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]
- CARL VICTOR HANSEN\* *Associate Professor of Modern Languages*  
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]
- 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]
- 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]
- 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]
- EDWARD WILLIAM SLOAN, III *Associate Professor of History*  
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]

\* Sabbatical leave, Trinity Term.

† Sabbatical leave, Christmas Term.

## 222/Faculty

- JOSEPH DANIEL BRONZINO *Associate Professor of Engineering*  
B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]
- 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 *Associate Professor of English, Part-time*  
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]
- JAMES LAIN POTTER *Associate Professor of English*  
B.A. 1944, M.A. 1946 (Wesleyan), Ph.D. 1954 (Harvard) [1955]
- BORDEN WINSLOW PAINTER, JR. *Associate Professor of History*  
B.A. 1958 (Trinity), M.A. 1960 (Yale), B.S.T. 1963 (General Theological), Ph.D. 1965 (Yale) [1964]
- MARTIN GEORGE DECKER *Associate Professor of Education*  
B.A. 1958 (Hartwick), M.Ed. 1959 (Springfield), Ed.D. 1965 (Boston) [1966]
- HOLLINS MCKIM STEELE, JR.† *Associate Professor of History*  
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- DREW ALAN HYLAND *Associate Professor of Philosophy*  
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- THOMAS P. BAIRD§ *Associate Professor of Fine Arts*  
B.A. 1947, M.F.A. 1950 (Princeton) [1970]
- 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, Ph.D. 1969 (Univ. of Conn.) [1966]

† Sabbatical leave, Christmas Term.

§ Leave of Absence, Christmas Term.



- 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]
- ROBERT HYDE BREWER *Associate Professor of Biology*  
 B.A. 1955 (Hanover), Ph.D. 1963 (Chicago) [1968]
- KARL F. HABERLANDT *Associate Professor of Psychology*  
 Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- WESLEY MILLER BROWN *Associate Professor of Philosophy*  
 B.A. 1958 (Amherst), Ph.D. 1970 (Harvard) [1965]
- JOHN DARL BREWER *Associate Professor of Sociology*  
 A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972]
- JOHN EMMETT SIMMONS, III *Associate Professor of Biology*  
 B.S. 1957 (Morehouse), M.S. 1961 (Syracuse), Ph.D. 1971 (Colorado State Univ.) [1972]
- JOHN ANDREW GETTIER *Associate Professor of Religion*  
 B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological) [1966]
- GEORGE EDWIN CHAPLIN *Associate Professor of Fine Arts and*  
*Director of the Program in Studio Arts*  
 B.F.A. 1958, M.F.A. 1960 (Yale) [1972]
- RANBIR VOHRA *Associate Professor of Political Science*  
 B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard) [1973]

## ASSISTANT PROFESSORS

- 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]
- ALAN CONDIE TULL§§ *Chaplain and Assistant Professor of Religion*  
 B.A. 1955 (Stanford), S.T.B. 1958, Th.D. 1968 (General Theological) [1964]
- 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*  
*and Director of IDP*  
 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]

§§ Leave of Absence, Academic Year.

## 224/Faculty

- RANDOLPH MITCHELL LEE *Assistant Professor of Psychology  
and 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]
- DIRK KUYK *Assistant Professor of English*  
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [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]
- 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, Ph.D. 1971 (Harvard) [1971]
- RICHARD A. TAYLOR *Assistant Professor of Physical Education*  
B.S. 1961 (Trenton State) [1971]
- DAVID F. ELIET *Assistant Professor of Theatre Arts*  
B.A. 1966 (Carleton), M.A. 1969 (Tufts) [1969]
- WILLIAM MANLEY MACE *Assistant Professor of Psychology*  
B.A. 1967 (Yale), Ph.D. 1971 (Minnesota) [1971]
- EUGENE FRANKEL *Assistant Professor of Physics*  
B.A. 1963 (City College of N.Y.), M.S. 1965 (Rutgers), M.S. 1968 (Princeton)  
[1972]
- JAMES ARTHUR MILLER *Assistant Professor of English and  
Intercultural Studies*  
B.A. 1966 (Brown) [1972]



