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Trinity College
HARTFORD CONNECTICUT

Trinity College Bulletin

Catalogue Issue 1975-1976



College Calendar

1975		
Aug. 31	<i>Sunday</i>	Freshmen arrive
Sept. 2-3	<i>Tuesday-Wednesday</i>	Registration of all undergraduate students
Sept. 4	<i>Thursday</i>	Christmas Term of 153rd Academic Year begins
Sept. 6	<i>Saturday</i>	Rosh Hashana
Sept. 8	<i>Monday</i>	Graduate classes begin
Sept. 15	<i>Monday</i>	Yom Kippur
Sept. 17	<i>Wednesday</i>	Last day to change courses
Oct. 17	<i>Friday</i>	Mid-Term
Oct. 22-24	<i>Wednesday-Friday</i>	Open Period
Nov. 7	<i>Friday</i>	Last day to drop Christmas Term courses and finish incomplete courses of previous term
Nov. 25	<i>Tuesday</i>	Last day to change to a letter grade a course being taken Pass/Fail
Nov. 26	<i>Wednesday</i>	Thanksgiving vacation begins after last class
Dec. 1	<i>Monday</i>	Classes resume
Dec. 4-5	<i>Thursday-Friday</i>	Pre-Registration for Trinity Term
Dec. 10	<i>Wednesday</i>	Last day of undergraduate classes
Dec. 11-12	<i>Thursday-Friday</i>	Reading Days
Dec. 13-19	<i>Saturday-Friday</i>	Final Examinations
Dec. 18	<i>Thursday</i>	Last day of graduate classes
Dec. 20	<i>Saturday</i>	Residence Halls close
1976		
Jan. 2	<i>Friday</i>	Deadline for payment of Trinity Term fees
Jan. 11	<i>Sunday</i>	Residence Halls open
Jan. 12-13	<i>Monday-Tuesday</i>	Registration of all undergraduate students
Jan. 14	<i>Wednesday</i>	Trinity Term classes begin for all students
Jan. 27	<i>Tuesday</i>	Last day to change courses
Feb. 16-20	<i>Monday-Friday</i>	Open Period
March 5	<i>Friday</i>	Mid-Term
March 12	<i>Friday</i>	Spring vacation begins after last class
March 29	<i>Monday</i>	Financial Aid applications due
April 2	<i>Friday</i>	Classes resume
April 5	<i>Monday</i>	Last day to drop Trinity Term courses and finish incomplete courses of previous term
April 16	<i>Friday</i>	Housing Agreements for 1976-1977 due
April 22	<i>Thursday</i>	Good Friday: no classes held
April 29-30	<i>Thursday-Friday</i>	Last day to change to a letter grade a course being taken Pass/Fail
May 5	<i>Wednesday</i>	Pre-Registration for Christmas Term
May 6-7	<i>Thursday-Friday</i>	Last day of undergraduate and graduate classes
May 10-11	<i>Monday-Tuesday</i>	Reading Days
May 12-19	<i>Wednesday-Wednesday</i>	General Examinations for Seniors
May 23	<i>Sunday</i>	Final Examinations
		Commencement Exercises for the 153rd Academic Year

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Trinity College Bulletin



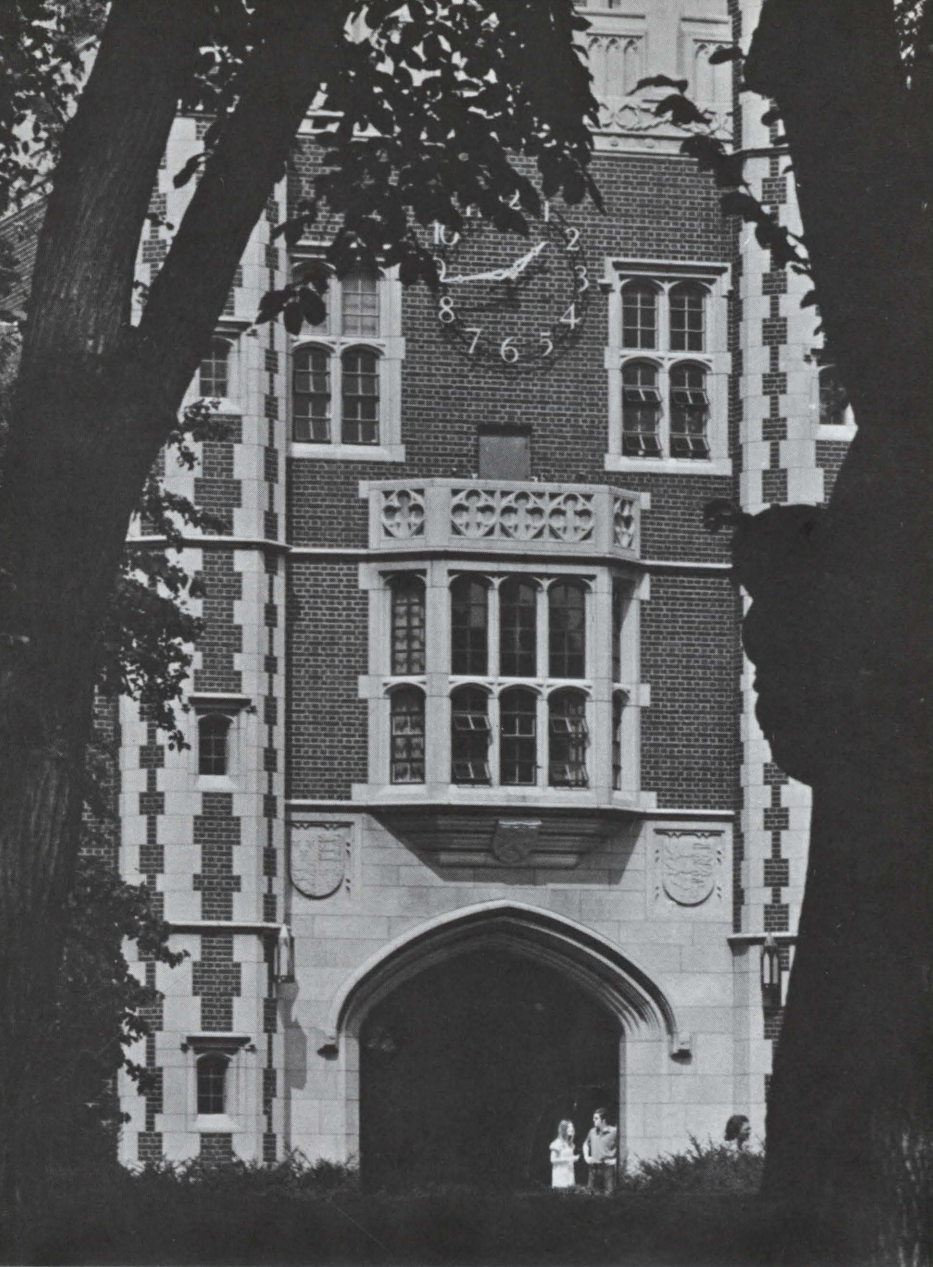
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One Hundred Fifty-third Year of the College

September 1975

HARTFORD • CONNECTICUT



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

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A Note to the Reader

The purpose of this catalogue is to provide academic and non-academic information about Trinity College, both to people who work and study here and to persons who may be interested in applying for admission, as well as to their parents, teachers, and counselors.

In addressing potential applicants, the Editors have tried to present an accurate picture of the intellectual and social opportunities available to Trinity undergraduates and to indicate the variety of academic and extracurricular activities they pursue. Choosing the right college is always difficult, particularly since no college can provide every type of educational experience the potential applicant might desire. The Editors hope that prospective applicants who read this catalogue carefully will be better able to judge if Trinity is the type of institution they seek. Of course, not every conceivable topic is covered, and if the reader has further questions, they should be directed to the Office of Admissions or other appropriate offices of the College.

History of the College

From modest beginnings in the rented basement of a Hartford church, Trinity College has evolved into one of the nation's distinguished private liberal arts colleges.

The College was founded in May of 1823 as Washington College (the name was changed in 1845). It was only the second college in Connecticut, and its founding climaxed a thirty-five year struggle by the state's Episcopalians to break the educational monopoly of Congregationalist-controlled Yale. In granting the Charter, the Connecticut General Assembly reflected the same forces of religious diversity and toleration which had caused it five years earlier to disestablish Congregationalism as the official state church. Appropriately, the Charter prohibited any religious test from being imposed on any student, faculty member or other member of the College.

The Trustees' decision to locate the College in Hartford, instead of New Haven or Middletown, resulted from the greater generosity of Hartford residents in pledging support for the fledgling institution. In addition to substantial monetary gifts from such prominent merchants as Charles Sigourney and Samuel Tudor, Jr., offers of assistance came from scores of laborers, artisans and shopkeepers. Typical were the pledges of Samuel Allen, a stonemason, to provide ten dollars worth of labor and of James M. Goodwin to supply one hundred fifty dollars worth of groceries. Such strong support from the Hartford community has continued throughout Trinity's history.

Present when classes opened on September 23, 1824 were nine students: six freshmen, one sophomore, one senior and one young man who was not ranked. The Faculty numbered six: The President, Bishop Thomas C. Brownell, who taught Natural and Moral Philosophy; a Tutor in Greek and Latin; and Professors of Belles Lettres and Oratory, Agriculture and Political Economy, Chemistry and Mineralogy, and Botany. The presence of the two latter professors attested that Trinity, unlike many early 19th Century colleges, was committed to the natural sciences as well as to the classical curriculum. This commitment has characterized the College to the present day.

A year after opening, Trinity moved to its first campus: two Greek-Revival style buildings on an elevated tract of land now occupied by the State Capitol. Within a few years the student body had grown to

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nearly one hundred, a size that it rarely exceeded until the 20th Century.

Undergraduate life was arduous during the College's early history: students arose for prayers at 6 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age fifteen or sixteen, the Faculty attempted to control their behavior in minute detail. Students were forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without Faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms – a reflection, perhaps, of the fact that the pre-Civil War student body included many “chivalrous” young men from the Southern states. Of course, the regulations were not always scrupulously observed, and the historian of Trinity, Professor Glenn Weaver, has found several instances of riotous student behavior. On one occasion in the late 1820s, the students barricaded themselves within the College, forcing President Brownell to batter down the door with a fence post. A favorite practice was to conduct a ritual burning at semester's end of the textbook used in some required course which students had found especially onerous. (The freshman course in “Conic Sections” was often singled out for this treatment.)

In 1872 Trinity took an important step toward the future when it sold the “College Hill” campus to the City of Hartford to provide a site for a new State Capitol. Six years later, the College moved to its present location. Bounded on the west by an escarpment and on the east by gently sloping fields, the new site had been known in the 18th Century as Gallows Hill. The Trustees chose William Burges, the distinguished English architect, to design the new campus. Influenced by the architecture of the Oxford and Cambridge colleges, Burges proposed an elaborate scheme of four enclosed quadrangles extending north and south from a massive Gothic chapel. Financial and other considerations made it impossible to implement Burges' entire plan, but Jarvis and Seabury Halls (completed in 1878) and Northam Towers (1881) bear his distinctive stamp. Generally viewed as the earliest examples of “collegiate Gothic” in the United States, these buildings were to exert an important influence on academic architecture for several decades to come. Together with the imposing Gothic chapel completed in 1932, they are a constant reminder of the medieval origins of collegiate institutions.

The late 19th Century was a seminal period in the history of American higher education: not only did the modern university begin to emerge, but many undergraduate colleges sought to recast their curricula and institutional practices in forms more appropriate to a rapidly industrializing society. The forces of change were seen at Trinity in the increased proportion of Ph.D.'s on the Faculty, the introduction of

more electives into the curriculum, the addition of a program in biology, the strengthening of the other natural sciences, and the doubling of the number of library holdings. There was also talk of transforming Trinity into a university. But as had been true of earlier proposals to establish schools of medicine, law and theology, nothing came of this plan. Thus the College's commitment to undergraduate liberal arts education was reaffirmed.

Another significant development in the late 19th Century was the movement to loosen Trinity's traditional ties with the Episcopal Church. Although never a "church school," Trinity was closely tied to the Diocese of Connecticut, particularly after 1849 when the Bishop of Connecticut was made *ex officio* Chancellor of the College. The Charter was amended in 1889 to end this practice, an important step in the "secularization" of the College. Secularization has proceeded apace in the 20th Century, and today a substantial majority of undergraduates come from non-Episcopalian backgrounds. Nonetheless, the College still values its Episcopal heritage, and such individual parishes as Trinity Church, New York City, and Christ Church, Hartford, continue to provide valuable support.

Despite the achievements of the 1880s and '90s, difficulties marked the early years of the new century, in part because of the notoriety caused in 1899 by the Faculty's decision to suspend the entire sophomore class for six weeks as punishment for the brutal hazing of freshmen. Enrollments declined sharply (only six students graduated in the Class of 1904), and the College began to look increasingly to the Hartford area for many of its undergraduates. For a while it seemed that Trinity's destiny might be strictly regional. In the late 1920s, however, the College began to reestablish its stature as a national institution. In 1929, the Trustees fixed five hundred as the ideal size of the student body and directed that applicants be sought from all parts of the country. Admissions standards were raised and financial aid expanded.

Although the Great Depression entailed severe hardships for many colleges, the 1930s were years of growth for Trinity. The Faculty expanded steadily and the student body surpassed five hundred in 1936. Four residence halls were added, as well as the Chemistry Building and the Chapel.

Rapid growth has continued since World War II. The student body has now attained a plateau of sixteen hundred fifty, and there are one hundred thirty-five faculty. An architecturally eclectic collection of buildings has gone up; among the more noteworthy are the Hallden Engineering Laboratory, the Library, Downes Memorial Clock Tower, Mather Campus Center, the McCook Math-Physics Center, the Austin Arts Center, the Albert C. Jacobs Life Sciences Center, and the George M. Ferris Athletic Center.

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Of course, a college is much more than enrollment statistics, or Faculty size, or bricks and mortar. In an age of constant social and intellectual transformation, a college must be a living community that can respond imaginatively to changing circumstances, while preserving pertinent parts of its heritage. Thus, innovation, tempered by a respect for the past, has been the hallmark of Trinity's recent history. Curricular reforms have reinvigorated the liberal arts tradition by restating it in terms which speak to the concerns of the later 20th Century. As undergraduates have manifested greater personal maturity, the College has abandoned all remnants of paternalism in favor of treating them as fully responsible adults – a policy which was reinforced in 1972 when the State of Connecticut lowered the age of majority to eighteen. Students have been given an enlarged voice in institutional decision-making and governance through the addition of their elected representatives to most Faculty committees and several committees of the Board of Trustees.

In 1968 Trinity made a commitment to the admission, with financial aid when needed, of a substantially larger number of black and other minority students. Less than a year later, the Trustees voted to admit women as undergraduates for the first time in the College's history. For the first five years of coeducation, male enrollment was held at a minimum of one thousand. But in January, 1974, the Trustees abolished this guideline, so that henceforth sex will not be a criterion of admission any more than race, religion or national origin are. Coincident with these developments, the College has acted to increase the number of women and minority group members on the Faculty and in the administration.

In May of 1973 Trinity celebrated its one hundred fiftieth anniversary. President Theodore D. Lockwood sounded an optimistic note about the College's future, not least because it had come so far since those days in a rented church basement. Yet confidence about the future is no cause for complacency, as President Lockwood recognized when he challenged the entire Trinity community to work to make Trinity the foremost liberal arts college in America where questions of value are central. "We believe that undergraduate education does, and should, change lives," President Lockwood stated. "To that end we must address the questions: What shall we do with our knowledge? What ought we do? What shall be our purpose in life?" If each academic discipline represented at Trinity persistently raises such questions, President Lockwood said, then the College can help to insure that "a decent and creative life in a free society is possible." With this challenge before it, Trinity embarked on its second one hundred fifty years.

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 Curriculum

The curriculum is the basic framework within which teaching and learning occur and it embodies the educational philosophy of a college. Trinity's present curriculum resulted from a two-year study by a Curriculum Revision Committee composed of six faculty members and three undergraduates. It is reviewed regularly and changes and additions are made periodically.

In its initial report to the Faculty, the Curriculum Revision Committee stated that a curriculum "ought to be a practical guide to the realities of academic life at a given institution, and it ought to embody some educational ideal." The Committee defined the ideal of the present curriculum as "the preservation of the connection between knowledge and the zest of life." In other words, the Trinity faculty believes that the whole point of education is to persuade people to become intelligently self-motivated in respect to matters that have great personal or social importance.

Pursuant to this ideal, the curriculum embodies the conviction that students are ultimately responsible for the shape and content of their individual academic programs. Undergraduates may enroll in whatever courses they decide will best serve their needs and interests, in terms of their general intellectual development, their secondary school preparation, and their graduate school and career aspirations. Only in the major field of study are they required to take specific courses. Otherwise, they are free to elect the courses in which they will enroll.

The faculty believes that a free-elective curriculum is most successful when coupled with judicious faculty advising. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus freshmen and sophomores ordinarily have as their advisers the faculty members who teach them in Freshman Seminars (see below) during their first semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member stand the best chance of developing that close acquaintance with, and firm respect for, one another which is crucial to successful advising. (Students who choose not to take a Freshman Seminar have as their adviser the Freshman Seminar Coordinator or another appropriate member of the faculty.)

In planning the freshman-sophomore program, the student and adviser may refer to the Non-Major Guidelines (see below), which the Faculty established to assist the student in developing a truly liberal education. In no sense are courses in the Guideline areas required; rather, they are suggestions which the Faculty believes each student should consider before making a final course selection.



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.

For their first semester at Trinity, students are encouraged, but are not required, to 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. 86 and Advising, p. 30.

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

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.



Special Curricular Opportunities

Trinity's undergraduates seek a wide range of educational opportunities and experiences. Thus the faculty has created a number of programs which enable students to depart from traditional patterns of classes. These special opportunities stem from the faculty's conviction that there is a fruitful connection between learning and life. While courses and programs in the traditional academic disciplines remain central to the curriculum, many students have found that their educations are enhanced by taking advantage of one or more of the opportunities described below.

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. THE BARBIERI CENTER INC.

The summer, fall and spring semester programs of the Barbieri Center, Trinity College's program in Rome, Italy, are designed as part of the undergraduate program offered at 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.

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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.

The Barbieri Center curriculum is especially suited for students of the humanities but students of the sciences may, by early planning of course sequences, arrange for a term in Rome. Courses are taught in English except for those in Italian language and literature. All students are expected to enroll for an Italian language course.

Included and integrated into the program is an excursion to Florence 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, Leo Wollenborg, Luigi Barzini, Jr., and other important figures in Roman life.

The Barbieri Center 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 (exclusive of transatlantic travel) 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 excursions in and beyond Rome plus the first \$250. of air passage.

For additional information, communicate with the Director of the Barbieri Center, 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 oppor-

tunities of the Trinity curriculum enumerated in this section are provided to serve the students' need for fresh, imaginative approaches to learning.

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

✓ 1. INDEPENDENT STUDY

Any student or group of students may, after the Freshman year, and upon approval of a faculty member and the faculty member's department chairman, undertake an Independent Study course. Ordinarily, the purpose of an Independent Study is to enable the student to explore in detail specialized subjects not covered in regular courses. The number of Independent Studies offered each academic year is between 400 and 500. Specific notification of the Independent Study (even if it is identified by a course number) must be presented to the Registrar on a form provided for this purpose. A student may enroll for one or two course credits each semester in this study mode. Such Independent Study may be included in the major program if so approved by the program director 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. Four course credits (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 (for a maximum of three course credits).

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be achieved. Procedures for submitting an Open Semester proposal are published in the *Handbook*.

In 1974-1975 Open Semester Programs (which numbered 22) included internships in state and private residential treatment programs for the retarded and the emotionally disturbed, the Connecticut State Legislature, and educational television. Other Open Semester projects were carried out in political campaigns, bi-lingual education, regional government, urban planning, wilderness education and Buddhism.

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 Education assists students in locating suitable internships or research opportunities related to their academic program. (See also Connecticut State Legislative Internship under *Special Policies and Programs*.)

4. COLLEGE VENTURE PROGRAM OF THE INSTITUTE FOR OFF-CAMPUS EXPERIENCE

The College Venture Program provides 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 should consult the Dean for Educational Services.

5. ^{hips} ~~TEACHING ASSISTANTS IN THE FRESHMAN SEMINAR~~
~~AND OTHER COURSES~~ ^

Each Freshman Seminar instructor may enlist the services of a teaching assistant for his seminar. The student assistant may receive up to one course credit for such assistance. Interested students should consult one of the Freshman Seminar instructors.

Faculty members teaching certain other courses from time to time choose to use teaching assistants.

Guidelines for the selection of teaching assistants are published in the *Handbook*.

6. 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 are 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).

Two of the Student-Taught courses to be offered in 1975-76 are Children's Literature in Social Context and the Criminal Justice System.

7. INTERDISCIPLINARY MAJORS

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

The student, with his faculty sponsor, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval (according to the outline in the *Handbook*). All procedures necessary to establish such a program should be completed prior to March 1 of the student's Junior year.

Some recently approved majors are East Asian Studies, Twentieth Century Italy, International Relations, the Philosophies and Techniques of Therapeutic Methods, Computing Concepts, and French Studies.

8. THE ACADEMIC CALENDAR — OPEN PERIODS

In order to provide relief from the pace and intensity of the educational process and to provide occasions for work on projects requiring blocks of time, 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. Participants are responsible for arranging that transcripts and any other documents necessary for the approval of transfer credit at Trinity are sent to the Trinity Registrar.

✓ 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 (except for instrumental or voice lessons) in one of these institutions as part of his regular program. Applications 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

Trinity and Hartt College of Music of the University of Hartford have established a cooperative program in music which provides the Trinity student with an unusually comprehensive liberal arts music curriculum. The Trinity student may apply for courses at Hartt College. Extracurricular activities in music are available at both colleges. Interested students should consult the music faculty.

The core courses of the major and a number of electives are offered on the Trinity campus. Other courses in theory, composition and history are given at Hartt.

Trinity students may enroll for private lessons in voice or instruments through Hartt College on a space available basis. There is an additional charge for this instruction beyond the usual tuition rate of Trinity. (Consult the office of the Trinity Program in Music.)

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

Trinity College students may prepare for certification in elemen-

tary 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 AND WESLEYAN UNIVERSITY

Arrangements similar to those within the Greater Hartford Consortium for Higher Education exist with Connecticut College and Wesleyan University for Trinity students who wish to take one course offered in one of these institutions but not at Trinity. Transfer credit will normally be given for courses in which the student has received grades of C- or better. Applications should be made through the Registrar.

✓ 16. CHINESE LANGUAGE AND LITERATURE COURSES

Chinese language and literature courses at (Central Connecticut State College) in New Britain, Conn., are open to Trinity 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

(11) A student exchange program for Juniors has been arranged 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 six places available each year. The cost to participate in this program (including transportation) is approximately the same as the cost to attend Trinity for one academic year.

✓ 8. TRINITY COLLEGE ~~IN~~ (QUEZON CITY, PHILIPPINES)

(12) 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. THE UNIVERSITY OF PUERTO RICO

(13) An exchange program for students fluent in Spanish as well as English is available with the University of Puerto Rico, Rio Piedras.

✓ 10. WASHINGTON SEMESTER PROGRAM OF THE AMERICAN UNIVERSITY

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

✓ 11. THEATRE ARTS PROGRAM

(15) 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 information may be obtained from the Director of the Theatre Arts Program. Applications for admission are made upon his recommendation and through the Twelve College Exchange.

✓ 12. DOMESTIC ACADEMIC LEAVES OF ABSENCE

(16) For cogent academic reasons, students may apply to study for one or two terms at other colleges or universities in the United States. Arrangements for Trinity students to apply as visiting students have been concluded with New York University, the University of Chicago, the University of Michigan, the University of Arizona and other institutions.

✓ 13. THE INSTITUTE OF EUROPEAN STUDIES

(17) 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 study at one of these centers should talk with the Dean for Educational Services. Participants complete the academic leave of absence form at Trinity prior to enrollment. The comprehensive fee for a

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full academic year in an Institute program (including transportation) is approximately the same as 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.

(if not listed above)

14. FOREIGN STUDY 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 faculty adviser. He should also discuss his proposed program with the Dean for Educational Services in order to ascertain that it is a program approved by Trinity College. He must then file an Academic Leave of Absence form with the Assistant Registrar in order to receive transfer credit for specific courses.

Programs which have been approved for academic credit at Trinity College include (but are not limited to): occasional student status at various British universities, Sweet Briar in France, the Jacob Hiatt Institute of Brandeis University in Jerusalem, Tufts in London, the State University of New York Program at the University of Copenhagen, Marquette University in Madrid, L'Académie in Paris, Smith College in Florence, the Council on International Educational Exchange at the University of Lenin-grad, the Wesleyan Semester in Paris, the American Friends of the Hebrew University in Jerusalem, Dartmouth in Mexico, the Great Lakes Colleges Association in Colombia and Dartmouth in Toulouse. Trinity College maintains relationships with a number of these programs but does not have official connections or formal affiliation with them.

15. PROGRAMS IN CLASSICAL STUDIES

✓ 18 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.

✓
19 *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.

✓
20 *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 curriculum is addressed mainly to juniors. 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. Students should complete the academic leave of absence form at Trinity prior to enrollment.

E. SPECIAL POLICIES AND PROGRAMS

✓
21 1. CONNECTICUT STATE LEGISLATIVE INTERNSHIP

A program of research activities and the opportunity to examine and to participate in the State legislative process is offered through the Political Science Department each Trinity Term. During the annual sessions of the Connecticut Legislature, about twelve Trinity students work as aides to legislators, attend biweekly seminars with a Trinity faculty member and undertake various projects. During 1975 this program was operated as a group Open Semester. In 1976 and alternate years it will operate as an Intensive Study Program comprised of research projects and related course work.

2. 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. See Intercultural Studies Program under *Courses of Instruction*.

3. URBAN AND ENVIRONMENTAL STUDIES PROGRAMS

The programs in Urban & Environmental Studies are broadly-based, multidisciplinary 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*.

4. AMERICAN STUDIES

The American Studies major is a complex undertaking which requires the student to explore and analyze the American experience from a variety of intra- and inter-disciplinary vantage points. Generally, the student's work will center on American history, literature, and political science or economics. However, the student is also expected to seek out and to pursue other pertinent fields of study in the humanities and social sciences. Emphasis is given to the integration of the various disciplines and to an analysis of both changes and continuities in the American experience over time. See also American Studies Program under *Courses of Instruction*.

5. COLLEGE COURSES

From time to time Trinity faculty offer 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 1974-75 a College

Course in Technology and Medicine was offered; in 1975-76 there will be such a course entitled Legal Aspects of Human Experimentation.

6. 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. 34.

7. 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*.

8. 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.

9. 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, to earn both a Trinity Bachelor's degree and a Master of Science or Master of Engineering degree. (The Hartford Graduate Center offers selected courses and programs in Engineering Science and Mechanical Engineering of the Graduate School of Rensselaer Polytechnic Institute, Troy, New York.) 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 Bachelor's degree level is necessary for adequate preparation for a career in engineering. For these

reasons, a combined program has been instituted with the Hartford Graduate Center 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 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*.

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:

Computing Major: A student interested in computing may elect to follow the *Computing Coordinate Major*. The detailed requirements of this major are given under the Engineering Department major and course descriptions. The computer facility at the College is a time-shared system based on a Digital Equipment Corporation PDP-8 computer. Additional terminals are connected to a Dartmouth Time-Sharing computer. Students have free access to both systems 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 pro-

gram 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 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 Bachelor's degree from Trinity College upon satisfactory fulfillment of the degree requirements. He will, in addition, take courses at Trinity and the 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, Troy, New York.

Admission to the Master of Engineering Program is obtained towards the conclusion of the third year upon recommendation by Trinity's Department of Engineering. Students desiring to enter this program should follow the Engineering Major listed on p. 123.

Thirty semester hours' credit 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 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 the Hartford Graduate Center.

Advising

A. ACADEMIC ADVISING FOR EDUCATION AT TRINITY

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 who chooses to enroll in a Freshman Seminar 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.

B. ADVISING FOR GRADUATE PROFESSIONAL EDUCATION

While Trinity College does not offer major programs of study which are specifically designed to prepare students for professional study on the graduate level, the College recognizes that many of its students are considering such study. Therefore, special advisory committees have been established to advise students interested in the areas listed below. Interested students are invited to consult the Director of Career Counseling or another member of the appropriate committee at any time. Consultation early in a student's career at Trinity is urged.

1. PREPARATION FOR MEDICAL SCHOOL

The preparation of men and women for medicine and other health related 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 is encouraged to choose whichever major interests him. However, for acceptance by a medical or dental school, it is necessary that a student complete with excellent performance a number of courses in the 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 as well as the academic proficiency demonstrated in the major are main factors considered by medical school admissions committees. Additionally, letters of recommendation, personal interviews at the medical schools, and performance on the Medical College Admissions Test (MCAT) constitute important components of a student's application. The Medical College Admissions Test, which is usually taken in May of the junior year, is a nationally administered aptitude and achievement test which must be taken by all medical school applicants. Similar examinations are also required of those applying to schools of dental and veterinary medicine. In order to be properly prepared for these examinations students should try to complete the requirements by the end of the junior year. *To accomplish this end it is strongly advised that chemistry be taken during the freshman year along with mathematics or physics.*

The Pre-medical Advisory Committee is specifically charged with giving counsel to and preparing evaluation letters for stu-

dents particularly interested in medicine and related fields. *Students should consult with the members of the Committee prior to the beginning of classes in their freshman year to discuss the academic program they have selected.* 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.

Members of the Committee are Professor Edward Bobko, Chemistry; Professor Richard B. Crawford, Biology; Professor Donald B. Galbraith, Biology; and the Director of Career Counseling.

2. PREPARATION FOR LAW SCHOOL

Many students enter law school either directly from Trinity or within a few years after graduation. 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. Students are urged to include in their program of study at Trinity such courses as English, American history, logic, mathematics, political science, and economics. A Pre-Law Advisory Committee has been established to advise students interested in applying to law school. The members are Mr. Thomas D. Lips, Director of External Relations; Professor Thomas A. Reilly, Political Science; the Director of Career Counseling; and Professor Edward W. Sloan III, History.

3. PREPARATION FOR GRADUATE BUSINESS SCHOOL

Graduate programs in business administration attract a large number of Trinity alumni, either directly after graduation or a few years thereafter. Although any undergraduate major is acceptable to business school admissions offices, students must have taken mathematics through calculus and should have had at least a year of economics. An Advisory Committee has been established and includes Mr. Harry O. Bartlett, Executive Director of Parents Association; Professor Ward S. Curran, Economics; the Director of Career Counseling; and Professor August E. Sapega, Engineering.

4. PREPARATION FOR GRADUATE STUDY IN ARCHITECTURE AND RELATED DESIGN AREAS

Graduates of Trinity College have entered programs of graduate study in Architecture, Planning, Urban Design, Landscape Archi-

itecture and related design areas and are practicing professionals in these fields. Sometimes they have had to do further work on the undergraduate level before proceeding to graduate programs. Since these programs vary from school to school, the student interested in any of these areas is advised to consult the appropriate catalogues early in his college career to determine requirements. A broad liberal arts curriculum, based on a major in one of the following departments: Art History, Studio Arts, Urban and Environmental Studies, Engineering, or one of the social sciences, is recommended. The choice of a greater or lesser number of science, engineering or other technical courses should be dictated by the student's own interests and abilities. However, all students preparing for one of these programs are urged to take at least one year of mathematics, preferably 121, 122; one year of physics, 101, 102 or 121, 122; Studio Arts 113, 114; Art History 101, 102, and Art History Courses in Architecture; and Engineering 341, 342.

A committee has been established to aid students in planning for work leading toward the design professions. The committee is composed of Professor Andrew J. Gold, Urban and Environmental Studies; Instructor Judith Rohrer, Fine Arts; Professor Harvey S. Picker, Physics; Professor August E. Sapega, Engineering; and the Director of Career Counseling. Students considering careers in these areas are encouraged to consult with members of this committee early in their college careers.

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.

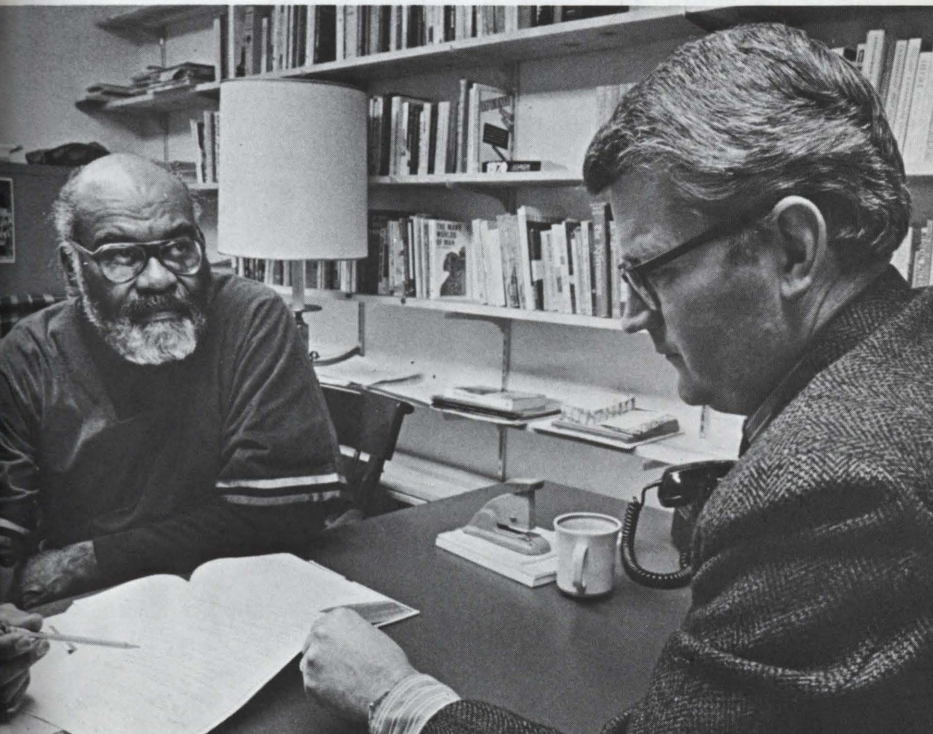
The second unusual aspect of the IDP is that the program may be completed in varying numbers of years depending on the progress of the student and the guidance of his advisers. For students whose intellectual interests are well-developed, completion of the IDP may take less than the traditional four 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 nine Trinity faculty members. Each IDP student will have one of the nine 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 1975 is Professor Frank G. Kirkpatrick.



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. 34) 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 must have satisfied all of his financial obligations to the College before his degree is conferred.

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 cumulative grade point average of at least C—.

4. Receive at least sixteen course credits through registration in courses taught or supervised by Trinity faculty.
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 required for a major, including cognates, will not exceed eighteen. A student should not take more than fourteen courses in a single department.

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Majors presently established at Trinity College include:

Art History
Biochemistry
Biology
Chemistry
Classics
Economics
Engineering
English

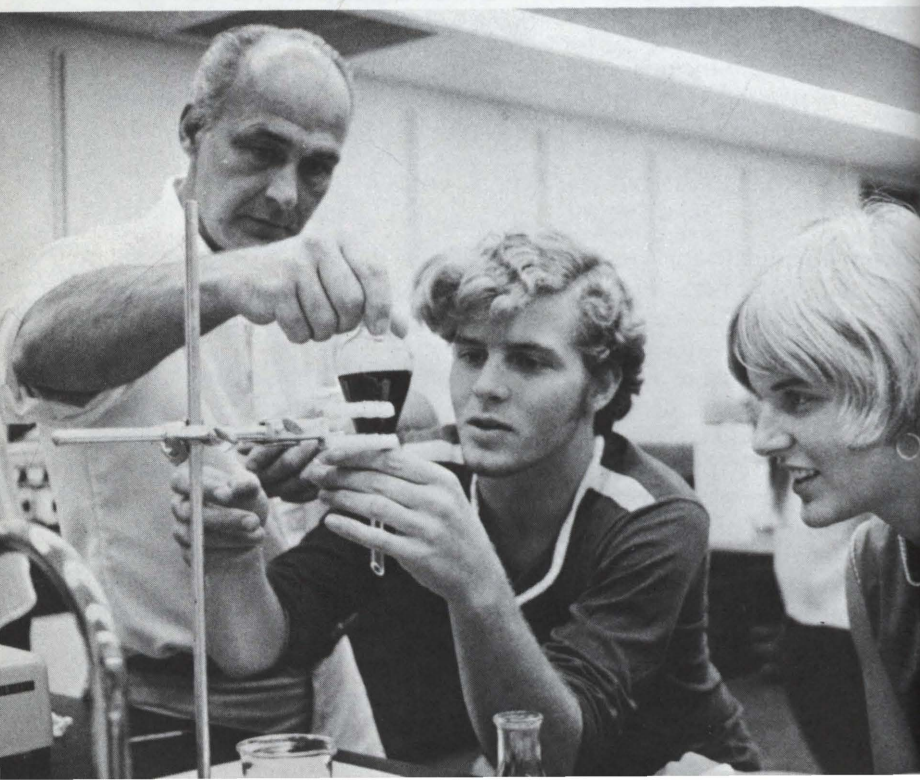
History
Mathematics
Modern Languages
(French, German,
Italian or Spanish)
Music
Philosophy
Physics

Political Science
Psychology
Religion
Sociology
Studio Arts
Theatre Arts

Interdisciplinary majors include:

American Studies
Comparative Literature
Computing Coordinate Major
Intercultural Studies
Physical Sciences
Urban & Environmental Studies

Interdisciplinary majors may also be individually constructed (see Student-Designed Study under *Special Curricular Opportunities*).



Campus Life

TRINITY's eighty-six-acre campus is the home of a lively and varied social and intellectual community. Numerous extracurricular activities, as well as the multitude of personal relationships formed among undergraduates, faculty members and administrators, are a valuable adjunct to the more formal learning which takes place in the lecture hall, seminar room and Library. The College seeks to provide in its extracurricular life the same flexibility, diversity of opportunity, individual freedom of choice and personal responsibility which are embodied in the curriculum.

COLLEGE GOVERNANCE

Trinity undergraduates are encouraged to concern themselves actively with their own government and regulation. Many of the standing faculty committees include elected student representatives, as do several committees of the Board of Trustees.

The rules and regulations concerning student government, dormitories, fraternities, personal conduct, and the like are published separately in the *Trinity College Handbook*. All members of the College community are governed by the rules, regulations and provisions contained in this catalogue and the *Handbook*. Members of the College are responsible for knowing the regulations of the College. A system of Administrative Procedures in Matters of Discipline and Dispute, in which student, faculty and administration representatives are involved, is used to adjudicate complaints brought against members of the community.

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 are open to the College community and allow participation by the public according to established procedures.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association, initially formed in 1971 as the Student Executive Committee, consists of a number of students elected at large as well as one representative of each committee at the College on which undergraduates serve. In addition to setting the Student Activities Fee, the SGA concerns itself with a broad spectrum of issues and concerns related to undergraduate life.

STUDENT ACTIVITIES

The College believes that participation in various extracurricular activities will enhance the student's education. Trinity's small size and its many facilities promote close associations among undergraduates and with members of the faculty and administration in the enjoyment of intellectual, cultural, recreational and athletic pursuits.

There is a regular schedule of concerts, dances and the like, many of them sponsored by the Mather Board of Governors, the campus social committee. The Board's activities, like those of all other recognized student organizations, are financed by the Student Activities Fee. The size of this fee is set each spring by the Student Government Association and collected on behalf of the student body by the College.

Student organizations include activities in the field of music, art, drama, journalism, politics, broadcasting, social action projects, film, and crafts. These activities result in 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 events. There are organized clubs paralleling classroom interests in a variety of departments.

RESIDENCE HALLS

Trinity is primarily a residential college, although no student can be guaranteed on-campus housing throughout his or her entire four years at the College. Approximately thirteen hundred fifty of sixteen hundred fifty men and women undergraduates live in dormitories and apartments owned by the College. The residence hall is the center of the student's home on the campus. Residents live in accommodations which afford privacy and security while making available the camaraderie of the larger living unit.

Trinity offers a wide variety of residence halls, ranging from older buildings in the "collegiate Gothic" style to modern multi-storied complexes. Most students live in rooms or suites housing from two to eight persons; there are also a limited number of "singles." In addition, a number of College-owned apartments, some with kitchen facilities, are available.

Each room is equipped with essential articles of furniture: bed, mattress, bureau, desk and chair. Residents provide their own linens, pillows, blankets, spreads, draperies, reading lamps, rugs, occasional furniture and decorations.

Most residence halls house both men and women, in some cases on the same floor, in others on alternate floors. To insure privacy and security there are separate bathrooms, and locks are provided on all room and bathroom doors. Some of the residence halls contain furnished lounges, study areas, ironing rooms and coin-operated laundromats. Students arrange directly with the telephone company for the installation of room phones.

Most residence halls house members of all four classes, and there are no exclusively freshman dormitories. Upperclass Resident Assistants are available to freshmen for counseling and advice. Many residence hall groups sponsor parties, mixers, faculty receptions, intramural sports teams and various other activities.

Freshmen are assigned to rooms by the Office of Student Services in cooperation with the Office of Admissions. Upperclassmen select their accommodations according to a priority lottery system. Students desiring campus housing sign an annual contract.

DINING FACILITIES

The dining hall, located in the Mather Campus Center, serves meals daily in a self-service-cafeteria style. The choice of a five-day or seven-day meal plan is offered. Meals are also available *à la carte*. Students who do not have kitchen facilities in their residences normally take meals in the dining hall.

CAMPUS FACILITIES

Trinity provides a wide variety of facilities for activities, studying and recreation.

MATHER CAMPUS CENTER is the hub of student life. In addition to the dining hall, it contains the "Cave" (a snack-bar and favorite "meeting place"), several lounges, rooms for meetings and lectures, and the Washington Room, the largest auditorium on campus. Also located in Mather are the College Information Desk, the bookstore, a four-lane bowling alley, a U.S. Post Office, game and vending machines, and bulletin boards for announcements.

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

CINESTUDIO is a student-operated cinema which offers a regular schedule of first-run films. It is located in Kriebel Auditorium of the Clement Chemistry Building.

THE FERRIS ATHLETIC CENTER and TROWBRIDGE MEMORIAL include squash courts, swimming pool, intramural gymnasium, weight room, and locker and shower facilities. Its facilities, as well as numerous playing fields and tennis courts, are available for use by all members of the College community.

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 advising.

The Office of the Dean of Students concerns itself with relations among undergraduates and with student relations to the institution and its non-student subdivisions. Its object is to encourage the development of an environment in which academic pursuits can be conducted freely and with dignity and in which students' non-academic interests can be directed, to the greatest possible extent and in a very broad sense, to educational ends. Within this office, the Office for Student Services is responsible for the services and programs of the Mather Campus Center, in the dining and food service areas, in the Bookstore, and in the Residence Halls. Pursuant to their responsibility for the student's overall

intellectual and social development, all members of the Office of the Dean of Students are available for counseling and help with personal problems.

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.

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 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 weekdays.

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 facilities on campus, is an association of students of the Jewish faith. A rabbi from the Hartford area works closely with the group. Weekly Shabbot services are held. Kosher dining arrangements are available at the Hillel quarters.

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 regularly enrolled students. The College Medical Director is on duty part time of weekdays in the Medical Office. A gynecologist is available weekly by appointment. 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 8:00 a.m. Saturday 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 regular students enrolled during the 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 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. The other members of the Conference are Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Tufts, Union, Wesleyan and Williams. Competition is held in the following sports: football, cross country, and soccer in the fall; basketball, swimming, hockey, wrestling, 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 or junior varsity teams are organized in all recognized sports. In addition, an informal intercollegiate schedule is arranged in fencing, water polo, 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 free admission to all home athletic contests except hockey 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, squash racquets, bowling, tennis, soccer, golf, table tennis, softball, and volleyball.

FRATERNITIES

Six social fraternities, all maintaining a house with dining facilities, are active at Trinity: Delta Psi, 340 Summit Street, (founded 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 86 acres with playing fields and buildings, many of which are in the collegiate Gothic style of architecture. (See map on Inside Back Cover.)

Trinity's famous "Long Walk" runs along the **western side** of the main quadrangle in front of the three oldest buildings on the present campus:

SEABURY HALL (1878) still contains many of the college classrooms and faculty offices. The distinctive charm of its rooms, no two of which are alike, expresses the individuality for which Trinity is known.

JARVIS HALL (1878) is the original residence hall of the College.

NORTHAM TOWERS (1881), also containing dormitory rooms, joins Seabury and Jarvis Halls. These three buildings are constructed of native brownstone quarried from the river banks of nearby Portland.

The **northern end** of the quadrangle is formed by:

WILLIAMS MEMORIAL (1914), which 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, the Robert B. Riggs Memorial Chemical Library and the Vernon K. Kriebel Organic Chemistry Laboratory; 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;

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THE ALBERT C. JACOBS LIFE SCIENCES CENTER (1969), houses the Departments of Biology, Psychology, and Sociology and includes the Francis Boyer Auditorium;

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 Department 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, 194-196 New Britain Avenue, and 78-80 Crescent Street and 111 Crescent Street, 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:

OGLBY HALL (1941);

THE NORTH CAMPUS RESIDENCE HALL (1962);

THE HIGH RISE RESIDENCE HALL (1968);

ALLEN EAST and ALLEN WEST RESIDENCE HALLS; and the 90-92 Vernon St. student residence.

70 Vernon Street houses the Department of Religion, the Intercultural Studies Program, and the Individualized Degree Program.

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, 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 during the day and all regular services are open to the public. The Chapel and its facilities are available to students, alumni, and other members of the College for baptisms, weddings, funerals, and other special services under the jurisdiction of the Bishop and Canon Law of the Episcopal Church in the Diocese of Connecticut. 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 the founding trustees, 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 130,000 volumes, which until then had been located in downtown Hartford. The present combined total is approximately 550,000 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 expandable 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.

TRINITY IN HARTFORD

The heart of downtown Hartford is a few minutes' car or bus ride from Trinity's tree-lined campus. The city affords many cultural opportunities, among them the Bushnell Memorial, home of the Hartford Symphony and scene of many concerts, operatic performances and dance programs; the Hartford Stage Company, a distinguished repertory company; the Wadsworth Atheneum, the nation's oldest public art museum; the Hartford Ballet Company; and a new Civic Center. Movie theatres, restaurants and various other recreational and entertainment facilities are scattered throughout the Hartford area.

