DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Williamstown, Massachusetts 01267. The telephone number is (413) 458-7131 for all departments.

Correspondence concerning matters of general interest to the College should be addressed to the President.

Other inquiries should be addressed to the officers named below:

- Admission of students
- Alumni matters
- Business matters
- Catalogs and brochures
- Graduate study
- Scholarships and financial aid
- Student affairs
- Transcripts and records

Director of Admissions
Secretary of the Society of Alumni
Treasurer
Director of Admissions
Chairman of the Committee on Graduate Study
Director of Financial Aid
Dean of the College
Registrar

The corporate name of the College is The President and Trustees of Williams College.

VISITS TO THE COLLEGE

Visitors are welcomed at the College and student guides are available throughout the year at the Admissions Office on the main floor of Hopkins Hall. If a visitor wishes to see a specific member of the administration or faculty, it is essential to arrange in advance for an appointment. The administrative offices are in Hopkins Hall. A map of the campus is to be found in the back of this catalog.

Williamstown is most conveniently reached by automobile. A map showing connections with main transportation arteries is to be found in the back of this catalog. A bus from New York City is operated by the Eastern Greyhound Lines and departs from the Port Authority Bus Terminal. A bus from Boston is operated by the Englander Coach Lines and departs from the Greyhound Bus Terminal.

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WILLIAMS COLLEGE

BULLETIN

CATALOG NUMBER
APRIL 1970

WILLIAMSTOWN, MASSACHUSETTS
ON LIBERAL ARTS EDUCATION

"Young men now entering college, if given their biblical life span — and who knows what more or less than three score and ten? — will be carrying responsibilities well into the twenty-first century of the Christian era. No one can pretend to more than a guess at what they will then be called upon to comprehend. This much we do know: that no training in fixed techniques, no finite knowledge now at hand, no rigid formula they might be given can solve problems whose shape we cannot yet define. Nor have they time to waste in pursuit of transitory expedients, the ephemeral, the shallow or the merely popular.

"The most versatile, the most durable, in an ultimate sense the most practical knowledge and intellectual resources which they can now be offered are those impractical arts and sciences around which a liberal arts education has long centered: the capacity to see and feel, to grasp, respond and act over a widening arc of experience; the disposition and ability to think, to question, to use knowledge to order an ever-extending range of reality; the elasticity to grow, to perceive more widely and more deeply, and perhaps to create; the understanding to decide where to stand and the will and tenacity to do so; the wit and wisdom, the humanity and the humor to try to see oneself, one's society and one's world with open eyes, to live a life usefully, to help things in which one believes on their way. This is not the whole of a liberal arts education, but as I understand it, this range of goals is close to its core."

From the Induction Address of
President John Edward Sawyer
October 8, 1961
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STATEMENT OF OWNERSHIP, 
MANAGEMENT AND CIRCULATION FOR 
WILLIAMS COLLEGE CATALOG 

As required by the Act of Congress, 
October 23, 1962 
(Section 4369, Title 39, United States Code)

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8. Owner: President and Trustees of Williams College, Hopkins Hall, Williamstown, Mass. 01267
9. None.

I certify that the statements made by me above are correct and complete.

John M. Hyde 
Editor
FOREWORD

Williams College is an independent, privately endowed, liberal arts institution. The establishment in 1791 of a "free school" by the will of Colonel Ephraim Williams led to the founding of the College in 1793. The growth of Williams from these beginnings to its present stature as an institution nationally known for academic excellence is traced in the history of the College given on pages 9-13.

Williams is fortunate in having a beautiful natural setting. It is situated in Williamstown, a small, two-hundred-year old, residential community in the Berkshire Hills of western Massachusetts. A map of the surrounding area will be found at the back of this catalog.

The College is supported mainly by the gifts of its alumni and friends, and the present endowment at book value is $50,042,954; at market value it is $61,566,930. The College has facilities for about 1,250 students. Approximately 25 per cent of the undergraduates come from New England, 40 per cent from the Middle Atlantic States, 17 per cent from the North Central, and the remainder from other states and foreign countries.