- DAVID A. ROBBINS *Assistant Professor of Mathematics*  
A.B. 1967 (Dartmouth), M.A. 1968 (Bucknell), M.A. 1970, Ph.D. 1972 (Duke) [1972]
- RALPH ELDON WALDE *Assistant Professor of Mathematics*  
B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972]
- DIANNE H. WEISGRAM *Assistant Professor of English*  
B.A. 1966 (Alfred), M.A. 1968 (Purdue), Ph.D. 1972 (State Univ. of N.Y., Buffalo) [1972]
- GARY C. JACOBSON *Assistant Professor of Political Science*  
B.A. 1966 (Stanford), M.Phil. 1969, Ph.D. 1972 (Yale) [1970]
- ALAN MARVIN FINK *Assistant Professor of Psychology*  
B.A. 1968 (Bowdoin) Ph.D. 1973 (Univ. of Minnesota, Minneapolis) [1972]
- NOREEN DULZ *Assistant Professor of Sociology*  
B.A. 1966 (Hiram), M.S.W. 1968 (Univ. of Conn.), Ph.D. 1973 (Michigan State) [1972]
- NEIL HOWARD GARSTON *Assistant Professor of Economics*  
A.B. 1965 (Brooklyn), Ph.D. 1973 (Brown) [1969]
- BROOKE GREGORY *Assistant Professor of Physics*  
B.A. 1963 (Amherst) Ph.D. 1972 (Brown) [1971]
- FRANCIS JOSEPH EGAN *Assistant Professor of Economics*  
B.A. 1963 (Providence), M.A. 1966, Ph.D. 1973 (Fordham) [1967]
- MICHAEL P. LERNER *Assistant Professor of Philosophy*  
A.B. 1964 (Columbia), M.A. 1968, Ph.D. 1972 (Univ. of California, Berkeley) [1972]
- THOMAS A. REILLY *Assistant Professor of Political Science*  
B.A. 1965 (Queens), M.A. 1967, Ph.D. 1972 (City University) [1971]
- ANDREA BIANCHINI *Assistant Professor of Modern Languages*  
B.A. 1965 (Barnard), M.A. (Columbia) [1973]
- JOHN ANDREW BROWN *Assistant Professor of Religion and  
Director of Intercultural Studies Program*  
B.A. 1967 (Miles), M.Div. 1970, S.T.M. 1972 (Yale Divinity) [1973]
- MARK J. FREIMAN *Assistant Professor of English*  
B.A. 1969 (Univ. of Toronto), Ph.D. 1973 (Stanford) [1973]
- MILLA B. RIGGIO *Assistant Professor of English*  
B.A. 1962 (Southern Methodist), A.M. 1966, Ph.D. 1972 (Harvard) [1973]
- DEIDRE B. BAIR *Visiting Assistant Professor of English  
(Christmas Term)*  
B.A. 1957 (Univ. of Pennsylvania), M.A. 1968, Ph.D. 1972 (Columbia) [1973]

## INSTRUCTORS

- JAMES RONALD SPENCER *Instructor in History and Dean for  
Community Life*  
B.A. 1964 (Trinity), M.A. 1966 (Columbia) [1968]
- JUDY DWORIN *Instructor in Dance*  
B.A. 1970 (Trinity) [1971]
- RICHARD VINCENT RUSSO *Instructor in Modern Languages*  
A.B. 1965, M.A. 1968 (Fordham) [1971]
- FRANCINE D. BLAU *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]
- SUSAN POMERANTZ *Instructor in Religion*  
B.A. 1967, M.A. 1968 (DePauw) [1971]
- SUSAN STAFFORD *Instructor in Philosophy, Part-time*  
B.A. 1967 (Wheaton), M.A. 1968 (Univ. of Illinois), Ph.D. 1973 (Univ. of  
Conn.) [1971]
- SAMUEL DAVID KASSOW *Instructor in History*  
B.A. 1966 (Trinity), M.S. 1967 (London School of Economics) [1972]
- JONATHAN REILLY *Instructor in Music and College Organist*  
B.A. 1968 (Trinity), M.A. (Northwestern) [1972]
- JANE A. MILLSPAUGH *Instructor in Physical Education*  
B.S. 1970 (Springfield), M.A. 1973 (Trinity) [1973]
- MARTIN LANDSBERG *Instructor in Economics*  
A.B. 1969 (Univ. of California), M.A. 1971 (Univ. of Wisconsin) [1973]
- SONIA LEE *Instructor in Modern Languages*  
B.S. 1964, M.A. 1966 (Univ. of Wisconsin) [1973]
- JUDITH ROHRER *Instructor in Fine Arts*  
A.B. 1965 (Stanford), M.A. 1968 (Columbia) [1973]
- DANIEL COHEN *Instructor in Sociology*  
B.A. 1969 (Columbia), M.A. 1973 (New York Univ.) [1973]