Trinity has a strong program of student participation in social action projects in the city. The Director of Graduate Studies and Community Education can help the student arrange for involvement in Hartford through tutoring, "Big Brother" and "Big Sister" programs and the like. A number of students have also secured positions with governmental and private agencies in the city, usually on a volunteer basis and sometimes for academic credit in conjunction with a course or an independent study.

Admission To College

APPLICANTS for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106. Each applicant for admission will be advised of the procedure to be followed. Freshman students are enrolled only in September. The closing date for filing the "Personal Application for Admission" form is *January 1*. The entire application procedure must be completed by *February 15*.

GENERAL ADMISSION POLICY

Trinity College does not make the religious tenets, the sex, the race, or the national origin of any person a condition for admission. Enrollment in the freshman class is limited to approximately 400 men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are judged on (1) their academic performance and potential, (2) their qualities of character and personality, and (3) their accomplishments within their schools and communities. Particular attention is given to the personal qualities and to intellectual motivation.

The school record, the personal recommendations from school administrators and teachers, and the tests of the College Entrance Examination Board or of the American College Testing Program are carefully considered by the Office of Admissions. Applicants should be well prepared for Trinity's academic work. Also, they should be desirous and capable of contributing to campus and community activities.

Sons and daughters of alumni who meet all the admissions requirements are given preference over other applicants of similar qualifications.

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

Trinity does not participate in a formal Early Decision program. In-

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stead, students with strong academic, extracurricular, and personal records who will enroll at Trinity if admitted may request and receive a decision at any time between Oct. 1 and March 15. Generally, all other freshman applicants who have completed their applications properly will be notified of admission decisions about the middle of April.

SECONDARY SCHOOL REQUIREMENTS

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

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

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

EARLY ADMISSION

Secondary school juniors who have achieved a level of personal and intellectual maturity and of academic competence implying readiness for college may apply for acceptance by early admission. In these circumstances, the regular application procedures should be followed during the junior year.

CEEB OR ACT EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the Scholastic Aptitude Test and the Achievement Test in English Composition of the College Entrance Examination Board or the test of the American College Testing Program. The Office of Admissions will accept scores of any test taken through January, 1976. It is the applicant's responsibility to have test scores sent to the Admissions Office. Any deviation from these test requirements must be approved by the Director of Admissions.

For the purpose of placement, students who desire to continue study at the College of the foreign language taken in secondary school are urged to sit for the CEEB Foreign Language Achievement Test. This test should be taken by no later than the July test date preceding the student's entrance into the College.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to: (1) College En-

trance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or if the candidate resides in a state west of Kansas, to P.O. Box 1025, Berkeley, California 94701; (2) The American College Testing Program, Box 168, Iowa City, Iowa 52240.

Foreign students applying for admission may substitute the CEEB Test of English as A Foreign Language (TOEFL). Information concerning the TOEFL may be obtained from the College Entrance Examination Board.

CAMPUS VISITS

Applicants for admission to the College are welcome to visit the campus at any time. Much can be learned about the College as a result of seeing the physical facilities and talking with undergraduate students. Although individual appointments with a member of the admissions staff are *not* required as a part of the admissions process, applicants may request them by writing or telephoning *well in advance*. It should be clear, however, that the individual appointment is primarily for the purpose of exchanging information and usually not a major factor in the final evaluation of the applicant. There are times during the year when individual appointments are not made because the admissions staff members are visiting high schools in other parts of the country or are involved in decision meetings.

During certain other periods, meetings are held on the campus with groups of applicants at regularly scheduled times in the week. These "Group Sessions" are intended to provide an opportunity to ask questions and to learn more about Trinity. No advance notice is necessary for attendance at Group Sessions.

APPOINTMENTS

Weekdays	9:30 a.m. to 4:00 p.m.	Sept. 2, 1975 to Jan. 16, 1976
	9:30 a.m. to 3:00 p.m.	June 1, 1976 to Sept. 3, 1976
Saturdays	9:30 a.m. to 11:30 a.m.	Oct. 4, 1975 to Dec. 13, 1975

GROUP SESSIONS

Mondays	10:30 a.m.	Oct. 6, 1975 to Feb. 23, 1976
Fridays	10:30 a.m.	Oct. 10, 1975 to Feb. 27, 1976
Saturdays	10:00 a.m. and 11:00 a.m.	Jan. 10, 1976 to Jan. 31, 1976
Monday through Friday	1:15 p.m.	June 7, 1976 to Aug. 27, 1976

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

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

DIRECTIONS TO TRINITY COLLEGE

From the North (Springfield, etc.)

Take I-91 South to intersection with I-84. Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

From the South (New Haven, New York, etc.)

Take I-91 North to Airport Rd. Exit (Exit 27). Go down long exit ramp to stop sign. Turn left. Proceed short distance to first light, and make left turn at large, green sign reading "91, 15 South" (opposite MacDonald's). Proceed straight ahead over bridge and under overpasses, counting traffic lights. After 2nd light, the street you are on becomes Brown St. After 5th light, it becomes Linnmoore St. Turn right at 6th light onto Fairfield Ave. Past third intersection (counting on right), road forks. Take right fork to light (one block) at New Britain Ave. Cross New Britain Ave., entering Trinity campus through brick gate.

From the East (Boston, etc.)

Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity Campus.

From the West (NYC via I-84, Danbury, etc.)

Take I-84 East to Sisson Ave. Exit (Exit 46) – this is a left exit. Keeping to the left, go down long, curving exit ramp to light (Sisson Ave.). Turn

left on to Sisson Ave. Take Sisson Ave. to Park St. (second light after making turn), and turn left onto Park St. Take Park St. to Park Terrace (again, second light after turn), and turn right onto Park Terrace. Once on Park Ter., take third (diagonal) left (onto Summit St.), and go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

ADVANCED PLACEMENT FOR FRESHMEN

Trinity's academic departments will consider applications from entering freshmen for advanced placement.

Many secondary school students take college level courses under the Advanced Placement Program of the College Entrance Examination Board. Students who wish to apply for advanced placement under this program are usually expected to take the Advanced Placement Tests of the College Entrance Examination Board.

The following departments grant qualitative and quantitative credit for achievement on Advanced Placement Tests, according to the restrictions noted:

- | | |
|-----------------------|--|
| Biology | – <i>One</i> and <i>one-quarter</i> course-credits for scores of 5 or 4. |
| Chemistry | – <i>Two</i> and <i>one-half</i> course-credits (Chem 111L, 112L) for scores of 5, 4, or 3, provided a passing grade is also received on an examination administered by the department during the freshman orientation period. |
| Classics | – <i>One</i> course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received. |
| English | – <i>One</i> course-credit for 5 or 4 on the English AP Test. |
| Fine Arts | |
| <i>History of Art</i> | – <i>Two</i> course-credits (Fine Arts AH 101, 102) for scores of 5 or 4. |
| <i>Studio Art</i> | – <i>Two</i> course-credits (Fine Arts SA 111, 112) for scores of 5 or 4. |
| History | – <i>Two</i> course-credits for scores of 5 or 4 on either the European AP Test or American AP Test. AP credit in History counts toward general degree re- |

quirements *only*, and not toward a major in History. History majors with credit for European AP will still be required to take History 101 and may take History 201 for credit. Students with credit for American AP may take History 201 and/or History 202 for credit.

Mathematics – *Two* course-credits (Math 121, 122) for scores of:
– 5, 4, or 3 on AP Calculus BC Test
– 5 or 4 on AP Calculus AB Test
– 3 on AP Calculus AB Test if a Qualifying Exam given by the department is also passed.

Modern Languages – *Two* course-credits for scores of 5, 4, or 3.

Physics – *Two* course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.
– *Two* course-credits (Physics 101, 102) for scores of 5, 4, or 3 on the AP-B Physics Test.
– *Two* course-credits and admission to Physics 221 for scores of 5 or 4 on the AP-B Physics Test provided the student's general background in Physics and Mathematics is found to be satisfactory after review by the department.

Any department is allowed to give quantitative or qualitative credit, or both, to an entering freshman on the basis of its own special examination.

Students who have taken college-level courses in programs other than the CEEB Advanced Placement Program may request consideration for advanced placement and credit in individual departments at Trinity.

All requests and applications for advanced placement should be made to the Registrar before September 1 of the year of entrance. Receipt by the Registrar of an Advanced Placement score report will be considered an application for advanced placement and credit.

FOREIGN STUDENTS

The policy of Trinity College is to welcome qualified foreign students. However, scholarship resources and other financial aids for foreign students for the academic year 1976–1977 are expected to be minimal. Such students are integrated into the academic and social life of the College and are expected to complete their degrees on the same basis as other students. Realizing, however, that differences in preparation may exist

between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, *Academic Standards and Regulations*, Irregular Candidates). Such students may sometimes find that more than the customary four years is necessary to complete their degree and, therefore, should be cautious about their temporal and financial budgets.

Trinity College has been approved for attendance of non-immigrant students under the Immigration and Nationality laws by the Immigration and Naturalization Service at Hartford (April 30, 1954) with the file number A10 037 658.

ADMISSION TO ADVANCED STANDING BY TRANSFER

Students whose academic records are of good to excellent quality at junior colleges and community colleges or other accredited colleges who wish to transfer should write to the Director of Admissions for information about the procedure.

A small number of transfer students will be admitted to commence study in the second semester. Also a small number will be offered admission to start their study in September, 1976.

For mid-year admission consideration, candidates are required to *complete* their applications by December 1, 1975. Mid-year admission candidates whose applications are properly completed by this deadline should receive a decision no later than January 10, 1976.

Students desiring to commence their studies at Trinity in September, 1976, must *complete* the application process by March 1. However, since the Office of Admissions will begin to review transfer applications in early February, it is urged that the application process be initiated early and completed promptly. Normally, all September admission candidates who have properly completed their applications will receive a decision by mid-May.

No applicant will be considered who is not in good standing at his or her college.

Because of its limited nature, college sponsored financial assistance usually is not available to transfer students. However, the Director of Financial Aid is willing to counsel the student about this matter.

A candidate for the Bachelor's degree admitted by transfer to the regular program must receive at least 16 course-credits through registration in courses taught or supervised by Trinity faculty members. As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C- or better. However, in all cases, the Registrar has the right to award or withhold credit.

College Expenses

THROUGH THE generosity of its friends, the College has an endowment sufficient to give students an education which costs considerably more than the actual tuition charged.

Bills for tuition, fees, room and board are rendered and are payable before the opening of each semester on the dates shown in the college calendar. All checks should be made payable to "The Trustees of Trinity College." Any individual who fails to pay all bills may not attend classes, register, utilize campus facilities, be provided transcript service, receive grade reports, or be granted a degree. A copy of the College refund policy which conforms to Federal regulations is available upon request.

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

Parents or guardians may also pay term bills by alternate arrangements made available to them by the Richard C. Knight Agency of Boston: (1) the Insured Tuition Payment Plan or (2) the Extended Repayment Plan. The Insured Tuition Payment Plan is based on prepayments on a monthly basis without interest and with insurance protection on the earning power of the parent. The Extended Repayment Plan is an insured loan program under which four years of educational expenses may be paid over a period of approximately six years. Use of either plan is optional and is suggested solely as a convenience. Information about both plans is sent to the parent of each incoming student when the student has been accepted for admission. Inquiries should be addressed to: Richard C. Knight Agency, Inc., Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108.

Communications regarding college expenses should be addressed to the Student Accounts Administrator.

Schedule of College Fees 1975 - 1976

	<i>Christmas Term</i>	<i>Trinity Term</i>	<i>Total</i>
Tuition ^a	\$1,662.50	\$1,662.50	\$3,325.00
General Fee ^b	62.50	62.50	125.00
Room	400.00	400.00	800.00
Board (7-day) ^c	380.00	380.00	760.00
Student Activities Fee ^d	70.00		70.00
General Deposit ^e	50.00		50.00
	<u>\$2,625.00</u>	<u>\$2,505.00</u>	<u>\$5,130.00</u>
Books (estimate)			200.00
Personal Expenses (minimum estimate)			<u>420.00</u>
			<u><u>\$5,750.00</u></u>

a) Tuition increases, subject to annual review, are anticipated as long as educational costs continue to rise. For the 1975-76 academic year the adopted increase was \$300.00.

Regular tuition will be charged up to 5% course credits. The fee for a sixth course credit is \$330.00.

b) The general fee partially finances the operation of the Student Center, student accident and sickness insurance, vocational tests, laboratory fees, student post office box, and admission to athletic events.

c) If a student decides to take the 5-day board plan, the bill is reduced from \$380.00 to \$345.00 per semester.

d) The Student Activities Fee is enacted by the student Budget Committee to finance student organizations, publications, the radio station, and ID card costs. One-half of the fee is charged to students entering the College for the Trinity Term.

e) A general deposit of \$50.00 is added to the bills of incoming freshmen, transfers and exchange students, and renewed as necessary. Against this deposit will be charged laboratory breakage, lost or damaged library books, late payment charges, damage to college buildings, the cost of keys, athletic equipment, and other college property lost or not returned on schedule. Any balance remaining after the completion of the senior year or upon withdrawal from College is automatically refunded.

Fees for degree candidates taking less than 3 course credits will be charged at the following rate.

1 course	\$415.00
2 courses	830.00

Up to 2% course credits will be charged at the rate of \$415.00 per course

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credit. 3 course credits or more will be charged at full tuition rate. The general fee and student activities fee are applicable to all degree candidates.

Auditors (who are not regular Trinity undergraduates)

\$ 10.00 Registration fee

100.00 per course

Private Music Instruction

For schedule of charges consult the office of the Trinity Program in Music. There is an extra fee in addition to tuition for private lessons.

Campus Parking Fee

\$20.00 per year

Financial Aid

THE EXPENSE of an education in an independent college is often more than the student and his family can meet during the four undergraduate years. The College is cognizant of this situation and has therefore established a substantial program of financial aid designed to provide assistance to deserving young men and women who desire to study at Trinity, but whose resources are insufficient to meet the total cost of education.

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will attempt to provide supplementary assistance on a competitive basis to those students deemed needy and most deserving of such aid. Approximately one-quarter of Trinity's undergraduates are receiving financial help from College resources.

GENERAL INFORMATION

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes, and income from the various trust arrangements so designated forms the basis of Trinity's financial aid program. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an important source of funds for scholarship and loan purposes as well. Also, the United States Government has made available additional funds under federal Higher Education legislation to supplement the College's resources.

In general, Trinity awards financial aid according to a technique known as "packaging"; i.e., each recipient is normally expected to meet part of his financial need through bursary employment and the use of loan funds, with the balance coming from the College in the form of a direct grant. Usually the student is expected to meet a greater share of his need through term and summer employment and/or borrowing as

he progresses throughout his undergraduate years. The College does attempt, however, to adjust the composition of the aid package to most effectively meet the unique needs of each student and his family. Specifically, the aid package may consist of one or more of the following:

1. *Loans* from College funds set aside for this purpose, or from the National Direct Student Loan Fund.
2. *Bursary employment* in College jobs, in the College Work-Study Program or in part-time off-campus jobs.
3. *Direct grants* from College scholarship funds and various federal programs, including Basic Educational Opportunity Grants.

Each award of financial assistance is made for a single academic year only. However, the student who receives assistance from the College at the time of admission can be assured that continued aid will be forthcoming throughout the undergraduate years so long as the student merits such assistance and has need of it. Each year the College is able to help a few new upperclass applicants for assistance, but funds for this purpose are limited and no guarantee of continued support can be made to the recipient in this category. All awards are made through the Office of Financial Aid.

TERMS OF AWARD

All financial aid is awarded on the basis of the following factors:

1. *Financial need* – Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity, along with more than 900 other colleges and universities, subscribes to these procedures, and expects each applicant for assistance to file the CSS form known as the Parents' Confidential Statement.
2. *Intellectual promise* – The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he can be expected to meet the academic requirements of Trinity College.
3. *Character* – The recipient shall have an outstanding character, as demonstrated by an ability to assume responsibility, a strong sense of personal integrity, and a spirit of unselfishness.
4. *Leadership* – The recipient shall show evidence of leadership by participation in the life of his school and community, and by an ability to bring out the best in other people.

METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the Freshman Class must complete the following steps:

1. File a Trinity Financial Aid Application with the Director of Financial Aid by January 1 of the year he intends to enroll.
2. File a completed Parents' Confidential Statement with the College Scholarship Service by January 1, and direct that a copy be forwarded to Trinity College. This form may be obtained from the secondary school guidance office. If the form is not available, the applicant may write directly to the College Scholarship Service at the address nearest his home: Box 176, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701.

TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

1. *Financial need* – Continued need for assistance must be demonstrated by the student and his family.
2. *Academic competency* – (a) Each applicant for a renewal award is expected to have maintained an academic average commensurate with his indicated academic potential. (b) As a general rule, an applicant for renewal must be in good standing (i.e., not on probation), and be making normal progress toward the degree. The fact that a student meets minimal academic requirements does not automatically entitle him to renewed aid.
3. *Personal qualities* – Each applicant for renewed aid shall have maintained the same high personal standards required for the original award. He shall show by his mode of living that he is making the most economical use of the aid awarded to him.
4. *Job performance* – Each applicant must have demonstrated performance satisfactory to the employer in any bursary employment or College Work-Study Program position which was assigned as a part of the previous year's award.

METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by March 15 of each year. All necessary renewal forms may be obtained from the Office of Financial Aid in February. Notification of renewal will be in July. The following items must be completed:

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1. Undergraduate Application for Financial Aid.
2. Parents' Confidential Statement – An analysis of information contained on this form will enable the Office of Financial Aid to make adjustments in each renewal award in response to changing family circumstances.
3. A photostatic copy of the parents' latest federal income tax return.

SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available to counsel with students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Upperclassmen who wish to be considered for financial aid are urged to communicate with the Director promptly so that they may receive the necessary materials and instructions for filing applications. Requests of this nature will be given consideration prior to the beginning of each academic term.

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Rotary, Kiwanis and other service organizations may have scholarship programs; so, too, may the candidates' secondary schools. Various states and local banks offer low-rate loan programs, and several states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, low-cost educational loans are available to student borrowers through the state and federally sponsored Guaranteed Insured Student Loan Program. Most states have a student loan guarantee plan for state residents. Students interested in this opportunity should inquire at one or more of their local banks, or may contact United Student Aid Funds, Inc., or their state Higher Education Assistance Agency. Generally, these loans are available to any student, and many students qualify for federal interest subsidies. Information concerning interest subsidies may be obtained from the Office of Financial Aid.

STUDENT EMPLOYMENT

The Office of Financial Aid provides referral services for those students who are offered employment as part of their financial aid packages and is often able to assist other students, as well, in securing campus employment. Ordinarily, student jobs do not consume more than fifteen hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus employment in the Greater Hartford area. The Office of Career Counseling maintains a listing of available off-campus job opportunities.

VETERANS

Students admitted to Trinity who intend to study under Public Law 89-358 should, upon admission to Trinity, communicate with their local Veterans' Administration Office, requesting an application for a program of education under this law.



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 written request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians. Under the law, the parent or legal guardian of a dependent student, as defined for income tax purposes, has a right to information about his child without the College's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the College will honor this right to the extent that it is required by law.

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. Pre-registration for the ensuing term is held toward the close of each term. Registration is held immediately before the first day of classes in each term.

At both Pre-Registration and Registration, 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 of Students. 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. 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.

A course which meets for one-half a term may be added or dropped by a student during the first two weeks of its meeting. If such a course is dropped after this period and before the final two weeks of its meeting, it will be recorded as "drop." A one-half term course may not be dropped during the final two weeks of its meeting.

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

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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 next term in which the student is enrolled for academic credit at Trinity or elsewhere, 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.

Grade Point Average

All courses taken at Trinity and all courses taken outside Trinity after matriculation but with the prior approval of the appropriate Trinity faculty adviser and the Trinity Registrar shall be recorded with applicable credits and grades on the Trinity Permanent Record Card. All such courses, credits and grades shall be counted toward the requirement of 36 course credits for the Bachelor's Degree and shall be included in computations of grade point average and rank-in-class. However, these exceptions prevail: grades such as "Pass," "Credit," etc. from other institutions that cannot be translated into Trinity's grading system will be recorded but will not be used in computations; courses from outside Trinity (except for those taken in the Greater Hartford Consortium for Higher Education and through the Twelve-College Exchange) for which a grade lower than C- has been received will not be recorded.

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 the major, as a "Pass/Fail" course. This designation may be changed by the student at any time during the first two weeks of classes. After the first two weeks

and prior to the last two weeks of classes the student may notify the Registrar that he wishes to receive a letter grade in his Pass/Fail course. After the first two weeks of classes the student may not convert to Pass/Fail a course which he had elected to take for a letter grade. The same time periods apply for a course which meets for one-half a term if that course is designated by a student as his "Pass/Fail" course.

Any student on Academic Probation shall not be permitted to take a Pass/Fail course during the next two semesters of enrollment after he incurs the Probation.

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 the Open Semester and in Student-Taught Courses. 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.

Students who wish to register for more than six course credits must obtain the permission of the Dean of Students.

Freshman, Sophomore, Junior and Senior Status

A student who has less than six course credits is classified as a fresh-

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man; 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 an approved program. (A decision by the Dean for Educational Services not to approve a program may be appealed by the student to the Curriculum Committee.) He must then apply to the Registrar's Office for an Academic Leave of Absence in order to receive transfer credit for specific courses. Under certain conditions a student receiving financial aid from or through Trinity College may continue to receive it for study away from Trinity (see the *Handbook*). 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. A small administrative fee is charged those students who study abroad in a non-Trinity program.

A student may spend his senior year away from Trinity upon approval of his major department chairman and the Dean for Educational Services.

Work of C— (70) grade or better done at an accredited college may be counted toward satisfying the requirements for a degree. (See also *Grade Point Average* earlier in this section.) If the courses are in the field in which the student is, or will major, then the prior, written 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. A maximum of nine course credits at Trinity will be granted for successful completion of a full academic year program in a British University.

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 Venture Program (see p. 18).

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.
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 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; |

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

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– 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.

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.

Any student on Academic Probation shall not be permitted to take a Pass/Fail course during the next two semesters of his enrollment after he incurs the Probation.

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.

**NOTICE OF PROCEDURES AND POLICIES REGARDING STUDENT
ACCESS TO EDUCATION RECORDS AT TRINITY COLLEGE**

In conformance with requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended) and Federal Regulations related thereto, Trinity College hereby provides notice of procedures and policies regarding student access to education records maintained by and at the College.* It is the intent of Trinity College to comply fully with all provisions of the Act, which is most frequently referred to as the "Buckley Amendment," and for that reason the College's prior procedures and policies have been revised so that they are consistent with the requirements and perceived intent of both the Act and Regulations interpreting the Act. The College's procedures and policies must, of course, remain subject to any future modification made necessary or appropriate as a result of subsequent legislation, regulations, or judicial and Federal administrative interpretations of the Act.

What follows is an explanation of the Act and the Regulations, and a description of the procedures and policies adopted by the College in compliance with the legislation. Questions regarding the legislation and Trinity guidelines should be addressed to the President's Office. Copies of the Act and the Regulations are available for review in that Office.

The purpose of the Act, as it applies to Trinity College, is two-fold: (1) to give presently or formerly enrolled Trinity students access to their individual education records maintained at the College, and (2) to protect such students' rights to privacy by limiting the transfer of their records without their consent. "Education records" are defined as those

* This notice will amplify and, in some instances modify, the November 15, 1974, memorandum of President Lockwood, and the December 31, 1974, memorandum of Vice President Smith regarding the Act. Copies of these memoranda are on file in the President's Office, Trinity College, and are available on request.

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records, files, documents, and other materials directly related to a student which are maintained by the College or one of its agents in the normal course of business.

The Act clarifies that an institution is not required to grant access by students to certain materials, including: (1) private notes and other materials created by the individual College personnel, provided they are not revealed to another individual; (2) medical, psychiatric, or similar records which are used solely in connection with treatment purposes and only available to recognized professionals or para-professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student's choice may review such records); and (3) law enforcement records which are kept separate from education records, are maintained for law enforcement purposes only, and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the College does not compromise the rights individuals enjoyed prior to the enactment of the legislation, students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974. Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in education records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas – admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right. (It should be understood that faculty and administrators are not required to write letters of recommendation on behalf of students, with or without the use of waivers.) To execute a waiver, the student will be asked to sign and date a written form specifying that information to which he voluntarily waives his right of access. Such forms are available at various College administrative offices, including the Career Counseling Office and the Registrar's Office. In waiving his right of access, the student retains the right to be notified, upon request, of the name of each person who has submitted such a confidential evaluation or recommendation. Moreover, the recommendation may be used only for the purpose intended. The legislation also stipulates that a waiver

may not be required as a precondition of admission to the College, receipt of financial aid from the College, or any other services or benefits. The Act clarifies that the "student" to whom the right of access belongs is defined as any person concerning whom the College maintains education records or personal information, but does not include anyone who has not been in attendance at the College. Thus an applicant for admission to Trinity College who is not admitted is not given the right under the Act to see or challenge his letters of recommendation or other records. Additionally, the Act does not give him the right to challenge the College's decision not to admit him. The rights provided by the Act only accrue to those individuals who actually enroll at the College.

The legislation also makes it clear that the parent or legal guardian of a dependent student, as defined for Federal Income Tax purposes, has a right to information about his child without the College's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the College will honor this right to the extent that it is required by law. Such a policy alters previous College policy which gave every student of majority age sole power to decide whether his parents are to receive such information as student grades and college bills.

As provided by the Act, the College retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the College: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Students have a right to inform the College within a reasonable period of time that any or all of this so-called "directory information" should not be released without his prior consent. Requests by students to suppress from public distribution the above-mentioned information are to be made annually. As required by the Act, Trinity College has provided and will in the future provide public notice of its intention to publish such information.

The Act and Regulations thereto contain further information, much of which is technical and not appropriate for inclusion in this notice. The College will, of course, be guided by all sections of the Act and Regulations and not solely by those subjects and requirements addressed in this notice. Again, further clarification and copies of the legislation can be obtained through the President's Office.

In complying with the legislation, the College has adopted the following procedures and policies in addition to those noted above:

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- A. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are:
1. Faculty and staff members determined by the appropriate record keeper to have legitimate educational interests in seeing the records in question.
 2. Authorized Federal officials auditing Federally-supported education programs and State officials to whom information from student records is required by statute to be disclosed.
 3. Persons processing a student's financial aid application.
 4. Organizations conducting studies on behalf of educational agencies in connection with predictive tests. Student aid programs, and the improvement of instruction provided that the identity of students must not be revealed to other than representatives of such organizations.
 5. Recognized accrediting organizations carrying out their accrediting functions.
 6. Parents or legal guardian of a student who is dependent upon such parents or legal guardian for Federal Income Tax purposes (discussed above).
 7. In an emergency, appropriate persons, as determined by the keeper of the records, if the knowledge of information from a student's record is necessary to protect property or the health or safety of the student or other persons.
- B. Records released to any organization, agency, or individual shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.
- C. Each office which maintains education records shall maintain a record for each student which shall list all individuals (except institution officials described above), agencies, or organizations which have requested or obtained access to such student's education record.
- D. A student may inspect material belonging to his education record solely at the office which is responsible for maintaining such information. Any office may require that the student inspect that record only in the presence of the office head who may assist in interpreting the information. Each office has the ultimate responsibility for establishing appropriate procedures; however, each office has been instructed to ask that the student's request be made in writing, and where appropriate, in person. On request, the student

may be required to properly identify himself in filing a request and prior to having access to his records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained.

- E. Under the Act, the College has 45 days from the time of request until it must comply with the request.
- F. In some instances, materials a part of a student's own record may include references to other students. In such cases, the individual student's right to disclosure is limited to only that part of the record that pertains to him. The Act does not give the student an absolute right of inspection of all such materials. At the College's discretion, a student can be informed of such materials, as specified by the Act, but may legally be denied inspection of them.
- G. Unless and until the College is provided with a written statement of permission by the author, confidential letters and statements of recommendation received prior to January 1, 1975, and evaluative materials received prior to November 19, 1974, will remain confidential and inaccessible to students. Materials received after these dates will not be treated as confidential by the College and will be accessible to students upon request.
- H. Copies of records accessible to students shall be transmitted to the student upon payment of the established fee for issuing such copies.
- I. Students seeking to challenge the accuracy of material in their education record will be requested to state the basis for their challenge in writing to the head of the office where the student's records are maintained. The head of the office may, if he believes circumstances warrant, alter the material in accordance with the assertion(s) made in the student's challenge. If, however, the office head believes the challenge is not warranted, the matter will be referred in a reasonable period after request to a Board of Inquiry, impanelled by the Dean of Students, for an arbitration hearing. The purpose of the hearing is to afford the student a full and fair opportunity to challenge and correct any inaccurate, misleading or inappropriate information about the student. The procedures for a hearing will ensure that a decision is rendered by disinterested persons. The Board of Inquiry, composed of one undergraduate, one faculty member and one administrator, will provide the student and the office head full opportunity to present their respective positions and to cross-question one another. The Board will also hear witnesses when appropriate. The hearing will

otherwise be guided by the applicable provisions for due process spelled out in the Administrative Procedures in Matters of Discipline and Dispute, as modified to conform with the requirements of the Act. Within a reasonable time after the conclusion of a hearing, the Board will issue a written decision, copies of which will be provided to the student and the office head. This decision will be binding, except that either party may appeal to the President of the College.

- J. Except as permitted by the legislation, transcripts of or information concerning a student's education record will be released to individuals or parties outside the College only with the written consent of the student or under subpoena, in which case the student will be notified. The Act stipulates that the student's written consent indicate which records are to be released, the reasons for such release, and to whom the copies are to be released. A copy of the material to be released may be requested by the student.

Student records on file in the various College offices are described below:

A. *Registrar's Office:*

The Registrar's Office maintains for each student a folder which contains various categories of information retained over different periods of time.

1. *Re Admissions:* Student application for admission to the College, supporting documents for admission (e.g. photographs, essays, etc.), secondary school academic records, student CEEB scores, student Advanced Placement scores, American College Testing Program Student Profile Report, Trinity College letter of admissions acceptance, student acceptance of admission offer, student Advanced Placement scores, Advanced Placement description of course taken and teacher recommendations re credit; and previous college transcripts of transfer students.
2. *Re Financial Aid (Prior to 1966):* Notice of approval of student loan, notice of work-study employment, notice of award of scholarship, application for loan, letter from student accepting financial aid, need analysis of financial aid applicant/recipient, parent's confidential statement, and student budget.
3. *Re Registrar Functions:* Academic record card (i.e., transcript) and information regarding statements of grades, rank in class, credits, course selections, schedules, course exemptions, registrations, leaves of absence, readmission, required withdrawal, voluntary withdrawal, course charges, independent study, grad-

uation requirements, application for major, course changes, foreign transcripts, open semester applications and student-taught course descriptions, permission to take reduced course load, and intensive study program description. Also included in this category are: Age of Majority notification, Selective Service Form 109, and correspondence from Registrar's Office to student draft boards.

4. *Re Security Office*: Motor vehicle card.
5. *Re Chaplain's Office*: Worship attendance certificate.
6. *Re Treasurer's Office*: Statement re delinquent student accounts and the withholding of grades/transcripts.
7. *Re Dean for Educational Services*: Twelve College Exchange applications and correspondence; Rome Campus correspondence and regulations.
8. *Re Library*: Overdue book notices and holds on registration.
9. *Re Academic Affairs Committee/Dean of Students*: Information regarding academic probation, required withdrawal, censure, suspension and expulsion, and student housing; mid-term and academic progress reports to parents and student; reference letters; Junior Adviser Report; room damage reports.

B. *Financial Aid Office*:

1. Files containing material relating to applications for financial aid such as:
 - a. Parent's Confidential Statements, Student's Financial Statements, Trinity Financial Aid Applications, Income Tax Return Forms 1040, and supporting documents.
 - b. Analyses of student's needs.
 - c. Notices of awards and sources of funds, including federal programs administered through the College.
 - d. Correspondence with students and their families and with other offices of the College concerning aid applicants and recipients.
 - e. Informal transcripts of grades.
 - f. Notices of job referrals and correspondence with employers of students.
2. Information relating to awards from sources outside the College such as state and local scholarship programs, Basic Educational Opportunity Grants, and Guaranteed Insured Student Loans.
3. Records of student earnings.
4. Copies of loan transactions for the current academic year.
5. Ledger cards with identifying data and composite records of

awards, resources, attendance, grades, rank in class, scores, majors, and related information.

C. *Career Counseling Office:*

1. Student Questionnaires, including such information as resident address, course selection, career objectives.
2. Interview logs, letters of recommendation, correspondence.
3. Vocational testing data.

D. *Dean of Students Office:*

1. Records of fines, pensums, restrictions, admonitions, and disciplinary actions leading to suspension, dismissal or expulsion.
2. Letters of recommendation and correspondence with students.
3. Letters relating to reduced course load, poor mid-term grades, academic probation, and required withdrawal.
4. Housing contracts, room-condition reports, and letters assessing charges for damages to residential facilities.
5. File copies of I.D. photos of currently enrolled students.

E. *Alumni Office:*

1. Statistical data on alumni by degree, geographic areas, class and occupation.
2. Alumni awards.
3. Alumni records of the College.
4. Alumni correspondence.

F. *Other Offices:*

Several other offices retain limited information regarding students. These include the Treasurer's Office (e.g. student loan account statements), Public Information Office (e.g. address and program cards), Security Office (e.g. registration of motor vehicles and bicycles), College Counselors (e.g. personal psychiatric histories), Infirmary (e.g. personal medical histories), and Admissions Office (e.g. applicant information card).

It should be noted that the scope of records maintained for students may vary greatly depending on individual circumstances. In most cases, student files do not contain many of the types of records noted above. While a number of such records have been accessible to students in the past, certain records will remain confidential and not open to students as provided in the Act and Regulations and as explained above. Moreover, the Act does not deny the College the right to destroy any records if not otherwise precluded by law unless prior to destruction the eligible student has requested access. (One of the intentions of the legislation was to encourage colleges and universities to reduce the number of

records which they have previously maintained. The destruction of records is not inconsistent with the spirit of the law.)

Finally, the Act requires that a written record be kept with the education records of each student, indicating all parties outside the College who have requested or obtained access to the records. The record must also indicate the legitimate interest that each party has in obtaining the information. As noted previously, the Act does not require the student's prior consent to the release of such files or information to Trinity College faculty or administrators who have a "legitimate educational interest" in seeing the material, or to certain other persons, agencies, and organizations specified above and in the Act. Access and release forms are available in those College offices which keep student files.

In conclusion, two points should be reemphasized. First, the College intends to comply fully with the intent and spirit of the Family Educational Rights and Privacy Act and the Regulations related thereto. Second, the policies and procedures of the College remain subject to modification made necessary or appropriate as a result of subsequent legislation, regulations, or judicial and Federal administrative interpretations of the Act. Any questions regarding the legislation or the College's procedures and policies should be directed to the President's Office.

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). All courses taken after matriculation are normally used to determine a student's eligibility. (See also *Grade Point Average* earlier in this section.) Letter grades in a minimum of twelve course credits are required for eligibility for Honors in General Scholarship.

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

Honors are awarded in General Scholarship on the basis of cumulative grade average alone to the top 3% of the graduating class or to those with an average of A— or better, whichever number of students is less. Students with an incomplete on their records are automatically excluded from consideration.

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 undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

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, 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. Freshman level courses are numbered 100 to 199, sophomore level 200 to 299, junior level 300 to 399, and senior level courses 400 to 499. Graduate courses are numbered 500 to 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. History 402–403. Course numbers joined

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by a hyphen also designate certain courses which combine the work of 2 full semester courses within one semester, e.g. Greek 101-102.

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 Course

College Course 301. Legal Aspects of Human Experimentation – An examination of participation by official institutions in the process of scientific investigations upon human beings. An exploration of the limitations and advantages of public intervention in the process. Not restricted to laws and sanctions, but considers other methods of governmental involvement such as subsidies (direct and indirect), ordering of the procedures by which decisions are made, and providing channels of communication. An illustration of the development, implementation and review of policy focused upon the area of human experimentation and with emphasis upon the legal context, broadly defined. Enrollment limited to 40, juniors and seniors. (Permission slips signed by A. Gold.) Christmas Term. – C. J. Scanlon (U. Conn. Law School) MW 7:00 p.m.

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 *Advising*). Milla B. Riggio, Assistant Professor of English, is the Coordinator of the Freshman Seminar Program.

The Freshman Seminars for 1975-76 are:

Political Language: The Uses of Myth and Metaphor

This seminar explores the myths and metaphors often used to explain diverse political and social events, such as the balance of power in politics, progress, evolution and equilibrium in history and economics. It seeks to deal with both current and recurrent myths and metaphors. In examining political language, we may gain insight into the unity of the social sciences, the limitations on man's capacity to know and his constant urge to create order, to design systems and to control social reality. – T. Reilly TTh 9:55-11:10

Introductory Life Contingencies

This seminar deals with a practical use of mathematics, namely, the mathematics of life insurance, in which probabilities of survivorship are combined with compound interest to analyze insurance and annuity benefits and premiums. Stress will be on the distinctive mathematical methods of the subject, which include verbal interpretations and proofs that explain results by "common sense." The training of this seminar will enable the student to employ such methods to advantage throughout mathematics and to exploit detailed, precise reasoning throughout his education. Student participation will be substantial; the student will learn to present and discuss both theory and applications. There will also be brief but careful written work, generally done outside of class. A textbook will be supplemented by library materials; computations will be by hand-held calculator. The only prerequisites are mathematical aptitude and interest. – Butcher MWF 9:30–10:20

Social Service Delivery Systems

The focus of the seminar will be *delivery systems* of social services such as law, medicine, social welfare, counseling, rehabilitation, etc. Topics to be covered are organizational networks of agencies; ideologies and assumptions underlying helping professions and their delivery systems; public/private and institutional/community administration of service; "unintended consequences" of our current organizations and systems of service delivery. The effect of client characteristics such as social class, sex, race, etc. on the definition of problem, type of service given, and access to networks of service agencies will also be considered. In addition, the seminar provides opportunity for involvement in the professor's sociological research on related issues. – Channels W 7:00–10:00

Nature, Nurture, and Child-rearing

The seminar will begin with an overview of the nature vs. nurture issue in child development, and a brief presentation of the major philosophical and theoretical approaches representing the respective positions. We will then attempt to relate these approaches and the evidence supporting them to existing child-rearing methods and the advice commonly encountered in newspapers and magazines. For a variety of parenting and education issues, we will ask how learning and socialization might best enhance the maturation process. Suggested summer reading: Golding, W. *Lord of the Flies*. Capricorn Books, New York, 1955; Kessen, W. *The Child*. Wiley, New York, 1965. – Fink TTh 1:15–2:30 (graded Pass/Fail)

Plots, Conspiracies, and Paranoia

An examination of paranoia as a significant dimension of American national life, with particular emphasis on contemporary events in American society: McCarthyism, the assassination of political leaders, Watergate, the CIA, and other topics which students, individually and collectively, may develop. Perhaps some films. The seminar will emphasize weekly discussions, outside readings and research, and a number of short papers. – J. Miller WF 1:15–2:30

Fascism, Italian Style

A study of the history, nature, and character of Italian Fascism and its impact on Europe and America in the 1920's and 1930's. The seminar will read a variety of books by historians, political scientists, and novelists in order to demonstrate the different approaches possible to an understanding of the subject. – Painter WF 1:15–2:30

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Political Themes in Modern Literature

A comparative consideration of political themes in the works of Malraux, Silone, Koestler, Vittorini, Sartre, Anouilh, R. Penn Warren and others with stress on the theme of the individual in the context of political action and that of the author as politically *engagé*. Our reading will be mostly in novels but also in poetry and drama. – Campo M 7:00–8:15 p.m., Th 2:40–3:55

Heresy and Religious Dissent

Kierkegaard once said in defense of heresy that at least it presupposes enough passion to be of a different opinion. In this seminar, I would like to explore the passions that give rise to what the orthodox establishments of different eras have called heresy. Heresy may well be the mirror in which the face of religion is seen most clearly: in heresy we see in radical form religious emotions, their expression in unorthodox belief-systems, and their threat to the structures of society. In learning what creates heresy, we will be exploring the nature of religion in its relation to culture. Some of the questions which will guide our investigation are: what factors go into the making of a heretic? What vision of an alternative reality drives someone to challenge the orthodoxy of his time? What ultimate values does a heretic hold? How do the established authorities (religious and secular) deal with heresy? Does the absence of heresy mean the sterility of religion? In addition to exploring the nature of heresy and religion, the seminar will involve practice in historical research (each member will set up an investigation of a particular heresy) and the development of a theological critique of dissenting religious belief and practice. No historical or religious background is necessary for the seminar. Its overall objective is to work through an historical-religious problem step by step from the formulation of the issue to an evaluation of the significance of what we discover. We will be as concerned with *how* heresy and religion are studied as with what we learn about *heresy*. – Kirkpatrick TTh 1:15–2:30

Technology and Medicine

This course will examine the present and potential impact of technological and medical discoveries upon the health care system. In the process, we shall investigate the basic nature of medical care administered in the United States highlighting such issues as national health insurance, the education of a physician and the creation of paramedical professionals, and implication of the automation of clinical laboratories and patient records. Students will have an opportunity to visit local medical institutions to develop an awareness of the present health care system. Of particular importance will be the problem of dynamic change in an era when reality often exceeds imagination and the development of a new ethic of responsibility for both the physician and the scientists to structure institutions to deliver broader and better medical care. – Bronzino TTh 8:30–9:45

People and Other Peculiar Animals

Animal species evolve adaptive patterns of behavior in the same way they evolve adaptive physical characteristics. In this seminar, we will assume that people are merely rather peculiar animals, and we will address ourselves to these and related questions: How does the process of behavioral (as well as physical) evolution take place in the natural world? What of its consequences can we see in the adaptive behavior of various species of birds, mammals, insects, etc.? What significant aspects of human behavior are best understood in the same light? What are the *limits* of this approach in accounting for why people do what they do (which is a

roundabout way of asking: What is especially *human* about human beings)? Students in the seminar will be responsible for choosing some of the readings, writing short papers, and preparing class presentations; at least one field trip is planned. Suggested summer reading: Read some issues of *Natural History*, *Audubon Magazine*, or similar publications which are available in your local library. – Jacobson TTh 2:40–3:55 (graded Pass/Fail)

Identity and Culture: Literary Perspectives

The question of individual identity is finally resolved (if at all) in the broader context of cultural values, norms, laws, fears. In actual human life, individual identity and personal crises are shaped by – perhaps in reaction to – such norms and expectations. In literature, the illusion of character existence is likewise the result of a complex interaction of personal and cultural forces. Readings and discussions in this seminar will revolve around questions of individual identity and cultural norms, particularly as reflected in literary works. Some suggested texts will be Eric Ericson, *Identity: Youth and Crisis*; Twain, *Huckleberry Finn*; Ibsen, *A Doll House* and *Hedda Gabler*; Chopin, *The Awakening*; Freud, *Totem and Taboo*; Sophocles, *Oedipus Rex*; Shakespeare, *Macbeth*; Richard Wright, *Native Son* (and/or Ralph Ellison, *Invisible Man*). The individual workload will be a demanding one; attention will be paid to student writing. Required summer reading: Sartre, *Existentialism and Human Emotions* and Dostoyevsky, *Crime and Punishment*. (If you cannot find paperback editions, the instructor will make them available to you.) – Riggio Th 7:00–10:00 (graded Pass/Fail)

Success in America: An Historical Inquiry

A persistent theme of our history has been the belief that America is an “open” society which offers the individual abundant opportunities to attain personal success. The seminar will consider several aspects of this theme: how different generations of Americans have defined success; what they have believed to be the best means for achieving success; how much upward social mobility there in fact has been; what critics have said about the personal and social costs exacted by the constant striving for material advancement, etc. Readings will include classic “how-to-succeed” works (e.g., several Horatio Alger novels) and historical monographs measuring the actual extent of social mobility in various periods (e.g., Stephan Thernstrom’s *Poverty and Progress: Social Mobility in a 19th Century City*). Among the critics of the “gospel of success” will be such novelists as William Dean Howells, Abraham Cahan and Theodore Dreiser. The focus of the seminar will be the weekly discussions; in addition, students will write a number of short papers based on the assigned readings. – Spencer T 1:15–3:55

Creative Writing Workshop

This seminar is designed for students who write fiction or poetry. It will emphasize the reading and discussion of student work in order to develop critical skill. Students are expected to turn in samples of their work throughout the semester. There will be exercises designed to improve certain writing techniques and there will also be some outside readings. Please submit samples of your writing before the semester begins. – Katz M 1:15–3:55 (graded Pass/Fail)

Bilingualism and Bilingual Education

Bilingual education has become an important public issue in the Southwest and in many urban centers in the United States. Resurgent ethnic pride has resulted in

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support for bilingualism and bilingual education, especially among Spanish-speaking Americans. This seminar will explore bilingualism from psychological, linguistic, and educational perspectives. The focus will be on the implications of bilingualism for education. Topics to be considered will include the effects of bilingualism and bilingual education on self-concept, social adjustment, literacy, academic motivation, and school achievement. The effectiveness of different program models will be studied. The bilingual education of Spanish-speaking children in Hartford will provide special opportunities for study. Participants in the seminar will be expected to read widely and to write on selected topics. Fluency in a second language is not necessary. — Christopherson MW 1:15–2:30 (graded Pass/Fail)

Sport: An Interdisciplinary View

This seminar is designed to be an open-ended study of "sport." It seeks the recognition, discussion and analysis of the implications and issues derived from interdisciplinary thought. It is hoped that the class will be representative of the college community (women and men, black and white, athletes and non-athletes, etc.) so as to insure a broader spectrum for discussion. Topic selection will be based largely on student interests. Some possible suggestions might be: 1) philosophical questions — what is play, games, competition, winning . . . 2) sociological questions — Black athlete, women in sport, religion, politics, economics, etc. . . . 3) psychological questions — violence in sport, need for competition, emotional pressures of winning, psychology of athlete, coach or spectator . . . Student evaluation will be based upon involvement in class discussion, knowledge of selected readings, two short papers and the completion of a term research project or paper. Suggested summer reading: Cosell, Howard. *Cosell*. Pocket Books, New York, 1973; Hoch, Paul. *Rip Off the Big Game*. Doubleday & Co., Inc., Garden City, New York, 1972; Rentzel, Lance. *When All the Laughter Died in Sorrow*. Bantam Books, Inc., New York, 1972. — Millsbaugh W 7:00–10:00

The Examined Life

Socrates, in the *Apology*, says "The unexamined life is not worth living." Sartre, by contrast, says that an examined life would be intolerable. What is it to live an examined life? Is it a good idea to live that kind of life? We will consider these questions with special reference to Socrates' words and deeds (*Laches*, *Charmides*, *Apology*, *Euthyphro*, *Crito*, *Protagoras*, *Theatetus*). We will compare Socrates' ideals with those of some modern philosophers, psychologists, and novelists. Suggested summer reading: Chopin, Kate. *The Awakening*. Bard Books; Conrad, Joseph. *Lord Jim*; Dostoyevsky. *Notes from Underground*; Ibsen. "The Wild Duck." — Belgum MW 11:30 (graded Pass/Fail)

Chemistry Appreciation

"Music Appreciation," "Art Appreciation" — why not "Chemistry Appreciation"? This seminar will, qualitatively, review the development of modern chemistry and its overwhelming influence (both good and not-so-good) on today's society. Trips to local chemical, pharmaceutical and water-treatment facilities are planned. Prospective students need not have any previous chemical training. — Bowie WF 1:15–2:30 (graded Pass/Fail)

Selected Autobiographies of Noted Americans

The seminar will focus its attention upon the autobiography as an important and reliable primary source in the study of American social history. Our notion of autobiography will be a broad one, including personal journals and diaries. Hopefully

we will be able to analyze America at various stages of her social, economic and political development through the eyes of contemporaries. Of course, to do this the historian must be aware of the particular biases involved. – Champ TTh 9:55–11:10

Creative Writing

Seminar in creative writing and the creative act. Practice in writing forms of literature most natural to the individual student and a concern with developing the writer's way of looking at and responding to the world so that his or her work achieves the impact of shared experience. – Ogden TTh 11:20–12:35 (graded Pass/Fail)

Contemporary Economic Issues

A consideration of selected contemporary economic issues including unemployment, inflation, the energy crisis, environmental policy and other issues of mutual interest to the students and instructor. Suggested summer reading: Heilbroner, Robert L. *An Inquiry into the Human Prospect*. Norton, New York, 1974. – Curran M 1:10–3:50 (possible change to evening hour at convenience of seminar members)

Madmen of History

This seminar will seek to discover a broad definition of madness as evidenced in the lives of selected despots, assassins, artists, religious fanatics, and literary giants. Some of the individuals to be studied and discussed will include Nero, Hitler, Amin, the presidential assassins, van Gogh, Torquemada, and Mishima. Classroom activity will be mostly discussion, but will include a few guest lectures, some slides, perhaps a movie or so. Students will be graded on their participation in discussions and on a number of short papers. Possibly one special project. – Hook TTh 9:55–11:10 (graded Pass/Fail)

Technology and Society

A study of ways in which technological change impinges upon society and how society in turn responds and reacts. Current problems, such as the energy crisis and pollution as well as classical examples of the so-called industrial revolution will be examined. Emphasis will be on understanding the *processes* through which society is changed by technology and also those by means of which society seeks to direct and control technology. Suggested summer reading: One of Alvin Toffler's books, preferably his newest, *The Eco-Spasm Report*, Bantam Books, 1975. If this is not available substitute *Future Shock*. – Nye WF 1:15–2:30

Stalin and Hitler: An Exercise in Comparative History

This seminar will be an exploration of the origin, nature and implications of Communism and Fascism as they arose in Russia and Germany in the first half of the twentieth century. Students will be encouraged to speculate on the nature of history as a discipline, as well as to employ political, philosophical and literary sources in comparative historical analysis. Suggested summer reading: Dostoevsky, *Notes from the Underground*; Koestler, *Darkness at Noon*; Zamiatin, *We*. – West Th 7:00

Psychology as Science of the Mind

The seminar will explore some of the important functions which the human mind performs. A sample of the questions to be posed are: How do we perceive and recognize objects? How do we understand sentences and how do we produce

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them? Do we need images to remember? Why do we remember certain events and forget others? In dealing with such questions we shall examine how the mind can be investigated scientifically and to what extent the same principles govern different mental functions. At a seminar meeting one or two students will each present a brief talk to introduce the chosen topic and then lead the discussion. Students will select topics from a syllabus to be handed out at the beginning of the term. Readings will be assigned from the syllabus for each meeting. – Haberlandt W 7:00–9:45

Sport in Literature

This course proposes to examine in some detail one facet of the cultural role of sport – that of its influence upon literature. Recognizing that sport stories and themes are everywhere to be found in the newspapers and slicks, this course will undertake readings of a more serious and enduring nature. Writings of a variety of genres will be included: fiction, non-fiction, novel, satire, biography, and protest literature. The reading will be rather extensive, averaging nearly a book a week. Seminar sessions will center upon discussion of content, and specific issues raised in the assigned books. Students will be expected to participate in discussion, and to serve as discussion leaders. Evaluation procedures will be determined by the seminar members themselves. Suggested summer reading: Bouton. *Ball Four*. Dell 0415; Collins and LaPierre. *Or I'll Dress You in Mourning*. Signet Y3949; Cosell. *Cosell*. Pocket Book 78671; Hoch. *Rip Off the Big Game*. Anchor Books A864. – McPhee M 7:00–10:00

Thinking Machines?