The curriculum at Williams is characterized by its freedom of course election, insistence on diversity, and emphasis on concentration in a major subject. The College seeks to develop in the student those qualities of mind and character which encourage creative, independent, responsible thought and a taste for intellectual adventure. The particular intellectual interests and abilities of the individual are considered of utmost importance, but the College insists on a broad general education and requires that each student become familiar with areas of knowledge outside his own special interests. The first two years are devoted primarily to the discovery of interests and the testing of capacities. The last two years emphasize concentration in a major field but allow for continued pursuit of interests in other areas. Details of the curriculum are described on pages 73-84.

The curriculum permits a student with definite professional objectives to acquire solid preparation for advanced study at a graduate or professional
school; and it also enables those with indefinite plans to explore and test their individual interests and abilities. The general plan of study is made as flexible as possible in order to accommodate those changes in post-college objectives which frequently develop in the course of college experience. Most graduates of Williams continue their studies in graduate or professional schools.

Williams recognizes that the total environment of the college community is in itself a powerful educator. To this end, care is taken to see that the intellectual, spiritual, and physical needs of the students are adequately met. Although Williams is non-sectarian, religious activities have always been important in the life of the College. A full program of extracurricular activities—social, dramatic, musical, and athletic—is within the reach of all students. But the emphasis is on the unique influences of a college: those of the classroom and the library.

Admission to Williams is competitive. The College is particularly interested in young men and women of demonstrated ability and motivation for higher education; who will seek knowledge for themselves and not merely passively attend classes in the expectation of being “instructed”. Admission procedures and requirements are described fully on pages 19-26.

Opportunities for superior students are of particular interest. (See pages 76,77.) In order to encourage students of superior ability and attainment to undertake demanding academic programs, the College relaxes many of its ordinary requirements. Freshmen with superior secondary school records in a particular subject may be permitted to enroll in advanced courses. Freshmen who have performed satisfactorily in college-level secondary school courses and on the examinations of the Advanced Placement Program (see page 21) are placed in advanced courses. Furthermore, they may be permitted to undertake extra courses at Williams and at approved summer schools and thus earn the B.A. degree in fewer than the normal four years.

Juniors and seniors of superior initiative and ability are given opportunity to exercise originality and responsibility as scholars by participating in departmental programs of special honors courses, by writing honors theses, or by combining these two approaches to the degree with honors.

The counseling services (see pages 57-61) are an important part of the education program at Williams. Through academic and personal counseling the College endeavors to help each student to gain the maximum benefit from the educational opportunities offered by the College. A faculty ad-
viser checks each freshman’s registration during Freshman Days and is available for advice and consultation throughout the freshman year. Thirty-six members of the junior class live in the freshman dormitories and provide assistance. Upperclassmen find the faculty associates of the residential houses helpful. Since most classes are small and the ratio of students to faculty is low, there are many opportunities for informal counseling by classroom instructors.

The facilities and equipment of the College are maintained at a high level of serviceability. The libraries, laboratories, and special facilities of the College are described on pages 41-52, and a map of the campus is provided at the back of this catalog. The libraries include a basic collection of 316,000 volumes and over 100,000 unbound United States public documents. In the Chapin Library, over 16,000 rare books, manuscripts, and 4,500 reference books are to be found. The Williams College Museum of Art houses a notable collection, and the resources of the Clark Art Institute are conveniently available.

Williams is a residential college. Housing accommodation is provided in the college dormitories and in fourteen residential houses. Freshmen are housed together, principally in four dormitories, and take their meals in the freshman dining room of Baxter Hall. Procedures for room applications by newly admitted students are detailed on page 24. Upperclassmen are members of residential houses, where they dine and live. Freshmen will be affiliated with these houses mid-way in the year.

Tuition at Williams is currently $2,000 a year. Overall college expenses on a minimum normal budget are estimated at about $3,990. Details of expenses are given on pages 27-29.