## ADJUNCT PROFESSORS

- SALVATORE ALESSI *Adjunct Professor of Psychology;  
Chief Psychologist at Child and Family  
Services of Connecticut*  
B.A. (Univ. of Conn.), M.S. (Purdue), Ph.D. (Univ. of Conn.) [1973]
- J. O'ROURKE *Adjunct Professor of Physics;  
Professor and Director of the Ophthalmology  
Division, University of Connecticut Health Center*  
M.D. 1949 (Georgetown Univ. School of Medicine), M.Sc. 1954 (Univ. of  
Penn.) [1973]



CHARLES F. STROEBEL      *Adjunct Professor of Biomedical Engineering;  
Director of Experimental Psychophysiology  
Laboratories, Institute of Living*

B.A. 1958, Ph.D. 1961 (Univ. of Minnesota) [1973]

DELORES TAYLOR      *Adjunct Professor of Psychology;  
Director of Research, Child and Family  
Services of Connecticut*

A.B. (Downer College, Lawrence Univ.), M.S. (Univ. of North Carolina),  
Ph.D. (Bryn Mawr) [1973]

## LECTURERS

MARJORIE VAN EENAM BUTCHER§§      *Lecturer in Mathematics*  
B.A. 1947, M.A. 1949 (Michigan) [1956]

DAVID ERIC WOODARD      *Lecturer in Engineering*  
B.Arch. 1961 (Texas A.&M.), M.Arch. 1962 (Cranbrook Academy of Art)  
[1970]

MOHAMED JAMA JIBRELL      *Lecturer in Intercultural Studies  
Assistant Dean, Community Life Office*  
B.A. 1968 (Univ. of Bridgeport) [1971]

EDWARD GOLDFRANK      *Lecturer in Sociology*  
A.B. 1966 (Univ. of Rochester) [1972]

RONALD KIMELMAN      *Lecturer in Religion*  
B.S. 1966 (Columbia), B.H.L. 1967, M.H.L. 1968 (Jewish Theological) [1972]

DONALD ALLEN BRAUE      *Lecturer in Religion*  
B.A. 1962 (Oberlin), B.D. 1965 (Union Theological) [1971]

DAVID AHLGREN      *Lecturer in Engineering*  
B.S. 1964 (Trinity), M.S. 1966 (Tulane) [1973]

PETER ARMSTRONG      *Lecturer in Music*  
B.Mus. 1968, M.M.A. 1972 (Yale) [1973]

ROSEMARY J. F. DEVONSHIRE JONES      *Lecturer in History*  
B.A. 1953, Ph.D. 1958 (Univ. of London) [1973]

THOMAS PERCY NORMAN DEVONSHIRE JONES      *Lecturer in Religion and  
English Exchange Chaplain*  
M.A. (Oxford) [1973]

RAYMOND S. BLANKS      *Lecturer in Education and  
Project Director of Twin Valleys  
Upward Bound Program*

§§ Leave of Absence Academic Year.