Can machines think? . . . Now? . . . Ever? During this seminar we will explore the reality and myth of “intelligent machines.” In doing so, we will learn something about the “state of the art” of programming computers to carry out very complex tasks, the implications of these activities for society, the nature of thought, and the line between machines and men. From all of this we should come out with a better understanding of what it means to be human. There will be common readings, written work, and seminar discussions. In addition, each student will be expected to do a project or paper. No previous experience with computers or special mathematical knowledge is required. – C. Miller TTh 2:40–3:55 (graded Pass/Fail)

Modern European Intellectual History

The seminar will deal with the major currents of European and Russian Intellectual History in the nineteenth and twentieth centuries. Main themes will include the dilemma of the intellectual in mass societies, the rise of fascism and communism, war and the collapse of liberalism. Readings will include Dostoyevsky, Tolstoy, Nietzsche, Mann, Koestler, Sartre, Solzhenitsyn, Speer, Pasternak, Graves, Orwell and others. Required summer reading: Barraclough. *An Introduction to Contemporary History*. – Kassow T 7:00

The Life, Legend and Teachings of a Mystic

Mysticism is an elusive topic of study, a category of personal experience in which usual modes of speaking are set aside or transformed in order to convey the insight of the mystic. Despite its esoteric nature, however, mysticism engages our interest if only by suggesting what we may intuitively feel to be true: that our perception of reality is partial, that “there is more to heaven and earth” than ordinary understanding can fathom. In order to do justice to this topic, we must go to the mystics

themselves, for their message is tied to their being. This seminar will therefore focus on Israel ben Eliezer, known as the Ba'al Shem Tov, "Master of the Good Name." We will analyze the Ba'al Shem's biography, the stories and parables through which his followers have transmitted his teachings, and some of the diverse strains of interpretation comprising the Hasidic movement. This will form the basis for discussions concerning the nature of mysticism in general, its relation to other religious forms, the strengths and weaknesses of dependence upon a "charismatic leader," and the particular value of mysticism to the individual and his society. No knowledge of particular religious or mystical traditions is presupposed. — Fader TTh 9:55–11:10

Theory of Numbers: Domain of the Amateur Mathematician

The seminar will focus on the use of numbers, on ideas inherent in the elementary theory of numbers and its history. Topics will be chosen to illustrate the charming and surprising properties of the positive integers which can be discovered by any curious person, regardless of his or her mathematical background. Each student in the seminar will be asked to choose a solved, unsolved or unsolvable problem in mathematics on which to report. Some use of the computer will be made. The material in the seminar is self-contained and there is no special prerequisite. — Walde TTh 9:55–11:10 (graded Pass/Fail)

Computers and Modern Society

This seminar will develop guidelines for moral and ethical use of computers both by evaluating the power of the computer to aid our understanding of ourselves and our society and by examining ways to prevent computers from dehumanizing our institutions and endangering our personal freedoms. The implications of recent technological developments, in particular the microcomputer, will be discussed. Ways in which computers are used to solve problems in areas of environment, medicine, and transportation will be illustrated by use of existing programs. The seminar requires no previous computing experience. — Ahlgren TTh 1:15–2:30

Two Centuries of American Taste

A look at style in American life, literature, and arts since the mid-eighteenth century. Present plans call for field trips to the homes of Mark Twain and Harriet Beecher Stowe, the New Britain Museum of American Art, and Old Mystic Seaport. (Some of these places charge admission. As the trips will take all afternoon, students should not make uncancelable arrangements for Tuesday afternoons after 2:30.) Books by and about Americans will be read. The readings will be discussed in class. Students should not take the seminar unless they are interested in developing their skill in expository writing, as short papers will be required almost every week. Papers will be discussed in the seminar and in private conferences. During the term, students will develop projects having to do with aspects of the seminar topic that especially interest them. Toward the end of the term, the results of these projects will be presented for discussion at meetings of the seminar. Ideally, students choosing this seminar should have an interest in exploring and discussing the American past and should have done enough writing to be sure they wish to submit their papers to constructive criticism. — McNulty TTh 1:15–2:30

Politics and Oral Communication

This seminar has two basic objectives: first, to provide members of the seminar with a variety of first-hand experiences and insights into practical politics; second, to improve each student's skills in oral communications. There will be opportunities

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for members of the seminar to work in local campaigns, participate in voter registration drives, man party headquarters, write press releases, and perform a variety of other partisan activities. The academic component will include a review of *Robert's Rules of Procedure*. We will use plays, novels, and famous speeches as a basis for oral communication. Students will debate selected issues, lead group discussions, prepare formal speeches for one another, and learn to provide constructive criticism. Included as part of the seminar will be formal instruction on the use of the library; briefings on special academic programs, such as the Legislative Internship Program, working for a semester, and 12 College Exchange. There will be two social functions, one planned by the instructor, the other planned by the students. – McKee TTh 9:55–11:10

Lifestyles

After twelve years of mathematics, history, science and the rest, the subject-matter of this course will be yourself. What you get out of it will depend upon the you you put in. We will try to get clear about the kind of people we are, how we got that way, how we would like to be, and how we might move in that direction. We will discuss personal autonomy, love relationships with family and friends, being middle-class and conventional, being unconventional. We will discuss self-respect, self-doubt, loneliness, competitiveness, happiness, depression, religiosity, alienation and meaning in our lives. As a class, a group of people working on the same project, we will discuss our interaction and how we might improve it. There will be readings from psychology, ethics, existentialism, Eastern thought, anthropology and political philosophy (e.g. *Siddhartha*, *Patterns of Culture*, *Love and Will*, *Women in Sexist Society*, *Decidophobia*, *Living the Good Life*). – Puka T 6:30

Lunacy and Libertarianism

We will study intensively some of the writings of the psychiatrist and social critic, Thomas Szasz, emphasizing two general topics: Szasz's critique of the moral and legal status of persons in our society who have been labeled mad or insane, and Szasz's theories of human behavior which lead him to characterize "mental illness" as a "myth." – W. M. Brown TTh 9:55–11:10

American Studies Program

PROFESSOR SLOAN, *Director*; ASSISTANT PROFESSOR E. E. LEACH

The American Studies major provides the student with an opportunity to explore and analyze the American experience from a variety of intra- and inter-disciplinary vantage points. In general, the student's work at Trinity will center on American history, literature, political science, economics, or sociology; however, the student may design his or her program in order to concentrate in other appropriate fields of study in the humanities and social sciences, such as religion, philosophy, and fine arts.

THE AMERICAN STUDIES MAJOR

I. Requirements of students in the major:

- A. Satisfactory completion of a minimum of twelve courses dealing with American institutions, life, and culture, including at least two courses in American History.

- B. To insure adequate depth of inquiry, students must take at least three American Studies-related courses above the introductory level in one department.
- C. To insure adequate breadth, students must take American Studies-related courses in at least three departments.
- D. Satisfactory completion of American Studies 301–302, of American Studies 401, and of either American Studies 402 or American Studies 403–404.

II. Recommendations for students in the major:

- A. In order to develop comparative perspectives and to avoid parochialism, students majoring in American Studies should supplement their programs with courses relating to other nations and cultures. For example, a student with a special interest in nineteenth-century American literature and history is advised to take courses in the literature and history of nineteenth-century England.
- B. Proficiency in at least one foreign language is highly recommended, and students who plan to do graduate work in American Studies are urged to develop a reading knowledge of two foreign languages.

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301–302. Seminar for Junior Majors – A two-credit course dealing systematically with selected topics in American Studies and required of all majors. Normally to be taken in the junior year, this course will serve as the introduction to the major program and will consider the conceptual and methodological bases of the American Studies discipline. It will also introduce students to a variety of American Studies topics and themes through readings and other appropriate materials drawn from those disciplines which consider the American experience. Permission of the instructors. – Sloan and E. E. Leach TTh 1:15–4:00

401. Colloquium for Senior Majors – A one-credit course presented in the fall term and required of all senior majors. In addition to preparing written work and making class presentations dealing with material assigned to the entire class, each student will read extensively on an individual topic or theme in American Studies and will prepare brief, interpretive papers on this subject. Permission of the instructor. – E. E. Leach M 1:15–4:00

403–404. Senior Thesis Tutorial – A two-credit, year-long course offered on an optional basis to senior majors working under the supervision of one or more faculty members in American Studies-related fields. Only those students writing a senior thesis will be eligible for honors in the major at graduation. – Staff

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402. Independent Study – A one-credit course required of all majors not writing a senior thesis. In this course each student will undertake a project on an American Studies topic of the student's own choosing. The project will be supervised by a faculty member in an American Studies-related field. In general, the project will be an outgrowth of work done in American Studies 401. – Sloan, E. E. Leach, and other participating faculty

403–404. Senior Thesis Tutorial

Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one semester courses: Chemistry 209, 211L, 212L, 311L, 315, 404; Physics 122L; Mathematics 122; Biology 317L, 318L; and two courses selected from the following: Chemistry 313, 403; Biology 220L, 321L, 409L, 412L, 414L. A grade of at least C- must be obtained in Chemistry 212L, 315; Biology 317L, 318L.

A recommended sequence of courses through the first two years that will allow maximum flexibility of choice in the last two years is as follows:

	<i>Christmas Term</i>	<i>Trinity Term</i>
<i>First Year</i>	Chemistry 111L Physics 121L Mathematics 121	Chemistry 112L Physics 122L Mathematics 122
<i>Second Year</i>	Chemistry 211L Biology 201L Chemistry 209	Chemistry 212L Elective

Modifications of the recommended sequence may be made, but should be made only in consultation with a Chemistry Department staff member.

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 CHILD, *Chairman*, VAN STONE, AND CRAWFORD;
ASSOCIATE PROFESSORS R. BREWER^{**}, GALBRAITH, AND SIMMONS;
ASSISTANT PROFESSOR SCHNEIDER

BIOLOGY MAJOR – The major consists of 12 course credits which can be acquired through a combination of departmental and nondepartmental courses. No course with a grade less than C- can be counted towards the major. A minimum of eight course credits must come from the Department of Biology offerings including Biology 201L and two other 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 in any combination with departmental courses to complete the total course credit requirement of the major.

It is expected that students intending to major in Biology will complete Chemistry 111L and 112L along with a course in mathematics and/or physics during the freshman year and enter Biology 201L at the beginning of the sophomore year. Since a student does not normally become a major until his junior year, this sequence allows ample opportunity for establishing a background in basic science which is essential to the major program. The guideline courses, described below, are available for those students who wish to take a biology course in the freshman year.

^{**} Sabbatical leave, Trinity Term

If the Biology major is to be used as preparation for medicine or other health related professions, the section in this bulletin entitled "Advising" should be consulted. Those who are anticipating graduate study in biology should discuss their plans with a faculty member of the Biology Department as early in their undergraduate career as is possible.

The following nondepartmental courses may be applied towards the major in Biology as described above.

- Chemistry:** 112L General Chemistry II
212 or 212L Elementary Organic Chemistry
311L Physicochemical Methods of Analysis
- Education:** 371 Intro. to History and Philosophy of Education
375 Educational Psychology
475 Principles and Methods in Secondary Education
491-492 Student Teaching
- Engineering:** 107 Computer Concepts
122 Computing Methods
201 Principles of Electronic Instrumentation
207 Computing Structures and Techniques
211 Introduction to Systems Analysis
411 Electrical Aspects of Biological Signals
522L Biological Control Systems
- Mathematics:** 110 Calculus (or any higher numbered course)
- Physics:** 102L Principles of Physics II
122L General Physics II

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 4 or 5 will be excused from Biology 201L, and they will be allowed $1\frac{1}{4}$ 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. Students taking part in this program will receive $\frac{1}{2}$ course credit by registering in Biology 451 or 452.

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 May 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 but who are not interested in a full major may do so by completing Biology 201L 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.

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201L. Biological Principles – An introduction to the unifying principles of biological science: 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. 1½ 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 201L. Permission of the instructor. 1½ 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 201L and permission of the instructor. 1½ course credits. Enrollment limited to 40. – Van Stone TTh 11:20

Lab. Sec. A – Van Stone T 1:10

Lab. Sec. B – Van Stone Th 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 201L, organic chemistry, and permission of the instructor. 1½

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 201L and permission of the instructor. 1½ course credits. – Galbraith MWF 10:30 (*With permission of the instructor this course may be taken without laboratory by registering for Biology 321. 1 course credit.*)

Lab. – Galbraith T 1:10

Biology 341L. Plant Diversity and Morphology – A study of the biology of vascular and non-vascular plants in terms of comparative morphology and the functional, ecological and evolutionary significance of plant diversity. Prerequisite: Biology 212L and permission of instructor. 1½ course credits. – Schneider MWF 9:30

Lab. Sec. A – Schneider W 1:10

Lab. Sec. B – Schneider Th 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 TTh 9:55

Lab. – Simmons M 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

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

212L. Biology of Plants – A study of the structure and function, development, metabolism, and ecology of plants. Plant-animal interactions will be considered. Laboratory exercises are designed to involve students with the important concepts outlined in lecture. Prerequisite: Biology 201L and permission of instructor. 1¼ course credits. – Schneider MWF 8:30

Lab. Sec. A – Schneider T 1:10

Lab. Sec. B – Schneider 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 201L. Permission of the instructor. 1¼ course credits. – Simmons MWF 9:30. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 220. 1 course credit.*)

Lab. Sec. A – Simmons M 1:10

Lab. Sec. C – Simmons W 1:10

Lab. Sec. B – Simmons T 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 201L. Permission of the instructor. 1¼ course credits. – Galbraith TTh 9:55 (*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

314. 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 201L and permission of the instructor. 1 course credit. – Van Stone MWF 10:30

316. 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 201L and Biology 313 which may be taken concurrently. Permission of the instructor. ½ 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

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. 1½ 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 201L. Biology 321 recommended. 1 course credit.

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. 1½ course credits. – Child MWF 10:30 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 412. 1 course credit.*)

Lab. Sec. A – Child M 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 201L and permission of the instructor. 1½ course credits. – R. Brewer

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 PROFESSORS HEEREN **, AND MOYER;
ASSISTANT PROFESSOR 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 209, 210, 211L, 212L, 311L, 313, 314, 320; Physics 122L; Mathematics 122 and one course selected from the following: Chemistry 403, 404, 405, 406, 412L, 415 and 509. A grade of at least C— must be obtained in Chemistry 212L, 210, 314 and 320.

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

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 311L) 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. (The preceding paragraph does not apply to Chem. 320).

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.

A recommended sequence of courses through the first two years that will allow maximum flexibility of choice in the last two years is as follows:

	<i>Christmas Term</i>	<i>Trinity Term</i>
<i>First Year</i>	Chemistry 111L Physics 121L Mathematics 121	Chemistry 112L Physics 122L Mathematics 122
<i>Second Year</i>	Chemistry 211L Chemistry 209	Chemistry 212L Chemistry 210

** Sabbatical Leave, Trinity Term

Modifications of this recommended sequence may be made, but should be made only in consultation with a Chemistry Department staff member.

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 45. Prerequisite: Permission of instructor. — Staff

Sec. A — TTh 11:20

Lab. Sec. A — T 1:10

Sec. B — TTh 11:20

Lab. Sec. B — Th 1:10

Sec. C — MWF 9:30

Lab. Sec. C — W 1:10

209. 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—, Mathematics 122, Physics 122L and permission of instructor. — DePhillips, Smellie MWF 11:30

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.

Lab. Sec. A — W 1:10

Lab. Sec. B — F 1:10

211. Lecture only, 1 course credit. Prerequisite: Chemistry 112L with a grade of at least C—, and permission of instructor. Enrollment in each section limited to 35. — Bobko, Heeren MWF 10:30

311L. 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—, and permission of instructor. — Moyer MWF 8:30 Lab. TTh 1:10

313. 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. 1 course credit. Prerequisite: Chemistry 209, and permission of instructor. — Moyer TTh 9:55

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 209 with a grade of at least C—, and permission of instructor. — DePhillips MWF 9:30

104/Courses of Instruction

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 with a grade of C–, or better, and permission of instructor. – Bobko, Heeren MWF 9:30

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 and completion of an independent study form available in the Registrar's office.

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 and permission of instructor. 1½ course credits. Enrollment in each section limited to 45. – Staff

Sec. A – TTh 11:20

Lab. Sec. A – T 1:10

Sec. B – TTh 11:20

Lab. Sec. B – Th 1:10

Sec. C – MWF 9:30

Lab. Sec. C – W 1:10

210. Physical Chemistry II: Solution Chemistry, Spectroscopy, Statistical Thermodynamics – A comprehensive treatment of transport properties, electrochemistry, quantum chemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. 1 course credit. Prerequisite: Chemistry 209 with a grade of at least C–, and permission of instructor. – DePhillips, Smellie 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.

Lab. Sec. A – W 1:10

Lab. Sec. B – F 1:10

212. Lecture only, 1 course credit. Prerequisite: Chemistry 211 or 211L, and permission of instructor. Enrollment in each section limited to 35. – Bobko, Heeren MWF 10:30

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, and permission of instructor. – Moyer TTh 9:55

320. Synthesis and Physical Properties of Inorganic Compounds – An integrated inorganic-physical chemistry laboratory course emphasizing inorganic preparation and purification techniques, physical property measurements, reaction-kinetics, and structure determination of inorganic compounds. Electrolytic, vacuum line, aqueous and non-aqueous, and high temperature solid state methods will be introduced. Characterization methods will include infrared, visible, and nuclear magnetic spectroscopy, mass spectrometry, ionic conductivity, magnetic susceptibility, x-ray diffraction and chemical reactivity. The theme of this course is the coherent application of one or more physical methods to characterization of selected inorganic preparations. Prerequisites: Chemistry 210, 314 (both may be taken concurrently), and permission of instructor. It is recommended that Chemistry 311L be completed prior to taking this course. ½ course credit. – DePhillips, Moyer TTh 1:10

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) and permission of instructor. – Bowie MWF 10:30

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 and completion of an independent study form available in the Registrar's office.

Courses taught on an alternate year basis:

[403. Synthetic Organic Chemistry]

[412L. Molecular Spectroscopy]

Courses taught in previous years, not now being offered:

[115. The Chemistry of Air Pollution]

[406. Physical Organic Chemistry]

[415. Advanced Analytical Chemistry]

[509. Advanced Physical Chemistry]

Classics

PROFESSOR WILLIAMS, *Chairman*; ASSOCIATE PROFESSORS BRADLEY AND MACRO***; VISITING ASSOCIATE PROFESSOR (PART-TIME) E. W. LEACH

CLASSICS MAJOR – Ten courses are required for the major, at least eight of which must be in Greek and Latin. The minimum level of achievement must be two 300-level courses in the one language and two 200-level courses in the other. The two additional courses may be in Greek or Latin, or two courses chosen from the following: Classical Civilization 202, 203, 204, 205, 206, 212; Fine Arts AH 201; History 203, 204, 332, 334; Philosophy 307, 341, 343. Also the satisfactory completion of the General Examination is required. The General Examination comprises three parts: one two-hour examination in the literature and civilization of Classical Greece; one two-hour examination in the literature and civilization of Republican and Imperial Rome; and one two-hour examination in a special author or authors or in a *genre*, to be decided upon in consultation with the Chairman 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.

Ordinarily, 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.

*** Sabbatical leave, academic year

106/Courses of Instruction

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. – Williams MWF 9:30, TTh 9:55

201. Herodotus – A selection of readings from the *Histories* of Herodotus. Emphasis will be laid on developing a facility to read Greek, though analysis of the historian's method and technique will not be overlooked. Some practice in prose composition. – 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.

302(1). Aeschylus and Aristophanes – A study of two prominent dramatists of fifth century Athens, working in opposite *genres*. One play of each author will be read. – Williams MWF 1:30

[311. Thucydides]

[312(1). Tragedy] – A Study of Aeschylus' *Prometheus*, Sophocles' *Oedipus Rex*, and Euripides' *Bacchae*.

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. – E. W. Leach MWF 10:30

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. – 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.

[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).

342. Plutarch – A study of Plutarch's biographical methods and materials through the reading of selected *Lives*. – Bradley TTh 9:55

[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.

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.]

101. **Elementary Latin** – The aim of this course is to enable the student, who has had no Latin, to read Latin as soon as possible. The course will meet three times a week. One course credit. Christmas Term. – E. W. Leach MWF 9:30

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; 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. – Bradley MWF 8:30

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. – E. W. Leach MW 1:15

[322(1). **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.

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

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

108/Courses of Instruction

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. – 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.

[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.

[312. **Cicero**]

[332. **Catullus**]

[341(2). **Catullus and the Elegiac Poets**] – Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid.

[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.

351(2). **Horace** – Readings in the *Odes*, *Satires*, and *Epistles* with particular emphasis on poetic theory and analysis. – Williams MWF 1:30

[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.

CLASSICAL CIVILIZATION

CHRISTMAS TERM

The following courses presuppose no knowledge of Greek and Latin:

204(1). **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. – Bradley TTh 9:55

[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.

[212(1). **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. Enrollment limited to 15. Permission of the instructor.

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.

TRINITY TERM

The following courses presuppose no knowledge of Greek and Latin:

202. **Classical Humanities: Roman Civilization** – Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures. – E. W. Leach TTh 9:55

[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.

[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.

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 Professors Benton, 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.

110/Courses of Instruction

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

183. Surrealistic Literature – An examination of non-realistic literary forms – parody, satire, irony, black comedy, nonsense, pornography, surrealism, fantasy, and myth – as they challenge the assumptions of rationalism. Permission of the instructor. (Same as English 183) – Kuyk MWF 9:30 III

204(1). 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. – Bradley TTh 9:55 I

281. Identity and Metamorphosis – Literary works by Hesiod, Ovid, Shakespeare, Middleton, Stevenson, Yeats, Kafka, Woolf, Rich, and *The Temporary Society* and *The Trickster* read in light of psychoanalytic theories of identity imprinting, self-transformation, and historical change. Permission of the instructor. (Same as English 281) – Hunter TTh 1:15 IV

310(1). Studies in Poetry: The Epic – A study of the genre of the epic as related to the concept of the hero and the definition of the self. Readings will include the *Iliad*, *Odyssey*, *Paradise Lost*, *Gilgamesh*, *Beowulf*, *Paterson*, *Sundiata*, *Aeneid* and other works in world literature and the contemporary scene. Satisfies the requirement of a genre course. Permission of the instructor. (Same as English 310(1)) – Ogden T 7:00 p.m. II

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 1975–76: Myth and Genesis. Prerequisite: Permission of the instructor. Enrollment limited to 20. (Same as Religion 319) – Gettier TTh 11:20 III

331. Studies in Genre: Satire – A study of representative satirists in English, French, Spanish, and American literature, including poetry, fiction, essay, and film. During the course, students will have an opportunity to write an original satire. Satisfies the requirement of a genre course. Permission of the instructor. (Same as English 331) – Dando TTh 11:20 III

333. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late nineteenth century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Pirandello, Anouilh, Beckett, Genet and Pinter. Permission of the instructor. (Same as Theatre Arts 333) – Nichols TTh 9:55 III

TRINITY TERM

150. Contemporary Stylists – A comparative study of prose styles in the works of such contemporary authors as Barthelme, Pynchon, Grass, Lowry, Lessing, Barth, Jong, and others. Permission of the instructor. (Same as English 150) – Minot TTh 9:55 IV

196. Survey: Oriental Literature II – A study of selected masterpieces of Chinese, Japanese, and Indian literature, mainly fiction and poetry, of the nineteenth and twentieth centuries, typifying their civilizations. Permission of the instructor. (Same as English 196) – Benton MWF 11:30 I

202. Classical Humanities: Roman Civilization – Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures. – Staff TTh 9:55 I

240. Literary Existentialism – A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism. Readings in Kierkegaard, Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Jaspers, Dürrenmatt, Ellison, and Bellow. Permission of the instructor. (Same as English 240) – Benton TTh 11:20 IV

242. Time and the Modern Novel – A study of time in the modern novel with readings in Woolf, Faulkner, Joyce, Proust and others. Permission of the instructor. (Same as English 242) – Ogden M 1:15 IV

243(2). The Antihero – A study of the characteristics, function and varieties of the antihero in Western, especially modern, literature. Permission of the instructor. (Same as English 243(2)) – Potter WF 1:15 IV

278. Translation: Theory and Practice – This course is designed for students who want firsthand experience and insight into the problems of translation. Emphasis will be on practice. Theory of successful translators will be studied as will some of the translations themselves for what they reveal of historical and foreign interpretation of major works. Prerequisite: Permission of the instructor. – Katz W 1:10 V

321(2). Studies in Genre: Modern Drama – Emerging patterns of twentieth-century drama will be viewed against the background of nineteenth-century Romantic heroism. Authors to be studied include Nietzsche, Wagner, Goethe, Ibsen, Shaw, O'Neill, Albee, and Brecht. Satisfies the requirements of a literary history or genre course. Permission of the instructor. (Same as English 321) – Riggio MWF 11:30 III

345(2). Chaucer – Chaucer's *Canterbury Tales* and other writings in the context

of late medieval ideas about God, nature, the relations of men and women, the structure of society, and others. Satisfies the requirement of a literary history course. Permission of the instructor. (Same as English 345(2)) – McNulty TTh 9:55 V

361(2). Studies in Eighteenth-century British Literature: The Enlightenment – A study of English and French writers of the eighteenth century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a literary history course. Permission of the instructor. (Same as English 361(2)) – Kuyk MWF 9:30 I

387(2). Dante, the Classics and Anglo-American Literature – An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. (Same as Italian 387(2)) – Campo TTh 2:40 II

Dance

JUDY DWORIN, *Director of Program*; INSTRUCTOR

(PART-TIME) STEPHANIE WOODARD; GUEST ARTISTS WENDY PERRON AND
RISA JAROSLOW

CHRISTMAS TERM

105. Introduction to the Dance I – 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 20. Sec. A – Woodard, Dworin TTh 9:55, Th 7:00 (Workshop); Sec. B – Woodard, Dworin TW 2:40, Th 2:40 (Workshop)

106(1). Introduction to the Dance II – Jaroslow, Woodard, Perron TW 4:00, Th 4:00 (Workshop)

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 motion. Selected studies assigned based on classroom interaction and discussion. Prerequisite: Dance 105 and/or Dance 106. Permission. Enrollment limited to 15. – Dworin MWF 1:15

[161. Dance Analysis and Criticism] – Observation of dance both in and outside of performing situations: Close attention to structure, rhythm, shape and tone. Concentration on writing about dance as an art form. Writers to be studied include Denby, Johnston, Siegel, Sontag. No dance experience necessary. Permission of instructor. – Perron

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 20. – Perron, Jaroslow T 1:15 (Workshop), WTh 1:15

[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.

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 or 106. Permission. Enrollment limited to 15. – Perron W 7:00 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. Sections limited to 20.

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. – Jaroslow TTh 4:00

332(1). **Teaching Creative Movement 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 sufficient background in both the technical and creative aspects of dance as well as courses in child psychology. – Dworin TTh 2:40

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)

105(2). **Introduction to the Dance I**

106. **Introduction to the Dance II**

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. – Woodard

[218. **Dance and Music**] – The theme of this course is two-fold. First, the relationship of the media, dance and music, will be explored by examining a variety of dance and musical forms which are contemporary, historical, and foreign as well as forms created by the class. Second, we will be concerned with the discovery of

methods of analysis appropriate for the particular forms involved. No technical dance is required, although previous experience in the arts may be helpful. Useful for choreographers. Permission. Enrollment limited to 15. – Woodard

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. – Jaroslow

306. Advanced Technique

312. Repertory and Performance

412. Special Studies in Dance

Economics

PROFESSORS BATTIS, *Chairman*, CURRAN AND SCHEUCH; ASSOCIATE
PROFESSORS DUNN AND GOLD; ASSISTANT PROFESSOR EGAN***;
INSTRUCTORS LINDSEY, MCNALLY, TSUMBA AND ZANNONI

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,

*** Sabbatical leave, academic year

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 35. Permission slips signed by Department Secretary, Williams Memorial E210.

Sec. A – Dunn MWF 9:30

Sec. D – Scheuch TTh 8:30

Sec. B – Tsumba MWF 9:30

Sec. E – Scheuch TTh 9:55

Sec. C – Zannoni MWF 10:30

[103. **Principles of Accounting**] – During 1975–1976 students are advised to elect approved accounting courses at the University of Hartford under the program of inter-institutional cooperation.

107. **(Mathematics 107) 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 11:30

201. **Contemporary Economic Issues** – 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 may reflect the interests of students and instructors in the several sections. In addition, one or more sections may concentrate on a more limited range of topics; such sections will be given a specific descriptive listing. Enrollment in each section limited to 30. Prerequisite: Economics 101 and permission of the instructor. These courses are normally elected prior to enrollment in Economics 301 and/or 302.

Sec. A – Gold WF 1:15

Sec. B – Tsumba WF 1:15

205. **History of Economic Thought** – An introduction to the ideas of the major economists contributing to the development of economics from the pre-classical period to Keynes and Schumpeter. Prerequisite: Economics 101. – Dunn MWF 10:30

207. **Socialism** – A survey of the development of socialist thought in historical context, and an examination of the structure and functioning of socialist economies, with special emphasis given to their incentive systems, resource allocation mechanisms and the conditions of freedom. Prerequisite: Economics 101. – Battis TTh 1:15

223. **Industrial Revolution** – An examination of the industrialization of the British economy in the eighteenth and nineteenth centuries. Attention will be focused on the technological and structural changes that occurred during that period and the consequent impact of this economic transformation on the laboring class and economic welfare. Prerequisites: Economics 101 and permission of the instructor. – Battis TTh 9:55

301. **Microeconomic Theory** – A study of the determination of the prices of goods and productive factors in a 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.

Sec. A – Gold MWF 9:30

Sec. B – McNally MWF 10:30

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302(1). Macroeconomic Theory – The theory of National Income determination, employment, distribution, price level and growth. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Zannoni MWF 9:30

303. Labor Economics – A study of the problems of wage earners in modern industrial societies with particular reference to the United States: analysis of the labor force; wage determination in theory and practice; impact of unions upon the economy; unemployment; role of the state in protecting workers and members of disadvantaged groups including social security, manpower, anti-poverty, and equal employment opportunity legislation. Prerequisites: Economics 101, at least one 200 level course, and permission of the instructor; Economics 301 is advised but not required. (May not be offered Fall 1976.) – Scheuch TTh 1:15

309. Corporation Finance – The development of the business unit; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation and promotion; expansion and reorganization. Prerequisite: Economics 101 and permission of the instructor; Economics 301 is advised but not required. – Curran TTh 8:30

310(1). Money and Banking – The nature, significance, and functions of money; monetary standards; the role and operation of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Prerequisites: Economics 101; at least one 200 level course or permission of the instructor. – Tumba MWF 10:30

313. Regional Economics – An examination of the location of economic activity. Designed to complement Economics 314, the focus will be primarily on regions other than metropolitan areas and on problems not specifically urban in nature. Industrial location, land use, regional economic growth, inter-regional trade, and factor mobility will be treated both theoretically and descriptively. Such problem areas as preservation of open space, water resources, and agricultural areas; the economics of conversion of fringe areas from rural to urban land uses; and the effect of transportation systems on land use patterns will be discussed. Students will do independent research on Connecticut as a region and/or system of sub-regions. Prerequisite: Economics 101 and permission. – McNally MWF 11:30

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. – Lindsey TTh 11:20

[321. American Economic History] – A survey of the growth of the national economy from 1790 to the 1900's. Special attention will be given to problems of foreign trade, the "Take-Off," the economy of the antebellum South, transportation, land policy, agrarian discontent, the rise of cities, and the problems of monopoly and economic welfare. Prerequisite: Economics 101 and permission of the instructor. – Battis

331. Seminar in Economics – Readings in and discussion of selected economic issues (will vary from year to year). For 1975–1976:

Seminar in Human Values and Economic Policy – An examination of value judgments in economics and their role in the formulation of public policy. The distinction between private and social costs and benefits will be analyzed as a basis for policy recommendations. Prerequisite: Economics 101; Economics 301 is advised but not required. – Dunn WF 1:15

441–442. 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 – McNally M 7:00–10:00 p.m.

[503. Labor Economics]

[505. Fiscal Policy]

[507. History of Economic Thought]

[509. Corporation Finance]

511. Economics of the Securities Markets – Curran T 7:00–10:00 p.m.

[513. Socialism]

515. International Economics – Lindsey W 7:00–10:00 p.m.

[521. Economic History of Western Europe]

[523. Economic Development]

541. Methods of Research – Zannoni 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 35. Permission slips signed by Department Secretary, Williams Memorial E210.

Sec. A – Tumba MWF 9:30

Sec. D – Curran TTh 9:55

Sec. B – Lindsey MWF 10:30

Sec. E – Curran TTh 1:15

Sec. C – Scheuch TTh 9:55

118/Courses of Instruction

[103(2). **Principles of Accounting**] – During 1975–1976 students are advised to elect approved accounting courses at the University of Hartford under the program of inter-institutional cooperation.

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 11:30

202. **Contemporary Economic Issues** – 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 may reflect the interests of students and instructors in the several sections. In addition, one or more sections may concentrate on a more limited range of topics; such sections will be given a specific descriptive listing. Enrollment in each section limited to 30. Prerequisite: Economics 101 and permission of the instructor. These courses are normally elected prior to enrollment in Economics 301 and/or 302.

Sec. A – The Political Economy of Federal Policies – relating to such problems as inflation, economic growth, energy resource development and usage, and tax reforms involving the redistribution of income and wealth. Criteria employed in policy formulation will be evaluated. – Dunn MWF 9:30

Sec. B – Lindsey MWF 9:30

Sec. C – Women's Role in a Changing Economy – Economic analysis applied to selected women's issues: job and credit discrimination; "crowding" in labor markets; oppression in the home; alienation. Exploration of policy options from an economic point of view. – McNally MWF 10:30

204. **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 1:15

301(2). **Microeconomic Theory** – A study of the determination of the prices of goods and productive factors in a 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. – Tsumba WF 1:15

302. **Macroeconomic Theory** – The theory of National Income determination, employment, distribution, price level and growth. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32.

Sec. A – Zannoni MWF 9:30

Sec. B – Zannoni MWF 10:30

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 MWF 11:30

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. Prerequisites: Economics 101; at least one 200 level course or permission of the instructor. – Tumba MWF 10:30

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. – McNally MWF 9:30 (This course may not be offered during the academic year 1976–1977.)

314. Urban Economics – Economic analysis of urban areas in their regional setting; the study of location theory, land use and housing markets, and of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101 and permission of the instructor. – McNally WF 1:15

[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. – Lindsey

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 the U.S.S.R., Yugoslavia and China. Prerequisite: Economics 101 and permission of the instructor. – Battis TTh 1:15

332. Seminar in Economics – Readings in and discussion of selected economic issues (will vary from year to year). For 1975–1976:

Sec. A – Research Seminar in Comparative Economic Systems – An investigation of the variation in economic organizations, growth processes and economic welfare conditions in the U.S.S.R., China, and Yugoslavia. Prerequisite: Economics 301 and permission of the instructor. – Battis M 1:15–3:55

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Sec. B – Research Seminar in Economic Development – Lindsey
WF 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** – Zannoni W 7:00–10:00 p.m.

504. **Union-Management Relations** – Scheuch T 7:00–10:00 p.m.

506. **Public Finance** – Dunn M 7:00–10:00 p.m.

[508. **Monopoly and Public Policy**]

[510. **Money and Banking**]

[512. **Mathematical Economics**]

[514. **Urban Economics**]

[516. **International Economic Problems**]

[518. **Basic Econometrics**]

[522. **Economic History of the United States**]

[524. **Comparative Economic Systems**]

Education

ASSOCIATE PROFESSOR SCHULTZ, *Chairman*; ASSISTANT
PROFESSOR RABINEAU; INSTRUCTOR CHRISTOPHERSON

The Department of Education offers courses for persons who intend to teach in public or private schools and for others who are in a broad range of issues and problems in education. 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-Eight 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 consorial 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-Eight State Compact. Students electing this program will begin their work at Trinity with two courses: Education 371 or 376 and 375.

In addition to the above programs, students who wish to pursue independent studies in areas concerning public education, which may include 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. - Rabineau 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. - Christopherson TTh 11:20

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 videotaped micro-teaching lessons. Open to juniors and seniors only. Permission of the instructor required. - TBA TTh 9:55

480(1). 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 MW 1:15

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. - Rabineau and Staff

Note: The following graduate courses, except those numbered 600 and above, are open to juniors and seniors. Prerequisite: Permission of the student's major adviser,

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of the instructor, and of the Graduate Office. (See Trinity College Bulletin: Graduate Studies: Summer 1975/Academic Year 1975-76.)

521. Secondary School Teaching – TBA T 7:00-10:00 p.m.

524. Secondary School Curriculum – TBA Th 7:00-10:00 p.m.

526. The Content of Education: Issues in the Philosophy of Curriculum – Rabinau W 7:00-10:00 p.m.

535. Individual Differences and Development – Christopherson Th 7:00-10:00 p.m.

601. Seminar: Research in Education – Schultz M 7:00-10:00 p.m.

651-652. Thesis – Schultz 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. Permission of the instructor required. – Schultz TTh 1:15

471, 472. Ideas in Education – An investigation of topics in education which are of particular importance to the concerned citizen, such as: bias in testing, innovations in curricula, problems of learners from minority groups, teacher evaluation, etc. Topics will vary from semester to semester and will reflect the interests of students and instructors. Permission of the instructor required.

472. Humanistic Education and Instructional Technology – A study of the fundamental questions of the possible merits and dehumanizing effects of technological developments in education such as instructional television and computer assisted instruction. This investigation will examine the philosophical and psychological foundations of the humanistic approach to education as they relate to the rationale, components and techniques of specific technological innovations. This comparative study will include discussion of a wide range of social and pedagogic issues. – TBA MW 1:15

481(2). Developmental Reading in the Secondary School – Students will study the psychological bases of reading and reading instruction. Relevant theory and research in cognition, perception, language, learning, and motivation will be explored. Students will observe reading instruction in local schools (arranged through the Office of Community Education), observe their own teaching through videotaped exercises, and work with reading pacers, controlled readers, and reading materials. Required of all English majors wishing to teach in the public schools, but open to all interested students. – Christopherson T 4:00-6:30

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 interdisciplinary innovations. 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. – Rabineau Th 4:00–6:30

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. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Graduate Office. (See Trinity College Bulletin: Graduate Studies, Summer 1975/Academic Year 1975–76.)

505. Psychology for Instruction – Christopherson Th 7:00–10:00 p.m.

507. School and Society – Schultz T 7:00–10:00 p.m.

537. Learning Disabilities – Christopherson M 7:00–10:00 p.m.

601A. Individualized Instruction – TBA W 7:00–10:00 p.m.

651–652. Thesis – Schultz and Staff

Courses given in other years:

[522. Secondary School Administration]

[541. Educational Measurement and Evaluation]

[543. Principles of Guidance]

[570. School Law]

[580. Computer Programming and the Teacher]

[600. Problems of Education]

[601–602, A and B. Seminars: Selected Topics in Urban Education, Value Theory in Education, The Deviant Adolescent, Educational Statistics, The Dynamics of School Learning Groups, Individualized Instruction, Performance Based Education, Theories of Motivation, Comparative Education.]

Engineering

PROFESSORS SAPEGA **, *Chairman*, AND NYE; ASSOCIATE PROFESSORS
BLAKESLEE AND BRONZINO; ASSISTANT PROFESSOR AHLGREN;
LECTURER WOODARD

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

MAJORS IN ENGINEERING

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 In-

** Sabbatical leave, Trinity Term

124/Courses of Instruction

formation. 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 Master of Engineering degree program must fulfill the Engineering major; those in the four-year program must satisfy the General Engineering major.

ENGINEERING MAJOR – With Electrical or Mechanical Engineering options: Engineering 211, 212L, 225, 226, 231L, 337; in addition, Electrical Engineers must take, Engineering 307L, 308L. Physics 302; Mechanical Engineers: Engineering 326, 332, 362. Chemistry 111L. Mathematics through Mathematics 322. Physics 121L, 122L, 221L, 222L. (The student may apply to the Department Chairman to substitute, for no more than two of the stated physics and chemistry courses, other science courses which may be more appropriate for the program goals of that student.)

GENERAL ENGINEERING MAJOR – Nine courses in engineering. Mathematics 221, 222; Chemistry 111L; Physics 121L, 122L, 221L, 222L. (The student may apply to the Department Chairman to substitute, for no more than two of the stated physics and chemistry courses, other science courses which may be more appropriate for the program goals of that student.)

MAJOR IN COMPUTING

COMPUTING COORDINATE MAJOR – This major is designed for those students who wish to combine an interest in computers with study in a traditional major department. There are three sets of requirements to be fulfilled: (1) The Computing Sequence; four courses in computing, including the senior seminar. (2) Seven courses in mathematics, chosen so as to cover the general areas of the calculus (four course sequence), numerical mathematics, probability or statistics, and algebraic structures or finite mathematics. (3) The Coordinate Major; five to seven courses in a major department, chosen to assure a depth of knowledge in the chosen field. The choice of courses in the Coordinate Major Department must be approved by a designated member of that Department before the student is accepted into the Computing Coordinate Major.