Scholarships and other means of financial aid are given special emphasis. Limited resources should not discourage a prospective college candidate from making application. At least one freshman in four receives a scholarship on entrance, and approximately $675,000 in financial aid will be awarded to undergraduates during 1969-70.

Among the many forms of student aid available, several special scholarships are of particular interest. The Alfred P. Sloan National Scholarships are awarded to a number of unusually well-qualified freshmen. These scholarships provide for annual grants up to $2,000 and they may be renewed annually for the entire four years. The Tyng Foundation Scholarships, open to gifted students throughout the country, are scaled to need with a view to
defraying all necessary expenses at Williams. Provision is also made for
continuing these awards in order to finance up to three years of graduate
study for deserving scholars. The full program of Scholarships and Finan-
cial Aid will be found on pages 30-40.

Undergraduate activities center in the residential houses and in Baxter
Hall, the student union with facilities resembling those of a club. The
organization of these activities is explained on pages 62-70. Special in-
terest attaches to the system of self-government, which extends into every
phase of college life; and to the honor system, which has operated at Williams
for over half a century (see page 265). Examinations are not proctored.
The integrity of every student is assumed.
The chartering of Williams College in 1793 was an act of faith and certainly an act surpassing the modest intentions of Colonel Ephraim Williams, for whom the College is named.

Colonel Williams had not intended to found a college. Enroute with his regiment of Massachusetts militia to join battle with the French and Indians at Lake George, the Colonel had tarried long enough in Albany to write his last will and testament on July 22, 1755. In it he bequeathed his residuary estate for the founding and support of a free school in West Township, where for some years he had commanded a detachment of militia at Fort Massachusetts, farthest outpost of the province. The will stipulated that West Township, then in dispute between Massachusetts and New York, must fall within Massachusetts and that the name of the township must be changed to Williamstown, if the free school was to be established at all.

On September 8, 1755, Colonel Williams was killed at the Battle of Lake George. On October 26, 1791, after many delays, fifteen scholars were admitted to the free school in Williamstown. Within a year the trustees, not content with the original modest design of the founders, were captivated by the idea of creating a college where, as they put it, "young gentlemen from every part of the Union" might resort for instruction "in all the branches of useful and polite literature". The proposal was extremely ambitious, to be sure, but ambition was a common American ailment. England did not develop a third university until the nineteenth century; Williams was the twenty-first institution of higher learning to flower in the onetime British colonies, the second in Massachusetts, the sixth in New England. On June 22, 1793, the Commonwealth of Massachusetts granted a charter to Williams College.

I

The bold decision to plant a college in the wilderness betrayed the intentions of Colonel Williams; yet the new vision had been fed by the same sort of dreams that had led Ephraim Williams to see a school and a comfortable community where only a military outpost had stood. The early trustees and the legislature of the Commonwealth were to be remembered for their foresight, but in the decades after 1793 they had reason to acknowledge that the soil they had chosen was stubbornly uncongenial—so uncongenial, in fact, that for many years the trustees of Williams spent more time and energy in trying to close the College than in keeping it open.
History of the College

In 1819 they petitioned to move the College to Northampton, and in 1821, having been spurned by the legislature, President Zephaniah Swift Moore took matters into his own hands. Convinced that almost everything about Williams was impossible—its location, its funds, its enrollment—he led a group of students over the mountains into the Connecticut valley. There he became their president once again, at the struggling new college known as Amherst. As for Williams, one member of the senior class wrote home to his father: “It remains for us to say whether it shall die suddenly, or whether it shall linger along for two or three years.”

In the past the public had come to the support of the institution. A lottery furnished funds essential to the opening of the free school. A public subscription was the answer of Berkshire County to the threat of removal in 1819. What saved the College in 1821 was the willingness of the Reverend Edward Dorr Griffin to take the job of president and the determination with which he drew upon the College’s reputation for religious conservatism to collect much-needed funds. By 1828 the Reverend Griffin could be seen standing in the middle of Main Street, supervising the construction of a handsome new building, housing a chapel, a library, and classrooms, a testament to his confidence and his skill. The building is now known as Griffin Hall.