## ARTISTS IN RESIDENCE

- ROBERT A. CALE *Artist in Residence (Studio Arts)*  
B.F.A. 1964 (R.I. School of Design) [1972]
- JOHN MATT *Visiting Artist in Studio Arts*  
B.F.A. 1965, M.F.A. 1968 (Yale) [1972]

## ASSISTANT

- JOHN H. WOOLLEY *Assistant in Theatre Arts*  
B.F.A. 1970 (The Art Institute of Chicago, The Goodman Theatre)

## HARTT COLLEGE OF MUSIC FACULTY

- ARNOLD FRANCHETTI *Professor of Theory and Composition*  
*Chairman of the Department*  
B.A. 1929 (Lices Michelangelo, Florence), Master in Physics 1930 (University of Florence), Master of Music 1937 (Mozarteum, Salzburg)
- IMANUEL WILLHEIM *Professor of Music History and*  
*Music Literature; Chairman of the Department*  
Mus. B. 1946 (St. Scholastica, Manila), Mus.M. 1948 (Northwestern), M.A. 1956, Ph.D. 1963 (Univ. of Illinois)
- JACKIE MCLEAN *Instructor and Director of Afro-*  
*American Music*  
1952 (North Carolina Agriculture and Technology College); Saxophonist-Composer with prestige jazz ensembles.

## 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]
- 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]
- 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 *Professor of Music, Emeritus and 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]
- FRANK WOODBRIDGE CONSTANT *Jarvis Professor of Physics, Emeritus*  
 B.S. 1925 (Princeton), Ph.D. 1928 (Yale) [1946, Ret. 1972]
- BLANCHARD WILLIAM MEANS *Professor of Philosophy, Emeritus*  
 B.A. 1927, Ph.D. 1932 (Yale) [1932, Ret. 1972]
- MAURICE CURTIS LANGHORNE *Professor of Psychology, Emeritus*  
 B.A. 1925, M.A. 1926 (Washington and Lee), Ph.D. 1932 (Ohio State) [1959, Ret. 1972]
- RALPH MEHLIN WILLIAMS *Professor of English, Emeritus*  
 B.A. 1933 (Amherst), Ph.D. 1938 (Yale) [1946, Ret. 1973]

## Administration

THEODORE DAVIDGE LOCKWOOD, PH.D.  
THOMAS ALOYSIUS SMITH, M.A.  
EDWIN PACKARD NYE, SC.M.  
JAMES KENNETH ROBERTSON, M.B.A.  
JUDSON MILES REES, J.D.

*President*  
*Vice President*  
*Dean of the Faculty*  
*Treasurer and Comptroller*  
*Director of Development*

### ADMISSIONS OFFICE

W. HOWIE MUIR, B.A.  
E. MAX PAULIN, M.S.W.

*Director*  
*Admissions Liaison to*  
*the Freshman Class*  
*and Assistant Director*

SUSAN ELIZABETH MARTIN, B.A.  
LARRY RICHARD DOW, B.S.  
ELENOR GIBSON REID, M.A.T.  
LOUISE H. FISHER (MRS.)

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*Assistant Director*  
*Assistant to the Director*  
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REGINA S. BAKER (MRS.)

*Faculty Secretary, Chemistry*

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*Treasurer's Office*



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MAUREEN H. FIELD (MRS.)	Development Office
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BARBARA J. FLANAGAN (MRS.)	Buildings and Grounds Office
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NORMA D. GEER (MRS.)	Treasurer's Office
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MARY C. HARRISON	Faculty Secretary, Seabury Hall
CAROLYN P. HOGAN (MRS.)	Registrar's Office
MARJORIE E. JENCKES (MRS.)	Treasurer's Office
BESSIE M. KEATON (MRS.)	Alumni - Austin Arts Center
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ANNE R. KOMM (MRS.)	Life Sciences Center
PATRICIA B. KURLANSKY (MRS.), B.S.	Faculty Secretary, Community
MARION P. KYTE (MRS.)	Affairs and Urban & Environmental
JOSEPHINE D. LASNIER (MRS.)	Financial Aid Office
FRANK MARCHESE	Counselor's Office
ANASTASIA MATIS	Trainer, Physical Education
MARION D. MAXWELL (MRS.), B.S.	Treasurer's Office
JANET T. L. MAYCOCK (MRS.)	Faculty Secretary, Seabury Hall
PATRICIA A. McDONALD, B.S.	Secretary, Admissions Office
DEBORAH McKENNA	Treasurer's Office
DORIS MERWIN	Central Services Office
FLORENCE O'BRIEN (MRS.)	Faculty Secretary, Seabury Hall
EDITH O'CONNELL (MRS.)	Secretary, IDP
KATHLEEN OSTRO (MRS.)	Admissions Office
	Switchboard