CHRISTMAS TERM

107. Computer Concepts – The study of the underlying concepts of computers, computer systems, and their use; program design concepts; data representations and applications; social implications of the computer. Program writing and execution is required. 1 course credit. Permission of the instructor. – Blakeslee MWF 8:30

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. – Ahlgren M 1:15

207. Computing Structures and Techniques – A study of the characteristics of batch, time-sharing, and real-time computer systems. The study of data structures,

data handling, and non-numeric programming algorithms. Various computer languages, including assembly language, are introduced as needed. 1 course credit. Prerequisites: Engineering 107 or 122. Students having extensive previous computing experience may take this course with the permission of the instructor. – Sapega MWF 8:30

211. Introduction to Systems Analysis – The analysis of systems from the fields of engineering, biology, economics, urban and environmental areas, etc. using mathematical methods. Appropriate digital and analog computer solution techniques are introduced and applied to study the dynamics of systems. 1 course credit. Prerequisite: Permission of instructor. – Ahlgren TTh 9:55

225. Statics – Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. 1 course credit. – Blakeslee TTh 8:30

231L. 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. 231L Lecture and laboratory, 1½ course credits. Required of majors. 231 Lecture only, 1 course credit. Prerequisite: One year college physics, one chemistry course. – Sapega TTh 11:20

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 credits. Required of majors. 307 Lecture only, 1 course credit. Prerequisite: Engineering 212, Physics 221, or permission of instructor. – Sapega TTh 9:55

337. Thermodynamics – The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances; the source of and the release of energy. Prerequisite: Mathematics 221. – Onuf and Hodges MWF 11:30

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. Computing Methods – An introductory study of computing methods. Determination of the real and complex zeros of functions. Numerical integration methods. Least squares methods. A study of the problems of errors and roundoff in computing. Computer programs are assigned to illustrate applications of methods developed. 1 course credit. Permission of the 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 9:55 – Lab. Arranged

226. Dynamics – Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. 1 course credit. Prerequisite: Engineering 225. – Blakeslee 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 8:30

[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

322. Computer Organization – The study of the relationships between computer hardware and software. The principles of logical design are introduced. The interaction of control elements with memory devices and peripheral components is studied. The influence of hardware on computing languages is developed. Special purpose computers are reviewed. 1 course credit. Prerequisite: Engineering 207. – Ahlgren MWF 8:30

326. Mechanics of Deformable Bodies – Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members. – Krahula TBA

Sec. A – Engineering majors

Sec. B – Pre-Architecture majors

[332. Mechanical Engineering Laboratory] – This course provides engineering students with laboratory experience in measurement and analysis techniques in the mechanical engineering area. Measurements of temperature, pressure, fluid flow, stress and strain, will be undertaken, with particular emphasis on electronic methods. Report writing stressing the use of drawings, tables, and graphical methods, is required. 2–3 hour laboratory sessions per week. ½ course credit. Prerequisite: Permission of the instructor. – Sapega

[338. Thermal Engineering] – The rationale of thermal devices such as turbines, compressors, combustion engines, refrigeration and air-conditioning equipment. Prerequisite: Engineering 337.

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

[362. Fluid Mechanics] – A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. Prerequisite: Engineering 226, 337, Mathematics 321.

[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

422. Computing Seminar—A review of current computer publications dealing with both hardware and software areas is to be undertaken. Students will report on developments of interest to the seminar. The discussion of the impact of the computer on society with respect to privacy and moral questions is to be considered. 1 course credit. Prerequisite: At least three previous courses in computing. — Staff

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

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. ¼ course credit. — Bronzino Hrs. arranged

English

PROFESSORS SMITH** , *Chairman*, MC NULTY, AND DANDO; ASSOCIATE PROFESSORS WHEATLEY, BENTON* , POTTER, AND OGDEN; ASSOCIATE PROFESSOR (PART-TIME) MINOT; ASSISTANT PROFESSORS KUYK, J. MILLER, HUNTER, RIGGIO, AND HAROLD; VISITING ASSISTANT PROFESSOR (PART-TIME) CROSMAN; LECTURER NEIDITZ

ENGLISH MAJOR—Twelve courses are required with grades of at least C— and distributed as follows: (The numbers normally assigned to the course categories are indicated in parentheses following the requirement.)

- | | |
|---|--|
| 2 Narrative and Thematic Patterns (298, 299) | 2 Courses in a major writer or literary history after 1800 (380–419) |
| 2 Genre courses (300–339) | 1 Senior seminar (495) |
| 2 Courses in a major writer or literary history before 1800 (340–379) | 3 Electives in English |

An annual 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.

* Sabbatical leave, Christmas Term

** Sabbatical leave, Trinity Term

CHRISTMAS TERM

100(1). Writing – A practical course in expository and critical writing. Permission of the instructor.

Sec. A – Kuyk M 1:15

Sec. C – Neiditz M 1:15

Sec. B – Harold M 1:15

Sec. D – Crosman TTh 2:40

110(1). Literary Writing – An introduction to creative writing in both poetry and fiction with an emphasis on poetry; critiques of student and professional work. Permission of the instructor. – Ogden TTh 1:15

182(1). Introduction to Film – Critical study of the film as a genre through the analysis and discussion of major feature films chosen for variety of style, technique and cultural context. Permission of the instructor. – Potter WF 2:40

183. Surreational Literature – An examination of non-realistic literary forms – parody, satire, irony, black comedy, nonsense, pornography, surrealism, fantasy, and myth – as they challenge the assumptions of rationalism. Permission of the instructor. (Same as Comparative Literature 183) – Kuyk MWF 9:30

184(1). Children's Literature – Survey of influential fiction written for children (and related fantasy fiction): *Alice in Wonderland*, *Wind in the Willows*, *Winnie-The-Pooh*, *The Lion, The Witch, and the Wardrobe*, *The Fellowship of the Ring*, *The Little Prince*, *The Phantom Tollbooth*, and others. Some reading in the theory of fiction and criticism of children's literature. Permission of the instructor. – Harold TTh 9:55

208(1). American Apocalyptic Fiction – A study of the upheaval in American society and the American psyche as a result of World War II and the succeeding American world hegemony, as it is reflected in the fiction of Norman Mailer, the major theoretician of the "apocalypse," and other writers such as Henry Miller, James Jones, Saul Bellow, Ralph Ellison, Joseph Heller, Thomas Pynchon, Imamu Barraka, William Burroughs, Ken Kesey, and Ishmael Reed. Permission of the instructor. – Crosman TTh 9:55

281. Identity and Metamorphosis – Literary works by Hesiod, Ovid, Shakespeare, Middleton, Stevenson, Yeats, Kafka, Woolf, Rich, and *The Temporary Society* and *The Trickster* read in light of psychoanalytic theories of identity imprinting, self-transformation, and historical change. Permission of the instructor. (Same as Comparative Literature 281) – Hunter TTh 1:15

298(1). 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 – J. Miller TTh 11:20

Sec. C – Harold TTh 11:20

Sec. B – Wheatley TTh 11:20

Sec. D – Riggio TTh 11:20

310(1). Studies in Poetry: The Epic – A study of the genre of the epic as related to the concept of the hero and the definition of the self. Readings will include the *Iliad*, *Odyssey*, *Paradise Lost*, *Gilgamesh*, *Beowulf*, *Paterson*, *Sundiata*, *Aeneid* and other works in world literature and the contemporary scene. Satisfies the requirement of the genre course. Permission of the instructor. (Same as Comparative Literature 310(1)) – Ogden T 7:00 p.m.

331. Studies in Genre: Satire – A study of representative satirists in English, French, Spanish, and American literature, including poetry, fiction, essay, and film. During the course, students will have an opportunity to write an original satire. Satisfies the requirement of a genre course. Permission of the instructor. (Same as Comparative Literature 331) – Dando TTh 11:20

334(1). 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 100 or 110. Permission of the instructor. – Minot TTh 2:40

351. Shakespeare – Intensive study of nine plays, including histories, comedies and tragedies. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando TTh 1:15

355. Studies in Seventeenth-Century Literature: The Metaphysical Poets – A study of the poetry of Donne, Crashaw, Vaughan, Traherne, and Marvell as it manifests the “metaphysical” characteristics that influenced modern poets. Satisfies the requirement of a literary history course. Permission of the instructor. – Potter MWF 11:30

360(1). Studies in Eighteenth-Century Literature: Restoration and Eighteenth-Century Literature – A psycho-historical reading of plays by Etherege, Wycherley, Congreve, Sheridan, and their contemporaries, and novels by Defoe, Fielding, and Richardson. Discussion will focus on social games of manipulation and role-playing, male-female relationships, dramatic conventions, and the historical conditions behind the rise of the novel. Satisfies the requirement of a literary history course. Permission of the instructor. – Hunter WF 1:15

383. The Age of Melville – A study of Melville’s major fiction and of selected works by immediate predecessors and contemporaries on both sides of the Atlantic, from Byron to Thoreau. Satisfies the requirement of a major writer course. Permission of the instructor. – Wheatley WF 1:15

395. George Bernard Shaw – A study of major and representative plays by George Bernard Shaw. One-half course credit. Satisfies one-half the requirement of a major writer course. Permission of the instructor. – Potter MWF 10:30 (Course ends during the week of October 20.)

406(1). Edward Albee – A study of most of Edward Albee’s plays, particularly as they represent the experimental tendencies in modern drama. One-half course credit. Satisfies one-half the requirement of a major writer course. Permission of the instructor. – Potter MWF 10:30 (Course begins during the week of October 20.)

461. Psychoanalytic Theory of Literature – An exploration of the relationship between literature and dreaming, including the wish fulfillment theory of Freud’s early works (*The Interpretation of Dreams*, *Delusion and Dream*, *Creativity and the Unconscious*), the modification and elaboration of Freud’s model by the ego psychology of Erik Erikson and sleep lab research on the cognitive and integrative aspects of dreaming, and several literary works in light of Norman Holland’s analysis of the mental processes involved in reading literature. Literary texts include *A Midsummer Night’s Dream*, *Macbeth*, *A Christmas Carol*, fairy tales, and short stories by Paul Bowles and D. H. Lawrence. Permission of the instructor. – Hunter M 1:15

130/Courses of Instruction

490(1). Independent Study – 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 approved by Chairman prior to pre-registration. – The Staff

TRINITY TERM

100. Writing – A practical course in expository and critical writing. Permission of the instructor.

Sec. E – McNulty TTh 11:20

Sec. F – Dando M 1:15

128. Responses to Literature – An experimental course in which students and the instructor read a variety of works of fiction and poetry, record their responses and discuss such issues as how and why interpretations differ, how differing minds shape and are shaped by what is read, and whether some level of interpretation is “universal.” Some consideration of critical theories of literary response. Permission of the instructor. – Crosman MWF 9:30

150. Contemporary Stylists – A comparative study of prose styles in the works of such contemporary authors as Barthelme, Pynchon, Grass, Lowry, Lessing, Barth, Jong, and others. Permission of the instructor. (Same as Comparative Literature 150) – Minot TTh 9:55

196. Survey: Oriental Literature II – A study of selected masterpieces of Chinese, Japanese, and Indian literature, mainly fiction and poetry, of the nineteenth and twentieth centuries, typifying their civilizations. Permission of the instructor. (Same as Comparative Literature 196) – Benton MWF 11:30

205(2). Survey: American Literature – Survey of important aesthetic responses to American experience from 1800 to the present. A consideration of these responses in relation to our own options in the present moment of American history. Cooper, Emerson, Thoreau, Hawthorne, Melville, James, Mark Twain, Lewis, Faulkner, Hemingway, Barth, Kerouac, and some poets. Permission of the instructor. – Harold TTh 11:20

210. English Literature of Black Africa – A study of the English literature of Africa south of the Sahara, particularly in Nigeria and Kenya, during the past 20 years. Permission of the instructor. (Same as Intercultural Studies 210) – J. Miller TTh 1:15

240. Literary Existentialism – A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism. Readings in Kierkegaard, Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Jaspers, Dürrenmatt, Ellison, and Bellow. Permission of the instructor. (Same as Comparative Literature 240) – Benton TTh 11:20

242. Time and the Modern Novel – A study of time in the modern novel with readings in Woolf, Faulkner, Joyce, Proust and others. Permission of the instructor. (Same as Comparative Literature 242) – Ogden M 1:15

243(2). The Antihero – A study of the characteristics, function and varieties of the antihero in Western, especially modern, literature. Permission of the instructor. (Same as Comparative Literature 243(2)) – Potter WF 1:15

299(2). 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 TTh 11:20

Sec. C – Harold WF 1:15

Sec. B – Wheatley TTh 11:20

Sec. D – Riggio WF 1:15

303(2). Fiction Workshop – Advanced seminar in the writing of fiction; class discussions devoted primarily to the analysis of student work and secondarily to examples of contemporary short stories. Satisfies the requirement of a genre course. Recommended preliminary course: English 334. Permission of the instructor. – Minot WF 2:40

319(2). 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 7:00 p.m.

321(2). Studies in Genre: Modern Drama – Emerging patterns of twentieth-century drama will be viewed against the background of nineteenth-century Romantic heroism. Authors to be studied include Nietzsche, Wagner, Goethe, Ibsen, Shaw, O’Neill, Albee, and Brecht. Satisfies the requirements of a literary history or genre course. Permission of the instructor. (Same as Comparative Literature 321) – Riggio MWF 11:30

330. Studies in Genre: Five Popular Forms – A study of the generic characteristics and the history of the development of five popular fictional forms: detective story, western, Gothic romance, spy story, and science fiction, including the work of Poe, Doyle, Chandler, and Spillane; 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 10:30

335(2). Studies in Genre: Biography – A study of the literary and psychological aspects of life narration. Readings by or about Queen Elizabeth I, Virginia Woolf, Vita Sackville-West, Samuel Johnson, Lytton Strachey, Kafka, and Freud (including the Ernest Jones biography and the Freudian Case Histories). Satisfies the requirement of a genre course. Permission of the instructor. – Hunter W 7:00 p.m.

345(2). Chaucer – Chaucer’s *Canterbury Tales* and other writings in the context of late medieval ideas about God, nature, the relations of men and women, the structure of society, and others. Satisfies the requirement of a literary history course. Permission of the instructor. (Same as Comparative Literature 345(2)) – McNulty TTh 9:55

352. Shakespeare – Intensive study of nine plays, including histories, comedies and tragedies. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando TTh 1:15

353(2). Elizabethan and Jacobean Drama – A close reading of plays by Kyd, Marlowe, Shakespeare, Tourneur, Webster, Middleton, and Ford, and discussion of theoretical works by Freud and Norman O. Brown. Special emphasis will be placed on patterns of imagery, plays within plays, the dynamics of revenge, the shift in sensibility marked by the turn of the century, and the literary imprints of the historical presence of Queen Elizabeth I. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – Hunter TTh 1:15

132/Courses of Instruction

356. Milton: Revolutionary Poet – A study of Milton in his roles as a visionary and prophetic poet attempting a revolution in the consciousness of his time, as a pamphleteer and public official influencing the political, social, and religious upheaval of the English Revolution, and as a writer of an epic, *Paradise Lost*, that works both in and against its literary tradition. Satisfies the requirement of a major writer course. Permission of the instructor. – Crosman WF 1:15

361(2). Studies in Eighteenth-Century British Literature: The Enlightenment – A study of English and French writers of the eighteenth century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a literary history course. Permission of the instructor. (Same as Comparative Literature 361(2)) – Kuyk MWF 9:30

392. Henry James – Studies in some of the major fiction. One-half course credit. Satisfies one-half the requirement of a major writer course. Permission of the instructor. – Wheatley WF 1:15 (Course ends during the week of March 8.)

393(2). Yeats – A close study of the poetry and many of the plays of W. B. Yeats. Satisfies the requirement of a major writer course. Permission of the instructor. – Kuyk MWF 10:30

401(2). Robert Frost and T. S. Eliot – A study of major and representative poetry by Robert Frost and T. S. Eliot, particularly as indications of contrasting movements in the development of modern poetry. Satisfies the requirement of a major writer course. Permission of the instructor. – Potter MWF 11:30

405(2). Vladimir Nabokov – A study of the major fiction. One-half course credit. Satisfies one-half the requirement of a major writer course. Permission of the instructor. – Wheatley WF 1:15 (Course begins during the week of March 8.)

408. Hemingway, Faulkner, and Barth – Comparative, critical examination of two to three novels and several stories of each of these diverse talents. Some critical and biographical reading as well. Satisfies the requirement of a major writer course. Permission of the instructor. – Harold TTh 2:40

411(2). William Blake and D. H. Lawrence – The literature of apocalypse and prophecy: a study of the poems of Blake and the novels and poems of Lawrence with emphasis on the issues the two writers confront and their various responses to them. Satisfies the requirement of a literary history course. Permission of the instructor. – Ogden TTh 2:40

490. Independent Study – 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 approved by Chairman prior to pre-registration. – The Staff

495(2). Senior Seminar – Three 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. Permission of the instructor.

Sec. A – Kuyk M 1:15

Sec. C – Wheatley M 1:15

Sec. B – Harold M 1:15

Fine Arts

PROFESSOR MAHONEY, *Chairman****; ASSOCIATE PROFESSOR (PART-TIME)
BAIRD; ASSOCIATE PROFESSOR AND DIRECTOR OF STUDIO ARTS CHAPLIN;
VISITING LECTURER RINEHART; INSTRUCTOR ROHRER; ARTIST-IN-
RESIDENCE FERGUSON; VISITING ARTIST CALE

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 215, 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 may 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. – Baird TTh 2:40

AH 201. Ancient Art – A study of the art and architecture of Greece and Rome. – Rinehart TTh 2:40

AH 204(1). 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 TTh 9:55

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.

*** Sabbatical leave, academic year

134/Courses of Instruction

AH 214(1). Gothic and Renaissance Art in Northern Europe – Art and architecture in northern Europe from the late twelfth to the sixteenth century, with emphasis upon the high Gothic cathedrals such as Chartres and Amiens and on painting and sculpture in Flanders and Germany at the end of the Middle Ages, particularly such masters as van Eyck and Dürer. – Baird MWF 10:30

AH 215. Nineteenth Century Painting and Sculpture – A study of nineteenth century developments in Western Europe with an emphasis on Neo-Classicism, Romanticism, Realism, Impressionism, Symbolism, and Post-Impressionism. – Rohrer MWF 11:30

AH 219. Ideas in Contemporary Art – Events in the arts since World War II will be studied in historical perspective, with emphasis on those concepts shared by painting, sculpture, architecture and the media as traditional boundaries between these arts are broken down and the traditional concepts of art and non-art subverted. Topics to be considered include the recurrent modes of abstraction and realism, the impact of technology and popular culture, the work of art as performance, and the rejection of the object in conceptual art. – Rohrer TTh 1:10

AH 221. Seventeenth Century Art I: the South – Painting, sculpture, and architecture of the period in Italy, France, and Spain. – Rinehart TTh 11:20

AH 301. Satire and Social Commentary in Eighteenth-Century English Art – A seminar concentrating on such figures as Hogarth, Rowlandson, and Gilray. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Rinehart M 1:30

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 W 1:00–6:00

[**AH 206(1). 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

[**AH 213. Early Medieval Art**] – Art and architecture from the early Christian period to about 1200, with emphasis upon the emergence of a Christian art and architecture in the late Roman world, the art of the Byzantine Empire, the Carolingian Renaissance, and the sculpture and architecture of the great Romanesque monasteries and pilgrimage churches. – Baird

[**AH 217. Nineteenth Century Architecture**] – A survey of the background, developments, and implications of nineteenth century architecture. – Rohrer

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. – Rinehart and Rohrer TTh 2:40

AH 209. American Art – The history of the arts in America from Colonial times to the present. – Rohrer TTh 11:20

AH 212. Twentieth Century Painting and Sculpture – A survey of major artists and movements in twentieth century painting including Fauvism, German Expressionism, Cubism, Futurism, Abstraction, Expressionism, Neo-Realism, Pop, Op and Minimal Art. – Rohrer MWF 11:30

AH 222. Seventeenth Century Art II: the North – Painting, sculpture and architecture of the period in Flanders, the Netherlands and England. – Rinehart TTh 9:55

AH 302. Visionary and Anti-establishment Art of Nineteenth Century England – A seminar concentrating on such visionary figures as Fuseli, Blake and Palmer; followed by an examination of artists who were among the first to think of art as a function of social responsibility, particularly the Pre-Raphaelites. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Rinehart M 1:30

AH 316. Visionary Architecture – A study of modern and contemporary architecture – both built and purely conceptual – designed in a fantastic or Utopian vein as an alternative to more conventional modes of architectural and social thinking. Topics to be covered will include Boulée, Ledoux, nineteenth-century Utopian plans, Gaudí, German Expressionism, Buckminster Fuller, Soleri, the Japanese Metabolists, Megastructures and the Archigram group. A half credit course meeting in the first half of the term. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Rohrer TTh 2:40

AH 318. Poussin Seminar – An inquiry into the origins, development, and nature of the artist's classicism: A half credit course meeting in the second half of the term. Prerequisite: Permission of the instructor. Enrollment limited to 10. – Rinehart TTh 2:40

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 304. Eighteenth Century Art and Architecture] – A survey of European art during the period when the structure and institutions of the *ancien régime* 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

STUDIO ARTS

All students (major and non-major) must have finished or be enrolled in the second term of drawing and design courses to qualify for first (I) level painting, graphics, or sculpture. Exceptions are granted on the basis of a portfolio review by the Department.

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

Course requirement: 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 II level courses selected from Painting II (SA 212), Graphics II (SA 214), Sculpture II

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(SA 216). Normally, majors must have completed the first (I) level courses to qualify for those at second (II) level. 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 a presentation of a number of representative works at the end of the senior year for evaluation by the Department.

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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. C – Ferguson F 2:45–5:45

Sec. B – Chaplin Th 12:30–3:30

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 – Ferguson W 2:45–5:45

Sec. C: Color Interaction – Ferguson Th 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 TTh 3:45–5:45

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 MW 3:45–5:45

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. – Ferguson WF 12:30–2:30

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 W 12:30–3:30

SA 311. Painting Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

SA 313. Graphics Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

SA 315. Sculpture Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

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. C – Ferguson F 2:45–5:45

Sec. B – Chaplin Th 12:30–3:30

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 – Ferguson W 2:45–5:45

Sec. C: Two and three dimensional studies – Ferguson Th 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 TTh 3:45–5:45

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 MW 3:45–5:45

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. – Ferguson WF 12:30–2:30

SA 218. Advanced Drawing (See Christmas Term) – Prerequisite: Two terms of drawing. Permission of the instructor. – Cale W 12:30–3:30

SA 312. Painting Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

SA 314. Graphics Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

SA 316. Sculpture Project Study – Independent study with two full faculty critiques. May be repeated. Prerequisite: two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. – Staff TBA

History

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

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.

Majors are required to take twelve courses in the Department. (Graduate courses and graduate seminars may be taken with the permission of the instructor and the Office of Graduate Studies.)

The following courses are required:

1. European History
 - a. History 101
 - b. One course in English or European history *before* 1700 (including ancient history)
 - c. One course in English or European history *since* 1700

** Sabbatical leave, Trinity term

*** Sabbatical leave, academic year

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2. American History (including Latin America)
Two courses
3. Non-Western History (Africa, Middle East, Asia, Russia)
Two courses
4. Seminars for Majors (Seminars *do not* fulfill the requirements listed in 1, 2, and 3)
Three seminar courses (selected from courses numbered History 401, 402, 403–404) during the junior and senior years.
Thesis: Seniors may apply for admission to a full-year thesis seminar (History 403–404, 601–602) when offered. The thesis seminar, normally taken in the senior year, is the equivalent of two of the three seminars required.

History majors are strongly advised to select courses in the Social Sciences and humanities appropriate to their interests. The Department urges them to attain proficiency in a foreign language. Undergraduates intending to pursue graduate work in History should plan to develop a reading knowledge of two foreign languages.

To fulfill the requirements for the major, seniors must pass the General Examination in History.

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

(Members of the class of 1976 must fulfill the distribution requirements given above with the exception of History 101, which will be in effect for the class of 1977.)

CHRISTMAS TERM

101. Introduction to the History of Europe – Topics in the history of Western Europe from Carolingian times to 1715. Permission of the instructor.

Sec. A – Cooper MWF 10:30

Sec. C – Downs MWF 10:30

Sec. B – Painter MWF 10:30

(Lectures MW, Section meetings F)

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

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. (Same as Intercultural Studies 205 and Political Science 205) – Vohra TTh 11:20

207. England to 1714 – The political, constitutional, economic, and social evolution from the Roman conquest to the death of Queen Anne. – Cooper MWF 11:30

209. Black Americans before 1865 – Afro-American life and culture in Antebellum America will be examined. Particular emphasis will be placed upon the Slavery experience. (Same as Intercultural Studies 207) – Champ MWF 9:30

301. History of the Middle Ages: Byzantium and Islam – Discussion of the principal topics in the history of these empires. Readings from the literature and an essay for each topic. – Downs MWF 9:30

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

310(1). Germany – A survey of German history from 1815 to 1945. Topics will include the Vormarz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich. – Kassow TTh 1:15

312(1). Colonial America – The political, economic and social history of the period. – Weaver MWF 10:30

327. 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. (Same as Intercultural Studies 327) – Steele TTh 9:55

329. History of the Middle East, 1900 to the Present – A survey of changing Middle Eastern societies from the rise of European imperialism to the emergence of modern political and social movements. Topics covered include the Young Turk Revolution, the World Wars and their aftermaths, the emergence of Israel, and the course of nationalism in Turkey, Iran, and the Arab countries. – Steele MWF 10:30

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

355. America in the Age of Uneasy Nationalism – An examination of social, political, economic, and constitutional developments in the United States from 1815 into the 1850's. Emphasis on the dynamics of commercial, industrial, financial, and technological growth as related to expansionist tensions, political controversy, and emerging sectional rivalry. – Sloan TTh 9:55

401. Seminars (Permission of the instructor is required for all seminars.)

Sec. A – Life in the Jazz Age – Champ Th 1:15

Sec. B – Soviet Union – Kassow W 1:15

Sec. C – Early America – Weaver M 1:15

Sec. D – Nineteenth-Century Russian Intellectual History – West T 1:15

Sec. E – The Third French Republic – Bankwitz T 1:15

Sec. F – The Age of Cicero and Caesar – Davis W 1:15

403–404. Thesis Seminar – Modern Europe – Bankwitz M 1:15

403–404. Thesis Seminar – Twelfth Century – Downs M 7:00 p.m. (same as 601–602 below)

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Note: The following graduate courses are open in the Christmas Term to history majors with the permission of the instructor and the Office of Graduate Studies.

541. Imperial Russia – An analysis of the political, economic, social, and religious development of Russia to 1881. – West W 7:00 p.m.

557. Selected Themes in American History – [Description and instructor to be announced.]

601-A. American Historiography – Special topics in the literature of American history, method and techniques of research. – Weaver Th 7:00 p.m.

601-B. Twelfth Century – Each student will select for a report a topic on some aspect of the twelfth century. Particular attention will be paid to bibliography of the period. – Downs M 7:00 p.m.

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102. Introduction to the History of Europe – Western Europe from 1715 to the present. Permission of the instructor.

Sec. A – West MWF 9:30

Sec. C – Cooper MWF 11:30

Sec. B – Kassow MWF 10:30

202. The United States from Reconstruction to the Present – Continuation of History 201. – TBA MWF 9:30

204. Hellenistic and Roman History – A survey of the Mediterranean world from the death of Alexander the Great to A.D. 235. Permission of the instructor. – Davis MWF 9:30

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. – Vohra TTh 11:20 (Same as Intercultural Studies 206 and Political Science 206) -

208. 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

210. Black Americans since 1865 – The Afro-American experience in the United States since the Civil War will be studied. Strategies and tactics of economic and social survival utilized by Afro-Americans in the twentieth century will be emphasized. (Same as Intercultural Studies 208) – Champ MWF 9:30

302. History of the Middle Ages: The West – Discussion of the principal topics in the history of Europe, 900–1300. Readings from the literature and an essay for each topic. – Downs TTh 9:55

303(2). Renaissance Europe – A survey of European history from 1300 to 1517 with special attention given to the Italian Renaissance. One-half course credit. – Painter MWF 9:30 (Course ends week of March 8.)

304. Reformation Europe – A survey of European history from 1517 to 1648 with special attention given to the Continental Reformation. One-half course credit. – Painter MWF 9:30 (Course begins week of March 8.)

308. The Rise of Modern Russia – Imperial Russia and the Soviet Union. – Kassow TTh 9:55

313(2). Latin America – A survey of the Iberian cultures of the Western Hemisphere. Permission of the instructor. – Davis MWF 8:30

319(2). America Between the World Wars – A survey of American history from 1919 to 1941. The major emphasis of the course will be an examination of the social and economic impact of the Great Depression on American society during the thirties. The business mentality and the prosperity of the twenties will be reviewed in order to understand the thirties and the impact of the Depression. Intolerance, the tension between the country and the city, and the emergence of the working class are but a few of the social themes to be dealt with in the course. Special attention will be paid to the dominant personalities of this period including A. Mitchell Palmer, Herbert Hoover, Charles Lindbergh, and Franklin D. Roosevelt. Permission of the instructor. – Champ TTh 9:55

322. Modern Europe, 1870–1945 – Europe in the age of imperialism, socialism, totalitarianism, and scientific war. Permission of the instructor. – Bankwitz WF 1:15

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. (Same as Intercultural Studies 333(2)) – Steele MWF 10:30

381(2). The Chinese Revolution – An examination of the underlying political, ideological, economic, and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist government. (Same as Political Science 331(2)) – Vohra TTh 2:40

402. Seminars (Permission of the instructor is required for all seminars)

Sec. A – The Age of Alexander the Great – Davis W 1:15

Sec. B – Twelfth Century – Downs T 1:15

Sec. C – Late Imperial China: Sung through Ch'ing Dynasties – TBA M 1:15

Sec. D – Stuart England – Painter WF 1:15

Sec. E – Selected Topics in the Anglo-American Maritime Experience – Sloan M 1:15

Sec. F – Imperialism – Steele T 1:15

Sec. G – Ancient Russia – West M 1:15

403–404. Thesis Seminar – Modern Europe – Bankwitz M 1:15

403–404. Thesis Seminar – Twelfth Century – Downs M 1:15

Note: The following graduate courses are open in the Trinity Term to history majors with the permission of the instructor and the Office of Graduate Studies.

546. Modern Jewish History – This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern

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Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, and the state of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history. – Kassow T 7:00 p.m.

558. Selected Themes in American History – [Description and instructor to be announced.]

581(2). China in Revolution – Various aspects of twentieth-century China: the nature of the Chinese revolution, reaction and reform in the early twentieth century, nationalism and Republican China, the CCP and KMT, the People's Republic. – TBA W 7:00 p.m.

602. Twelfth Century – A continuation of 601-B or may be taken as a one-term course. – Downs M 7:00 p.m.

Intercultural Studies Program

ASSISTANT PROFESSOR J. A. BROWN, *Director*; PARTICIPATING FACULTY:

PROFESSORS BATTIS, CHERBONNIER, DAVIS, HENDEL; ASSOCIATE
PROFESSORS BENTON*, GASTMANN, OXNAM***, STEELE, VOHRA,
KERSON; ASSISTANT PROFESSORS BAUM, S. LEE, J. MILLER, REILLY,
WEST; INSTRUCTORS FADER, KASSOW, PUKA, CHAMP, LINDSEY;
LECTURER JIBRELL

OBJECTIVES OF THE PROGRAM – The Intercultural Studies Program offers a series of Area Studies concentrations which are interdisciplinary in approach and broadly comparative in perspective. The Area Studies currently emphasized at Trinity are:

African – Area Coordinator: Professor Steele
Afro-American – Area Coordinator: Professor J. Miller
Asian – Area Coordinator: Professor Vohra
Latin American – Area Coordinator: Professor Kerson
Russian – Area Coordinator: Professor West

The program requires that the student concentrate in at least one of these areas, while at the same time taking courses from Core offerings and in cognate areas.

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 submit a projected program designed to fulfill three goals: (a) a comprehensive knowledge of at least one culture area or society; (b) 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; (c) an appreciation of the diversity and value of human experience and cultural patterns in a number of societies.

* Sabbatical leave, Christmas term

*** Sabbatical leave, academic year

Application to the major must be submitted no later than the first semester of the student's junior year.

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

3. Each major is required to participate in Intercultural Studies 301 and 302 (the General Introductory seminars). During the junior and senior years, seminar opportunities are available for concentration in the primary area of study.

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

5. Twelve (12) courses, approved in advance by the program director, which fulfill the general goals of the program, are required to complete the normal course requirements for the major.

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 it to the attention of the appropriate area coordinator for advice as to the soundness of its rationale, its coherence, and its appropriateness to the overall objectives of the major.

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 tutorials, independent study, study abroad, and/or courses offered through the inter-college registration or at other U.S. institutions.*

Three-year major:

Sophomore

1st Semester

Intercultural

Studies 301

Area of Concentration

Cognate Area

Elective

Elective

2nd Semester

Intercultural

Studies 302

Area of Concentration

Cognate Area

Elective

Elective

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<i>Junior</i>	Junior Seminar Area of Concentration Cognate Area or Comparative Course Elective Elective	Junior Seminar Area of Concentration Elective Elective Elective
<i>Senior</i>	Senior Seminar Area of Concentration Elective Elective	Senior Seminar Cognate Area or Comparative Course Elective Elective
<i>Two-year major:</i>		
<i>Junior</i>	<i>1st Semester</i> Intercultural Studies 301 Junior Seminar Area of Concentration Elective Elective	<i>2nd Semester</i> Intercultural Studies 302 Junior Seminar Area of Concentration Elective Elective
<i>Senior</i>	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 courses* = courses which primarily have a cross-cultural focus.)

CORE COURSES

CHRISTMAS TERM

201. Introduction to Economics of the Third World – An introduction to economic principles, theories, and ideas that will contribute to an understanding of the problems of Third World economies, including poverty, growth and development. Prerequisite: Permission from J. A. Brown. – Lindsey TTh 1:15

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

[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

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ected as his/her 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, the program director, and the appropriate area coordinator. – Steele and Staff TBA

493. Senior Thesis – Intended primarily for Intercultural Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser, the appropriate area coordinator, and the program director. One course credit each semester. – Steele and 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

324. The Psychology of Symbolic Activity – An investigation of man’s need for and use of symbols, including cross-cultural analysis of various symbols and archetypes. Emphasis will be placed on non-verbal symbols, with some attention to various rituals and language-oriented topics. By studying the work of Jung, Pollio, Progoff, and others, students will trace our relationships with our symbolic milieu from creation of symbols and their meanings through their transmission by culture. Permission of the instructor. (Same as Psychology 324) – Baum TTh 11:20

[Intercultural Studies 452]

454. 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/her 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, the program director, and the appropriate area coordinator. – J. Miller and Staff TBA

494. Senior Thesis – Intended primarily for Intercultural Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser, the appropriate area coordinator, and the program director. – J. Miller and Staff TBA

AFRICAN STUDIES COURSES

CHRISTMAS TERM

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

327. History of Africa to 1800 – Problems and methods of African history, traditional African society, the spread of Islam, and peripheral contact with classical and

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Western culture. Permission of the instructor. (Same as History 327) – Steele TTh 9:55

TRINITY TERM

[202. **Twentieth Century Major African Thinkers**] – An examination of the political thought of Frantz Fanon, Amílcar Cabral, and Julius Nyerere. An inquiry into their philosophy of decolonization, liberation from colonialism and neo-colonialism, and their views of creating a higher form of social and political development. Permission of the instructor. – Jibrell

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

[328. **Africa, 1914 to the Present**] – European colonial rule, the emergence of resistance movements, the rise of modern African nationalism, decolonization, and the problems of African independence. (Same as History 328) – Steele

333(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. (Same as History 331(2)) – Steele MWF 10:30

AFRO-AMERICAN STUDIES COURSES

Majors concentrating in Afro-American 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

207. **Black Americans before 1865** – Afro-American life and culture in Antebellum America will be examined. Particular emphasis will be placed upon the Slavery experience. Required of beginning majors concentrating in Afro-American Studies. (Same as History 209) – Champ MWF 9:30

308(1). **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

TRINITY TERM

208. **Black Americans Since 1865** – The Afro-American experience in the United States since the Civil War will be studied. Strategies and tactics of economic and social survival utilized by Afro-Americans in the twentieth century will be emphasized. Required of beginning majors concentrating in Afro-American Studies. (Same as History 210) – Champ MWF 9:30

336. Contemporary Afro-American Fiction – An examination of the significant thematic and stylistic tendencies in Afro-American fiction during the 1960's and 1970's. Writers to be considered include Ishmael Reed, Henry Dumas, Toni Morrison, and Ernest Gaines. Permission of the instructor. – J. Miller TTh 9:55

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. Permission of the instructor(s). – J. A. Brown and J. Miller WF 1:15

[340. Booker T. Washington and W. E. B. DuBois] – J. A. Brown and Champ

384. Black Religion and Strategies for Economic Power – A critical examination of the relationship that exists between Black religion and economic power, with special emphasis placed on the vital role that Black religion has played in shaping the economic ideologies and strategies developed in West Africa, the West Indies, and the U.S. Permission of the instructor. (Same as Religion 384) – J. A. Brown TTh 11:20

ASIAN STUDIES COURSES

CHRISTMAS TERM

205. East Asian Civilization: China and Japan I – 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. (Same as History 205 and Political Science 205) – Vohra TTh 11:20

225. Eastern Philosophy – To understand Eastern thought is to live a certain way. The theory of ultimate reality this thought offers us goes hand in hand with the practice of self-development and structure of the social system in which we live. We will, then, not only discuss the world views, psychologies, and moral-political stances of Hinduism, Buddhism, Confucianism, Taoism, Zen, and Maoism; but will also practice, as an integral part of the course, yoga, meditation, and Tai Chi. We will be visited by yogis, monks, and other gentle spirits. Sample readings through: *Pillars of Zen*, the *Confucian Analects*, *Tao te ching*, yoga Sutras, *Process and Reality*, and the *Diamond and Heart Sutras of Buddha*. (Same as Philosophy 225) – Puka TTh 1:15

251. Religions of the Orient I – An introductory course designed to acquaint students with the essential elements of Oriental religion and the mode of religious expression peculiar to the East. Through a two-fold emphasis on class discussion and primary source material selected from Hindu, Buddhist, Taoist, Sufi and Zen scripture, a perspective will be developed from which Oriental concepts can be understood. The course is recommended for those who are interested in a general over-view of Oriental religion as well as those contemplating further study in this area. No prior knowledge of the field is presupposed. (Same as Religion 251) – Fader MWF 9:30

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255. Buddhism – The life and teachings of Siddhartha Gautama. Buddhist developments in India, Tibet, China, and Japan. Buddhist texts include: selections from the Pali canon, Madhyamika, and Chinese and Japanese masters. Permission of the instructor. (Same as Religion 255) – Fader TTh 1:15

330(1). Government and Politics of Contemporary China – The course will examine the rise of the Communist Party, the evolution of Maoist strategy for political revolution and social change, and the post-revolutionary developments in the People's Republic of China. (Same as Political Science 330/530) – Vohra T 7:00 p.m.

TRINITY TERM

206. East Asian Civilization: China and Japan II – 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. (Same as History 206 and Political Science 206) – Vohra TTh 11:20

256. Religions of India – A cultural-historical study of India through intensive analysis of Hindu and Muslim religious sources. (Same as Religion 256) – Fader MWF 9:30

331(2). The Chinese Revolution – An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. Permission of the instructor. (Same as Political Science 331(2)) – Vohra TTh 2:40

354. Zen and Japanese Culture – A seminar examining various types of cultural expression associated with Zen Buddhism in Japan: art, calligraphy, swordsmanship, the ritual tea ceremony, Noh drama, etc., as religious forms, and Zen as expressed through these cultural elements. Some serious acquaintance with Zen, Buddhism, Eastern religions in general, or one or more of the cultural forms mentioned above is recommended. Permission of the instructor. (Same as Religion 354) – Fader TTh 1:15

LATIN AMERICAN STUDIES

CHRISTMAS TERM

285. African Religions in the New World – An examination of traditional West African religions and the major themes and issues surrounding their preservation and survival in the New World. Consideration will be given to those social factors that fostered this process of survival, the cultural-religious framework that shaped it, the various forms and modes of religious expressions which were developed, and the social impact these new African religions had on the New World. Special attention will be given to Yoruba religion in Brazil, Haitian Voodoo, the Rastafarians of Jamaica, and Afro-American religions in Colonial America. (Same as Religion 285) – J. A. Brown TTh 2:40

TRINITY TERM

317(2). Government and Politics in Latin America – An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of nationalist aspirations to international pressures will be studied. Prerequisite: Political Science 204 or permission of the instructor. Enrollment limited to 30. (Same as Political Science 317(2)) – Gastmann MWF 11:30

318. Comparative Slave Societies – A comparison of French, English, Spanish, and Portuguese new world slave societies. Particular emphasis will be paid to the differing legacies which these slave experiences fostered upon their individual post-emancipation societies. Permission of the instructor. – Champ TTh 2:40

Additional related courses offered at Trinity, 1975–76:

AFRICAN STUDIES:

English 210. English Literature of Black Africa

French 275. The African Novel

AFRO-AMERICAN STUDIES:

HLM 450. Black Music – Antiquity to 1865. Permission. – McLean Th 5:00–7:00 p.m. (Offered by the University of Hartford and Hartt College in the Christmas Term, 1975–1976)

HLM 458. Black Music – The period from 1920 to the present. Permission. – McLean W 7:00–9:00 p.m. (Offered by the University of Hartford and Hartt College in the Christmas Term, 1975–1976)

ASIAN STUDIES:

English 196. Oriental Literature

History 581(2). China in Revolution

LATIN AMERICAN STUDIES:

History 313. Latin America

Spanish 322(1). Prose and Poetry of the Golden Age

Spanish 341. The Generation of '98

Spanish 356. Modern Spanish-American Drama

Spanish 522(1). Life and Literature in Colonial Spanish America

Spanish 528. Studies in the Spanish Drama; From the Middle Ages to the Present

MIDDLE EASTERN STUDIES:

History 301. History of the Middle Ages: Byzantium and Islam

History 329. Middle East, 1900 to the Present

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RUSSIAN STUDIES:

History 307. Russia to 1881

History 401B. Soviet Union

History 401D. Nineteenth Century Russian Intellectual History

History 308. Rise of Modern Russia

History 402. Ancient Russia

Political Science 308. The Soviet Union in Theory and Practice

COMPARATIVE COURSES:

Economics 207. Socialism

Economics 223. The Industrial Revolution

Economics 315. International Economics

Economics 324/524. Comparative Economic Systems

Economics 332A. Research Seminar in Comparative Economic Systems

History 402. Imperialism: Nineteenth-Twentieth Centuries

Political Science 201. International Politics

Religion 267. The Wealth and Power of Institutionalized Religion

Religion 378. Rival Systems of Religious Thought

Mathematics

PROFESSORS STEWART, *Chairman*, KLIMCZAK, AND WHITTLESEY;
ASSOCIATE PROFESSORS POLIFERNO** AND BUTCHER (PART-TIME);
VISITING ASSOCIATE PROFESSOR MARSH; ASSISTANT PROFESSORS ROBBINS,
WALDE, AND REINER

MATHEMATICS MAJOR—Ten courses in Mathematics beyond Mathematics 121, 122, including Mathematics 207, 221, 222, and 307, and Mathematics 321 or 322 or 323. At least five of these ten courses must be at the 300 level or above. Before election of Mathematics 321 or 322 or 323, the student should consult the instructors in these courses. Mathematics 520 may replace Mathematics 207. 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

100(1). Algebra and Analytic Geometry—Real numbers, inequalities, functions, polynomials and graphs. This course is designed as preparation for Mathematics 110

** Sabbatical leave, Trinity Term

and other courses in mathematics and science. Admission of freshmen to the course is determined by Trinity's Mathematics Qualifying Examination I. Admission of upperclassmen is upon the advice and consent of the instructor. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics, or to those who have attained a grade of C- or better in a college mathematics course. Five class periods per week. One course credit. – Walde MWF 1:15, TTh 11:20

[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.

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. – Stewart MWF 11:30

109. Probability and Pre-Calculus Mathematics – This course has a dual purpose: (i) to provide an elementary introduction to probability, particularly for students in the social sciences; (ii) to prepare for Mathematics 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. Prerequisite: Two years of high school algebra. 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. C – Klimczak MWF 11:30

Sec. B – Poliferno MWF 10:30

111. Additional Topics in Calculus – A continuation of Mathematics 110, with emphasis on logarithmic and exponential functions and some of their applications. One-half course credit. Prerequisite: Credit for Mathematics 110 with a grade of C- or better, or permission of the instructor. (Course ends during the week of October 20.) – Stewart MWF 1:15

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. Prerequisite: Three years of high school mathematics, including trigonometry. 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 – Staff MWF 9:30

Sec. D – Robbins MWF 10:30

Sec. B – Whittlesey MWF 9:30

Sec. E – Reiner MWF 11:30

Sec. C – Whittlesey MWF 10:30

Sec. F – Staff MWF 11:30

121-122. Analytic Geometry and Calculus I-II – An intensive course covering in one semester the material covered in Mathematics 121 and Mathematics 122 (see

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the description of those courses). Two course credits. – Walde MWF 9:30, TTh 8:30

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. (Offered in alternate years.) – Reiner TTh 9:55

207. Linear Algebra – Systems of linear equations, matrices, determinants, finite-dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, Jordan canonical forms of linear transformations, bilinear forms, unitary and Euclidean vector spaces. Prerequisite: Mathematics 122, or permission of the instructor. – Stewart MWF 9:30

221. Analytic Geometry and Calculus III – Indeterminate forms, improper integrals, sequences, infinite series, differential equations. Prerequisite: Credit for Mathematics 122 with a grade of C– or better, or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Reiner 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 221 and 222 or permission of the instructor. (Offered in alternate years.) – Butcher MWF 11:30

[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 and differentiation; solution of: equations, systems of linear equations, difference equations, differential equations; analysis of error. Prerequisite: Credit for Mathematics 221 and 222 or permission of the instructor. (Offered in alternate years.)