The College which had been taking shape under Griffin and his predecessors was not unlike many other New England colleges where the classical curriculum and a moral atmosphere served as the basis for training young men for professional life. The College turned out its share of clergymen, doctors, lawyers, and teachers, serving the needs of western Massachusetts and surrounding communities in New York and Vermont. But Williams was not yet a place to which “young gentlemen from every part of the Union” resorted. In fact, Nathaniel Hawthorne, attending the commencement exercises in 1838, jotted in his notebook some observations on the Williams students he saw there: “Country graduates— rough, brown-featured, schoolmaster looking... A rough hewn, heavy set of fellows from the hills and woods in this neighborhood; unpolished bumpkins, who had grown up as farmer-boys.”

Williams seldom knew financial security until the end of the nineteenth century. But it did have assets that enabled it to develop into a proto-type of the small New England liberal arts college. Scenery, a reputation for moral soundness, a loyal body of alumni, and a devoted faculty went a long way toward compensating for inadequate funds.

Of the scenery, Thoreau remarked, after a visit in 1839, “It would be no small advantage if every college were thus located at the base of a mountain.” For Thoreau the location of Williams was “as good at least as one well-endowed professorship.” In the early years the religious reputation of the
College depended on the essential orthodoxy of its presidents and faculty. It gathered strength from the famous episode of the “haystack meeting” in the summer of 1806. Five Williams undergraduates, seeking to continue their prayers and conversations in spite of a sudden thunderstorm, retired from a grove of trees to the shelter of a nearby haystack, where they were inspired to launch the great adventure of American foreign missions. The College’s reputation for soundness in religion benefited, too, from the fact that its extremely informal ties with the Congregationalists saved it from the sometimes stifling stranglehold of an organic denominational connection.

During a crisis in the affairs of the College in 1821, a group of alumni met in Williamstown and organized the Society of Alumni, dedicated to the future welfare of the College. Their action gave Williams the distinction of organizing the first college alumni society in history. Alumni loyalty was rewarded when, in 1868, the College provided for official alumni representation on the board of trustees, an act of recognition in which only Harvard, among American colleges, anticipated Williams.

II

But essentially the College has built its reputation around teachers and teaching. Mark Hopkins, who was a Williams professor from 1830 to 1887 and president of the College from 1836 to 1872, has become a symbol of this emphasis. In American education Hopkins pioneered in making the student the center of the educational experience, and he did it so well that one of his former students, U. S. President James A. Garfield, immortalized his achievement in an aphorism which has passed into the lore of American education: “The ideal college is Mark Hopkins on one end of a log and a student on the other.” The Hopkins tradition has become one of the College’s great assets. It has been perpetuated in the lives of generations of teachers.

Scenery, a reputation for building sound character, loyal but not especially affluent alumni, and devoted teachers could keep the College open, but like most other colleges Williams did not experience growth and prosperity until the closing decades of the nineteenth century. The scenery, of course, remained constant, but it developed into an even greater asset as the United States became more urbanized and industrialized. Williams was still a country college: a Massachusetts court decision of 1888 declared that cows owned by the college were tax exempt. The discovery that businessmen could profit from liberal education sent college enrollments upward as the century drew to a close; now more Williams alumni were men of affairs, fewer were clergymen. By 1906, of all the colleges in New England, Williams drew the largest percentage of students from outside New England.

From 1793 through 1870 the Commonwealth of Massachusetts appro-
appropriated for Williams College over $150,000, a sum of such importance that Mark Hopkins himself observed that he did “not see how the College could have got on” without state aid. A new and more dependable source of financial support was developed as the century drew to a close. In the 1890’s Frederick Ferris Thompson of the Class of 1856 became the first of many individuals to supersede the Commonwealth as the largest benefactor of the College.

III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide-option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle in the twentieth century.

The College has grown slowly through the years. The increase in students and faculty and changes in the curriculum have made necessary increases in the endowment. Colonel Williams’ original bequest of $11,277 has grown by additional gifts and bequests to about $50,042,954 at book value.