236/*Administration*

CHARLES PAUL	<i>Technician, Physics</i>
IRENE W. RENSHAW (MRS.)	<i>Ferris Athletic Center</i>
JEAN RONCAIOLI (MRS.)	<i>Personnel</i>
MIRIAM K. SALVIN (MRS.)	<i>Development Office</i>
MARY M. SANTOMENO	<i>Secretary, Community Life Office</i>
BEVERLY H. SHAMBACK (MRS.)	<i>Purchasing Assistant</i>
CAROL STEIMAN	<i>Faculty Secretary</i>
HILDA C. STREIBER (MRS.)	<i>Faculty Secretary, Life Sciences Center</i>
EDWARD A. STRONIAWSKI	<i>Technician, Chemistry</i>
SONYA E. SYDORAK (MRS.)	<i>Technical Consultant, Biology</i>
DOROTHY A. TRACEY (MRS.)	<i>Admissions Office</i>
JEAN H. VAN HEININGEN (MRS.)	<i>Secretary to Dean of Faculty</i>
HAROLD L. VAUGHAN	<i>Post Office</i>
MARY VAUGHAN	<i>Post Office</i>
MYRTICE J. WALTON (MRS.)	<i>Central Services Office</i>
MARIE M. YANELLI (MRS.)	<i>Registrar's Office</i>
ROSE C. ZITO (MRS.)	<i>Treasurer's Office</i>



# The Faculty

Full listing of Faculty may be found on page 218.

- Ahlgren, D., *Lect., Engineering*  
Alessi, S., *Adjunct Prof., Psychology*  
Andrian, G. W., *Prof., Modern Languages*  
Armstrong, P., *Lect., Music*  
Bair, D. B., *Visiting Asst. Prof., English*  
Baird, T. P., *Assoc. Prof., Fine Arts*  
Bankwitz, P. C. F., *Prof., History*  
Barber, C. H., *Prof. and Dir., Program in Music*  
Battis, R. A., *Prof., Economics*  
Beach, G. B., *Lect. Emeritus, Latin*  
Benton, R. P., *Assoc. Prof., English*  
Bianchini, A., *Asst. Prof., Modern Languages*  
Blakeslee, T. R., II, *Assoc. Prof., Engineering*  
Blanks, R.S., *Lect., Education and Project Dir., Upward Bound Program*  
Blau, F. D., *Instr., Economics*  
Bobko, E., *Prof., Chemistry*  
Bowie, W. T., *Asst. Prof., Chemistry*  
Bradley, J., *Asst. Prof., Classics*  
Braue, D. A., *Lect., Religion*  
Brewer, J. D., *Assoc. Prof. and Chm., Sociology*  
Brewer, R. H., *Assoc. Prof., Biology*  
Bronzino, J. D., *Assoc. Prof., Engineering*  
Brown, J. A., *Asst. Prof., Religion and Dir., Intercultural Studies Program*  
Brown, W. M., *Assoc. Prof., Philosophy*  
Burger, J. W., *Prof., Biology*  
Butcher, M. V., *Lect., Mathematics*  
Cale, R. A., *Artist in Residence (Studio Arts)*  
Cameron, K. W., *Assoc. Prof., English, Part-time*  
Campo, M. R., *Prof. and Chm., Modern Languages; Dir., Comparative Literature Program*  
Chaplin, G. E., *Assoc. Prof., Fine Arts and Dir., Program in Studio Arts*  
Cherbonnier, E. LaB., *Prof. Religion, Part-time*  
Child, F. M., III, *Prof., Biology*  
Cohen, D., *Inst., Sociology*  
Constant, F. W., *Prof. Emeritus, 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*  
DeLong, H., *Prof. and Chm., Philosophy*