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 221 and 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 221 and 222 with a grade of C– or better, or permission of the instructor. – Robbins 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

414(1). 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. (Offered in alternate years.) – Poliferno MW 7:00 p.m.

[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. (Offered in alternate years.) – Poliferno

[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. – Robbins MW 7:00 p.m.

[503. Theory of Functions of a Real Variable I] – Prerequisite: Mathematics 324 or permission of the instructor. – Whittlesey

[505. Theory of Probability]

507. Theory of Functions of a Complex Variable I – Prerequisite: Mathematics 322 or 324, or permission of the instructor. – Whittlesey Th 7:00 p.m.

[509. Numerical Analysis] – Prerequisite: Mathematics 221 and 222 or permission of the instructor.

[511. Advanced Numerical Analysis I]

[521. Vector Analysis]

[523. Foundations of Mathematics] – Prerequisite: Mathematics 324 or permission of the instructor. (Offered in alternate years.) – Poliferno

514(1). Mathematical Logic – Prerequisite: Mathematics 324 or permission of the instructor. (Offered in alternate years.) – 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

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theory, and optimization methods such as dynamic programming. Prerequisite: Credit for Mathematics 101, or 107, or 109, or permission of the instructor. (Offered in alternate years.)

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 11:30

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 – Robbins MWF 9:30

Sec. C – Marsh MWF 11:30

Sec. B – Marsh MWF 10:30

Sec. D – Stewart MWF 1:15

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 – Reiner MWF 9:30

Sec. D – Robbins MWF 10:30

Sec. B – Whittlesey MWF 9:30

Sec. E – Reiner MWF 11:30

Sec. C – Whittlesey MWF 10:30

206. Introduction to Applications of Mathematics – Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from areas such as: the life sciences, especially ecology and biology; the social sciences, especially economics; the physical sciences and engineering. Several models will be analyzed in detail and the high speed computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling: recognition of the non-mathematical problem, construction of the mathematical model, solution of resulting mathematical problems, analysis and application of results. Prerequisite: One year of calculus and knowledge of an appropriate computer language, or permission of the instructor. – Marsh MW 2:40

[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

222. Analytic Geometry and Calculus IV – Plane curves, vectors, polar coordinates, three-dimensional analytic geometry, functions of several variables, multiple integrals. Prerequisite: Credit for Mathematics 122 with a grade of C– or better,

or permission of the instructor. (Normally, however, Mathematics 221 is completed prior to election of this course.) Enrollment in each section limited to 20.

Sec. A – Reiner MWF 10:30

Sec. B – Klimczak 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.) – Butcher MWF 11:30

307(2). 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 207 or Mathematics 221 and 222 with a grade of C– or better, or permission of the instructor. – Walde TTh 1:15

[312. Applications of Groups] – Elementary properties of groups, finite groups, matrix groups, representations of groups, symmetry groups, crystallographic groups, orthogonal and unitary groups and their relationship to quantum mechanics. Prerequisite: Mathematics 221, or Mathematics 122 and Mathematics 207, or permission of the instructor. – Walde

[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. (Offered in alternate years.)

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 221 and 222 or 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. – Robbins 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, or permission of the instructor. (Offered in alternate years.) – Klimczak MWF 9:30

[417(2). Topology] – Sets and functions, metric spaces and metrizability, topological spaces and their continuous maps, compactness, separation, connectedness. Prerequisite: Mathematics 322 or 324 or permission of the instructor.

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[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. – Robbins
MW 7:00 p.m.

[504. **Theory of Functions of a Real Variable II**] – Prerequisite: Mathematics 503. – Whittlesey

[506. **Mathematical Statistics**]

508. **Theory of Functions of a Complex Variable II** – Prerequisite: Mathematics 507 or its equivalent. – Whittlesey Th 7:00 p.m.

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

[517(2). **General Topology**] – Prerequisite: Mathematics 322 or 324 or permission of the instructor.

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

519(2). **Modern Algebra** – Prerequisite: Mathematics 324 or equivalent. (Offered in alternate years.) – Walde TTh 7:00–8:15 p.m.

[520. **Linear Algebra**] – Prerequisite: Mathematics 324 or permission of the instructor. (Offered in alternate years.) – Walde

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

Modern Languages and Literatures

PROFESSORS CAMPO, *Chairman*, ANDRIAN; ASSOCIATE PROFESSORS
HANSEN, HOOK, KATZ, KERSON**, PRETINA***; ASSISTANT PROFESSORS
BIANCHINI AND S. LEE

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

1. Ten courses in French, German, Italian or Spanish beyond course 111. Students who begin at the level of a 300 course will receive credit for two courses towards the major. Such a major in 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.

** Sabbatical leave, Trinity Term

*** Sabbatical leave, academic year

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. *Seven* courses in one language beyond the 111 level, including at least one course in civilization and one in literature beyond the survey level, and *five* 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. Majors will be expected to write a senior paper relating some aspect of the two literatures studied.

Senior majors under both plans 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 (French), a graduated reading list examination (Italian or Spanish), or a comprehensive-type examination (German). Reading lists for the French, Italian or the Spanish major are available in the Modern Languages and Literatures Secretary's office.

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 French – Designed to develop basic skills, as well as the ability to read and understand the language. Five classes per week plus work in the language laboratory. Limit of 15. 1½ credits. – S. Lee MWF 11:30–12:35; TTh 9:55

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. Permission of the instructor. – Staff MWF 10:30

221. Advanced Conversation and Composition I – This course is designed to improve oral and written proficiency through the reading and analysis of selected texts on French life, culture and civilization. Emphasis will be placed on conversation. Prerequisite: French 211, or two to three years of French at entrance. – Staff
Sec. A – MWF 9:30 Sec. B – MWF 11:30

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251. French Literature I: Renaissance and Classical Age – Elective for those who have completed the equivalent of Intermediate French. 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. Permission of the instructor is required.

Sec. A – Katz MWF 10:30

Sec. B – TBA MWF 9:30

275. The African Novel of French Expression – This course will deal with the North African and the sub-Saharan novel. A study will be made of the differences and the similarities in the themes, the points of view and the aspirations of the novelists of these two different regions. – S. Lee TTh 11:20

311. La Renaissance Française – Readings in poetry and prose of the main writers of the sixteenth century. Authors to be considered include: Ronsard, Du Bellay, Montaigne and Rabelais. Permission of instructor required. – TBA

351. Twentieth Century Poetry – This course will study the main trends of literature, emphasizing the new and the imaginative of the modern period. Special attention will be devoted to the major poets, to the surrealist influence and to experimental prose. Works will be drawn from all genres. Writers to be read include: Apollinaire, Breton, Artaud, Eduard, Michaux, Cocteau, Vian, Prévert, Radiguet, Yourcenar and Le Clezio. Permission of instructor required. – Katz W 7:00 p.m. (Same as 517)

515. Studies in Fiction: French Women Writers – A study of the feminine point of view as seen through the works of the most important women novelists. There will be a strong emphasis on the feminine fiction of the twentieth century. – S. Lee M 7:00 p.m.

517. Twentieth Century Poetry – Katz W 7:00 p.m.

TRINITY TERM

204. Advanced Introductory 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. Permission of the instructor.

Sec. A – Katz MWF 10:30

Sec. B – TBA MWF 10:30

222. Explication de Textes and Composition – 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. Permission of the instructor. – S. Lee TTh 11:20

252. French Literature II: Modern French Literature – Elective for those who have completed French 251 or the equivalent of three years of high school French. This course introduces the student to the literature of the nineteenth and twentieth centuries. Permission of the instructor is required.

Sec. A – S. Lee TTh 9:55

Sec. B – TBA TTh 9:55

302. French Literature of the Middle Ages – A study of the French expression of the modes and themes which underlie the Mediaeval literature of Western Europe. Special consideration of the epic, lyric and satiric genres of the twelfth and thirteenth centuries. Texts will be read in modernized French versions. Permission of the instructor required. – TBA

304. Culture and Civilization – A study of twentieth century French civilization through its history, arts, literature, politics, press, cinema, publicity and social structures. – S. Lee M 7:00 p.m. (Same as 503)

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. – Katz TBA

503. Culture and Civilization – S. Lee M 7:00 p.m.

514. Studies in Nineteenth Century Literature: the Novel – TBA

GERMAN

CHRISTMAS TERM

111. Intensive Introductory 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. – Hook MWF 11:30, TTh 11:20

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 10:30

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. – Hansen MWF 9:30

304(1). The German Novelle – A study of a number of major *Novellen* by Goethe and representative nineteenth-century writers. Prerequisite: German 211 or the equivalent. – Hansen TTh 2:40

TRINITY TERM

204. Advanced Introductory 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. – Hook 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. – Hansen MWF 9:30

251(2). Survey of German Literature – Elective for those who have had two years of college German or the equivalent. This course will present authors and aspects of German literature from earliest times to the present. Reading, reports, and discussion of selected masterpieces. – Hook MWF 10:30

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305(2). **The German Epic** – A study of the *Nibelungenlied* and other major German epics. Prerequisite: German 211 or the equivalent. – Hansen TTh 2:40

Note: The following bracketed courses are not offered this year. Content may vary somewhat from year to year.

[212. **Intermediate German II**]

[306. **The German Lyric**]

[307. **The German Drama**]

[308. **Modern German Literature**]

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 class meetings per week plus work in the language laboratory. 1½ course credits. – TBA MWF 11:30, TTh 11:20

211. **Intermediate Italian** – Readings in a variety of texts (including newspaper articles and autobiographical accounts) which will illuminate aspects of contemporary Italian civilization and serve as the basis for oral expression and writing, aiming at a good command of the language. Italian politics, economic and social structures and cultural life will be considered; films dealing with these topics will be viewed. Prerequisite: Italian 204, its equivalent or the permission of the instructor. – Campo MWF 11:30

251. **Italian Literature I: Dante to Machiavelli** – A survey of major authors and masterworks of Italian literature from its origins through the Renaissance period. Prerequisite: Italian 211, its equivalent or permission of the instructor. – Bianchini WF 1:15

333. **Special Topics** – Designed for advanced students in the Department according to their needs. – Staff TBA

TRINITY TERM

204. **Advanced Introductory Italian** – This course aims at strengthening the student's reading, writing and speaking skills through reading and discussion of contemporary prose and the writing of compositions. – Bianchini MWF 11:30

244. **Language Through Literature** – Designed to improve oral and written proficiency through the reading and analysis of various genres by distinguished Italian authors. Elective for those who have completed Italian 211 or its equivalent. – Campo MWF 11:30

252. Italian Literature II: From Tasso to Pirandello – A survey of major authors and masterworks of Italian literature from the Renaissance to contemporary times. Prerequisite: Italian 211, its equivalent or permission of the instructor. – TBA
WF 1:15

387(2). Dante, the Classics and Anglo-American Literature – An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. (Same as Comparative Literature 387(2)) – Campo TTh 2:40

RUSSIAN

CHRISTMAS TERM

111. Intensive Introductory Russian – An intensive course designed to develop a basic ability to read, understand, speak, and write Russian. Five classes per week plus required work in the language laboratory, emphasizing pronunciation, grammar, audio-lingual practice, and graded readings. 1½ course credits. Permission of the instructor. Section limit: 15. – Hansen 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. – TBA MWF 10:30

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. Permission of the instructor. Section limit: 15. – Hansen 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. Permission of the instructor. – TBA MWF 10:30

SPANISH

CHRISTMAS TERM

111. Intensive Introductory Spanish – An intensive course designed to provide the student with the basic skills of the language. Five classes per week plus work in the language laboratory. 1½ course credits. – Bianchini 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 and written practice, and selected readings. – Kerson MWF 11:30

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221. Language Through Literature – Elective for those who have completed Spanish 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 works of various genres by famous modern Spanish and Spanish-American authors. The principal points of grammar and syntax will be thoroughly reviewed. – Andrian MWF 9:30

251. Spanish Literature I – Elective for those who have completed Spanish 212, or equivalent, or three or four years of Spanish at entrance. This course is designed to introduce the student to the techniques of literary appreciation through a study of works of various genres of the Middle Ages, Renaissance, and Golden Age. – Andrian MWF 10:30

322(1). Prose and Poetry of the Golden Age – The major forms of sixteenth and seventeenth century fiction will be examined (novela picaresca, pastoril, morisca, ejemplar), and the achievements of Spain's classical poets will be explored (Garcilaso, Fray Luis de León, Quevedo, Góngora). – Bianchini TTh 9:55

341. The Generation of '98 – A study of selected works by Unamuno, Baroja, Azorin, Valle-Inclán, and Antonio Machado, with a consideration of the historical and literary background. – Kerson WF 1:15

506(1). Cervantes – A study primarily of the significance and literary merits of *Don Quijote*. Consideration will also be given to the *Novelas ejemplares*, the *Entremeses*, and the *Comedias*. – Andrian T 6:30 p.m.

522(1). Life and Literature in Colonial Spanish America – An historical and cultural view of Spanish America from the time of discovery and conquest to the Wars of Independence. Readings will be selected from historians, essayists, writers of fiction, and poets. Some of the authors to be included are: Hernán Cortés, Bernal Díaz del Castillo, Bartolomé de las Casas, el Inca Garcilaso de la Vega, and Alonso de Ercilla. – Kerson Th 6:30 p.m.

TRINITY TERM

204. Advanced Introductory Spanish – A continuation of Spanish 111, with greater emphasis on readings and discussion of selected literary and cultural texts. – TBA MWF 11:30

212. Advanced Intermediate Spanish – Elective for those who have completed Spanish 204 or 211, or who are credited with two or three years of Spanish at entrance. Intensive readings and discussion of modern Spanish works representing all genres. – Andrian MWF 11:30

222. Civilization and Culture of Spain – Same prerequisites as for Spanish 221. Others with permission of the instructor. A study of the important trends in Spanish life through readings and lectures of historical and cultural content. Discussions and compositions in Spanish. Audio-visual materials will be used as available. – TBA MWF 9:30

252. Spanish Literature II – Same prerequisite as for Spanish 251. A study of Spanish literature of the nineteenth and twentieth centuries. – Andrian MWF 10:30

326. Cervantes – A study primarily of the significance and literary merits of *Don Quijote*. Consideration will also be given to the *Novelas ejemplares*. – Andrian TTh 9:55

356. Modern Spanish American Drama—This course will explore the various manifestations of modern drama in Latin America. Playwrights to be studied include Nalé Roxlo, Usigli, Magaña, Carballido, Marqués, and others.—Bianchini WF 1:15

528. Studies in the Spanish Drama: From the Middle Ages to the Present—Bianchini W 7:00 p.m.

Music

PROFESSOR BARBER, *Director of the Program in Music*;
INSTRUCTOR J. REILLY; LECTURER ARMSTRONG

The core courses of the music major and a number of electives are offered by the Trinity music faculty. Additional study opportunities for majors and other qualified students are available through Hartt College of Music, University of Hartford, on a space-available basis. For information consult the music faculty.

THE MUSIC MAJOR—Ten course credits including Music 111, 112 (or two Hartt HLM 220–231 courses), Music 314, Music 418, Music 104, 105, and four course credits in approved music electives. Only two course credits in applied music may be counted towards the music major. Students contemplating the major should complete Music 111, 112, Music 103 (unless excused) and Music 104 by the end of the sophomore year. An elementary knowledge of German should be acquired before the Senior year.

Tests in the major include a basic keyboard test at the start of the major, a theory and musicianship proficiency test (at the discretion of the faculty) upon completion of the required theory courses, and General Examinations in the Senior year.

A grade of at least C– is required for all courses included in the major.

A basic piano test will be given at the end of the sophomore year or upon entrance to the music major. Students deficient in the use of the keyboard as a basic tool for music courses will be required to study piano until the required proficiency is achieved.

At the discretion of the music faculty a theory and musicianship test may be required of any music majors who, upon completion of the required number of theory courses or their equivalents, are still deficient in basic skills and proficiency in written work.

Requirements for Honors in Music—Distinction in all courses of the major and the General Examinations.

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.

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.

CHRISTMAS TERM

HISTORY AND LITERATURE

Music 111. Introduction to Music Literature (I)—The study of selected masterpieces from the major periods of western music. Introduction to the terminology of

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music and the techniques of listening. Emphasis on forms and styles. The history of music from the late Medieval through the Baroque periods. No previous knowledge of music is required. This course is for the general student and the Music major. Permission. Enrollment limited to 50 per section.

Sec. A – Barber TTh 11:20

Sec. B – Barber TTh 1:15

HLM 160. Seminar in Music History: Stravinsky – An in-depth study of the opus and bio-bibliographic materials of this major composer of the twentieth century. Permission. – Dinerstein T 4:30–6:30

HLM 220. Music in Western Culture (Ia) – First term of a two-year survey of musical thought, forms and styles against a background of European cultural history. Middle Ages to High Renaissance. General students and majors may substitute this course for Music 111. Permission. – Hanen. Sections: **D1** MWF 8:00; **D2** MWF 9:00; **D3** MWF 11:00

HLM 230. Music in Western Culture (IIa) – Third term of the two-year survey which begins with HLM 220. Music in the Classic Period. General students and majors may substitute this course for Music 112. Permission. – Hartt staff. Sections: **D1** TTh 8:00; **D2** TTh 9:30; **D3** TTh 1:00

Music 312. Modern Music – A study of idioms and the music of modern composers from about 1870 to the present. Prerequisite: An introductory music course or permission of the instructor. Limit: 25. – Barber WF 1:15

Music 314. Opera (and Junior Seminar) – A survey of opera from its earliest developments (c. 1600) to the early twentieth century. Representative works of important composers will be studied in depth; for several composers (Mozart, Verdi, Wagner) two or more operas will serve for study. While the course will emphasize the literature of the Classic and Romantic periods, considerable time will be spent on the origins of opera from the Florentine Camerata through its development in the Baroque Era. The Junior majors will be required to do more than the listening and one paper required of the other students, especially with regard to analysis (formal, harmonic, melodic, stylistic). Open to the general student with permission of the instructor. Required for Junior majors. – J. Reilly TTh 9:55

HLM 350. Medieval Seminar – Selected topics of the Medieval period. Permission. – Hanen MW 2:00–3:30

Music 415. 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

HLM 459. Advanced Music Literature: Chamber Music Seminar – A study of major works in the literature of chamber music. – Schwager MW 5:30–7:00

THEORY AND COMPOSITION

Music 103. Basic Musicianship – Sight-singing, ear training, elementary theory. Material studied includes clefs, accidentals, note and rest values, major and minor scales, key signatures, circle of fifths, time signatures, intervals in all forms, triads, beginning harmony (four-part chorale harmonization). For the general student and prospective majors. This course may not be included in the major. Students with

the equivalent preparation planning further work in music theory may be exempted from this course at the discretion of the instructor. Permission. Enrollment limited to 25. – Armstrong MWF 1:15

Music 105. Counterpoint – Two and three-part writing, mainly within the eighteenth-century major-minor (tonal) framework. Course covers species, invertibility, canon, and various types of imitative movement. Analysis of examples from the literature (Bach's two- and three-part inventions). Required for majors. Prerequisite: Music 104. – Armstrong MWF 2:15

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 or permission. – Franchetti MWF 12:00

COM 010. 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. Permission. Sections: Wason F 3:00–4:45; Dinerstein TTh 10:00 (advanced)

TRINITY TERM

HISTORY AND LITERATURE

Music 109. J. S. Bach – The music of Bach studied by category (works for solo keyboard, other solo instruments, chorus, chamber instruments, and chamber orchestra). Works of other composers from the Baroque Era, especially Buxtehude, Vivaldi and Handel, will be studied in order to understand more clearly the musical language and style of Bach. Student performances are not required but highly encouraged, and the required paper may deal with music from the repertory of the individual student. Permission. – J. Reilly TTh 9:55

Music 112. Introduction to Music Literature (II) – The study of selected masterpieces from the Classical, Romantic and Modern periods. Although this course continues the work of Music 111 into later style eras, a number of students who have not taken the first term may be admitted depending on enrollment. Prerequisite: Music 111 or permission. Enrollment limited to 50 per section.

Sec. A – Barber TTh 11:20

Sec. B – Barber TTh 1:15

HLM 221. Music in Western Culture (Ib) – Second term of a two-year survey of musical thought, forms and styles against a background of European cultural history. Late Renaissance and Baroque music. General students and majors may substitute this course for Music 111. Permission. – Hanen. Sections: D1 MWF 8:00; D2 MWF 9:00; D3 MWF 11:00

HLM 231. Music in Western Culture (IIb) – Fourth term of the two-year survey which begins with HLM 220. Romantic music into modern times. General students and majors may substitute this course for Music 112. Permission. Hartt staff. Sections: D1 TTh 8:00; D2 TTh 9:30; D3 TTh 1:00

Music 416. Special Studies in Music – Individual and group study as described under Music 415. Permission. – Trinity Staff TBA

Music 418. Senior Seminar – Introduction to research in music. Bibliography and the study of the principal collected editions, treatises and other scholarly writings

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on music. Reports including an extended essay. Final study of history and style towards the General Examinations. Required of all Senior majors. – Barber WF 1:15

THEORY AND COMPOSITION

Music 104. Harmony – Continuation of four-part writing through inversions, dominant functions (7th and 9th), 7th chords, sequences, modulation. Harmonization of soprano and bass (figured and un-figured). Analysis of examples from literature (Bach chorales, etc.), applied keyboard work. Required of majors. Prospective majors should complete this course by the end of sophomore year. Prerequisite: Music 103 or permission. – Armstrong MWF 1:15

Music 106. Advanced Musical Theory – Continuation of harmony through 13th chords, several chromatic alterations, the Neapolitan and augmented 6th chords. Analysis of late nineteenth- and early twentieth-century music. Continuation of counterpoint through introduction to fugue. Highly recommended for majors, especially those desiring to elect composition and further work in theory. Prerequisite: Music 105. – Armstrong MWF 2:15

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: Music 106 or permission. – Franchetti MWF 12:00

COM 011. First Course Composition – Continuation of COM 010. One-half course credit. Prerequisite: COM 010 or permission. Sections: Wason F 3:00–4:45; Dinerstein TTh 10:00 (advanced)

(For additional courses in Music available through Hartt College, consult the music faculty.)

Courses offered in other years:

[Music 214. Choral Music]

[Music 216. Keyboard Music]

[Music 219. History and Development of the Solo Song]

[Music 234. Russian Nationalists]

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

[Music 272. Music in Eighteenth-century England]

APPLIED MUSIC

Credit for the study of applied music is given to students who can demonstrate performance ability sufficiently beyond the elementary level. Normally, students earn course credits for applied music by studying with faculty members of Trinity, Hartt College, or other approved local institutions. If a student has special reasons for wishing to earn course credit for study with a teacher not on the faculty of either Trinity or Hartt College, he may submit 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 may count towards the B.A. will be four course credits. Of these, only two course credits may be included in the music major.

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-half course credit is allowed for each term's work in the Trinity Concert Choir (Music 321, 322). However, effective with the class of 1978, the total course credit allowed for Concert Choir will be three course credits.

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. Frequent opportunities for performance are offered through the extracurricular activities organized by the Trinity College Band and "Postludes," a series of student conducted solo and group recitals. The Program in Music sponsors recitals by qualified Senior majors.

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 and organ), strings, woodwind, brass and percussion instruments.

Fees for private music lessons will be billed by the institution or the instructor in addition to the regular tuition charges rendered by Trinity. For schedules of fees consult the music faculty.

Philosophy

PROFESSORS HYLAND, *Chairman*, DE LONG AND R. T. LEE;

ASSOCIATE PROFESSOR W. M. BROWN; INSTRUCTORS BELGUM AND

PUKA; VISITING ASSISTANT PROFESSOR BARGLOW

PHILOSOPHY MAJOR – Ten courses in Philosophy, with a grade of at least C– in each, including Philosophy 205 (or 326, or 216), 307, 308.

Majors are strongly encouraged, but not required, to write a senior thesis. In order to qualify for honors, a student must write a thesis in which he or she achieves a grade of at least A–, and achieves a departmental course grade average of at least A–.

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 240 – 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.

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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

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 TTh 9:55

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. – Barglow TTh 9:55

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

225. Eastern Philosophy – To understand Eastern thought is to live a certain way. The theory of ultimate reality this thought offers us goes hand in hand with the practice of self-development and structure of the social system in which we live. We will, then, not only discuss the world views, psychologies and moral-political stances of Hinduism, Buddhism, Confucianism, Taoism, Zen, and Maoism; but will practice as an integral part of the course, yoga, meditation, and Tai Chi. We will be visited by yogis, monks, and other gentle spirits. Sample readings: *Three Pillars of Zen*, *The Confucian Analects*, *Tao te ching*, *Yoga Sutras*, *Process and Reality*, *The Diamond and Heart Sutras of Buddha*. (Same as Intercultural Studies 225) – Puka TTh 1:15

239. The Social Evolution of Ethics and Science – This course will analyze and criticize the Western philosophical tradition, empiricist as well as rationalist. Because that tradition has, for the most part, excluded the historical and social dimensions of philosophical issues, we need to re-examine its accounts of freedom, rationality, science, human nature, and happiness. As an alternative to mainstream Western philosophy, I shall suggest a Marxist epistemology and philosophy of science, as well as a Marxist understanding of morality and human liberation. – Barglow TTh 2:40

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. Two course credits. Prerequisites: a 200 level course in Philosophy or permission of the instructor. – Belgium, Hyland M 1:15–3:55, WF 1:15–2:40

309. Special Studies in Philosophy: Freud – An intensive reading of a representative sample of Sigmund Freud's works. The emphasis throughout will be on the philosophical issues raised by Freud. Included will be such books as *Beyond the*

Pleasure Principle, Civilization and Its Discontents, The Ego and the Id, The Future of an Illusion, and Three Essays on the Theory of Sexuality. – DeLong MWF 10:30

345. Wittgenstein – Studying Wittgenstein can profoundly unsettle and reshape one's world view and in particular, one's conception of reality, truth, meaning, language and psychology. Wittgenstein has become the ally of behaviorists and poets alike and certainly represents a daring attempt to overthrow the approach of traditional philosophy. We will basically work through Wittgenstein's *Philosophical Investigations* in an attempt to expose the full depth of his positions and to analyze his thought strategies. The demands of this course on the student will focus upon independent, creative thought and a prolonged effort to understand this sometimes puzzling book. – W. M. Brown WF 2:40

351. Twentieth Century Marxist Thought – This course examines recent philosophical developments in Marxist thought, with special emphasis on the following questions: To what degree has Marxist philosophy been proved wrong or inadequate? Is Marxism compatible with existentialism, human freedom, or an objective approach to ethics or aesthetics? How does Marxist theory affect practice? What changes have occurred in the conception of what socialism will be like? Readings from Lenin, Trotsky, Mao, Gramsci, Lukacs, Habermas, and Marcuse. Permission of the instructor. – Barglow TTh 11:20

352(1)/552. Hume – Primarily a careful reading from both critical and historical points of view of the *Treatise of Human Nature* and the *Enquiry Concerning Human Understanding*. Attention will be paid to the connections between Hume's ethical writings and his theory of knowledge and to his influence on later philosophers such as Kant. – W. M. Brown Th 7:00 p.m.

356(1)/556. Heidegger – This seminar will be an intensive study of Heidegger's major work, *Being and Time*, which will be studied and evaluated with special attention to Heidegger's analysis of the human condition, his emphasis on the temporality of human being and of Being, his relation to tradition, and the extent to which he is an "existentialist." Shorter works of Heidegger will be read as supporting material. Permission of the instructor. – Hyland W 7:00 p.m.

364(1). Knowledge – Can we ever know anything, and if so, what? What are the means by which we know whatever it is we know? Are there importantly different sorts of knowing? These are some of the questions to which this course is directed. The course begins with an intensive study of Plato's *Theatetus*, which sets the stage for all that follows. The theories of knowledge of a number of important ancient and modern philosophers, including Aristotle, Hume and Kant will be examined in varying detail. Finally, we will consider some contemporary views of knowledge, including those of Austin, Ryle, Quine, and Chisholm. Readings will be almost exclusively in primary sources. – DeLong WF 2:40

367/567. Moral Problems – A consideration of some contemporary practical moral issues: abortion, compensatory justice, population policy, IQ research, medical experimentation. These questions will be considered from both a social and a personal perspective. That is, what (if any) laws and other social measures on these matters would be desirable and just; how ought individuals to weigh what considerations when these are practical issues for them. Readings from the contemporary journal, *Philosophy and Public Affairs*, and related works in the social sciences. A strong background in philosophy is required. Permission of the instructor. – Belgun T 7:00–10:00 p.m.

TRINITY TERM

201(2). 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. – Belgum WF 1:15; W. M. Brown MWF 9:30

204. 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. – Barglow TTh 9:55

211(2). Philosophic Themes in Western Culture – The course will deal primarily with the question "What is Philosophy?" We shall consult the views of some of the great philosophers of the past on this question (Plato, Aristotle, Descartes, Marx) and culminate with the views of three important contemporary thinkers (Husserl, Ayer, and Heidegger). – Hyland TTh 9:55

216. Philosophical Argument – This course is primarily directed at understanding the uses and purposes of argumentation and reasoning. Although emphasis will be placed on argumentation in philosophy, this course should prove valuable to anyone interested in improving his abilities in understanding, analyzing, and constructing argumentation (e.g. those contemplating careers in law). The course begins with some elementary methodological, epistemological, and logical considerations, such as the status of belief, the nature and role of observation, the purpose and legitimacy of assumptions, the function of hypotheses, varieties of reasoning, and types and uses of evidence. The remainder of the course will be devoted to the critical appraisal of actual arguments, mostly drawn from philosophical sources. – TBA MWF 9:30

221(2). Philosophy of Law – What is law? What obligations, if any, do we have to obey laws? Are we ever morally obliged to obey bad, or unjust, laws, and if so, why? Is there a proper sphere of operation, beyond which laws should not go (e.g. should sexual conduct between consenting adults come under legal regulation, or is this not a proper matter for the law?), and if so, what? These are some of the questions to which the first part of this course, which is primarily concerned with the nature of law and legal systems, is directed. The second part of the course is directed to the question of punishment. Is it ever morally justifiable to punish someone, and if so, when? What is the proper function of punishment, if any – revenge? reformation of character? Is there any rational way to "make the punishment fit the crime"? Is capital punishment ever justifiable? These and other questions about punishment, and its application under the law, will be considered in the course. A variety of readings in the philosophy of law will be used, including two books by H. L. A. Hart, who is perhaps the most important contemporary philosopher of law. – TBA MWF 8:30

222. Medical Ethics – An inquiry into the ethical relationships between patient and physician and into the ethical responsibilities of the medical profession as a whole. Topics will include: the question of malpractice, the doctor and death, population control, the ethics of medical experiments, personal vs. social health claims, the just allocation of medical resources, the nature of disease (physical vs. mental disease). – Belgum MWF 11:30

230. Love – This is a course on philosophy and psychology as it relates to issues in one's personal life. We will consider the various forms of love and love relationships:

romantic, sexual, familial, brotherly and sisterly, intellectual, aesthetic, religious. How does love relate to commitment vs. personal autonomy and self-development, to jealousy, respect, need, loneliness, hate, competitiveness, and selflessness? Can one really love two people at once? Are and/or should there be sex-differences as regards loving? How does one become a more loving person? Readings from literature as well as philosophers and psychologists such as Freud, Fromm, Sartre, Hobbes, Harlowe and more modern sources.) – Puka T 7:00–10:00 p.m.

232. Community: City, Country, Humanity, Utopia – This course will call upon the class as a community to generate thoughtful solutions to some of man's living problems, including our own in and out-of-class interactions. We will read from the literature on how and why cities and communes should be designed certain ways, how people relate to physical and social space (or lack of it), and how nature should or should not be used as an economic and aesthetic resource. The basic issue of the course will be man's bio-psychological nature, how it molds and is molded by its social and physical environment. We will discuss ways of balancing the desire for economic well-being with other human needs and values such as personal fulfillment and socio-moral progress. We will consider alternative designs for governing, educating, providing products for, dehumanizing and rehumanizing people. Readings will be drawn from architects, city planners, commune participants, political and moral philosophers, anthropologist-sociologists, and environmental psychologists. – Puka TTh 11:20

301(2)/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 TTh 7:00–8:30 p.m.

306. Reason in Practice – Presumably, a rational being is not just one that reasons, but one that acts rationally. The purpose of this course will be to examine how, or whether, rationality operates in the sphere of action. Certain ideas of Aristotle, J. S. Mill, and R. M. Hare will be studied intensively, although other authors, ancient, modern and contemporary, will be examined. – TBA WF 2:40

308. History of Philosophy (II) – The history of modern philosophy from Descartes to the end of the nineteenth century. Two course credits. Prerequisites: Philosophy 307 or permission of instructor. – R. T. Lee, TBA M 1:15; WF 1:15

309(2). 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 WF 2:40

310/510. Special Studies in Philosophy: Metaphysics and Irony – The concept and use of irony will be studied not only as a dramatic or pedagogical technique of gifted philosophers but as the assertion of the primordially of negativity, and its political dimension of alienation, in the world. Texts will include selected dialogues of Plato, works of Hegel, Marx, Kierkegaard, and Nietzsche. Selected works of literature will also be employed. – Hyland Th 7:00–10:00 p.m.

312. Nineteenth-Century Philosophy – We shall examine the works of the most important nineteenth-century European philosophers, Hegel, Marx, Kierkegaard,

and Nietzsche. Attention will be paid to their place in the philosophic tradition, their unique contributions, and the extent to which they have influenced contemporary thought. Specific issues will be the conceptions of human nature in these thinkers, whether human nature changes, human nature and history, and the conception of rationality in each. – Puka TTh 1:15

320. 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 our selves and our possibilities? What would a social science look like that was consistent with our desire for human liberation? Permission of the instructor. – TBA TTh 11:20

343(2)/543. Aristotle: De Anima, Ethics, Politics – A detailed consideration of Aristotle's psychological, moral, and political works. There are clear and important connections between these topics. What is the nature of a person? Given what people are like, what is the best sort of life for persons? Given what the good for persons is, what is the best structure for the state, for persons living together. We will investigate the nature and plausibility of Aristotle's views on these matters. – Belgum MW 7:00–8:30 p.m.

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. – TBA TTh 2:40

355(2)/555. 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 W 7:00–10:00 p.m.

Courses given in other years:

- [210. Philosophy of Art]
- [219. Ethical Relativism]
- [314. Twentieth-Century Philosophical Analysis]
- [323. Philosophy of History]
- [325. Philosophy of Language]
- [326. Advanced Logic]
- [341. Plato]
- [342. Kant]
- [344. Hegel]
- [346. Medieval Philosophy]
- [353. Whitehead]
- [363. Phenomenology]
- [366. Theories of Innateness]

Physical Education

PROFESSORS KURTH, *Chairman*, DATH AND MC PHEE; ASSOCIATE
PROFESSORS SHULTS, D. MILLER, AND SLAUGHTER; ASSISTANT PROFESSORS
TAYLOR, HAZELTON AND MILLSPAUGH; MR. HAMEL,
MR. GRAF, AND MR. DARR

Physical education courses are available to all full-time students. Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one course credit, may be earned at a rate of one-half course credit for successful completion of two quarters of course work. Grades will be given unless the student elects to participate on a pass-fail basis.** Classes will be offered on the same time schedule as all academic classes.

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Specific courses include:

I Aquatics

Beginning Swimming
Swimming

Senior Lifesaving
Water Safety Inst.
Springboard Diving
Skin Diving

II Racquets

Beg. Squash
Adv. Squash
Strategic Squash

Beg. Tennis
Adv. Tennis
Badminton

III Physical Development & Body Mechanics

Physical Development
(men)
Beg. Body Mechanics
Adv. Body Mechanics
(women)
Gymnastics
Beg. Floor Exercise
Adv. Floor Exercise

IV Individual and Combatives

Golf
Bowling
Archery
Fencing
Beg. Karate
Adv. Karate
Beg. Judo
Adv. Judo

V Classroom

Medical Self-help (First Aid)
Coaching Seminar

VI Special

Scuba
Skiing
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

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

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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

102. Swimming – This is a course designed for the swimmer of moderate skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a life long recreational activity. Stroke correction and instruction will concentrate on crawl, back crawl, breast stroke, side stroke, and trudgen. Instruction on turns and entering the water will also be given, as well as some distance training. Prerequisite: permission of instructor. Enrollment in each section limited to 12.

- 1 Sec. A – Sheppard MWF 8:30
- 2 Sec. B – Sheppard MWF 9:30
- 3 Sec. C – Millspaugh MWF 8:30
- 4 Sec. D – Sheppard MWF 11:30

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 – Sheppard 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

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 – TBA MWF 10:30
- 2 Sec. B – TBA MWF 10:30
- 3 Sec. C – TBA MWF 11:30
- 4 Sec. D – TBA MWF 9:30

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 – Sheppard MWF 11:30
- 3 Sec. B – Millspaugh MWF 10:30

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 – Sheppard MWF 11:30
- 4 Sec. B – Millspaugh MWF 10:30

124. Beginning 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 – Millspaugh TTh 8:30
- 3 Sec. B – Millspaugh TTh 8:30

224. Advanced Floor Exercise – An augmentation of skills acquired in P.E. 124. Emphasis upon advanced tumbling skills such as walkovers, handsprings, somersaults, and aerials. Continuing work on improvement of strength and flexibility. Composition of an original coordinated floor exercise routine utilizing moves of advanced difficulty. Prerequisite: P.E. 124 or permission of instructor. Enrollment in each section limited to 10.

- 2 Sec. A – Millspaugh TTh 8:30
- 4 Sec. B – Millspaugh 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. Racquets available. 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 – McPhee MWF 8:30
 Sec. F – Miller MWF 10:30
 Sec. G – Hazelton MWF 11:30
 Sec. H – Millsbaugh TTh 8:30
 Sec. I – Shults TTh 11:20
- 3 Sec. J – Taylor MWF 9:30
 Sec. K – Taylor WF 1:15
 Sec. L – Hazelton TTh 9:55
 Sec. M – Miller TTh 1:15
- 4 Sec. N – McPhee MWF 8:30
 Sec. O – TBA MWF 10:30
 Sec. P – TBA MWF 11:30
 Sec. Q – Hazelton TTh 8:30
 Sec. R – Shults 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. Racquets available. Prerequisite: P.E. 111 or permission. Enrollment in each section limited to 12.

- 1 Sec. A – Shults TTh 8:30
 Sec. B – Shults TTh 11:20
- 2 Sec. C – TBA MWF 9:30
 Sec. D – Taylor WF 1:15
 Sec. E – Hazelton TTh 9:55
 Sec. F – Millsbaugh TTh 1:15
- 3 Sec. G – McPhee MWF 8:30
 Sec. H – Taylor MWF 10:30
 Sec. I – McPhee MWF 11:30
 Sec. J – Shults TTh 8:30
 Sec. K – Shults TTh 11:20
- 4 Sec. L – TBA MWF 9:30
 Sec. M – TBA WF 1:15
 Sec. N – Miller TTh 9:55
 Sec. O – Hazelton TTh 1:15

Strategic Squash Racquets (See Student-Taught Courses)

112. Beginning Tennis – Instruction concentrated on fundamentals for forehand stroke, backhand stroke and serve. Playing rules, court etiquette and procedures for singles play emphasized. Racquets available. 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 – Taylor MWF 9:30
 Sec. B – Taylor MWF 11:30
 Sec. C – Sutherland TTh 9:55
- 2 Sec. D – Dath MWF 10:30
 Sec. E – Hazelton TTh 8:30
 Sec. F – Sutherland TTh 11:20
- 3 Sec. G – Dath MWF 9:30
 Sec. H – TBA MWF 11:30
 Sec. I – Sutherland TTh 9:55
- 4 Sec. J – Dath MWF 10:30
 Sec. K – Taylor WF 1:15

* Indicates Quarter

- Sec. L – Hazelton TTh 8:30
- Sec. M – Sutherland TTh 11:20
- Sec. N – Millspaugh 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. Racquets available. Prerequisite: P.E. 112 or permission. Enrollment in each section limited to 12.

- *1 Sec. A – Dath MWF 10:30
- Sec. B – Sutherland TTh 11:20
- 2 Sec. C – Taylor MWF 9:30
- Sec. D – Taylor MWF 11:30
- Sec. E – Sutherland TTh 9:55
- 3 Sec. F – Dath MWF 10:30
- Sec. G – Taylor WF 1:15
- Sec. H – Hazelton TTh 8:30
- Sec. I – Sutherland TTh 11:20
- 4 Sec. J – Dath MWF 9:30
- Sec. K – Taylor MWF 11:30
- Sec. L – Sutherland 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
- 2 Sec. B – TBA MWF 11:30
- 3 Sec. C – TBA MWF 9:30
- Sec. D – Millspaugh TTh 1:15
- 4 Sec. E – TBA 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. Golf clubs available. Enrollment in each section limited to 16.

- 1 Sec. A – TBA MWF 11:30
- Sec. B – Hazelton TTh 11:20
- 4 Sec. C – Taylor MWF 9:30
- Sec. D – Hazelton TTh 9:55

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 – McPhee MWF 11:30

135. Beginning Fencing – (See Student-Taught Courses) 1st quarter

235. Advanced Fencing – (See Student-Taught Courses) 2nd quarter

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 – Hamel TTh 1:15

* Indicates Quarter

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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 – Hamel TTh 1:15

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 11:20

3 Sec. C – Hamel TTh 9:55

237. Advanced Judo – Concentration on advanced throws; emphasis on application of jujitsu and judo techniques in self-defense. Prerequisite: P.E. 137 or permission.

2 Sec. A – Hamel TTh 11:20

4 Sec. B – Hamel TTh 9:55

141. Skin Diving – This course will deal with the selection, care and safe use of mask, snorkel and fins for underwater activities. Because there are unusual physical and psychological demands upon the underwater swimmer, a presentation and elaboration upon the physical and physiological laws which are operative will be undertaken. Prerequisite: Senior Life Saving. Enrollment in each section limited to 15.

1 Sec. A – Slaughter TTh 1:15

3 Sec. B – Slaughter TTh 1:15

241. 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: Skin diving 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

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 – Graf T 9:00–11:30

Sec. B – Graf T 1:15–3:45

Sec. C – Graf W 9:00–11:30

Sec. D – Graf W 1:15–3:45

Other times by arrangement

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

* Indicates Quarter

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

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 HOWARD, *Chairman*, CONSTANT, LINDSAY, AND C. MILLER;

ASSOCIATE PROFESSOR PICKER; ASSISTANT PROFESSOR GREGORY;

VISITING ASSISTANT PROFESSOR HANSON

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 science and society, the environment, astronomy, and current frontier problems in physics.

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 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.

COMPUTING COORDINATE MAJOR IN PHYSICS – See the heading “Major in Computing” in the Engineering section of this Catalogue. Students contemplating the Computing Coordinate Major in Physics should contact the Chairman of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

CHRISTMAS TERM

101L. Principles of Physics I—An introduction to the concepts of physics carried out at a pre-calculus level. This course is addressed primarily towards students with interests in the life sciences. Topics covered include kinematics, Newton's laws of motion, Newton's law of universal gravitation, the work-energy principle, and the conservation laws involving energy and momentum. Three lecture periods and one laboratory period per week: $1\frac{1}{2}$ course credits. The course may be taken without laboratory (Physics 101) for 1 course credit.

Sec. A—Howard MWF 10:30

Sec. C—Constant MWF 10:30

Sec. B—Howard MWF 11:30

Lab. MTW or F

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—Lindsay MWF 8:30

Sec. C—Gregory MWF 10:30

Lab. TBA

Lab. TBA

Sec. B—Hanson MWF 9:30

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 with grade of C— or permission of instructor, Mathematics 122. $1\frac{1}{4}$ course credits. —Picker MWF 11:30, Lab. TBA

301. Classical Mechanics—Following an introduction to differential equations, vectors, and matrices, some 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 oscillations, normal modes, and wave propagation in coupled systems. Prerequisites: Physics 121, 122, 222 and Mathematics 222. It is recommended that Physics 401 be taken concurrently. —Hanson MWF 11:30

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 – A continuation of Physics 313. 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. – Picker MWF 9:30

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. Permission of instructor. – Howard MWF 9:30 Evening viewing sessions to be arranged.

PHYSICS

102L. Principles of Physics II – A continuation of Physics 101L, this course covers topics such as elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week: $1\frac{1}{4}$ course credits. The course may be taken without laboratory (Physics 102) for 1 course credit. Prerequisite: Physics 101 or 121.

Sec. A – C. Miller MWF 10:30

Sec. C – Hanson MWF 10:30

Sec. B – C. Miller MWF 11:30

Lab. MWTh or F

108. (U&E 106.) Energy and Society – A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine (a) the historical development of various energy sources and their technologies, (b) the physical principles underlying these sources, (c) the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, (d) the effect of the development of new energy sources on the quality of life, (e) the alternatives. Enrollment limited to 40. – Hanson MWF 11:30

122L. General Physics II – A continuation of Physics 121 with a detailed investigation of the dynamics of single particles and of many particle systems includ-

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ing 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. 1½ course credits. Laboratory may be waived under special circumstances (Physics 122, 1 course credit).

Sec. A – Lindsay MWF 8:30, Lab. TBA

Sec. B – Gregory MWF 10:30, Lab. TBA

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 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 the 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 methods of two giants of natural philosophy than on problem-solving. Our readings will include biographical and historical material. Lectures will be presented regularly, but at least once every two weeks we will have a "free-for-all" discussion, with no holds barred. Enrollment limited to 25. – Picker MWF 10:30

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. – Picker 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, 314. – Howard MWF 10:30

308. Acoustics – The mathematical description of acoustical wave propagation in solid, liquid, and gaseous media including effects at boundaries between different media and radiation from sources of various geometries. This will be followed by a study of applications of acoustics to physiology, architecture, noise measurement and control, and geophysics. Recent developments in ultrasonic techniques will also be treated. Prerequisites: Physics 121, 122 and Mathematics 222. – Lindsay MWF 9:30

310. 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. Prerequisite: Physics 221. – Staff

410. Same as Physics 409

412. Applications of Physics in Biology – 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. Prerequisite: Physics 121, 122 or equivalent. – C. Miller MW 4:00–5:15

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(2). **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.

[151. **Science and Society I – The Scientific Revolution**] – The scientific world view which shapes much of our thinking today came into being in the sixteenth and seventeenth centuries in the so-called “scientific revolution.” This course will examine the changes in the study of nature which constituted that revolution. It will also attempt to relate those changes to the development of modern European society in the same era. We will look into medieval science and civilization (as background), the cultural and economic innovations of the Renaissance, the lives and work of Copernicus, Kepler, Galileo, Bacon, Descartes and Newton, the relationship of science to religion, philosophy, economics and social history in the early modern era. Two or three short papers and a term project will be required. No prerequisites or scientific expertise necessary.