Remarkable as this growth in resources may seem, a continuing challenge remains to provide the required additions to endowment and new physical facilities which the future demands of a first rank liberal arts college. Accordingly, after two years of intensive planning, and with an acknowledgment of its history and traditions, the College in October, 1963, launched the $14,000,000 first phase of the 175th Anniversary Fund. With the notable assistance of a $2,500,000 challenge grant by the Ford Foundation, that effort raised $16,000,000 by June, 1966, two thirds of which was for endowment. The College is now in Phase II of the 175th Anniversary Fund and is seeking $11,700,000 more to complete its decade objectives for endowment and plant. Again, two thirds of the funds are for endowment. New buildings in the Phase II goals include a major addition to the Library, new residential housing, and a new basketball court.
The studies of the College’s past and its plans for the future that led to the announcement of the 175th Anniversary Fund also paralleled several other changes at Williams. Following the 1962 decision of the Board of Trustees, the College has now assumed responsibility for feeding, housing and providing social facilities for all undergraduates.

Aided by a Ford Foundation grant, Williams has entered a ten-year program under which it is admitting 10 percent of the freshmen whose human promise and recommendations exceed their paper records and formal test scores. With the generous assistance of a special gift from an interested foundation, in November, 1963, Williams acquired title to the 1000-acre Mt. Hope Farm property in Williamstown, in a step designed to allow the orderly development of a major resource, to preserve the character and beauty of the community, and to strengthen the Town’s economy.

In 1967-68 Williams inaugurated a new curriculum designed to enlarge the opportunities for individual initiative while lowering the pressures of quantitative requirements. Its principal innovations are a reduction of the standard course requirements from five to four courses for the regular semesters, balanced by two distinctive features: (1) a month-long Winter Study Program which comes between the two semesters and during which a student pursues a single subject in depth on a pass-fail basis; and (2) the option of taking a fifth course during the regular semesters, also on a pass-fail basis. The current curriculum also provides opportunity for study of the non-Western world and encourages a research-oriented, interdisciplinary approach to the study of science. The latter program was expanded by the opening in the academic year 1967-68 of the Bronfman Science Center.

After extensive study by students, faculty, and Trustees, the Trustees voted in June of 1969 that Williams become coeducational. Although women have been attending Williams through the Exchange Program since the spring of 1969, the first women candidates for degrees, in the history of the College, were admitted in the spring of 1970. Of the ninety girls on campus in 1970 through 1971, half are transfers and half are Exchange girls. In the fall of 1971 the first 100 to 125 freshmen women will be admitted.

In spite of change the guiding spirit of the College has not wavered from the statement expressed by Mark Hopkins in his inaugural address of 1836: “We are to regard the mind, not as a piece of iron to be laid upon the anvil and hammered into any shape, nor as a block of marble in which we are to find the statue by removing the rubbish, nor as a receptacle into which knowledge may be poured; but as a flame that is to be fed, as an active being that must be strengthened to think and to feel — and to dare, to do, and to suffer.”
PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., L.H.D., LL.D., 1934-1937
John Edward Sawyer, M.A., LL.D., Litt.D., 1961-
TRUSTEES 1969-1970

John Edward Sawyer, M.A., LL.D., Litt.D., President
Talcott M. Banks, LL.B., Lincoln, Mass.
James A. Linen, L.H.D., LL.D., Greenwich, Conn.
John E. Lockwood, LL.B., Bedford, N.Y.
Bruce McClellan, L.H.D., Litt.D., Lawrenceville, N.J.
Clarke Williams, Ph.D., D.Sc., Bellport, N.Y.
James W. Stevens, M.B.A., New York, N.Y.
Harding F. Bancroft, LL.B., LL.D., New York, N.Y.
W. Van Alan Clark, Jr., M.S., Marion, Mass.
Nicholas H. Holmes, M.D., Chillicothe, Ohio
John W. Chandler, Ph.D., LL.D., L.H.D., Clinton, N.Y.
Dickinson R. Debevoise, LL.B., Short Hills, N.J.
William M. Boyd, II, M.S., Brooklyn, N.Y.
Charles A. Foehl, Jr., LL.B., Secretary
Samuel C. Brown, Assistant Secretary