## 238/*The Faculty*

- DePhillips, H. A., Jr., *Prof. and Chairman, Chemistry*  
Devonshire Jones, R. J. F., *Lect., History*  
Devonshire Jones, T. P. N., *Exchange Chaplain and Lect., Religion*  
Dorwart, H. L., *Prof. Emeritus, Mathematics*  
Doten, G. W., *Prof. and Chm., Psychology*  
Downs, N., *Prof., History*  
Dulz, N., *Asst. Prof., Sociology*  
Dunn, L., *Assoc. Prof., Economics*  
Dworin, J., *Instr., Dance*  
Egan, F. J., *Asst. Prof., Economics*  
Eliet, D. F., *Asst. Prof., Theatre Arts*  
Emerick, R. S., *Librarian and College Prof.*  
Fink, A.M., *Asst. Prof., Psychology*  
Franchetti, A., *Prof., Music (Hartt)*  
Frankel, E., *Asst. Prof., Physics*  
Freiman, M. J., *Asst. Prof., English*  
Galbraith, D. B., *Assoc. Prof., Biology*  
Garston, N. H., *Asst. Prof., Economics*  
Gastmann, A. L., *Assoc. Prof., Political Science*  
Gettier, J. A., *Assoc. Prof. and Chm., Religion*  
Gold, A. J., *Assoc. Prof., Economics and Dir., Urban and Environmental Studies*  
Goldfrank, E., *Lect., Sociology*  
Grafton, R. B., *Asst. Prof., Mathematics*  
Gregory, B., *Asst. Prof., Physics*  
Haberlandt, K. F., *Assoc. Prof., Psychology*  
Hansen, C. V., *Assoc. Prof., Modern Languages*  
Heeren, J. K., *Assoc. Prof., Chemistry*  
Hendel, S., *Prof., Political Science*  
Higgins, G. C., Jr., *Prof., Psychology*  
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., *Asst. Prof., Political Science*  
Jibrell, M. J., *Lect., Intercultural Studies*  
Kassow, S. D., *Instr., History*  
Katz, D., *Asst. Prof., Modern Languages*  
Kerson, A. L., *Assoc. Prof., Modern Languages*  
Kimelman, R., *Lect., Religion*  
Kirkpatrick, F. G., *Asst. Prof., Religion and Dir., IDP*  
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Kraft, W. E., *Assoc. Prof. Emeritus, Engineering*  
Kurth, K., Jr., *Prof. and Chm., Physical Education, Director of Athletics*  
Kuyk, D., *Asst. Prof., English*  
Landsberg, M., *Instr., Economics*  
Langhorne, M. C., *Prof. Emeritus, Psychology*  
Lee, R. M., *Asst. Prof., Psychology*  
Lee, R. T., *Prof., Philosophy*  
Lee, S., *Instr., Modern Languages*  
Lerner, M. P., *Asst. Prof., Philosophy*  
Lindsay, R., *Prof., Physics and Secretary of the Faculty*  
Lockwood, T. D., *President*  
Mace, W. M., *Asst. Prof., Psychology*  
Macro, A. D., *Asst. Prof., Classics*  
Mahoney, M. R. T., *Prof. and Chm., Fine Arts*