[152(1). **Science and Society II: 1700–1970**] – Since the seventeenth century science has produced important changes in our society and has itself undergone major alterations. This course will focus on the changing nature of science as a social activity and the changing relationship between science and society in the Western world. Topics covered will include science and religion, scientific elites and democratic government, the professionalization of science in the nineteenth century, science and the modern university, the relationship between intellectual and social aspects of scientific activity, the nature of the scientific community, the moral responsibility of scientists, the limits of scientific rationality. Three papers and a final project are required. No scientific expertise is necessary.

[107. **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(1). **Statistical Physics**] – Equilibrium statistical mechanics, both quantum and

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classical. Use of partition functions. Relationship of statistical mechanics to thermodynamics, fluctuation phenomena. Prerequisite: Physics 313 or concurrent registration.

[305. **Physical Optics**] – An introduction to physical optics in which the student's previous acquaintance with wave motion is extended and applied to the analysis of a wide range of optical phenomena. Beginning with basic rules governing the propagation of light, we proceed to discuss coherent and incoherent sources, superposition, and interference, including such topics as interferometry and Fourier-transform spectroscopy. Then we investigate Fraunhofer and Fresnel diffraction and wavefront reconstruction (holography). A discussion of propagation in various materials, including conducting media and the effects of polarization, leads us to examine dispersion and optical activity. The phenomena studied in this course will be illustrated by a selection of laboratory demonstrations. Prerequisites: Physics 122, Mathematics 222.

[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.

[403(2). **Nuclear Physics and Astrophysics**] – Topics in the theory and applications of nuclear physics, varying from year to year according to current interests of the instructor and students. Special topic for Trinity Term 1975: nuclear astrophysics. Following a survey of the physics of stellar interiors, we shall examine the thermonuclear reactions which generate stellar energy. To understand these, we shall develop a general background in nuclear physics, with emphasis on nuclear reactions. Although we shall concentrate on the properties of typical stars such as our sun, we shall also spend some time looking into more unusual stellar objects such as neutron stars. This will lead us to examine the properties of matter at high densities and high pressures and thus to consider the subnuclear constituents of matter.

This course provides an unusual opportunity to draw together the ideas of many subfields of physics – gravitation, statistical physics, atomic physics, and nuclear physics – and to apply them to one of the most active areas of current research. Prerequisites: Physics 222 and 313.

[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

PROFESSORS VOHRA, *Chairman*, HENDEL AND NEAVERSON; ASSOCIATE
PROFESSORS GASTMANN* AND MCKEE; ASSISTANT PROFESSORS JACOBSON
AND T. REILLY; VISITING ASSISTANT PROFESSORS (PART-TIME)
BOUGHAN AND MARKHAM

Philosophy and Purposes of Political Science Department

Aristotle very perceptively wrote that man is a political animal and that the

* Sabbatical Leave, Christmas Term

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 at least one from each of the following three categories of courses: (a) Political Science 101, 102, 103, 105, 106; (b) 201, 204, 208; (c) 304, 319, 320; and one senior seminar.

The Department will organize colloquia dealing with significant political science questions periodically. 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, 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 to 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.

CHRISTMAS TERM

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 – Markham WF 2:40

Sec. B – Hendel TTh 9:55

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105. Western Political Thought and Institutions I: The Foundations – A history of political philosophy in its political, social, economic, and religious settings. Five stages in the political development of Europe will be emphasized to illustrate the continuity of the tradition: Classical Antiquity, Medieval Christendom, the Renaissance and the Reformation, Seventeenth Century England. The course will stress developments in the theory of constitutional restraints, law, justice, liberty, authority, and sovereignty. Among those whose works will be read are: Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, James I, Milton, Locke. – Neaverson MWF 10:30

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. (Same as Intercultural Studies 205 and History 205) – Vohra TTh 11:20

301. American Political Parties – An historical and functional analysis of American political parties, including a study of voting behavior, interest groups, party organization and leadership, and proposals for reorganization of existing party structures. – Boughan TTh 2:40

307. Constitutional Law: The Federal System and Separation of Powers – An analysis of leading Supreme Court decisions dealing with the use of and curbs upon federal power to enact economic and social legislation with special attention to urban and environmental issues. Resolution of conflicts engendered by the federal system and separation of powers will also be studied. Enrollment limited to 30. – McKee TTh 2:40

309. Congress and the Legislative Process – A study of politics and party formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision-making and leadership, and will explore the operation of the legislative party. Special emphasis is placed upon the problems of the representative assembly in the twentieth century. Prerequisite: Political Science 102 or permission of the instructor. – T. Reilly TTh 1:15

316(1). Constitutional Law: Civil Liberties and Civil Rights – An analysis and evaluation of decisions of Courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Enrollment limited to 30. – Hendel TTh 11:20

319. Democratic Theory and Its Critics – An analysis of the assumptions and values of traditional Western liberal democratic thought as seen chiefly by late nineteenth and twentieth century critics representative of different philosophical viewpoints such as: elitist, irrationalist, collectivist, conservative, positivist, and "post-industrial." The purpose is to attempt a reconstruction of the traditional view so as to meet some of the objections to it. Prerequisite: One of the following – Political Science 105, 106, 304, or permission of the instructor. – Neaverson MWF 11:30

330(1)/530. Government and Politics of Contemporary China – The course will examine the rise of the Communist Party, the evolution of Maoist strategy for politi-

cal revolution and social change, and the post revolutionary developments in the People's Republic of China. (Same as Intercultural Studies 330(1)) – Vohra T 7:00 p.m.

404(1). Seminar: Comparative Politics – Crisis Government in Modern Democracies. The problem of the supervision and control of the executive branch of government by legislative grants of emergency power, discretionary executive authority, and martial law. Some attention will be given to the historical development of the concept of “reason of state” and of martial law. A comparative study of experience in Britain, Canada, France, Germany, and the U.S.A. Open to upperclassmen and graduate students. Enrollment limited to 12. – Neaverson M 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 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.

507. Constitutional Law: The Federal System and Separation of Powers – McKee Th 7:00 p.m.

509. Congress and the Legislative Process – T. Reilly W 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 in each section limited to 35.

Sec. A – T. Reilly MWF 9:30

Sec. B – Hendel TTh 9:55

106. Western Political Thought and Institutions II: Political Philosophy, Ideology, Politics, and Society – The emergence of constitutional representative democracy, nationalism, and totalitarianism. Political philosophy and political ideologies will be related to major political changes in Europe from the eighteenth to the twentieth century. The course will focus on the political thought connected with the following periods: the French and American Revolutions, nineteenth century Liberalism and the Age of Reform, the Development of Collectivism, twentieth century Totalitarianism and Modern Democracy. Among those who will be read are Rousseau, Paine, Burke, Hegel, Bentham, Mill, Marx, Lenin, and thinkers representative of National Socialism, Fascism and Modern Democracy. No prerequisite. May be taken independently of Political Science 105. – Neaverson MWF 10:30

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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. Enrollment limited to 30. – Gastmann MWF 9:30

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. (See listing for 205 in Christmas Term.) – Vohra TTh 11:20 (Same as Intercultural Studies 206 and History 206)

208. Parliamentary Government and Politics – Britain, Canada, France, and Germany. The course will focus on the processes of political development and change in modern industrial societies and upon the patterns of power, policy, and interest, within them. Specific topics within the analytical framework will include: political culture, political socialization, political elites, party systems, parliamentary institutions, and federalism. – Neaverson MWF 11:30

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 TTh 9:55

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 TTh 2:40

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: Permission of the instructor. Enrollment limited to 30. – Hendel TTh 11:20

311(2). 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 TTh 1:15

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. – T. Reilly WF 1:15

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. Pre-

requisite: Political Science 201 or permission of the instructor. Enrollment limited to 30. – T. Reilly MWF 10:30

317(2). Government and Politics in Latin America – An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of nationalist aspirations to international pressures will be studied. Prerequisite: Political Science 204 or permission of the instructor. Enrollment limited to 30. – Gastmann MWF 11:30

331(2). The Chinese Revolution – An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. Prerequisite: Permission of the instructor. – Vohra TTh 2:40

402. 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 W 1:15

406. Seminar: Topics in American Government – Environmental law and public policy. Emphasis will be given to the theory of environmental law, local-state relationships, 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 Th 6:00 p.m.

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.

504. American Political Thought – Jacobson Th 7:00 p.m.

508. Soviet Political Institutions – Hendel T 6:30 p.m.

517. Government and Politics of Latin America – Gastmann M 7:00 p.m.

520. History of Political Thought: Machiavelli to Burke – Neaverson 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

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COURSES NOT OFFERED 1975-76

- [101. Introduction to Politics]
- [103. Introduction to Comparative Politics]
- [204. Comparative Politics]
- [225. The American Presidency]
- [305. International Organizations]
- [306. The Philosophy and Methodology of Empirical Political Science]
- [312.(U&E 312). Urban Politics]
- [313. International Law]
- [318. Contemporary Sub-Saharan Africa]
- [320. History of Political Thought: Machiavelli to Burke]
- [324.(U&E 107). Transportation and Public Policy]
- [325. Frontier Political and Social Issues]
- [336. Public Opinion and Public Policy]
- [401. Seminar: International Relations]
- [405. Seminar: Political Theory]

Psychology

ASSISTANT PROFESSOR MACE, *Chairman*; PROFESSORS DOTEN* AND HIGGINS*; ASSOCIATE PROFESSORS WINER, HABERLANDT AND R. LEE;
ASSISTANT PROFESSORS BAUM AND FINK; ADJUNCT PROFESSORS
TAYLOR AND ALESSI

PSYCHOLOGY MAJOR B.A. OR B.S. — Ten semester courses in Psychology. All students, in consultation with their advisers, are expected to arrange their coursework as follows:

1. Introduction to General Psychology (101)
2. At least one course from each of the following four groups:

1

126 — Intro. to Social Psychology
236 — Adolescent Psychology
291 — Intro. to Child Psychology

2

235 — Personality
242 — Studies in Psychopathology
338 — Behavior Problems and Psychopathology of Children

3

161 — Experimental Psychology
211 — Psychological Data Evaluation

4

251 — Psychology of Memory
252 — Psychology of Learning

* Sabbatical leave, Christmas term

- 213 – Human Factors Psychology
- 221 – Experimental Psychology
Methods and Evaluation
- 261 – Physiological Foundation of
Behavior

- 255 – Cognitive Psychology
- 293 – The Psychology of Perception

3. At least three courses from the following advanced courses:

- 276 – Nonverbal Communication
- 313 – Computer Application and
Systems Research
- 322 – Experimental Social Psychology
- 324 – The Psychology of Symbolic
Activity
- 329 – Experimental Environmental
Psychology
- 335 – Community Psychology
- 351 – Advanced Psychology of Memory
- 352 – Psychology of Learning
(Advanced)
- 391 – The Psychology of Language
- 392 – The Acquisition of Language
- 393 – Piaget
- 411 – Exp. Design and Advanced
Statistics

- 414 – Theoretical and Systematic
Psychology
- 423 – Attribution Theory
- 429 – Social Behavior in Physical
Settings
- 432 – Introduction to Clinical Methods
- 441 – Psychological Problems in
Sexuality
- 447 – Freud
- 462 – Advanced Physiological
Psychology
- 465 – Physiology of Learning –
Disabilities and Hyperkinesia
- 471 – Clinical Psychology and
Psychotherapy
- 493 – Visual Perception in the
Real World

4. At least two other courses from above or:

- Psych. 491–92 Senior Thesis
Independent Study
Open Semester
Student-Taught
- Psych. 494–95 Research Assistant

From time to time new courses will be added to the above listings according to their appropriate grouping. Students should see the Chairman concerning requirements for Departmental Honors.

CHRISTMAS TERM

101. Introduction to General Psychology – An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. – Winer WF 1:15

[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-third 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

[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

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221 – Experimental Psychology – Methods and Evaluation – An intensive study of the methods employed in understanding human and animal behavior as well as introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Limit: 80. Prerequisite: Psychology 101. 2 credits. – Winer and Baum MWF 9:30–11:20

[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

255. Cognitive Psychology – Deals with various cognitive functions including pattern recognition, scanning, reading, abstraction, and the role of inference in sentence comprehension. The course takes the approach that such areas as perception, memory, psycholinguistics, and the psychology of thinking are intimately related. During the term reference will be made to the continuing influence of philosophy and the more recent impact of computer sciences on research in cognition. Prerequisite: Psychology 101. – Haberlandt TTh 11:20 (To be given in alternate years)

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

293. 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. – Mace TTh 11:20–12:35

[329. Experimental Environmental Psychology] – A study of the methods employed in understanding human behavior as it interacts with the physical environment. Students will be encouraged to investigate more intensive areas of environmental psychology (e.g., crowding, urban stress, the effects of architectural design) and will be required to design and conduct experiments. Enrollment limited to 30. Permission required. – Baum

335. Community Psychology – An examination of the development and functioning of community systems in the attempt to meet the needs of its members. Special emphasis will be placed on the decentralization of mental health services and the subsequent involvement of existing community resources. Field work will be required. Limited enrollment and permission of the instructor. – Fink W 1:15–3:55

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 pos-

sibility 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

351. Advanced Psychology of Memory – Will discuss selected topics in the field of memory. We shall deal with two general areas. (1) What can we learn from the study of reaction times (RT) about memory? The rise and fall of RT research at the turn of the century will be examined and its resurrection (by Saul Sternberg) in the sixties. (2) Then we shall consider semantic models of memory. Generally these models hold that all information is interrelated. The nature of these relationships is said to be semantic. Pros and cons of various theories will be evaluated (e.g., Anderson and Bower, Collins and Quillian, Norman). Prerequisite: Psychology 101 and permission of the instructor. – Haberlandt TTh 1:15 (To be given in alternate years)

391. 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

[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

423. Attribution Theory – An intensive examination of the development and usefulness of attribution theory as it explains and predicts social behavior. In addition to both primary and secondary source reading assignments, students will be expected to participate in and evaluate current research in attribution theory. Permission required. – Baum TTh 1:15

429. Social Behavior in Physical Settings – An intensive examination of the effects of man-made settings on social behavior. Included will be study of the interactive determination of human behavior by social and environmental systems. Students will read both primary and secondary source material and will be expected to participate in and evaluate current research in the area. Permission required. – Baum WF 1:15

[441. Psychological Problems in Sexuality] – The course will cover readings of primary material and some research and field work concerning aspects of both normal sexuality and sexual variations. While all topics will not be covered each year, examples of topics include: Development of Sexual Responses, The Nature of Orgasm, Sexual Behavior as a Function of Social Class, Homosexuality, Transsexuality and Gender Identity, and Geriatric Sexuality. – Higgins

[447. Freud] – The course is a systematic reading of about two-thirds of the works of Sigmund Freud covering the entirety of his productive life. The reading load is extremely heavy and both class attendance and participation in class discussions are essential. Student's performance in this course will be evaluated on his or her class participation. – Higgins

465. Physiology of Learning Disabilities and Hyperkinesis – A comprehensive study of the physiological correlates of learning deficiencies and hyperkinesis. Included will be consideration of minimal brain dysfunction, dyslexia, and biochemical abnormalities in children. Students will become familiar with primary and secondary source materials related to these topics. Additionally, they will participate in and evaluate current physiological and biochemical research in these areas. Limit: 10. Prerequisite: Psychology 261(2). – Winer T 1:45–4:00

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 and films illustrating various therapeutic styles. Limit: 16. Permission of instructor required. – R. Lee Th 7:00–10:00 p.m.

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

[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.

[Independent Study] – Studies in Applied Experimental Psychology. Limit 10. – Doten

Independent Study – Studies in Clinical, Child, and Adolescent Psychology. – Fink

[Independent Study] – Studies in Psychopathology. – Higgins

Independent Study – Studies in Learning and Motivation. Limit 4. – Haberlandt

Independent Study – Studies in Physiological and Comparative Psychology. – Winer

Independent Study – Studies in Clinical Psychology. – R. Lee TBA

Independent Study – Studies in Social and Environmental Psychology. – Baum

Independent Study – Studies in Experimental Child Psychology. – Mace

TRINITY TERM

101(2). Introduction to General Psychology – An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. – Doten TTh 9:55

126. 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, Baum MWF 10:30

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

252. Psychology of Learning – Surveys classical and instrumental conditioning and conventional methods in human learning. Covers selected theories of learning, including conflicting views of the reinforcement mechanism and quantitative approaches to learning. As the course proceeds it will address some of the recent challenges to the stimulus-response approach in learning. The laboratory is an integral part of the course and involves animal and human learning situations. Pre-

196/Courses of Instruction

requisite: Psychology 101, some understanding of probability and of statistical concepts would be helpful. Limit 48 students. 1½ course credits. – Haberlandt
Lecture: TTh 11:20 – Lab. Sec. A: T 1:15 – Lab. Sec. B: Th 1:15

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

276. Nonverbal Communication – A study of the research and theory on the nonverbal processes in human communication and interaction. Detailed consideration will be given to each of the three main areas within nonverbal communication: proxemics (influence of space and distance), kinesics (influence of body movement, gestures, eye behavior, posture) and paralanguage (influence of vocal nonverbal elements of speech). In addition to lectures and discussion, students will engage in research on nonverbal processes. Limited enrollment. Permission of instructor required. – R. Lee TTh 1:15

[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

322. Experimental Social Psychology – An examination of social psychological experimental design and methods. Students will design and conduct experiments. Enrollment limited to 15. – Baum TTh 2:40

324. The Psychology of Symbolic Activity. (Same as ICS 324) – An investigation of man's need for and use of symbols, including cross-cultural analysis of various symbols and archetypes. Emphasis will be placed on nonverbal symbols, with some attention to various rituals and language-oriented topics. By studying the work of Jung, Pollio, Proffoff, and others, students will trace our relationships with our symbolic milieu from creation of symbols and their meanings through their transmission by culture. Permission required. – Baum TTh 11:20

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 MF 2:40

[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 considered. 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 TTh 1:15

432. 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. Prerequisites: Psychology 242 or 338, Psychology 211. Permission of instructor required. – Fink W 1:15

462. Advanced Physiological Psychology – A brief review of basic neuroanatomy and neurophysiology will be followed by in-depth investigations of the topics of motivation, emotion, sleep, brain functioning in learning, and psychopharmacology. This course will assume some basic knowledge of neuroanatomy and neurophysiology, either from Psychology 261(2), or approved courses in the Biology or Engineering Departments. The topics of motivation, sleep, and emotion will stress the more recent theoretical approaches to these subject areas, whereas a survey posture will be assumed for areas of brain functioning in learning and psychopharmacology. – Winer M 2:30–5:30

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 TTh 1:15

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)

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.

Independent Study – Studies in Clinical, Child, and Adolescent Psychology. – Fink

Independent Study – Studies in Psychopathology. – Higgins TBA

Independent Study – Studies in Learning and Motivation. Limit: 4. – Haberlandt

Independent Study – Studies in Physiological and Comparative Psychology. – Winer

Independent Study – Studies in Clinical Psychology. – R. Lee TBA

Independent Study – Studies in Applied Experimental Psychology. Limit 10. – Doten TBA

Independent Study – Studies in Social and Environmental Psychology. – Baum

Independent Study – Studies in Experimental Child Psychology. – Mace

Religion

ASSOCIATE PROFESSOR GETTIER^{**}, *Chairman*; PROFESSOR MAUCH;
PROFESSOR (PART-TIME) CHERBONNIER; ASSOCIATE PROFESSOR
KIRKPATRICK; ASSISTANT PROFESSORS TULL, J. A. BROWN, AND
POMERANTZ†; INSTRUCTOR FADER

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 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. This course cannot be counted toward the fulfillment of Major requirements. (Offered in alternate years with 203; offered in 1976–77). — Gettier

175. **The Religious Quest**—An introduction to the study of religion. What is religion? How are personal experiences, historical events, traditions, and scriptures related to it? How is religious belief expressed in thought, symbol, and art? How does a religious thinker formulate his vision systematically? How do religious convictions affect attitudes toward other persons, society, government, and nature? — Kirkpatrick MWF 10:30

[201. **The Contemporary Jewish Experience**]—A philosophical examination of the perspectives and problems peculiar to Jews living in the modern world: assimilation and identity, the nostalgia for Eastern Europe, the secular Jewish state—bless-

^{**} Sabbatical leave, Trinity Term

† Leave of absence, academic year

ing or curse, modern manifestations of anti-Semitism, after Auschwitz, and the vision for the future. – Fader

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 1976–77.) – Gettier WF 1:15

205. Rabbinic Judaism – A study of the elements of Jewish civilization from approximately 70 C.E. through the middle of the sixth century. Areas to be considered include: the law, philosophy, and mysticism of the *Talmud*; the social, political, and religious institutions related to Jewish life in late antiquity; the history of the period and its most important personalities; its influence on modern Judaism. Prerequisite: Permission of Department Chairman. – Neusner (Brown University) Th 7:00 p.m.

[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 *Maccabees*, Philo, Josephus, and the *Talmud*.

[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 – Mauch TTh 8:30

Sec. C – Gettier MWF 11:30

Sec. B – Mauch TTh 9:55

221. The Crucible of Western Religion – A study of the developing expression of biblical faith in the thought forms of the Greek philosophical tradition: the Hellenistic interpretations of Judaism, the definitive formulations of Christian faith in the categories of later Platonism, the flowering of these efforts in medieval culture. – Tull TTh 2:40

[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. – Pomerantz

[237. Issues in Science and Religion] – Pomerantz

251. Religions of the Orient I – An introductory course designed to acquaint students with the essential elements of Oriental religion and the mode of religious expression peculiar to the East. Through a two-fold emphasis on class discussion and primary source material selected from Hindu, Buddhist, Taoist, Sufi and Zen scripture, a perspective will be developed from which Oriental concepts can be understood. The course is recommended for those who are interested in a general over-view of Oriental religion as well as those contemplating further study in this area. No prior knowledge of the field is presupposed. (Same as Intercultural Studies 251) – Fader MWF 9:30

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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, Madhyamika, and Chinese and Japanese masters. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 255) – Fader TTh 1:15

267. The Wealth and Power of Institutionalized Religion – An examination of the acquisition of economic and political power by major religious institutions in the U.S., Africa, and Latin America, with the primary focus on theological and ethical questions raised by investment policies and practices in those countries. – J. A. Brown TTh 11:20

[283. The Black Church in America I]

285. African Religions in the New World – An examination of traditional West African religions and the major themes and issues surrounding their preservation and survival in the New World. Consideration will be given to those social factors that fostered this process of survival, the cultural-religious framework that shaped it, the various forms and modes of religious expressions which were developed, and the social impact these new African religions had on the New World. Special attention will be given to Yoruba religion in Brazil, Haitian voodoo, the Rastafarians of Jamaica, and Afro-American religions in Colonial America. (Same as Intercultural Studies 285) – J. A. Brown TTh 2:40

311. Major Figures of Biblical Thought I – Intensive study of the principal contributors to the development of biblical thinking. In 1975–76: *II Isaiah*. Prerequisite: Permission of the instructor. Enrollment limited to 20. – Mauch TTh 1:15

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 1975–76: *Myth and Genesis*. Prerequisite: Permission of the instructor. Enrollment limited to 20. (Same as Comparative Literature 319) – Gettier TTh 11:20

[335. Theological Ethics] – A critical examination of the relationship between religious claims (such as the nature of God and his kingdom, the meaning of Jesus' lordship, the character of sin and grace) and moral imperatives which are derived from them in specific theological systems. Prerequisite: Permission of the instructor. – Pomerantz

[361. 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

[377. 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

391. Tutorial – Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) – The Department

[451. Seminar I] – Intensive study of special topics in the field of religion. Prerequisite: Permission of the instructor.

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. (Arrangements should be made prior to pre-registration.) – The Department

TRINITY TERM

[104. Elementary Hebrew II] – Required continuation of Religion 103. – Gettier

128. Religion in the Rise and Fall of Civilizations – The conflict of religious ideas in the ancient world, as a clue to the contemporary cultural crisis. – Cherbonnier
TTh 11:20

[134. The Responsible Self] – An examination of the nature of responsibility and its implications for personal relationships, for interaction between individuals and society, for human freedom, and for one's relationship with God. Questions to be considered include: what responsibility means, how and why we hold people responsible, whether and in what sense responsibility limits or enhances freedom, what the content of responsibility might be, what responsibility in a religious context entails. Readings from: Arendt, Camus, H. R. Niebuhr, Bonhoeffer, M. L. King, Jr., Fletcher, Marcuse, Erikson, Buber. – Pomerantz

[204. Readings in Hebrew Literature II] – Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. – Gettier

206. Modern Interpretations of Judaism – A study in polarities. God, the Sabbath, prayer, Israel, etc., as viewed by such thinkers as Heschel, Buber, Kaplan, Rosenzweig, and Baeck. Recent attempts to reconcile Judaism with radical political activity and social conscience and with Aquarian mysticism. – Fader TTh 9:55

[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.

212. Introduction to the Bible II – Trinity Term: New Testament.

Sec. A – Mauch TTh 8:30

Sec. B – Mauch TTh 9:55

[224. Major Religious Thinkers in the West II] – Trinity Term: Kant, Hegel, Kierkegaard, Nietzsche, Marx, Buber, Tillich, and Bonhoeffer. – Kirkpatrick

[232. Ethics: Dilemmas of Decision-Making II] – Pomerantz

[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

[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. Prerequisite: Religion 251 or permission of the instructor. – Fader

202/Courses of Instruction

256. Religions of India – A cultural-historical study of India through intensive analysis of Hindu and Muslim religious sources. (Same as Intercultural Studies 256) – Fader MWF 9:30

278. Atheism and the Eclipse of Religion – An examination of objections to religious belief and practice, especially those associated with atheism. Our primary concern will be to define those arguments which lead to a denial of God's existence or which reduce religious belief and practice to the irrational, primitive, or cowardly. The counter-arguments for religious belief will also be considered. Readings from: Nietzsche, Freud, Sartre, Marx, Feuerbach, "death of God" theologians, and others. – Kirkpatrick MWF 11:30

[284. The Black Church in America II]

[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

312. Major Figures of Biblical Thought II – Trinity Term: Jesus, Paul, or John. In 1975-76: *The Johannine writings of the New Testament* – the Gospel, the Letters, and the Revelation. Prerequisite: Permission of the instructor. Enrollment limited to 20. – Tull TTh 2:40

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 1:15

[336. Biblical Ethics] – The structure of biblical ethics and the philosophical and/or religious presuppositions upon which it is founded will be analyzed in relation to contemporary theological ethics. 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

354. Zen and Japanese Culture – A seminar examining various types of cultural expression associated with Zen Buddhism in Japan: art, calligraphy, swordsmanship, the ritual tea ceremony, Noh drama, etc., as religious forms, and Zen as expressed through these cultural elements. Some serious acquaintance with Zen, Buddhism, Eastern religions in general, or one or more of the cultural forms mentioned above is recommended. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 354) – Fader TTh 1:15

[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.

[372. Selected Problems in the Philosophy of Religion] – Prerequisite: Permission of the instructor. – Kirkpatrick

376. Søren Kierkegaard and Dietrich Bonhoeffer – An analysis of the life and writings of two Western religious thinkers. The historical and personal contexts in

which each man developed his thought as well as the logic of each theology will be studied through a close reading of primary texts. Prerequisite: Permission of the instructor. – Kirkpatrick M 1:15

378. Rival Systems of Religious Thought – The main themes of mystical religion (Hinduism, Buddhism, Taoism) contrasted with those of the biblical tradition (Judaism, Christianity, Islam). Prerequisite: Permission of the instructor. – Cherbonnier WF 1:15

384. Black Religion and Strategies for Economic Power – A critical examination of the relationship that exists between Black religion and economic power, with special emphasis placed on the vital role that Black religion has played in shaping the economic ideologies and strategies developed in West Africa, the West Indies, and the U.S. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 384) – J. A. Brown TTh 11:20

392. Tutorial – Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) – The Department

452. Seminar II – In 1975–76: Arthur Koestler, *Inquiring Agnostic* – Koestler's embarrassing questions to communism, capitalism, science, and religion, with responses from representatives of each. 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. (Arrangements should be made prior to pre-registration.) – The Department

Sociology

ASSOCIATE PROFESSOR J. BREWER, *Chairman*; PROFESSOR N. MILLER;
ASSISTANT PROFESSORS CHANNELS AND SACKS

SOCIOLOGY MAJOR – Ten courses in Sociology, including Sociology 101, 201, 202, and 410. It is recommended that Sociology 201 and 202 be taken as early in the major as possible. Majors must also take Mathematics 107 or Psychology 211, or satisfactorily complete an independent study in statistics that is approved by the Department. In addition, majors are expected to take at least one course in three of the following departments: Economics, History, Mathematics (other than 107), Philosophy, Political Science, or Psychology (other than 211). Students are urged to select these courses in consultation with a Department adviser.

Departmental honors will be awarded on the basis of superior academic performance in the major and in Sociology 409 as judged by the Department.

CHRISTMAS TERM

101L. 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. Three class periods and one laboratory period per week: 1½ credits. Laboratory will provide experience with the basic methods and equipment of social science data analysis, using data from the Trinity Freshman Survey and from surveys of national samples. 101L is strongly urged for students considering a major in the social sciences. However, the course may be taken without laboratory (Sociology 101) for 1 course credit.

Sec. A – Channels TTh 1:15

Sec. B – Sacks MWF 9:30

Sec. C – J. Brewer MWF 11:30

Lab TBA

[211. Sociological Perspectives] – This course is designed for advanced students who may be majoring or planning to major in related fields (economics, history, political science, philosophy, religion and psychology). While in no way insisting on the *superiority* of the sociological point of view, an attempt will be made to show its *usefulness* even for those whose academic interests lie elsewhere. This will be done by examining a number of topics to be chosen after consultation with faculty members of other departments, who will also participate in class discussions. The topics to be discussed might include: the politics of planning; voting behavior in the United States; market vs. planned economies; the individual in society; the sources of moral and aesthetic judgements; a chapter in American or European history. Not open to freshmen. – N. Miller

213. The Making of Modern Sociology – This course will deal not only with the founding fathers of sociology (Marx, Weber, Durkheim, Simmel) but with the founding uncles as well (British and French social philosophy, social anthropology, and psychoanalysis). The classic books themselves, rather than books about the classics, will make up the bulk of the reading. – N. Miller TTh 1:15

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 TTh 11:30

321. Urban Sociology – This course will focus on the theoretical examination of the process of urbanization, urban stratification systems, urban ecology, community power, suburban-urban relationships and the effects of urban living on individuals. The applicability of such sociological knowledge for understanding urban institutions, problems, and experiences will also be examined. Sociology 101 required. – Channels TTh 9:55

341. The Family – The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. Sociology 101 required. – Sacks MWF 11:30

[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

[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. – J. Brewer

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. – J. Brewer MWF 9:30

409. Independent Research Project – Written report on an original research project. Students should consult with the faculty supervisor *before* registration, i.e., during the Trinity Term. Required of all candidates for Honors; elective for others. – Staff TBA

TRINITY TERM

101L(2). Introduction to Sociology – N. Miller MWF 9:30, Lab TBA

201L(2). 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 and hypotheses; selection of appropriate research designs and techniques; sampling; questionnaire construction; observation; methods of data analysis; and the use of data analysis equipment. Required laboratory sessions will offer experience in each step of the research process, with emphasis on the development of a research design which is both appropriate to the empirical setting and fits within a broad theoretical context. Sociology 101 required. 1½ course credits. – Channels M 1:15, Lab TBA

202. Contemporary Sociological Theory – Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, and ethnomethodology) and consideration of their implications for core problems – such as social order and social change – that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classics (e.g., Durkheim's *Suicide*) for sociologists now. Sociology 101 required. – J. Brewer TTh 11:20

212. American Society – Explanations of collective violence, crime, police behavior, revolutionary activity in developing nations, welfare and poverty are explored in an historical and comparative perspective to understand contemporary problems in American society. Sociology 101 required. – Sacks TTh 2:40

[251(2). Sociological Approaches to Social Psychology] – The contribution of sociology to understanding the place of the individual in society. The social basis of personal identity. Theories of the self. Deviance and social control. The dynamics of social roles and interpersonal relations. Collective behavior. Ethnomethodology and the social construction of reality. The method of participant observation contrasted to interviewing and experimentation. Sociology 101 required. – J. Brewer

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 individ-

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ual 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 MWF 10:30

311(2). Authority and Power in American Society – Utilizing societal, organizational and group levels of analysis, this course will examine theories of the bases, the distribution, and the consequences of power; the relationship of power to other dimensions of stratification; the prevailing ideologies surrounding the use of power; and the limitations and manifestations of power in empirical settings. Sociology 101 required. – Channels MWF 9:30

[312. Social Class and Social Mobility] – A review of theory and research on stratification and mobility in modern societies, from Warner's *Yankee City* to Porter's *The Vertical Mosaic*. The course will examine the relationship between social class position and individuals' styles of life in their families, at work, and at play. Attention will be paid to the relationships between social class position and individual life-chances (educational achievement, health, mental illness, "deviant" behavior, and mobility), and to relationship between social class and political activity and apathy. – Channels

[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. Sociology 101 required. – Sacks

[316. Social Problems and Social Policy] – The course will examine the roots of social problems in the structure and processes of advanced industrial societies. Sociological and political economic constraints on social policy will be analyzed. A number of alternative proposals which go beyond the traditional social policy framework will be considered. – Sacks

344. Population Studies – Social causes and consequences of population structure and change. How variations in fertility, mortality, and migration arise and how they affect society. Illustrations from the United States and a variety of developed and underdeveloped countries. – Sacks TTh 1:30

362. The Sociology of Small Groups – An examination of sociological theory and research concerning the interaction among persons in face-to-face groups, and the structure and functioning of these groups when considered as autonomous units and as parts of larger social and cultural systems. Attention will be given both to field studies of natural groups and to laboratory studies of experimental groups. Sociology 101 required. – J. Brewer TTh 1:15

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

410. Senior Seminar – Intensive study of selected sociological problems. Sociology 101 required. – N. Miller M 1:15–3:55

Theatre Arts

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

INSTRUCTOR SHOEMAKER; ASSISTANT IN THEATRE ARTS WOOLLEY

THEATRE ARTS MAJOR – Ten courses required (five in Theatre Arts, including Theatre Arts 101, 411 or 412; four in Dramatic Literature, including one semester of Shakespeare; and one in Fine Arts (AH 101 or AH 102) or Music (111, 112, 113, HLM 220, 221, 230 or 231) or Dance 211. 101 must be taken by the end of Christmas term in the junior year.

Production requirement: Each major is required to participate in a minimum of eight productions at Trinity of which three must be in backstage work as assigned by the Technical Director. Two one-act plays count as one production.

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

The last term of the senior year must be spent in residence at Trinity College.

CHRISTMAS TERM

101. Introduction to Theatre – A survey of drama and the art and craft of theatre. – Shoemaker MWF 11:30

201. Production Participation – A student may register for one-quarter credit at a time. One-quarter credit requires a minimum of 75 hours of work on one major production. An average of 12 hours per week is required during the preparation of a show for production.

A maximum of one credit may be earned by any one student through repeated enrollments in this course. Permission of the Department Chairman is required.

Permission to drop this course is given during the first week of work on a production. During the second week a student dropping the course will have “Drop” entered on his permanent record card. During the remainder of a production no student is permitted to drop the course. Prerequisite: Substantial participation in one major Theatre Arts production.

211. Acting – The study and practice of the basic techniques of analyzing and developing a role. Permission of the instructor. Enrollment limited to 20. – Shoemaker M 1:15–3:55, TTh 2:40

221. Production Techniques: Elementary Production – The study and practice of the techniques of building, mounting and running a production. Permission of the instructor. Enrollment limited to 15. – Woolley TTh 11:20

321. Seminar in Theatre and Drama – American Drama – A survey of the growth of the American Theatre and the development of drama from 1775 to the present. Permission of the instructor. – Nichols TTh 1:15

333. Studies in Drama: Modern Drama – A study of significant changes in dramatic form and theory since the nineteenth century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O’Neill, Pirandello, Anouilh, Beckett, Genet and Pinter. Permission of the instructor. – Nichols TTh 9:55

361. Independent Study – Individual study and research on a selected topic under the guidance of the Theatre Arts faculty. Permission granted to qualified upper-classmen with the approval of the Theatre Arts faculty. – TBA

411. **Special Studies in Theatre Arts: Theatre as an Activity of Man**—Research into the interrelationships of theatre and the other liberal arts disciplines.—Shoemaker WF 2:40

TRINITY TERM

202. **Production Participation**—See Theatre Arts 201.

205(2). **Speech for Theatre**—Study and practice in using the actor's voice, breath control, articulation, enunciation, pronunciation, phonetics and projection. Permission of the instructor. Enrollment limited to 20.—Nichols WF 1:10

212. **Advanced Acting**—Intensive study and practice of character analysis, style and role development in performance. Prerequisite: Theatre Arts 211. Permission of the instructor. Enrollment limited to 20.—Shoemaker M 1:15–3:55, TTh 1:15

222. **Production Techniques: Introduction to Stage Lighting**—A study of basic electricity and the characteristics and use of lighting instruments and their control. Permission of the instructor. Enrollment limited to 10.—Woolley TTh 11:20

311(2). **Directing**—Play analysis and practice in the fundamental elements of directing plays. Prerequisites: Theatre Arts 101, 211 and 221. Permission of the instructor.—Shoemaker M 1:15–3:55, WF 1:15

312. **Advanced Directing**—Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance. Prerequisite: Theatre Arts 311. Permission of the instructor. Enrollment limited to 15.—Shoemaker TBA

322A. **Seminar in Theatre and Drama: Eugene O'Neill**—A study of the major plays of O'Neill. One-half course credit. Permission of the instructor.—Nichols TTh 9:55 (Course ends during week of March 1.)

322B. **Seminar in Theatre and Drama: Tennessee Williams, Arthur Miller and Edward Albee**—A study of selected major plays of three modern American playwrights. One-half course credit. Permission of the instructor.—Nichols TTh 9:55 (Course begins during week of March 8.)

412. **Special Studies in Theatre Arts: Makers of Modern Theatre**—A study of theatre since late nineteenth century with emphasis on the theories of Wagner, Zola, Appia, Craig, Stanislavsky, Meyerholt, Brecht, Artaud and others. Permission of the instructor.—Nichols TTh 2:40

Urban and Environmental Studies Program

The programs in both Urban and Environmental Studies are multidisciplinary programs designed to give the student a background from which graduate study or career work is possible. This is accomplished through a productive blend of course and field work, the latter arranged through the program and the Office of Community Education. Neither program should be viewed as professional training for a specific job.

The Urban and Environmental Studies Programs are described below. Altogether, the programs comprise a minimum of eighteen and a maximum of twenty-one course credits. Particular courses may be waived or substituted for with approval of the Director of Urban and Environmental Studies, Mr. Gold. For the student who does not fit well into either program, help in the construction of a student defined major is available.

Urban and Environmental Studies Program/209

Introductory Courses

The programs offer three courses, and while none is required, at least one is recommended. U&E 103 is an historical introduction. U&E 202 has a current problems orientation and U&E 106 is related to energy use.

Urban Studies Program

I. Basic Courses

Community: City, Country, Humanity, Utopia

Urban Sociology (Prerequisite: Sociology 101)

Urban Politics

Urban Economics (Prerequisite: Economics 101)

Statistics

II. Discipline of Concentration

Each student is required to choose one of the traditional disciplines in which to concentrate during the junior and senior years. The purpose of the concentration is to sharpen the student's analytical abilities and to provide confidence with at least one mode of analysis. This requirement may be satisfied by taking four courses above the introductory level within the discipline of choice (courses listed as basic do not count as disciplinary courses).

III. Theme

In the theme choice a student studies a subject area (as distinguished from a disciplinary concentration) by choosing two courses and an internship that best fit the theme choice. A junior seminar keyed to the theme choice will be offered for one-half credit.

IV. Internship

A student is expected to choose an Open Semester which fits with the discipline and theme choices. The College will make every attempt to locate placements which are complements to course work.

V. Senior Seminar

Problems of Formulation of Public Policy

Environmental Studies Program

I. Basic Courses

Ecology (Prerequisite: Biology 201L)

Environmental Economics (Prerequisite: Economics 101)

Environmental Physics

Statistics

II. Discipline of Concentration

Each student is required to choose seven courses from within the following disciplines: Biology, Chemistry, Economics, Engineering, Mathematics, Physics, and Political Science. One of the seven will be an independent study done under the supervision of a department member on the relevance of the discipline to an understanding of environmental problems.

III. Internship

Each student shall work with an environmentally related agency for two independent study course credits.

CHRISTMAS TERM

Program Courses

Mathematics 107 (Economics 107). 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 MWF 11:30

Education 480(1). 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 MW 1:15

Physics 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

Sociology 321. Urban Sociology (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. – Channels TTh 9:55

U&E 103 (History 103). The City in American History – The subjects to be studied in this course are cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, land use, immigration, social mobility, political machines, and the ghetto. Lectures, extensive readings, discussions, and a project or term paper. – Weaver WF 1:15

Psychology 423. Attribution Theory – An intensive examination of the development and usefulness of attribution theory as it explains and predicts social behavior. In addition to both primary and secondary source reading assignments, students will be expected to participate in and evaluate current research in attribution theory. Permission required. – Baum TTh 1:15

U&E 301. Junior Seminar – This seminar will concentrate on the preliminary investigation of a student's choice of an intensive study area culminating in a research and study proposal to guide further work in the theme area. – Gold MWF 10:30

[U&E 331. (Economics 331). The Public Economy of Urban Areas] – The study of market and nonmarket approaches to provision of public services in urban areas. Special emphasis will be placed on the problems resulting from political geographic fragmentation. – Dunn M 1:15–3:55

Urban and Environmental Studies Program/211

Psychology 335. Community Psychology – An examination of the development and functioning of community systems in the attempt to meet the needs of its members. Special emphasis will be placed on the decentralization of mental health services and the subsequent involvement of existing community resources. Field work will be required. Limited enrollment and permission of instructor. – Fink W 1:15–3:55

Psychology 429. Social Behavior in Physical Settings – An intensive examination of the effects of man-made settings on social behavior. Included will be study of the interactive determination of human behavior by social and environmental systems. Students will read both primary and secondary source material and will be expected to participate in and evaluate current research in the area. Permission required. – Baum WF 1:15

Related Courses

Engineering 211. Systems Analysis

[Mathematics 101. Finite Mathematics for the Social and Natural Sciences, I]

[Political Science 311. Administration and Public Policy]

Philosophy 321. Philosophy of Law

Religion 288(1). Black Gods in Urban America

Religion 384. Black Religion and Strategies for Economic Power

[Sociology 351. Political Sociology]

Sociology 361. Formal Organizations

TRINITY TERM

Program Courses

[Biology 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 201L and permission of the instructor. 1½ course credits.

U&E 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. – Gold TBA

U&E 106. Energy and Society – A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine (a) the historical development of various energy sources and their technologies, (b) the physical principles underlying these sources,

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(c) the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, (d) the effect of the development of new energy sources on the quality of life, (e) the alternatives. – Hanson MWF 11:30

[U&E 107(2). (Political Science 324) **Transportation and Public Policy**] – 1) A study of the formulation and development of public policy in urban and inter-urban mass transportation, the national highway system, railroads, airports and airways, domestic and overseas shipping. 2) The roles of Congress, the Executive, regulatory and promotional agencies, and private associations. 3) The problems of devising an acceptable national transportation policy: some alternative analytic approaches and political strategies by means of which this might be accomplished. – Neaverson

[U&E 312. (Political Science 312). **Urban Politics**] – Emphasis will be upon the politics of environmental decision-making. The following questions will be raised: What is the nature of the political system of the core city and how does this system relate to the political systems of national, state and sub-local organizations? What political resources are available for attacking environmental problems? What are the relationships between partisan politics and environmental decision-making? Is it possible to develop alternative models for implementing environmental policies? Enrollment limited to 30. – McKee TTh 1:15

[U&E 202. **Introduction to Urban Studies**] – A problems orientation to the contemporary city. A survey of many problems and their relation with one another. – Gold TTh 8:30

U&E 402. Senior Seminar: Problems of Formulation of Public Policy – In the context of a particular policy issue, course material will cover the logical complexity in defining the “public interest,” moral and philosophical bases for setting priorities and the problem of knowing whether the policy choice will work. – Gold

Economics 314. Urban Economics – Economic analysis of urban areas in their regional setting; will involve the study of location theory, land use and housing markets, and an examination of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101 and permission of the instructor. – McNally WF 1:15

Philosophy 232. Community: City, Country, Humanity, Utopia – This course will call upon the class as a community to generate thoughtful solutions to some of man’s living problems, including our own in and out-of-class interactions. We will read from the literature on how and why cities and communes should be designed certain ways, how people relate to physical and social space (or lack of it), and how nature should or should not be used as an economic and aesthetic resource. The basic issue of the course will be man’s bio-psychological nature – how it molds and is molded by its social and physical environment. We will discuss ways of balancing the desire for economic well-being with other human needs and values such as personal fulfillment and socio-moral progress. We will consider alternative designs for governing, educating, providing products for, dehumanizing and rehumanizing people. (Readings will be drawn from architects, city planners, commune participants, political and moral philosophers, anthropologist-sociologists, and environmental psychologists.) – Puka TTh 11:20

Education 376. Sociology of Education – A study of the dynamics of education in the American social order through consideration of the social, political, and eco-

conomic 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

Related Courses

Art History 214. Twentieth Century Architecture

Economics 306. Public Finance: Economics of the Public Sector

[Engineering 312. Linear Programming]

Engineering 342. Architectural Design

[Engineering 402. Seminar: Technology and Society]

English 302. Fiction

English 370. Man & Nature

English 460. Marxist Literary Theory

Intercultural Studies 340. Booker T. Washington and W. E. B. DuBois

[Mathematics 102. Finite Mathematics for the Social and Natural Sciences, II]

Political Science 302. American State and Local Government

Student-Taught Courses

A. *Beginning Fencing*. Emphasis on the development of skills required for the use of the foil with introduction to épée and sabre for those interested. Appreciation of competitive fencing to be encouraged. Instructor: Lucien Rucci, '76. Faculty advisers: Professors Dath and McPhee. Outside examiner: Ralph Spinella. ¼ course credit. Enrollment limited to 15. First quarter. TWTh 4:00–5:00

B. *Advanced Fencing*. Continuation of work on competitive skills in student's choice of weapon. Instructor: Lucian Rucci, '76. Faculty advisers: Professors Dath and McPhee. Outside examiner: Ralph Spinella. ¼ course credit. Enrollment limited to 15. Second quarter. TWTh 4:00–5:00

C. *Strategic Squash Racquets*. This course is designed to acquaint the student with squash strategy. Emphasis upon maintaining optimum court position, proper movement, and proper shot selection. Basic squash shots will be reviewed and advanced stroking methods taught. Instructor: Mallard D. Owen, '76. Faculty adviser: Professor Kurth. Outside examiner: Professor Dath. ¼ course credit. Enrollment limited to 12. TBA

D. *The Criminal Justice System*. A survey of the purpose, process and problems of the criminal justice system. Topics to be examined include arrest procedures, the bail system, the indictment, the role of the attorney, pre-trial delay and plea bargaining, the trial, sentencing, appeals, and the corrections system. Instructor: Ross

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Lewin, '77. Faculty Supervisor: Professor Hendel. Outside examiner: Professor Jacobson. One course credit. Enrollment limited to 15. No prerequisite. Deposit permission slips outside Seabury 44-D. MWF 10:30

E. *Children's Literature in Social Context*. This course will explore the origins, development, and social context of children's literature in Western Europe and America. Ideas and themes in rhymes, fables, fairy tales, morality tales, fantasies and real-life stories will be discussed in relation to the changing social and political world. Background in English or any social science would be helpful, but is not required. Instructors: Judy Lederer, '76, and Martha Cohen, '76. Faculty Supervisors: Professors Norman Miller and Riggio. Outside Examiner: Dr. Francelia Butler. One course credit. Enrollment limited to 15. MWF 10:30



Graduate Studies

THE Trinity College program of Graduate Studies provides for the further scholarly development of talented men and women who wish to engage in a program of part-time graduate study.