TRUSTEES EMERITI 1969-1970

James B. Forgan, LL.D., Lake Forest, Ill. (1943-1960)
Frederick V. Geier, B.A., LL.D., Cincinnati, Ohio (1953-1963)
Willard N. Boyden, B.A., Lake Forest, Ill. (1960-1967)

*Deceased January 26, 1970
TRUSTEE COMMITTEES FOR 1969-1970


Committee on Instruction: Talcott M. Banks, Chairman, James A. Linen, John E. Lockwood, Bruce McClellan, Clarke Williams, Harding F. Bancroft, John W. Chandler.


Committee on Degrees: James A. Linen, Chairman, Talcott M. Banks, John E. Lockwood, Harding F. Bancroft.


Development Committee: David P. Close, Chairman, Ferdinand K. Thun, Alfred E. Driscoll, William H. Curtiss, Jr., Preston S. Parish, William H. Doughty, James W. Stevens, Harding F. Bancroft, Philip H. Hoff, Nicholas H. Holmes, Edward L. Stanley, Director of Alumni Relations and Director of Public Information John W. English, Vice President for Administration and Treasurer Charles A. Foehl, Jr., Vice President-Finance and Development Samuel C. Brown, Director of Development Willard D. Dickerson, Secretary

Committee on Coeducation: Harding F. Bancroft, Chairman, John W. Chandler, W. Van Alan Clark, Jr., Dickinson R. Debevoise, Philip H. Hoff, Preston S. Parish, William M. Boyd, II.

*The President is an ex-officio member of all Trustee Committees
ADMISSIONS

New students are admitted only for the semester beginning in September.

Under present conditions, only a few men or women who have completed one or two years with a good record at an accredited two or four year college may be considered as transfers.

General Basis of Selection

The Committee on Admissions selects from the candidates for admission to the freshman class those young men and women thought to be best qualified to profit from the educational opportunities offered by the College.

The Committee considers the following factors:

1. Evidence of high motivation for intellectual pursuits and a seriousness of purpose.
3. The recommendation of the school’s principal, headmaster, or the student’s counselor.
4. The results of the College Entrance Examination Board Scholastic Aptitude Tests (see below).
5. Character, dependability, and leadership in curricular, extracurricular, and community affairs.

Admission Requirements

1. Candidates for admission are required to complete the college preparatory course at a secondary school with grades sufficiently high to warrant recommendation by the school for college study.

2. All candidates for admission are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. It is assumed that this will be done in the candidate’s senior year in November, December or January. (Those candidates accepted by Williams under the Early Decision Program are not required to re-take the S.A.T.). In addition each candidate anticipating a continuation of his foreign language study is requested to submit the results of a C.E.E.B. Achievement test in that foreign
Admissions

language (ancient or modern). This test may be taken at any time and the results are used by the language departments to help determine proper placement. In some cases the Admissions Committee will require candidates to take other College Board Achievement Examinations in their senior year.

Arrangements to take these tests are usually made through the student’s secondary school. Application blanks for the Scholastic Aptitude Test and a bulletin containing general information about this test may also be obtained from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey 08540 (Candidates from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming should write the College Entrance Examination Board, P. O. Box 1025, Berkeley, California 94701.) The application blank must be returned to the College Entrance Examination Board together with the required fee.

(3) Williams feels that a personal interview is of value both to the candidate and to the College. Accordingly, each candidate for admission is requested to arrange for an interview as early as possible before March 1 by writing to the Director of Admissions. A visit to Williamstown is strongly recommended. An appointment should be arranged in advance with the Admissions Office. If a trip to Williamstown is not feasible, the Admissions Office may be able to arrange an interview at the applicant’s school or through regional alumni associations. If the Admissions Office finds that it is not possible to arrange an interview, the candidate’s opportunity for admission will in no way be prejudiced.