- Matt, J., *Visiting Artist, Studio Arts*
- Mauch, T. M., *Prof., Religion*
- McKee, C. D., *Assoc. Prof., Political Science*
- McLean, J., *Instr. and Dir., Afro-American Music (Hartt)*
- McNulty, J. B., *Prof., English*
- McPhee, C. H., *Prof., Physical Education*
- Means, B. W., *Prof. Emeritus, Philosophy*
- Miller, C. R., *Prof. and Chm., Physics and Astronomy*
- Miller, D. G., *Assoc. Prof., Physical Education*
- Miller, J. A., *Asst. Prof., English and Intercultural Studies*
- Miller, N., *Prof., Sociology*
- Millsbaugh, J. A., *Instr., Physical Education*
- Minot, S., *Assoc. Prof., English, Part-time*
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- Moyer, R. O., Jr., *Asst. Prof., Chemistry*
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- Picker, H. S., *Asst. Prof., Physics*
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- Potter, J. L., *Assoc. Prof., English*
- Pretina, M. J., Jr., *Asst. Prof., Modern Languages*
- Reilly, J., *Instr., Music and College Organist*
- Reilly, T. A., *Asst. Prof., Political Science*
- Riggio, M. B., *Asst. Prof., English*
- Robbins, D. A., *Asst. Prof., Mathematics*
- Rohrer, J., *Instr., Fine Arts*
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- Scheuch, R., *Prof. and Chm., Economics*
- Schultz, C. B., *Asst. Prof., Education*
- Shipe, R. A., *Asst. Prof., Education*
- Shults, R. E., *Assoc. Prof., Physical Education*
- Simmons, J. F., III, *Assoc. Prof., Biology*
- Slaughter, R. D., *Assoc. Prof., Physical Education*
- Sloan, E. W., III, *Assoc. Prof., History*
- Smellie, R. H., Jr., *Prof., Chemistry*
- Smith, P., *Prof. and Chm., English*
- Smith, S. B., *Prof. Emeritus, Chemistry*
- Spencer, J. R., *Instr., History and Dean for Community Life*
- Stafford, S., *Instr., Philosophy, Part-time*
- Steele, H. M., Jr., *Assoc. Prof., History*
- Stewart, R. C., *Prof. and Chm., Mathematics*
- Stroebel, C. F., *Adjunct Prof., Biomedical Engineering*
- Taylor, D., *Adjunct Prof., Psychology*
- Taylor, J. C. E., *Prof. Emeritus, Fine Arts*
- Taylor, R. A., *Asst. Prof., Physical Education*

## 240/*The Faculty*

- Thompson, D. G. B., *Prof. Emeritus, History*  
Toomey, M., *Asst. Prof., Psychology*  
Towle, L. W., *Prof. Emeritus, Economics*  
Tull, A. C., *Chaplain and Asst. Prof., Religion*  
Van Stone, J. M., *Prof. and Chm., Biology*  
Vohra, R., *Assoc. Prof. and Chm., Political Science*  
Walde, R. E., *Asst. Prof., Mathematics*  
Waterman, R. P., *Prof., Modern Languages*  
Watters, C. E., *Prof. Emeritus, Music and College Organist, Honorary*  
Weaver, G., *Prof., History*  
Weisgram, D. H., *Asst. Prof., English*  
West, J. L., *Instr., History*  
Wheatley, J. H., *Assoc. Prof., English*  
Whittlesey, E. F., *Prof., Mathematics*  
Willheim, I., *Prof., Music History and Literature (Hartt)*  
Williams, J. C., *Prof. and Chm., Classics*  
Williams, R. M., *Prof. Emeritus, English*  
Winer, D., *Assoc. Prof., Psychology*  
Woodard, D. E., *Lect., Engineering*  
Woolley, J. H., *Asst., Theatre Arts*