Courses in the program lead to the degrees of Master of Arts and Master of Science. 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

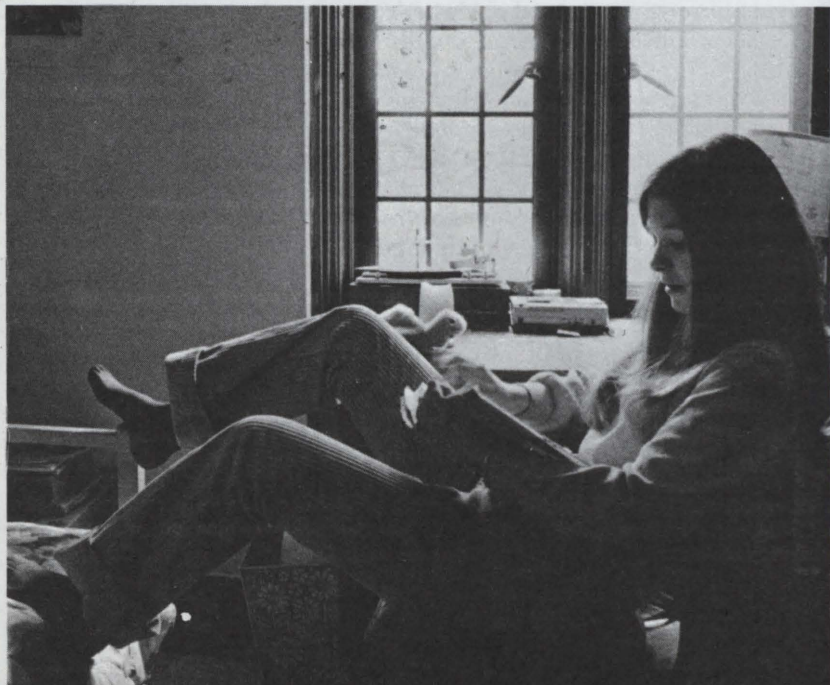
semester hours. At least eight courses must be in the field of major study. Courses elected from another field must be approved by the Graduate Adviser of the department of major study. Some departments require students to write a thesis as the final project undertaken for completion of degree requirements. 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 level. 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.

Fellowships

For further information regarding Fellowships, inquiry should be made to the Dean for Educational Services.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to the recipients about \$1,500 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of nonprofessional graduate study at Trinity College or at some American or foreign university approved by the Faculty. The incumbent holds the Fellowship for two years and may not be married.

The Mary A. Terry Fellowships, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to the recipients about \$1,400 each annually. One is awarded annually by the President upon the recommendation of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of graduate study in the arts and sciences at Trinity College or at some other college or university approved by the Faculty. The incumbent holds the Fellowship for two years.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to the recipients about \$800 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and of a desire to continue study after being graduated at Trinity College. The incumbent holds the Fellowship for two years.

The Thomas J. Watson Foundation each year receives from Trinity College four nominations of graduating seniors who then participate in a national competition. Fellowships of \$7,000 (\$9,500 for married students) are awarded to those who are selected (approximately 50% of the nominees) so that they may pursue an independent program of travel and study in the year following graduation. All seniors, regardless of career plans or rank-in-class, are eligible to compete for the College's nomination.

Scholarships

In general, scholarships are awarded only on evidence of financial need. Applications for scholarships must be made on forms provided by the Office of Financial Aid, and, in the case of students in college, must be submitted on or before March 15. Freshman applications must be completed by February 15. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, *Financial Aid*.

SCHOLARSHIPS

Aetna Life & Casualty – given by Aetna Life and Casualty of Hartford, to provide financial assistance to disadvantaged and/or minority students.

Alumni Area – Three local Alumni Associations are authorized by the Trustees of Trinity College to provide scholarships for students of the College with the concurrence of the Committee on Financial Aid. Application for such grants should be made through the Office of Financial Aid.

Walker Breckinridge Armstrong – bequest of Walker Breckinridge Armstrong '33 of Darien, Connecticut.

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

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

Isbon Thaddeus Beckwith – bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, New Jersey.

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

Bishop of Connecticut – given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, Trustee of the College from 1951 to 1973, for students from the Greater Hartford area.

Grace Edith Bliss – given by Grace Edith Bliss of Hartford, for students from the Greater Hartford area.

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

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

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Garrett D. Bowne – bequest of Mary Gormly Bowne of Pittsburgh, Pennsylvania, in memory of her husband, Garrett D. Bowne '06.

John F. Boyer Memorial – given by Francis Boyer, Hon. '61, of Philadelphia, in memory of his son, John Francis Boyer '53.

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

Susan Bronson – bequest of Miss Susan Bronson of Watertown, Connecticut.

Raymond F. Burton – given by Frances E. and Raymond F. Burton '28 of East Canaan, Connecticut.

Capital Area – in recognition of its special relationship to the Hartford community, the College has provided scholarships for outstanding young men and women from Hartford and neighboring towns. Awards are based on need as measured against the college expenses. Up to ten Capital Area Scholarships are awarded each year. These scholarships will be continued for four successive years if warranted.

Frederic Walton Carpenter – given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, and others, for students in biology.

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

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

Class of 1935 Memorial of William Henry Warner – given by the Class of 1935 in memory of their classmate.

Class of 1940 – given by the Class of 1940.

Martin W. Clement – given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement '01, Hon. '51, Trustee of the College from 1930 to 1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded with preference given to students from the Greater Philadelphia area.

Archibald Codman – given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman '00, and Edmund D. Codman of Portland, Maine, in memory of their brother, the Rev. Archibald Codman '85.

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

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

Concordia Foundation – given by the Concordia Foundation of Hartford.

Connecticut Alpha Chapter of Phi Kappa Psi – preference given to children of alumni members from Trinity's chapter of Phi Kappa Psi.

E. C. Converse – bequest of Edmund C. Converse of Greenwich, Connecticut.

Harold L. Cook – bequest of the Rt. Rev. Monsignor Harold L. Cook '47 of Plymouth, Indiana, for pre-medical or pre-theological students.

Herman Crown Investment League – given by the Herman Crown Investment League, a Trinity student investment club, for a senior economics major.

Lemuel J. Curtis – bequest of Lemuel J. Curtis of Meriden, Connecticut.

Charles F. Daniels – bequest of Mrs. Mary C. Daniels of Litchfield, Connecticut, in memory of her son.

Harvey Dann – given by Harvey Dann '31 of Pawling, New York – preference given to a student from Dutchess County, New York.

J. H. Kelso Davis Memorial – to honor the memory of J. H. Kelso Davis '99, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

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

Edward H. and Catherine H. Dillon – bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin – given by James C. Dobbin of Inglewood, California, in memory of his parents, Edward S. Dobbin '99 and Bertha C. Dobbin.

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

Alfred J. and Elizabeth E. Easterby – given by Charles T. Easterby '16 of Philadelphia, Pennsylvania, in memory of his father and mother.

William S. Eaton – given by Mrs. Julia Allen Eaton of Hartford, and others in memory of her husband, William S. Eaton '10.

Jacob W. Edwards Memorial – given by relatives and friends in memory of Jacob W. Edwards '59. This scholarship is awarded to a student who has completed the Freshman year and will provide financial assistance for the remainder of his undergraduate years and for the first year of graduate study.

Leonard A. Ellis – bequest of Leonard A. Ellis '98 of San Diego, California.

James S. and John P. Elton – given by James S. Elton and John P. Elton '88, Waterbury, Connecticut, Trustee of the College from 1915 to 1948.

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

Rabbi and Mrs. Abraham J. Feldman – given by the Trustees of the Congregation Beth Israel of Hartford, for students from the Greater Hartford area.

S. P. and Barr Ferree – bequest of Mrs. Annie A. Ferree of Rosemont, Pennsylvania, in memory of her husband, S. P. Ferree, and her son Barr Ferree.

Thomas Fisher – bequest of Thomas Fisher.

Edward Octavus Flagg, D.D. – bequest of Miss Sarah Peters Flagg of Wood-cliff Lake, New Jersey, in memory of her father, Edward Octavus Flagg 1848.

Fraternity of I.K.A. – two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

Frank Roswell Fuller – bequest of Frank Roswell Fuller of West Hartford.

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

James Hardin George – bequest of Mrs. Jane Fitch George of Newtown, Connecticut, in memory of her husband, James Hardin George 1872.

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

Estelle E. Goldstein – bequest of Estelle E. Goldstein of Hartford.

Goodwin-Hoadley – established by Daniel Goodwin and George E. Hoadley. One is awarded each year to the student of the highest scholastic rank from the public schools of Hartford who enters Trinity College and who is not receiving other scholarship aid; the nomination to these scholarships is vested in the Board of Education.

David S. Gottesman – given by David S. Gottesman '48 of Scarsdale, New York.

Charles Z. Greenbaum – given by relatives and friends in memory of Charles Zachary Greenbaum '71 of Marblehead, Massachusetts.

Stella and Charles Guttman Foundation – preference to students of recognized ability who have completed two academic years of college and who are contemplating graduate or professional study.

Karl W. Hallden Engineering – given by Karl W. Hallden '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College from 1950 to 1970, for students in Engineering.

Ernest A. Hallstrom – bequest of Ernest A. Hallstrom '29 of Hartford.

Jeremiah Halsey – bequest of Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

Hartford Foundation for Public Giving – for Greater Hartford area students transferring from Connecticut community colleges or Hartford area junior colleges.

Hartford Insurance Group – full tuition scholarships given by the Hartford Insurance Group.

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

Thomas Holland – bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland. Three tuition scholarships, to be held during the following year, are awarded by the Faculty to the students attaining the highest rank in the junior, sophomore and freshman classes respectively.

Thurman L. Hood – given by the family and friends in memory of Dr. Thurman L. Hood, former Dean and Professor in the Department of English from 1928 until his retirement in 1959.

Rex J. Howard – bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois – A special fund established in 1948 provides scholarships for young men and women who reside in the State of Illinois. They are awarded on the basis of intellectual distinction, character, leadership ability, and need. There are nearly 40 Illinois Scholars now at Trinity College. Approximately ten new Illinois Scholarships will be awarded annually.

Daniel E. Jessee – given by Carl W. Lindell '37 in memory of Daniel E. Jessee, football coach from 1932–1967, baseball coach from 1937–1967 and squash racquets coach from 1947–1958.

Dorothy A. and Glover Johnson – given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, New York, Trustee of the College from 1962 to 1973, with preference for graduates of Trinity School and Trinity-Pawling School, respectively.

George Kneeland – given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland '80.

Vernon K. Kriebel – given by relatives and friends in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry.

Vernon K. Kriebel – given by the Loctite Corporation, of Newington, Connecticut, in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry. It provides a full tuition scholarship to a student who plans to pursue, or is pursuing, a major in the Department of Chemistry, and who, in the opinion of the Department staff, has demonstrated outstanding scholastic achievement.

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

The Rev. Flavel Sweeten Luther – given by E. Selden Geer, Jr. '10 of Wethersfield, in memory of the Rev. Flavel Sweeten Luther, President of the College from 1904 to 1919, and his wife, Isabel Ely Luther.

Alexander A. Mackimmie, Jr. – given by the family and friends of Professor Alexander A. Mackimmie, Jr. with preference to graduates of Bulkeley High School, Hartford.

George Sheldon McCook Memorial – given by the family of George Sheldon McCook '97.

George Payne McLean – given by Mrs. Juliette McLean of Simsbury, in memory of her husband, George Payne McLean, Hon. '29.

Caroline Sidney Mears – bequest of J. Ewing Mears 1858, of Philadelphia, Pennsylvania, in memory of his mother, Caroline Sidney Mears.

Memorial – gifts in memory of alumni and friends.

Milbank – given by The Memton Fund of New York City.

Moak-Trinity – given by C. B. Moak of Miami, Florida, with preference for students from the Florida area.

Robert S. Morris – given by Robert S. Morris '16, Hon. '65, of West Hartford, Trustee of the College from 1941 to 1947 and from 1948 to 1963.

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Shiras Morris – given by Mrs. Grace Root Morris of Hartford, in memory of her husband, Shiras Morris '96.

Clarence E. Needham – bequest of Edith S. Needham of Shaker Heights, Ohio, in memory of her husband, Clarence E. Needham '11.

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

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

Remsen Brinckerhoff Ogilby – given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34 of Detroit, Michigan, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

Mitchel N. Pappas – given by the family and friends of Professor Mitchel N. Pappas, for students with special promise in painting or other phases of the studio arts.

Dwight Whitfield Pardee – given by Miss Cora Upson Pardee of Hartford, in memory of her brother, Dwight Whitfield Pardee 1840.

Alfred L. Peiker – bequest of Alfred L. Peiker '25 of West Hartford, and memorial gifts from family and friends, for a student majoring in Chemistry.

Clarence I. Penn – bequest of Clarence I. Penn '12 of New York City.

Henry Perkins – bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834. Nominations made by the Bishop of Connecticut.

John Humphrey Pratt – bequest of John H. Pratt, Jr. '17 of Darien, Connecticut.

Returned Scholarship – given by Harold L. Smith '23 of New York, and others, in appreciation of scholarship aid given them as undergraduates.

Governor Abraham A. Ribicoff – given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Maria L. Ripley – bequest of Miss Maria L. Ripley of Hartford.

Bishop Harold E. Sawyer – bequest of the Rt. Rev. Harold E. Sawyer '13 of Ivoryton, Connecticut.

Thomas A. Shannon – bequest of Thomas A. Shannon '25 of West Hartford.

Society for Savings – given by the Society for Savings, Hartford, a full tuition scholarship for students from the Greater Hartford area.

Charles Byron and Ila Bassett Spofford – bequests of Charles Byron Spofford, Jr. '16 and his wife, Ila Bassett Spofford, with preference for upperclass students with financial need.

General Griffin A. Stedman, Jr. – given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

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

Student Body – given by Trinity students from the activities budget, for disadvantaged and/or minority students.

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

Samuel C. Suisman – given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman – given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford.

Surdna Foundation – given by the Surdna Foundation, Inc. to be used for students in need of financial assistance to complete their education at Trinity College.

Swiss Reinsurance Company – given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

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

Theta Xi – preference to children of fraternity members.

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

Melvin W. Title – given by the Suisman Foundation, Inc., of Hartford, Melvin W. Title '18, Hon. '68, and friends.

William Topham – bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

B. Floyd Turner – given by B. Floyd Turner '10 of Glastonbury, Connecticut, and memorial gifts from his family and friends.

Arthur J. Ulmer – bequest of Arthur J. Ulmer of Jersey City, New Jersey.

Raymond J. Wean – given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College from 1955 to 1973, with preference to children of employees of Wean United, Inc. and candidates from the Ohio area.

Western Connecticut Alumni Association – given by members of the Western Connecticut Alumni Association, with preference for students from Western Connecticut.

Mary Howard Williams – bequest of Augusta Hart Williams of Hartford.

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

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

Vertrees Young – given by Vertrees Young '15, Hon. '73, of Bogalusa, Louisiana, Trustee of the College from 1960 to 1971.

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus – given by the Rev. Stephen Jewett, Hon. 1833, of New Haven, Connecticut.

Daniel Burhans – bequest of the Rev. Daniel Burhans, Hon. 1831, of Newtown, Connecticut.

John Day Ferguson and Samuel Moorewood – bequest of Mrs. Jeannie Taylor Kingsley of New Haven, Connecticut.

George F. Goodman – bequest of Richard French Goodman 1863, of Newton, New Jersey.

Horace B. Hitchings – bequest of the Rev. Horace B. Hitchings 1854.

Harriette Kirby – bequest of Miss Harriette Kirby of Hartford.

Horatio N. Lake – bequest of Horatio N. Lake of Bethlehem, Connecticut.

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

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

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

Nathan M. Waterman – bequest of General Nathan Morgan Waterman of Hartford.

STUDENT LOAN FUNDS

Alumni, Senior – established in 1938 by gifts of the Alumni Association of Trinity College.

Backus, Clinton Jirah and Carrie Haskins – established in 1950 by Clinton J. Backus '09, of Midway City, California.

Mead, George J. – established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut – The income to be used for loans to students majoring in economics, history, government or languages.

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

National Direct (Defense) – Under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

New England Society of New York – established in 1945 by the New England Society of New York, used for short-term small loans.

Remsen Brinckerhoff Ogilby – established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr. '34, and his family, all of Detroit, Michigan.

Trinity – established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.



Prizes

The John C. Alexander Memorial Award of \$100 was established by friends of John C. Alexander, 1939, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior or junior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his Trinity career.

Alumni Prizes in English Composition of \$300 and \$200 from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted, but no student may offer more than one entry. Essays must be submitted to the Department on or before April 15.

Trinity Alumnus Prizes in Prose Fiction of \$35, \$25, and \$10 are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English on or before April 15.

Book Prizes for Excellence in Spanish are presented to graduating seniors who have shown outstanding progress and achievement in their work in Spanish at the College.

The **American Society of Mechanical Engineers Prize** is awarded by the Hartford Chapter of the American Society of Mechanical Engineers to the senior who makes the highest record in the Engineering Department.

The **American Chemical Society Award** is presented to an outstanding student majoring in chemistry who has demonstrated both high academic achievement and service to the Chemistry Department.

The **American Institute of Chemists Award** is given to a chemistry major who has demonstrated leadership, ability, character and scholastic achievement.

The **Connecticut Valley Section of the American Chemical Society Award** is given in recognition for outstanding accomplishment in the study of chemistry.

The **Division of Analytical Chemistry of the American Chemical Society Award** is given to a student who has completed the third undergraduate year and who displays interest in and aptitude for a career in analytical chemistry.

The **Chemical Rubber Company Award** is made to the outstanding freshman chemistry student as evidenced by scholastic achievement in beginning chemistry.

The **Class of 1922 Award**, established by vote of the Class, is granted annually to a graduating woman who has done outstanding work in a particular academic field.

The Cesare Barbieri Essay Prizes, a gift from the Cesare Barbieri Endowment, for essays in Italian studies are awarded on Honors Day. Students interested in competing for these prizes should consult the Director of the Cesare Barbieri Center of Italian Studies. Essays must be submitted before April 23.

The Cesare Barbieri Prizes for Excellence in Beginning Italian, a gift from the Cesare Barbieri Endowment, are awarded to those students who show excellence in beginning Italian. The competition must be completed before April 23.

The F. A. Brown Prizes founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, are awarded to students who deliver orations over the College radio station or at public functions.

The Delta Phi Alpha Book Prizes are awarded to meritorious students in the field of German studies. The prize books by well-known German authors are made available by Delta Phi Alpha, the National German Honorary Fraternity, through the Trinity College Chapter, Delta Upsilon. If in any academic year the local chapter does not initiate any new Delta Phi Alpha members, the book prizes are not available that year.

The Faculty of Economics Award is presented annually to that graduating senior major in Economics who, by vote of the Faculty of Economics, is considered to have demonstrated the greatest promise as a professional economist.

The Ferguson Prizes in Economics, History, and Political Science, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually for the best essays submitted to each of the three Departments of History, Economics, and Political Science. Two prizes are offered by each Department, a first prize of \$180 and a second prize of \$120. All essays must be typewritten. They must be submitted to the Chairman of the Department before dates indicated below.

Economics – The prizes are offered to seniors for the two best essays on topics approved by the Department. April 23.

History – The two Ferguson Prizes will be awarded for essays which exhibit the qualities of excellence in historical scholarship and writing. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. April 23.

Political Science – The prizes are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department during the academic year. April 23.

The Ronald H. Ferguson Prizes in French of \$300 and \$150 were established in 1951 in memory of Mr. Ronald H. Ferguson, Class of 1922. The prizes are awarded for the two best essays, written in French, on subjects approved by the Department, and for the best results of an oral examination. Essays prepared in any regular course of study may be offered in competition, provided that such essays are recommended by the instructor in whose course they were written and that they are approved as well by the Department.

The Samuel S. Fishzohn Awards for Civil Rights and Community Service – established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards of \$75 are given each year to two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

The Goodwin Greek Prizes, one of \$300 and one of \$200, founded in 1884 by the late Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

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 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 political science.

Political Science – 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 to a nominee who is judged by his record in music courses and in Concert Choir, Chapel Singers, 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.

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 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 to students for exceptional achievement in painting, graphics, sculpture or photography.

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 Jerome P. Webster Student Book Collectors Prizes have been established in memory of Dr. Jerome P. Webster '10, by the Trinity College Library Associates. They 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 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 12.

John Curtis Underwood, '96, Memorial Prizes in Poetry of \$35, \$25, 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 15.

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: Elizabeth A. Allen '75; Karen E. Armstrong '75; Ann V. Baker '75; Emily Barron '75; Michael J. Barry '75; Nanci F. Brodie '75; Cynthia E. Bromberg '75; Frances C. Congdon '75; James W. Cuminale '75; Edward W. Dunham '75; Donna Epstein '75; James S. Fitzpatrick '75; Allen L. Glater '75; James R. Gomes '75; Frederick F. Graves '75; Dean E. Hammer '75; John F. Hampson '75; Jeffrey M. Keller '75; Robin L. Landy '75; Sharon J. Laskowski '75; Charles E. Levine '75; Laurence A. Levine '75; Peter D. Luria '75; Cheryl S. Madigosky '75; Katharine L. Marks '75; Andrea M. McCrady '75; Nancy B. Moore '75; Rebecca S. Morgan '75; William J. Ogonowski '75; Robert A. Orsi '75; Kate A. W. Roby, '75; Lisa K. Roth '75; Cynthia A. Rowley '75; Hugh Y. Tamaren '75; Anne McG. Warrington '75; Peter G. Wiswall '75.

PI GAMMA MU: Stanley M. Ackert '76; Meredith B. Adler '76; Emily Barron '75; Donald C. Baur '76; Louis K. Benjamin '76; Amy W. Bernardin '75; William J. Bolster '76; Catherine A. Clark '76; Jeffry R. Clark '75; Charles D. F. Cohn '76; Elizabeth F. Collins '76; Frances C. Congdon '75; Samuel B. Corliss '76; Malcolm L. Davidson '75; Lisa G. Demartini '75; Keith S. Dempster '76; Sarah G. Detwiler '76; Matthew S. Dominski '76; Sheila J. Driscoll '76; Donna Epstein '75; Dana M. Faulkner '76; Elaine I. Feldman '76; John J. Fennerty '75; Jameson S. French '75; Leanne Garofolo '76; William W. Ginsberg '76; Stan E. Goldich '76; Richard W. Goode '76; Dorothy B. Greene '75; Kenneth A. Hampton '76; Stephen C. Haydasz '76; Mark H. Henderson '76; S. Nelson Hoeg '75; Eleanor S. Ingersoll '75; Karen A. Jeffers '76; Karen E. Karafin '75; Mitchell A. Karlan '76; Diana L. Kirk '75; Elaine A. Kohler '75; Linda P. Lorenson '75; Richard S. Lovering '76; Frank R. Malkin '75; Lydia D. Manchester '76; Michael F. McGrath '75; Linda M. Medura '75; Savas Mercouriou '76; Mitchell M. Merin '75; Carey L. Moler '75; Gary A. Morgans '75; Michael T. O'Brien '76; John R. Orrick, Jr. '76; Robert J. Peterson '76; Gregory Read '75; Louise Richardson '75; Thomas G. Ricks '75; Donald V. Romanik '76; Carla L. Rosati '76; Richard B.

Ruchman '76; Mark J. Sammons '75; Amy K. Schiller '76; Robert E. Sears '75; Melvin R. Shuman '76; John Sidebotham '76; Cheryl A. Smith '75; David N. Snyder '76; Leigh H. Standish '76; Stephen J. Swiatkiewicz '76; Robert P. Thompson, Jr. '76; Richard F. Tucci '75; Ann E. Tulcin '75; Steven W. Usdin '76; Holly G. Utzig '75; Ellen M. Weiss '75; Kathleen B. Yates '76; William P. Yelenak '75.

DELTA PHI ALPHA: Susan B. Curtis '76; Barbara J. Sobotka '76.

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 9 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 Brian Foy Captains Award is given each year to the captain of the swimming team exemplifying outstanding qualities of leadership. This award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Newton C. Brainard Memorial Award is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

The John A. Mason Award, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

The 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 William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to 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.

Degrees Conferred in 1975

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 25.

BACCALAUREATE DEGREES IN COURSE

HUGH YULES TAMAREN, *Connecticut*, B.S.

VALEDICTORIAN

with Honors in General Scholarship & Biology

ANDREA MERCER MCCRADY, *Pennsylvania*, B.A.

SALUTATORIAN

with Honors in General Scholarship & History

Elizabeth Ann Allen, *Connecticut*, B.A.,
with Honors in General Scholarship and History

Leila Raquel Arjona, *New York*, B.A.,
Psychology & Spanish,
with Honors in Spanish

Karen Elizabeth Armstrong, *Rhode Island*,
B.S., *with Honors in Psychology*

Ann Victoria Baker, *Pennsylvania*, B.A.,
Psychology & French,
with Honors in French

Emily Barron, *Massachusetts*, B.A.,
with Honors in General Scholarship and American Studies

Michael John Barry, *Connecticut*, B.S.,
with Honors in General Scholarship and Biology

Nanci Fran Brodie, *New York*, B.A.,
with Honors in Spanish

Cynthia Eleanor Bromberg, *Connecticut*, B.S.,
with Honors in Engineering

Selbourne Godfrey Brown, *Jamaica, W.I.*, B.A.,
with Honors in Intercultural Studies

Frances Clark Congdon, *Massachusetts*, B.A.,
Psychology, *with Honors in General Scholarship*

Edward Wood Dunham, *Connecticut*, B.A.,
with Honors in History

Donna Epstein, *Illinois*, B.A.,
with Honors in Sociology

Ann Betra Fein, *Connecticut*, B.S.,
with Honors in Psychology

Christopher Andrew Ferrante, *Connecticut*,
B.S., *with Honors in Mathematics*

Stephen Lewis Gardner, *Massachusetts*, B.A.,
with Honors in Philosophy

Peter Mark Garnick, *New Jersey*, B.S.,
with Honors in Physics

Allen Lewis Glater, *Connecticut*, B.S.,
with Honors in Biology

James Robert Gomes, *Massachusetts*, B.A.,
with Honors in Political Science

Peter Ashton Grape, *Connecticut*, B.S.,
Chemistry & Biochemistry,
with Honors in Chemistry

Dorothy Brailsford Greene, *Connecticut*, B.S.,
Philosophy & Psychology,
with Honors in Psychology

Larry Herbert Haas, *Pennsylvania*, B.S.,
with Honors in Psychology

Dean Edward Hammer, *Pennsylvania*, B.A.,
Religion & Psychology,
with Honors in General Scholarship and Psychology

John Freeman Hampson, *Pennsylvania*, B.S.,
Biology & Psychology,
with Honors in Psychology

Degrees Conferred in 1975/237

Jeffrey Lloyd Hendel, *Connecticut*, B.S.,
 with Honors in Chemistry
 Christopher David Imlay, *Maryland*, B.A.,
 with Honors in Philosophy
 Joan Ann Kaufman, *New Jersey*, B.A.,
 with Honors in Intercultural Studies
 Jeffrey Matthew Keller, *Pennsylvania*, B.A.,
 with Honors in English
 Elizabeth Thompson Kellogg, *Pennsylvania*,
 B.A., *with Honors in Sociology*
 Peter Hicks Kiliani, *Pennsylvania*, B.S.,
 with Honors in Engineering
 Robin Lynn Landy, *Washington, D.C.*, B.A.,
 Political Science, with Honors in General
 Scholarship
 Christopher Warren Lane, *New York*, B.A.,
 with Honors in Philosophy
 Sharon Joy Laskowski, *Connecticut*, B.S.,
 with Honors in Mathematics
 Laurence Adan Levine, *Massachusetts*, B.A.,
 with Honors in Biology
 Cheryl Susanne Madigosky, *Connecticut*, B.S.,
 with Honors in Psychology
 Linda Marie Medura, *Connecticut*, B.A.,
 with Honors in English
 Nancy B. Moore, *Connecticut*, B.A.,
 with Honors in English
 Rebecca Stein Morgan, *New York*, B.A.,
 with Honors in General Scholarship and
 English
 William Joseph Ogonowski, *Connecticut*, B.A.,
 with Honors in General Scholarship and

Intercultural Studies
 Robert Antony Orsi, *New York*, B.A.,
 with Honors in General Scholarship and
 Religion
 Kathrin Winne Poole, *New Jersey*, B.S.,
 with Honors in Psychology
 David Charles Prejsnar, *Massachusetts*, B.A.,
 with Honors in Religion
 Elizabeth Love Provost, *Connecticut*, B.S.,
 Biology and Psychology,
 with Honors in Psychology
 Gregory Read, *New Jersey*, B.A.,
 with Honors in American Studies
 Susan Louise Reeder, *Massachusetts*, B.A.,
 with Honors in Studio Arts
 Lisa Kathryn Roth, *Pennsylvania*, B.S.,
 with Honors in General Scholarship and
 Psychology
 Cynthia Ann Rowley, *Ohio*, B.S.,
 Mathematics & Environmental Studies,
 with Honors in Mathematics
 Michael John Stavola, *Connecticut*, B.S.,
 with Honors in Physics & Engineering
 Lisa Karen Weiss, *Maryland*, B.A.,
 English & Psychology,
 with Honors in English
 † Ronald Mark Williams, *Illinois*, B.S.,
 with Honors in Engineering
 Peter Gray Wiswall, *Massachusetts*, B.A.,
 with Honors in Studio Arts
 William Patrick Yelenak, *Connecticut*, B.A.,
 with Honors in English

John Carl William Adamec, *New York*,
 B.A., *History*
 Douglass Scott Adams, *Maine*,
 B.S., *Engineering*
 Robert Christopher Adams, *Connecticut*,
 B.S., *Biology*
 Clarkson Addis III, *Pennsylvania*,
 B.A., *Economics*
 * Michael Winston Ahlers, *Connecticut*,
 B.S., *Biology*
 Elizabeth Joan Alden, *Massachusetts*,
 B.A., *Philosophy*
 Beverly Bonnie Alexandre, *Pennsylvania*,
 B.A., *American Studies*
 Peter Anthony Allegra, *Connecticut*,
 B.A., *Biology*
 Peter Sebastian Amenta, *Connecticut*,
 B.S., *Biology*
 Paula Ann Ames, *Ohio*,
 B.A., *Economics*
 * Robert Sitterly Amidon, *Ohio*,
 B.S., *Psychology*

Harold William Anderson III, *Illinois*,
 B.A., *English*
 Robert Kemp Andrian, *Connecticut*,
 B.A., *History*
 Burton Luke Apfelbaum, *New Jersey*,
 B.A., *Psychology*
 John Charles Appler, *Illinois*,
 B.S., *Economics & Psychology*
 Arthur Edgar Arnoff, Jr., *Connecticut*,
 B.A., *Theatre Arts*
 Bradley Earl Bacon, *Illinois*,
 B.S., *Chemistry & English*
 Kevin Charles Baker, *Ohio*
 B.A., *Economics*
 Sandra Stockton Baker, *Maryland*,
 B.A., *English*
 Mark Edward Bartelt, *California*,
 B.A., *Art History*
 John Carver Bayer, Jr., *Connecticut*,
 B.A., *Studio Arts*
 John Curtin Beaudouin, *Connecticut*,
 B.A., *English*

† These students will also receive a Master's degree from Rensselaer Polytechnic Institute

* In Absentia

238/Degrees Conferred in 1975

- Lisbeth Richards Bensley, *New Jersey*,
B.A., *English*
- Edward Justus Berghausen, *Ohio*,
B.S., *Biology*
- Jane Louise Bergman, *Illinois*,
B.A., *Psychology*
- Amy Ward Bernardin, *Massachusetts*,
B.A., *Psychology*
- William Thomas Blake, *Connecticut*,
B.A., *Philosophy*
- Victoria Blank, *New York*,
B.A., *Comparative Literature*
- Pamela Sue Bloom, *Texas*,
B.A., *Comparative Literature*
- Robin Aldred Bodell, *Rhode Island*,
B.A., *Art History*
- Donald Roger Bodner, *Indiana*,
B.S., *Biochemistry*
- Stephen Miles Botkin, *Connecticut*,
B.A., *Theatre Arts*
- Thomas Andrew Bray, *Pennsylvania*,
B.A., *History*
- Elizabeth Lyons Breglio, *New York*,
B.A., *Comparative Literature*
- Benjamin Brewster, *Maine*,
B.A., *History*
- Sylvia Fallow Brewster, *Massachusetts*,
B.A., *Art History*
- Eileen Mary Bristow, *Connecticut*,
B.A., *English & Theatre Arts*
- Thomas Allan Britton, *Delaware*,
B.A., *Economics*
- Constance Whitney Brown, *New York*,
B.A., *Comparative Literature*
- Jeffrey Philip Brown, *Maine*,
B.A., *Economics*
- * Steven Gary Brown, *Maryland*,
B.S., *Biochemistry*
- Barbara Ann Brucker, *Michigan*,
B.A., *Psychology*
- Joseph Anthony Calabro, *Connecticut*,
B.S., *Engineering*
- Thomas Anthony Cangelosi, *Illinois*,
B.A., *Political Science & English*
- Laurie Jane Cannon, *New York*,
B.A., *Studio Arts*
- David Millar Cass, *New Jersey*,
B.A., *Philosophy*
- Patrick Dalton Centanni, *Massachusetts*,
B.A., *Urban Studies*
- Paul Walter Charow, *Massachusetts*,
B.S., *Biology*
- Charlie Charuvastr, *Thailand*,
B.A., *Economics & Political Science*
- Patricia Rose Ciaccio, *New Jersey*,
B.A., *Classics*
- Douglas Wise Clark, *New Jersey*,
B.A., *Psychology*
- Frederick Paul Clark, *Connecticut*,
B.A., *History*
- Jeffrey Russell Clark, *Connecticut*,
B.S., *Psychology & History*
- Mark Robert Cleary, *New Jersey*,
B.A., *Spanish*
- Paul Raymond Cleary, *Virginia*,
B.S., *Biology*
- Eleanor Clements, *New Hampshire*,
B.A., *Economics*
- Kathryn Frances Cogswell, *Massachusetts*,
B.A., *History*
- Teresa Collado, *Puerto Rico*,
B.A., *Psychology & Spanish*
- John Anthony Connelly, *Connecticut*,
B.A., *Political Science*
- Marlene Kim Connor, *New York*,
B.A., *English & Intercultural Studies*
- Anne Bradley Cook, *Pennsylvania*,
B.A., *Psychology*
- Henry Cushman Copeland, *Delaware*,
B.A., *Sociology*
- Susan Mara Coyne, *New York*,
B.A., *Psychology & English*
- Robert Ernest Crabill, *Connecticut*,
B.A., *English*
- * John Lee Cracovaner, *New York*,
B.A., *Psychology*
- Susan Hamilton Crimmins, *Connecticut*,
B.A., *Urban Studies & Sociology*
- James William Cuminale, *Connecticut*,
B.A., *History*
- Ellen Stoddard Cunningham, *Massachusetts*,
B.A., *Philosophy*
- William Daniel Curren, *Connecticut*,
B.A., *History*
- David Blakeslee Curwen, *Massachusetts*,
B.A., *Intercultural Studies*
- * Ronald F. Daley, *Connecticut*,
B.S., *Psychology*
- Susan Jane Dansker, *New York*,
B.A., *English*
- * Hugh Frederic d'Autremont, *Massachusetts*,
B.A., *English*
- * Malcolm Lincoln Davidson, *New York*,
B.A., *History*
- Damien Thomas Davis, *Connecticut*,
B.A., *History*
- Albert Clay Debevoise, *Vermont*,
B.A., *English*
- Lyman Delano, *Maine*,
B.A., *Art History*
- Lisa Gould Demartini, *New Jersey*,
B.A., *History*
- Clifford Scott Deutschman, *New York*,
B.S., *Chemistry*
- Janice Leigh Dickens, *Connecticut*,
B.A., *English*

Degrees Conferred in 1975/239

- Janet Belle Dickinson, *Connecticut*,
B.S., *Biology*
- Martin Henry Dodd, *Connecticut*,
B.S., *Biology*
- Donna Mary Dolin, *Connecticut*,
B.A., *Religion*
- Deborah Ann Donahue, *New York*
B.S., *Psychology*
- Peter Francis Donovan, *Massachusetts*,
B.A., *History*
- Kristina Benson Dow, *Vermont*,
B.S., *Chemistry*
- Aetna Katherine Dowst, *New York*,
B.A., *History*
- Gregory Brian Duffy, *New Jersey*,
B.A., *Philosophy & Economics*
- Agustin Jorge Edwards, *Chile*,
B.A., *Economics*
- Ann Breadon Egbert, *New Jersey*,
B.A., *Theatre Arts*
- Elizabeth Halsted Egloff, *Massachusetts*,
B.A., *English*
- Katherine Barham Epes, *Virginia*,
B.A., *History*
- Margaret Huntington Erhart, *New York*, B.A.,
*Interdisciplinary Major: Twentieth
Century Italy*
- Jonathan Matthew Estreich, *New York*,
B.A., *History*
- Melissa Anne Everett, *Connecticut*,
B.S., *Biology*
- Kathryn Sayr Falk, *Massachusetts*,
B.A., *Theatre Arts*
- Hassan H. Farah, *Somalia*,
B.S., *Engineering*
- John Farrenkopf, *New Jersey*,
B.A., *History*
- Victor Alan Feigenbaum, *Connecticut*,
B.A., *Economics*
- Beth Alison Ferro, *New York*,
B.S., *Biology*
- Mary Temple Fish, *New Jersey*,
B.A., *Psychology*
- John Noble Fisher, Jr., *Massachusetts*,
B.A., *Economics*
- James Sean Fitzpatrick, *Connecticut*,
B.A., *Philosophy*
- Jeffrey Sloane Ford, *Michigan*,
B.A., *Economics*
- Rand Foreman, *New York*,
B.A., *Political Science*
- Gail Donahue Freeston, *Connecticut*,
B.A., *English*
- Jameson Stevens French, *Massachusetts*,
B.A., *History*
- Gregory Grant Garritt, *Massachusetts*,
B.S., *Biology*
- Suzanne Gates, *Connecticut*,
B.A., *Music*
- Lorna Knowles Blake Gatsos, *New York*,
B.A., *Comparative Literature*
- * James Bateman Gayley, *Illinois*,
B.A., *Studio Arts*
- Thomas Francis Gerchman, *Connecticut*,
B.S., *Mathematics*
- John Michael Getz, *Michigan*,
B.A., *Economics*
- Janis Herlth Gifford, *Connecticut*,
B.S., *Psychology*
- Mitchell Lance Gittin, *New York*,
B.A., *Philosophy*
- * Neil Benjamin Glassman, *Delaware*,
B.A., *Intercultural Studies*
- * Peter Gleysteen, *Washington, D.C.*,
B.A., *History*
- Alan Harrison Gluck, *Massachusetts*,
B.A., *History*
- Bruce Howard Godick, *Pennsylvania*,
B.S., *Biology*
- Thomas Wilton Goldberg, *Missouri*,
B.A., *Economics*
- Howard Goldstein, *Connecticut*,
B.A., *Psychology*
- Charles Edward Gooley, *Illinois*,
B.A., *Political Science*
- Terry Ellen Grant, *New York*,
B.A., *Classics*
- Frederick Francis Graves, *Virginia*,
B.A., *French*
- * Mark Coleman Graves, *Pennsylvania*,
B.A., *History*
- Edith Mae Greene, *Pennsylvania*,
B.S., *Psychology*
- Brian Jeffrey Greenfield, *New York*,
B.S., *Biochemistry*
- Sarah Jameson Greve, *Pennsylvania*,
B.A., *Psychology*
- Elizabeth Ann Grier, *Michigan*,
B.A., *Intercultural Studies*
- Robert Joseph Griffin, *Massachusetts*,
B.A., *Political Science*
- Royden August Grimm, *Connecticut*,
B.A., *History*
- Elizabeth Beach Grover, *Connecticut*,
B.A., *French*
- Paul vonRyll Gryska, *Massachusetts*,
B.S., *Biology*
- Jane Elizabeth Harlan, *Illinois*,
B.A., *Music*
- Caroline G. Harris, *New York*,
B.S., *Religion*
- Mallory Maxwell Harris, *Maryland*,
B.A., *Religion*

In Absentia

These students will also receive a Master's degree from Rensselaer Polytechnic Institute

240/Degrees Conferred in 1975

- Paul Scott Hayim, *New York*,
B.A., *Political Science*
- * John Carlyle Heath, *New Hampshire*,
B.A., *Italian*
- Peter Bruce Heimann, *Washington, D.C.*,
B.A., *Intercultural Studies*
- Cassandra Esther Henderson, *Illinois*,
B.A., *French*
- Ann Elizabeth Hess, *Massachusetts*,
B.A., *Music*
- Elizabeth Bacon Hess, *New Jersey*,
B.A., *Classics*
- Janice Marlena Hester, *New York*,
B.A., *English*
- * Diane Hill, *Pennsylvania*,
B.A., *English*
- Steven Eliot Hirsch, *New York*,
B.A., *Economics*
- Nelson Stewart Hoeg, *Minnesota*,
B.A., *Economics*
- John Michael Holik, *Connecticut*,
B.A., *History*
- John DuBois Holloway, *West Virginia*,
B.S., *Biology*
- Margaret Swearingen Holmes, *New York*,
B.A., *Music*
- Rochelle Fran Homelson, *Connecticut*,
B.A., *Music*
- Cynthia Leila Howar, *Maryland*,
B.S., *Psychology*
- * Peter Galloway Huidekoper, Jr., *Vermont*,
B.A., *English*
- Ellen Holton Humphreville, *Connecticut*,
B.S., *Psychology*
- Harriott Page Humphrey, *New York*,
B.S., *Psychology*
- Sarah Farnsworth Hunnewell, *New York*,
B.A., *American Studies*
- Richard Allan Huoppi, *Connecticut*,
B.S., *Mathematics*
- Eleanor Simmons Ingersoll, *Pennsylvania*,
B.S., *Psychology*
- Jessica Grace Ippedico, *Connecticut*,
B.A., *Psychology*
- Andrew Leith Isaac, *New York*,
B.S., *Biology*
- Teresa Ann Iwans, *Pennsylvania*,
B.S., *Psychology*
- Susan Winifred Jacobson, *Vermont*,
B.S., *Psychology*
- Constantine Stephen Joannou, *New Jersey*,
B.S., *Engineering*
- Catherine Amy Cruger Johnson, *Connecticut*,
B.A., *Psychology*
- Barbara Ann Judd, *Connecticut*,
B.A., *English*
- Steven Sumner Kaitz, *Massachusetts*,
B.S., *Psychology*
- Phoebe Chantler Kapteyn, *Massachusetts*,
B.A., *Classics*
- Karen Ellen Karafin, *Pennsylvania*,
B.A., *Psychology*
- Christopher Carden Kashe, *Washington, D.C.*,
B.A., *French*
- Nancy Lynn Kasimer, *Connecticut*,
B.A., *Psychology*
- Adron Donald Keaton, *Florida*,
B.A., *Religion*
- * Paul Michael Kelley, *New Jersey*,
B.A., *Philosophy & English*
- Emily Beth Kimenker, *Connecticut*,
B.A., *Studio Arts*
- Oliver Raymond King, *Connecticut*,
B.S., *Biology*
- Diana Leslie Kirk, *New York*,
B.A., *History*
- James Gordon Kirschner, *New York*,
B.A., *Economics*
- Elaine Ann Kohler, *Massachusetts*,
B.A., *Psychology*
- Henry Anthony Korszun, *Connecticut*,
B.A., *History & Russian*
- Marianne Elisabeth Kozynsky, *Connecticut*,
B.A., *Intercultural Studies*
- Jan Michael Kristof, *Connecticut*,
B.S., *Environmental Studies*
- Konrad Rudolf Kruger, *Michigan*,
B.A., *Economics*
- Douglas August Kuhn, *Indiana*,
B.S., *Chemistry*
- David James Kuncio, *New York*,
B.A., *Economics*
- David Walker Lander, *Pennsylvania*,
B.S., *Biology*
- Richard Bankson Lander, *Pennsylvania*,
B.A., *Economics*
- * Linda Gordon Landon, *New York*,
B.A., *Studio Arts*
- Philippe de Lapérouse, *New Jersey*,
B.A., *Interdisciplinary Major: French Studies*
- Erik Winter Larsen, *Connecticut*,
B.A., *Religion & Philosophy*
- Holly Chambers Laurent, *Connecticut*,
B.A., *Philosophy & Psychology*
- Philip Anthony Leone, *Ohio*,
B.S., *Biochemistry & Biology*
- David Mark Levin, *New Jersey*,
B.S., *Biology*
- Charles Ellis Levine, *Ohio*,
B.A., *Economics*
- William Ralph Levy, *Pennsylvania*,
B.A., *Urban Studies*

Degrees Conferred in 1975/241

- † Thomas David Lloyd, *New York*,
B.S., *Engineering*
John Paul Loether, *Connecticut*,
B.A., *History*
Linda Phoebe Lorenson, *Connecticut*,
B.A., *Economics*
Peter Davis Luria, *Connecticut*,
B.A., *English*
Norman Benjamin Luxemburg, *New Jersey*,
B.A., *English*
John Marmaduke Lynham, Jr., *Maryland*,
B.S., *Political Science & Psychology*
Melissa Ruth Maier, *New York*,
B.A., *Music*
Frank Reid Malkin, *Connecticut*,
B.A., *History*
* Carol Elizabeth Manago, *New York*,
B.A., *Philosophy*
Gail Mardfin, *Connecticut*,
B.A., *Psychology*
Katharine L. Marks, *New York*,
B.A., *English*
Jeffrey Richard Martin, *Connecticut*,
B.A., *Philosophy*
Kathy Ann Martin, *Connecticut*,
B.A., *Biology*
Thomas Horace Martin, *Massachusetts*,
B.A., *Economics & Psychology*
Bruce Paul Marvonek, *Connecticut*,
B.A., *Studio Arts*
Kiyoshi Matsumi, *Japan*,
B.S., *Chemistry*
Christopher Crawford Max, *New York*,
B.S., *Biology*
Martha Anne McCourt, *Massachusetts*,
B.A., *Psychology & Philosophy*
Michael Francis McGrath, *Connecticut*,
B.A., *Political Science*
Barbara C. McIver, *Connecticut*,
B.A., *Music*
Camilla Oakley McRory, *Maryland*,
B.A., *English*
* Margaret Marks Meacham, *Pennsylvania*,
B.A., *English*
* Cristina Medina, *New York*,
B.A., *History*
Mitchell Moses Merin, *Connecticut*,
B.A., *Economics*
John Jeffrey Miesowicz, *New Jersey*,
B.S., *Biology*
Harrison Miles, Jr., *Oregon*,
B.S., *Engineering*
Carolina Del Roble Miller, *Mexico*,
B.A., *Comparative Literature*
David Rees Mitchell, *Michigan*,
B.S., *Biochemistry*
Carey Loraine Moler, *Connecticut*,
B.A., *English & Psychology*
Jeffrey Scott Molitor, *Massachusetts*,
B.A., *Biology & Economics*
Rudolph Maximilian Arthur Montgelas, Jr.,
Connecticut, B.S., *Engineering*
* Christopher Gulick Mooney, *Connecticut*,
B.A., *History*
Charles Lothrop Moore, Jr., *Massachusetts*,
B.A., *Political Science & Economics*
Gary A. Morgans, *Connecticut*,
B.A., *Economics*
Deborah Lynne Morris, *Delaware*,
B.A., *Studio Arts*
* Lucy Kauffman Morse, *Connecticut*, B.A.,
Interdisciplinary Major: Dance-Psychology
Alex Robert Murenia, *Connecticut*,
B.A., *History*
Jonathan Naab, *Connecticut*,
B.A., *English*
E. Carolyn Nalbandian, *Connecticut*,
B.A., *Philosophy*
William Hawe Nealson, *Connecticut*,
B.A., *English*
Laurence Michael Newman, *New York*,
B.A., *Economics*
William Alfred Nygren, Jr., *Connecticut*,
B.A., *Mathematics*
Patrick J. O'Connell, *New York*,
B.A., *History*
Priscilla Hastings Olive, *Massachusetts*,
B.A., *English*
Katrine Dannevig Olsen, *Norway*,
B.S., *Psychology*
June Garbe O'Neil, *Connecticut*,
B.A., *Sociology*
Peggy Ann Palmer, *Connecticut*,
B.A., *Intercultural Studies & Psychology*
* D. Marc Pappas, *Connecticut*,
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Gwen Parry, *Connecticut*,
B.A., *English & Theatre Arts*
Sara Elizabeth Patterson, *Ohio*,
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Donna Sue Pelter, *Connecticut*,
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Lawrence Pleasant, *New York*,
B.A., *History & Intercultural Studies*
Janet Ann Podell, *New Jersey*,
B.A., *English*

* In Absentia

† These students will also receive a Master's degree from Rensselaer Polytechnic Institute

242/Degrees Conferred in 1975

- Kenneth Alan Post, *New York*,
B.A., *Intercultural Studies*
- Carol Jane Powell, *Pennsylvania*,
B.A., *History & Psychology*
- Consuelo Prout, *Connecticut*,
B.A., *Psychology*
- Lorraine Raglin, *Washington, D.C.*,
B.A., *Psychology & Sociology*
- Robert Philip Ragucci, *Illinois*,
B.A., *Psychology*
- Martha Ramsey, *New Jersey*,
B.A., *Classics*
- † John Allan Ratches, *Connecticut*,
B.S., *Engineering*
- Deirdre Anne Redden, *Connecticut*,
B.A., *Economics*
- Edward Steven Reed, *Connecticut*, B.A.,
Interdisciplinary Major: Epistemology
- Daniel William Reese, *Pennsylvania*,
B.A., *Political Science*
- Constance Bond Reeves, *Connecticut*,
B.A., *History*
- Sandra Ivette Reyes, *Connecticut*,
B.A., *Spanish*
- Louise Richardson, *Maine*,
B.A., *History*
- Thomas Gregory Ricks, *Texas*,
B.A., *Economics*
- Holly Lynn Robinson, *New Jersey*,
B.A., *Psychology*
- Kate Allen Weems Roby, *Pennsylvania*,
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B.A., *Psychology*
- Douglas Howard Rome, *Massachusetts*,
B.A., *Economics & Theatre Arts*
- Michael Lee Rosenbaum, *New Jersey*,
B.S., *Psychology*
- Nancy Susan Rosenbaum, *Michigan*,
B.A., *Art History*
- Thomas Michael Russell, *Connecticut*,
B.A., *Political Science*
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B.A., *History*
- Nancy Marion Sargon, *Massachusetts*,
B.S., *Psychology & Religion*
- Forrest Knight Schofield, *Connecticut*,
B.A., *History*
- Thomas Roger Schreier, *Connecticut*, B.S.,
Interdisciplinary Major: Computer Concepts
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B.A., *Psychology*
- Robert Eugene Sears, *California*,
B.A., *Economics*
- Joan Kimball Seelye, *Pennsylvania*,
B.A., *Intercultural Studies*
- * Marci-ellen Selig, *Pennsylvania*,
B.S., *Psychology*
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B.A., *Intercultural Studies*
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B.A., *History*
- Cameron Acheson Thompson, *New York*,
B.A., *English*
- Jamie Bennett Tilghman, *New York*,
B.A., *History*
- Susanne Grantland Tilney, *New Jersey*,
B.A., *History*

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† These students will also receive a Master's degree from Rensselaer Polytechnic Institute

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Victoria Merritt Tilney, *New York*,
 B.A., *Economics*
 Robert Edwin Toomey, Jr., *Massachusetts*,
 B.A., *History*
 Louis Patrick Tortora, *Massachusetts*,
 B.A., *Philosophy*
 John Bernard Traino, *Delaware*,
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 B.A., *Economics*
 Ann Elizabeth Tulcin, *New York*,
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 Rose Marie Udics, *Ohio*,
 B.S., *Biology*
 Holly G. Utzig, *Connecticut*,
 B.A., *History*
 Karen Louise Valuckas, *Connecticut*,
 B.A., *English*
 Karen S. Vater, *Connecticut*,
 B.A., *Philosophy*
 Frank Joseph Villani, *New York*, B.A.,
Political Science & Intercultural Studies
 Charles Stow Walker, *Rhode Island*,
 B.A., *Religion*
 Kathleen Ann Walsh, *Texas*,
 B.A., *Modern Languages*
 Anne McGrath Warrington, *Ohio*,
 B.A., *English*
 Sally Nicholson Weber, *Connecticut*,
 B.A., *Art History*
 Robin Ann Weinberg, *New York*,
 B.A., *Biology*

Ellen Margaret Weiss, *New York*,
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 B.S., *Biochemistry*
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 B.A., *Economics*
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 B.A., *Modern Languages*
 Michael John Willett, *New York*,
 B.S., *Engineering*
 Donna Louise Williams, *New York*,
 B.A., *Philosophy*
 Mark Whitney Williams, *New York*,
 B.A., *History*
 Nathaniel Williams, *New York*,
 B.A., *Psychology*
 * Gwendolyn Wilson, *Connecticut*,
 B.A., *Religion*
 * Alice Lampport Winkler, *Maryland*,
 B.A., *Studio Arts*
 Anne Pendleton Winter, *Massachusetts*,
 B.A., *Religion*
 Susan Perrin Wood, *Massachusetts*,
 B.A., *Psychology*
 Glenn Arvern Woods, *Connecticut*,
 B.A., *Political Science*
 * Richard Beal Woodward, *Massachusetts*,
 B.A., *English*
 Katherine Stewart Woodworth, *Massachusetts*,
 B.A., *English*
 Linda Jane Wyland, *New York*,
 B.A., *Psychology*
 Robert Lawrence Yusem, *Pennsylvania*,
 B.A., *Economics*

* In Absentia

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MASTERS DEGREES IN COURSE

Steven John Adamowski	B.S., 1972, Southern Connecticut State College	Education	M.A.
George Kay Allison	B.A., 1966, Union College	Education	M.A.
David Harold Marius Andersen	B.A., 1962, Williams College	English	M.A.
John Prentice Arnold	B.A., 1965, Harvard College	Economics	M.A.
John Robert Ball	B.S., 1969, University of Missouri	Physics	M.S.
Nancy Roser Bestor	B.A., 1948, Mount Holyoke College, M.A., 1967, Trinity College	Spanish	M.A.
Mark B. Breitbart	B.A., 1973, Richmond College	Education	M.A.
Henderson Levere Brome	L.Th., 1968, University of West Indies, M.Div., 1973, Yale University	Education	M.A.
Robert Ellsworth Butler	B.A., 1963, Bates College, M.B.A., 1964, Rutgers University School of Business	Economics	M.A.
* David Alden Clarke	B.A., 1969, Brown University	Education	M.A.
Nancy Montella Conlan	B.S., 1970, Central Connecticut State College	French	M.A.
Lawrence Michael Connors	B.S., 1964, Central Connecticut State College	Economics	M.A.
Pieter James Cruson	B.A., 1971, Trinity College	Education	M.A.
Richard Charles Peter Dlugos	B.A., 1970, University of Connecticut	English	M.A.
Mary Caroline Donnarumma	B.A., 1973, Fairfield University	English	M.A.
* Philip Edmund Dubilewski	B.A., 1971, Assumption College	Education	M.A.
James Durso, Jr.	B.A., 1972, University of New Haven	Philosophy	M.A.
William Andrew Elrick	B.A., 1970, Bates College	Education	M.A.
Robert Howard Emond	B.A., 1968, Fairfield University	Education	M.A.
* Leonard Jay Fabian	B.A., 1969, Boston University	Political Science	M.A.
* Wilson Hinsdale Faude	B.A., 1969, Hobart College	History	M.A.
Diana Faith Fischburg	B.A., 1968, Temple University	Education	M.A.
Galina Frolow	B.A., 1970, University of Connecticut	Education	M.A.
Thelma Dowling Gaines	B.A., 1953, Bates College	French	M.A.
Sharlyn Ann Grigsby	B.A., 1971, Knoxville College	Political Science	M.A.
Katherine Diane Westgate Guilford	B.A., 1964, Keuka College	Education	M.A.
* Eva Weichsel Hausman	B.A., 1965, Elmira College	Political Science	M.A.
Francis Xavier Hennessey	B.A., 1969, Westfield State College	Education	M.A.
Margaret Anne Herrington	B.A., 1950, San Jose State College	Education	M.A.
* Janet Sandberg Horwitz	B.A., 1966, Connecticut College	French	M.A.
* Vincent Curtis Hunter	B.A., 1969, Holy Apostles Seminary	Education	M.A.
Sandra Brock Jibrell	B.A., 1966, Virginia State College	Education	M.A.
* Nancy Taylor Johnson	B.A., 1967, Connecticut College	History	M.A.
Susan Jane Kameron	B.S., 1970, Central Connecticut State College	Education	M.A.
Hilda Kesten	B.S., 1969, Central Connecticut State College	Education	M.A.
Joseph Jean Jacques Lagasse	B.S., 1971, Trinity College	Mathematics	M.S.
Helena J. Lawson	B.A., 1973, Central Connecticut State College	English	M.A.
* Philip Charles Lawton	B.A., 1969, Westminster College, Th.M., 1974, Boston University School of Theology	History	M.A.
* Yehuda L. Lebovics	Fischel Institute, Jerusalem	Education	M.A.
William Leo Levesque	B.A., 1969, Central Connecticut State College	Economics	M.A.
* Cheryl Ann Loesel	B.A., 1967, Lake Erie College	English	M.A.
Mark Edward Loether	B.A., 1968, Trinity College	Education	M.A.
* Peter Justin Malia	B.A., 1973, Providence College	History	M.A.
Patricia E. Marcucci	B.A., 1970, Albertus Magnus College	French	M.A.
David Peter McCreesh	B.A., 1966, Boston College	Latin	M.A.
Mallory Bratton Mercaldi	B.A., 1960, Samford University	English	M.A.

* In Absentia

Degrees Conferred in 1975/245

* José Luis Miranda	B.A., 1962, Marquette University, M.A., 1972, Trinity College	<i>History</i>	M.A.
Therese Marie Mullins	B.S., 1968, Saint Joseph College	<i>Education</i>	M.A.
Doris Annette Loeb Nabel	B.A., 1969, University of Connecticut	<i>French</i>	M.A.
Bette Spiro Neuman	B.A., 1970, Barnard College	<i>English</i>	M.A.
Marie Therese Noiset		<i>French</i>	M.A.
Christine Margaret O'Brien	B.A., 1968, Emmanuel College	<i>English</i>	M.A.
F. William O'Connor	B.S., 1972, University of Hartford	<i>Economics</i>	M.A.
* Cornelius Peter O'Leary	B.A., 1966, Williams College	<i>Education</i>	M.A.
Barbara Foehl Oxnam	B.A., 1964, Goucher College	<i>English</i>	M.A.
Jeanne Lindsay Patel	B.A., 1968, University of Hartford	<i>English</i>	M.A.
* Thomas John Peterson	B.A., 1972, University of New Haven	<i>English</i>	M.A.
Elizabeth A. Pierce	B.S., 1968, Central Connecticut State College	<i>Education</i>	M.A.
Jo-Anna Rapp	B.A., 1966, Regis College, M.A., 1969, Columbia University	<i>Philosophy</i>	M.A.
Earlene Margaret Regan	B.A., 1970, College of Our Lady of the Elms	<i>English</i>	M.A.
Paul Michael St. Louis	B.A., 1968, Boston College	<i>French</i>	M.A.
Irma Santiago	B.S., 1969, Southern Connecticut State College	<i>Spanish</i>	M.A.
* William S. Searle, Jr.	B.A., 1970, Trinity College	<i>Education</i>	M.A.
* Pamela Adamson Sherman	B.A., 1970, University of Hartford	<i>Education</i>	M.A.
Carolyn Marie Skahill	B.A., 1973, University of Hartford	<i>Economics</i>	M.A.
* Harriet Rucker Smyth	B.A., 1969, Western Connecticut State College	<i>English</i>	M.A.
Susan Shultz Space	B.A., 1961, Smith College	<i>English</i>	M.A.
Allen Ray Spangberg	B.A., 1968, University of Minnesota	<i>Mathematics</i>	M.S.
* Linda Rapp Spurrier	B.A., 1966, William Smith College	<i>English</i>	M.A.
Thomas M. Truxes	B.S., 1963, Boston College, M.B.A., 1968, Syracuse University	<i>History</i>	M.A.
Robert William Turcotte	B.A., 1951, Brown University	<i>History</i>	M.A.
Kenneth George Uliasz	B.S., 1955, University of Connecticut	<i>Economics</i>	M.A.
* Teresa Pilar Vinagre M.	B.A., 1969, Salve Regina College	<i>Spanish</i>	M.A.
Morris William Walchle	B.S.E.E., 1961, M.S.E.E., 1962, Purdue University	<i>Education</i>	M.A.
Keith Francis Walling	B.A., 1955, King's College (University of London), B.A., 1962, Birkbeck College (University of London)	<i>Education</i>	M.A.
* Nancy Gaskill Walters	B.A., 1969, University of Illinois	<i>English</i>	M.A.
James Joseph Warykas	B.A., 1969, Gettysburg College	<i>English</i>	M.A.
Alain Weber		<i>French</i>	M.A.
* Sandra Estelle Zeligman	B.A., 1959, Saint Joseph College	<i>English</i>	M.A.

HONORIS CAUSA

STEWART PRESTLEY BLAKE '38, Somers, Connecticut	Doctor of Laws
LOREN COREY EISELEY, Philadelphia, Pennsylvania	Doctor of Humane Letters
GEORGE MALLETTE FERRIS '16, Washington, D.C.	Doctor of Laws
LAURA ALICE JOHNSON, Hartford, Connecticut	Doctor of Humanities
CHARLES ANDREW RYSKAMP, New York, New York	Doctor of Letters
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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]

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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
and Secretary of the College*

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
and Secretary of the Faculty*

B.S. 1938 (Trinity), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]

GUSTAVE WILLIAM ANDRIAN

Professor of Modern Languages

B.A. 1940 (Trinity), Ph.D. 1946 (Johns Hopkins) [1946]

EUGENE WOOD DAVIS

Professor of History

B.A. 1940 (Texas), M.A. 1941 (Harvard), Ph.D. 1948 (North Carolina) [1948]

KARL KURTH, JR.

*Professor of Physical Education
Director of Athletics*

B.S. 1942, M.Ed. 1947 (Springfield) [1952]

For alphabetical listing of the Faculty, see page 270.

** Date in brackets indicates year of original appointment as a full-time member of the Trinity Faculty.

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- NORTON DOWNS *Professor of History*
B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- ROBERT LINDSAY *Professor of Physics*
Sc.B. 1947 (Brown), M.A. 1949, Ph.D. 1951 (Rice) [1956]
- RICHARD SCHEUCH *G. Fox and Company Professor of Economics*
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- JAMES MORRILL VAN STONE *Professor of Biology*
B.A. 1949 (Wesleyan), Ph.D. 1954 (Princeton) [1954]
- EMMET FINLAY WHITTLESEY *Professor of Mathematics*
A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- ROBERT ALDEN BATTIS *Professor of Economics*
B.S.B.A. 1948 (Rutgers), M.A. 1952, Ph.D. 1958 (New York) [1959]
- JOHN ARTHUR DANDO *Professor of English*
B.A. 1938, M.A. 1945 (McGill) [1950]
- ROY ALFRED DATH *Professor of Physical Education*
B.S. 1951 (West Chester State Teachers), M.A. 1956 (Trinity) [1952]
- THEODOR MARCUS MAUCH *Professor of Religion*
Ellsworth Tracy Lecturer in Religion
A.B. 1943 (Elmhurst), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological) [1957]
- 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 Trinity/Rome Campus
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

- 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† *Genevieve Harlow Goodwin
Professor of the 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]
- SAMUEL HENDEL *Professor of Political Science*
LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College), Ph.D. 1948 (Columbia) [1970]
- PAUL SMITH* *Professor of English*
B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]
- WARD SCHENK CURRAN *Professor of Economics*
George M. Ferris Lecturer in Corporation Finance and Investments
B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- 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]

* Sabbatical leave, Trinity Term

† Sabbatical Leave, Academic Year

** Sabbatical Leave, Christmas Term

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- CHARLES ROBERT MILLER *Professor of Physics*
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- 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]
- RICHARD BRADWAY CRAWFORD *Professor of Biology*
A.B. 1954 (Kalamazoo), Ph.D. 1959 (Rochester) [1967]
- ALBERT JOSEPH HOWARD, JR. *Professor of Physics*
B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- EDWARD WILLIAM SLOAN, III *Professor of History*
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- JOSEPH DANIEL BRONZINO *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]
- DREW ALAN HYLAND *Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- RANBIR VOHRA *Charles A. Dana Professor of Political Science*
B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard) [1973]

ASSOCIATE PROFESSORS

- 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]

* Sabbatical Leave, Trinity Term

** Sabbatical Leave, Christmas Term

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]

DONALD GRANT MILLER *Associate Professor of Physical Education*
B.S. 1955, M.E. 1957 (Delaware) [1965]

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]

HOLLINS MCKIM STEELE, JR. *Associate Professor of History*
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]

THOMAS P. BAIRD *Associate Professor of Fine Arts, Part-time*
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, Trinity Term

** Sabbatical Leave, 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]
- ROBERT BROMLEY OXNAM† *Associate Professor of History*
 B.A. 1964 (Williams), M.A. 1966, Ph.D. 1969 (Yale) [1969]
- JAMES ROBERT BRADLEY *Associate Professor of Classics*
 A.B. 1957 (Trinity), A.M. 1959, Ph.D. 1968 (Harvard) [1970]
- MARJORIE VAN EENAM BUTCHER *Associate Professor of Mathematics*
Part-time
 B.A. 1947, M.A. 1949 (Michigan) [1956]
- HUGH STEPHEN OGDEN *Associate Professor of English*
 A.B. 1959 (Haverford), M.A. 1961 (New York), Ph.D. 1967 (Michigan) [1967]
- MICHAEL JOHN PRETINA, JR.† *Associate Professor of Modern Languages*
 A.B. 1962 (Fordham), Ph.D. 1967 (Yale) [1967]
- RALPH OWEN MOYER, JR. *Associate Professor of Chemistry*
 B.S. 1957 (Southeastern Massachusetts Technological Institute), M.S. 1963 (University of Toledo), Ph.D. 1969 (University of Connecticut) [1969]
- FRANK GLOYD KIRKPATRICK *Associate Professor of Religion*
and Director of IDP
 B.A. 1964 (Trinity), M.A. 1966 (Union Theological, Columbia), Ph.D. 1970 (Brown) [1969]

† Sabbatical Leave, Academic Year

* Sabbatical Leave, Trinity Term

- ANTHONY DAVID MACRO† *Associate Professor of Classics*
B.A. 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]
- RANDOLPH MITCHELL LEE *Associate Professor of Psychology
and Associate College Counselor*
B.A. 1966 (Trinity), M.S. 1969, Ph.D. 1970 (Massachusetts) [1970]
- DORI KATZ *Associate 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]
- CHARLES B. SCHULTZ *Associate Professor of Education*
B.A. 1951 (University of Pennsylvania), M.Ed. 1961 (Temple), Ph.D. 1970
(Pennsylvania State) [1971]
- HARVEY S. PICKER *Associate Professor of Physics*
S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]
- WILLIAM E. MARSH *Visiting Associate Professor of
Mathematics (Trinity Term)*
A.B. 1962, M.A. 1965, Ph.D. 1966 (Dartmouth) [1975]
- ELEANOR W. LEACH *Visiting Associate Professor of Classics,
Part-time*
A.B. 1959 (Bryn Mawr), M.A. 1960, Ph.D. 1963 (Yale) [1975]

ASSISTANT PROFESSORS

- ALAN CONDIE TULL *Chaplain and Assistant Professor of Religion*
B.A. 1955 (Stanford), S.T.B. 1958, Th.D. 1968 (General Theological) [1964]
- DIRK KUYK *Assistant Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [1970]
- WILLIAM THOMPSON BOWIE *Assistant Professor of Chemistry*
B.S. 1964 (Trinity), Ph.D. 1969 (Howard) [1971]
- RICHARD A. TAYLOR *Assistant Professor of Physical Education*
B.S. 1961 (Trenton State) [1971]
- WILLIAM MANLEY MACE *Assistant Professor of Psychology*
B.A. 1967 (Yale), Ph.D. 1971 (Minnesota) [1971]
- JAMES ARTHUR MILLER *Assistant Professor of English and
Intercultural Studies*
B.A. 1966 (Brown) [1972]

† Sabbatical Leave, Academic Year

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- DAVID A. ROBBINS *Assistant Professor of Mathematics*
B.A. 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 HUNTER *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 CHANNELS *Assistant Professor of Sociology*
B.A. 1966 (Hiram), M.S.W. 1968 (Univ. of Conn.), Ph.D. 1973 (Michigan State) [1972]
- 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]
- THOMAS A. REILLY *Assistant Professor of Political Science*
B.A. 1965 (Queens), M.A. 1967, Ph.D. 1972 (City University) [1971]
- SUSAN POMERANTZ§§ *Assistant Professor of Religion*
B.A. 1967, M.A. 1968 (DePauw), Ph.D. 1973 (Univ. of Durham, England) [1971]
- ANDREA BIANCHINI *Assistant Professor of Modern Languages*
B.A. 1965 (Barnard), M.A. (Columbia), Ph.D. 1973 (Rutgers) [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]
- MILLA B. RIGGIO *Assistant Professor of English*
B.A. 1962 (Southern Methodist), A.M. 1966, Ph.D. 1972 (Harvard) [1973]
- SONIA LEE *Assistant Professor of Modern Languages*
B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Mass.) [1973]
- MONA RABINEAU *Assistant Professor of Education*
B.S. 1950 (Simmons), M.A.T. 1952 (Radcliffe), Ed.D. 1966 (Harvard) [1974]
- ANDREW BAUM *Assistant Professor of Psychology*
B.S. 1970 (Univ. of Pittsburgh), Ph.D. 1973 (SUNY at Stony Brook) [1974]

† Sabbatical Leave, Academic Year

§§ Leave of Absence, Academic Year

- RICHARD J. HAZELTON *Assistant Professor of Physical Education*
B.A. 1966 (Marietta) [1974]
- MICHAEL PAUL SACKS *Assistant Professor of Sociology*
B.A. 1969 (Queens), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974]
- DAVID AHLGREN *Assistant Professor of Engineering*
B.S. 1964 (Trinity), M.S. 1973 (Tulane) [1973]
- JANE A. MILLSPAUGH *Assistant Professor of Physical Education*
B.S. 1970 (Springfield), M.A. 1973 (Trinity) [1973]
- JAMES LAWRENCE WEST *Assistant Professor of History*
A.B. 1966, M.A. 1968, Ph.D. 1975 (Princeton) [1971]
- C. BRENT HAROLD *Assistant Professor of English*
B.A. 1960 (Brown), M.A. 1966, Ph.D. 1968 (Stanford) [1975]
- EUGENE E. LEACH *Assistant Professor of History and
American Studies*
A.B. 1966 (Harvard), M.A. 1967 (Univ. of Michigan), Ph.D. 1975 (Yale) [1975]
- DAVID L. REINER *Assistant Professor of Mathematics*
B.S. 1971 (Univ. of Illinois), Ph.D. 1975 (Univ. of Minnesota) [1975]
- CRAIG W. SCHNEIDER *Assistant Professor of Biology*
B.A. 1970 (Gettysburg), Ph.D. 1975 (Duke) [1975]
- ROBERT TRUE CROSMAN *Visiting Assistant Professor of English,
Part-time*
B.A. 1963 (Univ. of California, Berkeley), M.A. 1965, Ph.D. 1971 (Columbia) [1975]
- HENRY NICHOLAS HANSON *Visiting Assistant Professor of Physics*
M.S. 1968 (Miami Univ.), Ph.D. 1975 (Brown) [1975]
- RAYMOND BARGLOW *Visiting Assistant Professor of Philosophy*

INSTRUCTORS

- JAMES RONALD SPENCER *Instructor in History and Dean of Students*
B.A. 1964 (Trinity), M.A. 1966 (Columbia) [1968]
- JUDY DWORIN *Instructor in Dance*
B.A. 1970 (Trinity), [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.M. 1969 (Northwestern) [1972]
- JUDITH ROHRER *Instructor in Fine Arts*
A.B. 1965 (Stanford), M.A. 1968 (Columbia) [1973]

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- EUNICE JOAN BELGUM *Instructor in Philosophy*
B.A. 1967 (St. Olaf), M.A. 1969 (Harvard) [1974]
- THOMAS CHAMP *Instructor in History and Intercultural Studies*
A.B. 1970 (Rutgers), M.A. 1972 (Univ. of Rochester) [1974]
- STEVEN LEE CHRISTOPHERSON *Instructor in Education*
B.A. 1970 (Stanford) [1974]
- LARRY ALLEN FADER *Instructor in Religion*
B.S. 1968 (Columbia), M.A. 1971 (Temple) [1974]
- MARY McNALLY *Instructor in Economics*
B.A. 1965 (George Washington), M.A. 1968 (Univ. of Conn.) [1974]
- WILLIAM PUKA *Instructor in Philosophy*
A.B. 1966 (Hofstra), M.A. (Rutgers), M.A. (Brown) [1974]
- ROGER D. SHOEMAKER *Instructor in Theatre Arts*
B.A. 1968 (Yale), M.F.A. 1974 (Catholic Univ.) [1974]
- CHARLES WILSON LINDSEY, III *Instructor in Economics*
B.S. 1965, M.A. 1971 (Univ. of Texas) [1975]
- LEONARD L. TSUMBA *Instructor in Economics*
B.S. 1968 (Georgetown), M.A. 1970 (Howard) [1975]
- DIANE CATHERINE ZANNONI *Instructor in Economics*
B.A. 1971 (Villanova), M.A. 1973 (SUNY at Stony Brook) [1975]
- STEPHANIE WOODARD *Instructor in Dance, Part-time*

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

- 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 of Students
 B.A. 1968 (Univ. of Bridgeport) [1971]
- PETER ARMSTRONG *Lecturer in Music*
 B.Mus. 1968 (Emerson), M.M.A. 1972 (Yale) [1973]
- SHEILA SOMERS RINEHART *Lecturer in Art History*
 [1975]
- JACOB NEUSNER *Visiting Lecturer in Religion*
 A.B. 1953 (Harvard), M.H.L. 1960 (Jewish Theological Seminary of America)
 Ph.D. 1960 (Columbia) [1975]

ARTISTS IN RESIDENCE

- ROBERT A. CALE *Visiting Artist in Studio Arts*
 B.F.A. 1964 (R.I. School of Design) [1972]
- JOHN D. FERGUSON *Artist in Residence (Studio Arts)*
 B.F.A. 1968 (Univ. of Illinois), M.F.A. 1971 (Rinehart School of Sculpture) [1974]
- RISA JAROSLOW *Guest Artist, Dance*
- WENDY PERRON *Guest Artist, Dance*

ASSISTANT

- JOHN H. WOOLLEY *Assistant in Theatre Arts*
 B.F.A. 1970 (The Art Institute of Chicago, The Goodman Theatre)

TRINITY COLLEGE FACULTY EMERITI

- STERLING BISHOP SMITH *Scovill Professor of Chemistry, Emeritus*
 Ph.B. 1920, M.S. 1923 (Yale), Ph.D. 1927 (New York University) [1923, 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]
- HAROLD LAIRD DORWART *Seabury Professor of Mathematics and Natural Philosophy, 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]
- JOHN CORWIN EMERSON TAYLOR *Professor of Fine Arts, Emeritus*
B.A. 1926, M.A. 1940 (Yale) [1941, Ret. 1970]
- ALBERT MERRIMAN *Associate Professor of Classics, Emeritus*
B.A. 1933, M.A. 1937 (Harvard) [1948, 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]
- MAURICE CURTIS LANGHORNE *Professor of Psychology, Emeritus*
B.A. 1925, M.A. 1926 (Washington and Lee), Ph.D. 1932 (Ohio State) [1959, Ret. 1972]
- DANIEL BOND RISDON *Associate Professor of English, Emeritus*
B.A. 1930 (Amherst), M.A. 1938 (Trinity), M.A. 1947 (Yale) [1936, Ret. 1972]
- RANDALL WILLIAM TUCKER *Associate Professor of Economics, Emeritus*
B.A. 1939 (Northeastern), M.B.A. 1942 (Chicago) [1946, Ret. 1972]
- JAMES WENDELL BURGER *J. Pierpont Morgan Professor of Biology, Emeritus*
B.A. 1931 (Haverford), M.A. 1933 (Lehigh), Ph.D. 1936 (Princeton) [1936, Ret. 1975]
- KENNETH WALTER CAMERON *Associate Professor of English, Emeritus*
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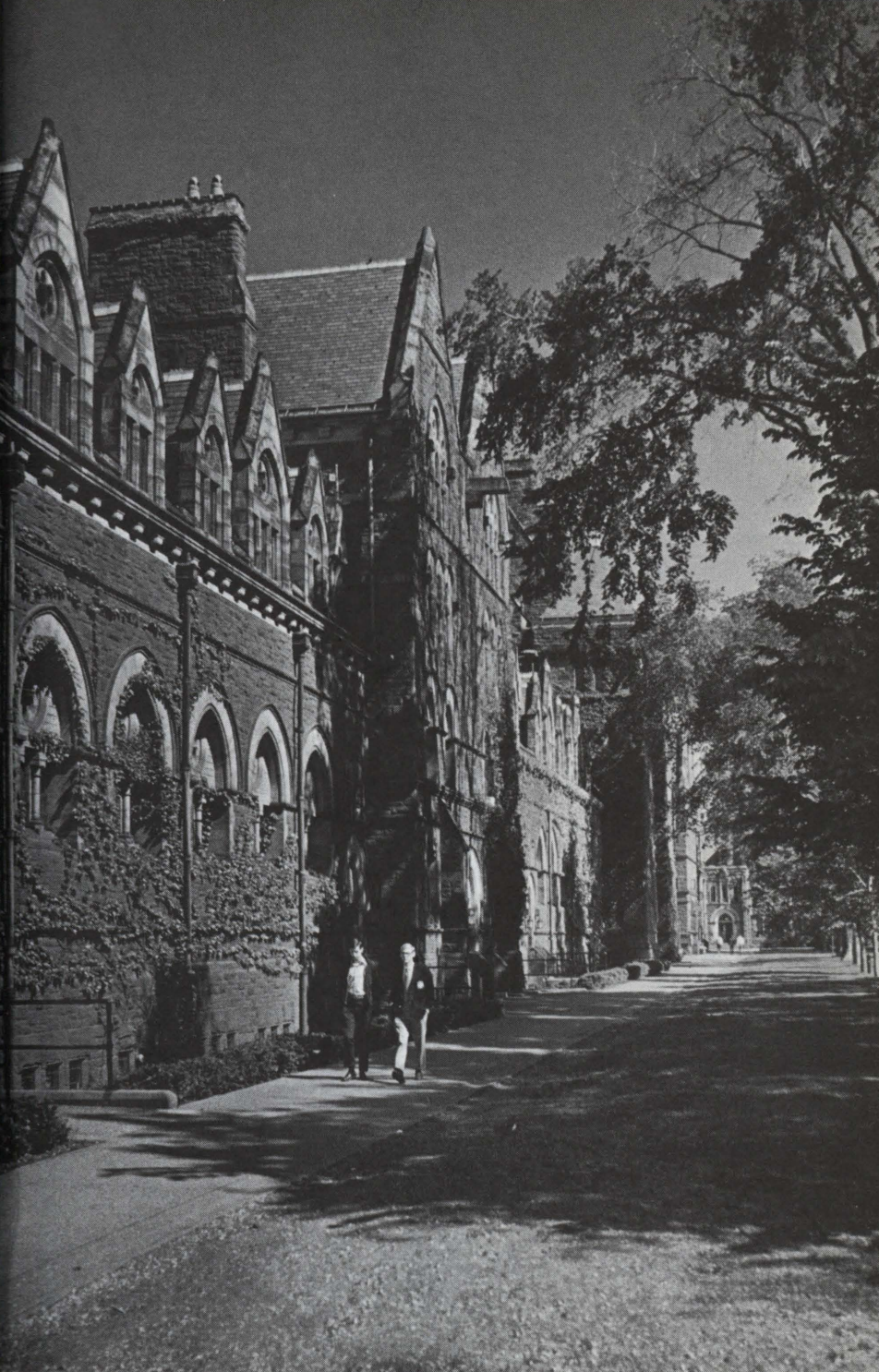
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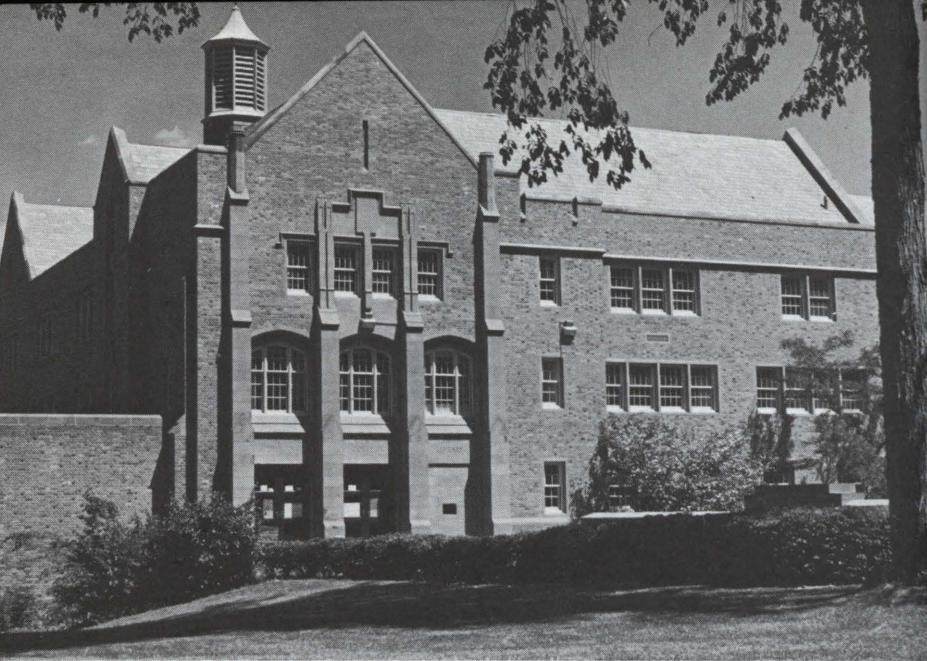
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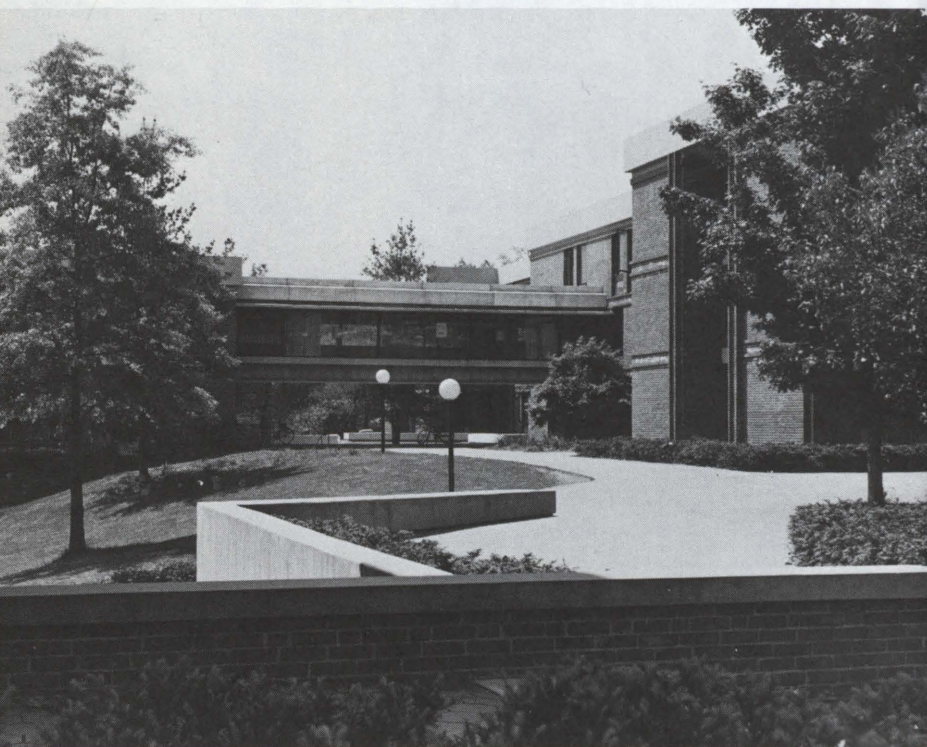
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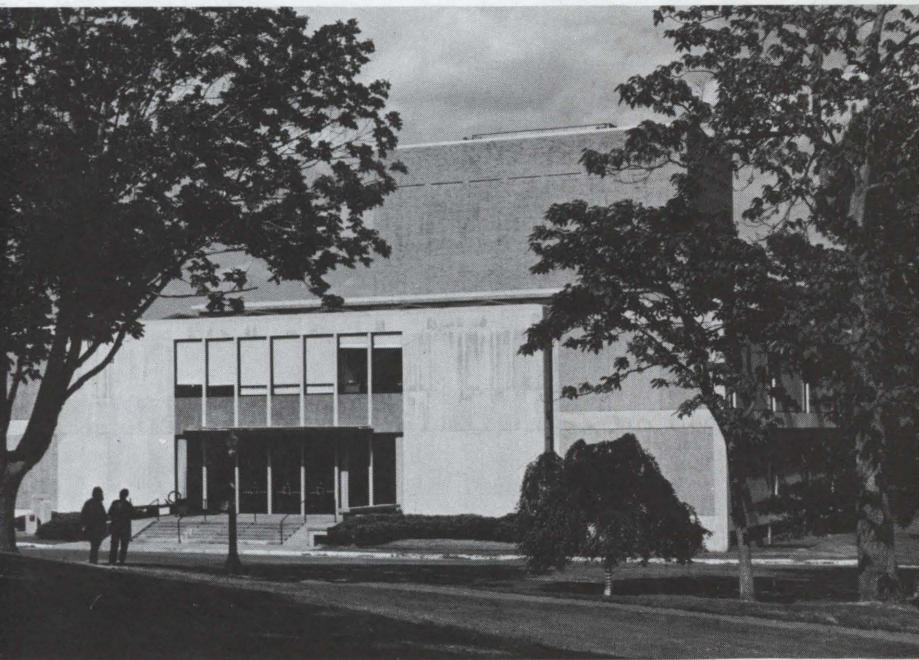
Library



South Campus Dorms



McCook Math-Physics Center

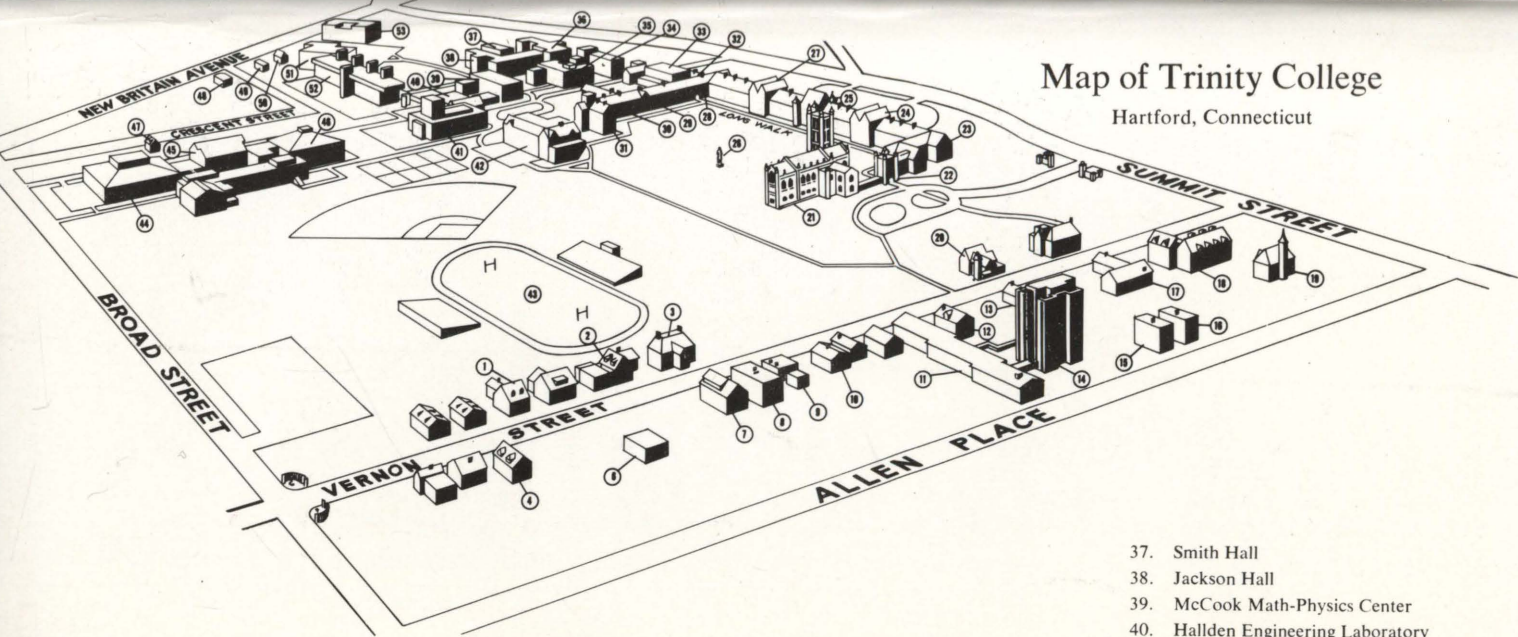


Austin Art Center



Map of Trinity College

Hartford, Connecticut



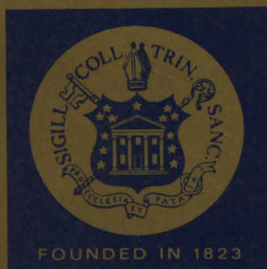
1. Dean for Community Life (Residence)
2. Alumni and Public Information Offices
3. Psi Upsilon
4. 70 Vernon St.
6. 76 Vernon St.
7. 86-88 Vernon St.
8. 90-92 Vernon St.
9. Pi Kappa Alpha
10. Delta Kappa Epsilon
11. North Campus Dormitory
12. The Black House

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 (Krieble 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

Mr. Peter Knapp
Library



TRINITY COLLEGE
Hartford, Connecticut 06106