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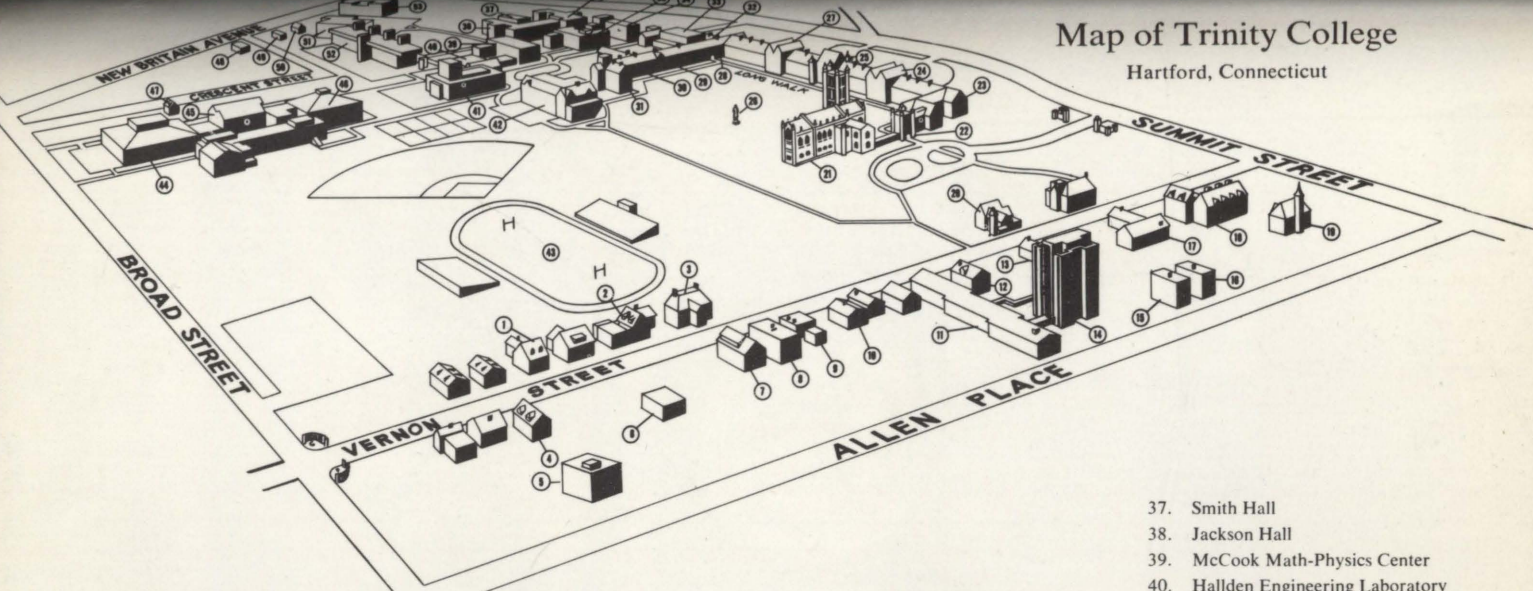
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# Map of Trinity College

Hartford, Connecticut



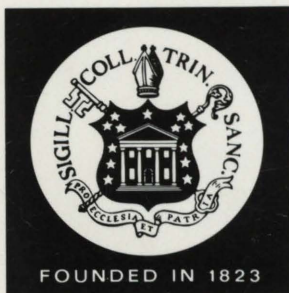
1. Dean for Community Life (Residence)
2. Alumni and Public Information Offices
3. Psi Upsilon
4. 70 Vernon St.
5. 121 Allen Place
6. 76 Vernon St.
7. 86-88 Vernon St.
8. 90-92 Vernon St.
9. Pi Kappa Alpha
10. Delta Kappa Epsilon
11. North Campus Dormitory
12. The Black House

13. Alpha Chi Rho
14. High Rise Dormitory
15. Allen East
16. Allen West
17. Alpha Delta Phi
18. Ogilby Hall
19. Delta Psi (St. Anthony)
20. The President's House
21. College Chapel
22. Downes Memorial
23. Williams Memorial (Administrative Offices)
24. Jarvis Hall

25. Northam Towers
26. Bishop Brownell Statue
27. Seabury Hall
28. Cook Dormitory
29. Woodward Dormitory
30. Goodwin Dormitory
31. Clement Chemistry Building (Kriebel Auditorium)
32. Hamlin Hall
33. Mather Campus Center
34. Elton Hall
35. Jones Hall
36. Wheaton Hall (Infirmary)

37. Smith Hall
38. Jackson Hall
39. McCook Math-Physics Center
40. Hallden Engineering Laboratory
41. Austin Arts Center (Goodwin Theatre)
42. The Library
43. Jessee Field
44. Memorial Field House
45. Trowbridge Memorial Pool
46. George M. Ferris Athletic Center
47. 30-32 Crescent St.
48. 194-196 New Britain Ave.
49. 216 New Britain Ave.
50. 220-222 New Britain Ave.
51. Buildings and Grounds
52. Albert C. Jacobs Life Sciences Center
53. Connecticut Public Television

Mrs. Marian Clarke  
Library



TRINITY COLLEGE  
Hartford, Connecticut 06106

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