(4) A student who enters Williams is expected to have a good command of at least one foreign language, ancient or modern. For admission to the College, four years of study of one language is strongly recommended; three years of satisfactory work will be accepted in an otherwise promising record. A candidate with less than three years of work in one language will be admitted only under special circumstances.

Recommended Preparation

The Committee on Admissions is more interested in the quality of a student’s work and in his general promise and seriousness of purpose than in counting his units in specifically required subjects. It is assumed that all applicants for admission will have studied English for four years and mathematics for at least three years. The study of one foreign language for three or, preferably, four years is strongly recommended. In addition, candidates for admission will ordinarily have studied one or more courses in history and one or more courses in science.
Williams looks favorably upon candidates who have pursued special projects or topics within their schools or communities where the experience may not be measured by standard criteria. Of primary interest is what the student has gained from such an experience and how it has demonstrated his initiative, resourcefulness and commitment.

Applicants for admission who are considering a pre-engineering emphasis within a liberal arts program should present for entrance credit one year of chemistry, one year of physics, and four years of mathematics, including trigonometry. See pages 86, 87.

Those students wishing to offer more varied or specialized courses for entrance should discuss them with the Director of Admissions to determine how they may be adjusted to the Williams curriculum.

Admission With Advanced Placement

Williams College subscribes to the purposes of the Advanced Placement Program, which is administered by the College Entrance Examination Board. The aims of this program are to give superior students the opportunity to undertake college-level courses in secondary school, to reduce duplication in college of work done in school, and to increase for these students the opportunity to take advanced work in college. If applicants enrolled in secondary schools which are participating in this program have had the equivalent of a one-year college-level course in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, or Spanish, they are eligible to take the appropriate examinations given by the College Entrance Examination Board. The examinations are administered to students by their schools in May.

The applicant should request the College Entrance Examination Board to send the results of these tests to the Registrar. The results, the examination papers themselves, and the report from the student’s school will be reviewed carefully by the appropriate departments. Qualifying students will be given the opportunity of placement in advanced courses not ordinarily open to freshmen. On arrival at the College, applicants will be notified of the departmental decisions by the Registrar.

In addition to the participants in the Advanced Placement Program, freshmen with superior records in particular subjects may be permitted to enroll in advanced courses.

Questions about advanced placement should be directed to the Registrar or the Dean of Freshmen.

Scholarships and Financial Aid

Prospective freshmen who wish to obtain financial aid should so indicate
when making preliminary application for admission and should address all inquiries regarding scholarships to the Director of Admissions. A statement of general policy in awarding scholarships is to be found on page 30 under “Scholarships and Financial Aid”.

Application Procedure

(1) Preliminary Application. All applications to Williams are initiated by completing a preliminary application form, which may be filed at any time. (A preliminary application form may be found in the back of this catalog.) Early application is advised, though priority is not a factor in selection. It is doubtful whether the Admissions Committee will be able to consider final applications which result from preliminary applications filed after February 1 preceding the fall of entrance.

(2) Application Form. In mid-September of the senior year final applications and school transcript forms are mailed directly to all candidates who have submitted a preliminary application form. Students filing preliminary cards after that date will be sent final forms at once.

The final application form should be accompanied by a check or money order for $15 to cover the non-refundable application fee. Final applications should be completed by February 15.

(3) Application for Financial Aid. Each applicant indicates on the preliminary application form whether or not he or she is applying for financial aid. Williams participates in the College Scholarship Service of the College Entrance Examination Board, and uses its forms. These Parents’ Confidential Statements are available at the applicant’s secondary school. In addition, financial aid applicants will be required to complete a brief form. Scholarships and financial aid are discussed in detail on page 30.

(4) School Transcript and Recommendation. It is the candidate’s responsibility to have the school mail the transcript and recommendation forms directly to Williams. The College will contact the school for supplementary and final grade reports.

(5) Arrangements for Aptitude and Achievement Tests. Aptitude and Achievement Tests are usually arranged for at the applicant’s school (see page 20).

(6) Arrangements for Advanced Placement Tests. (Page 21.) Advanced Placement Tests are arranged at the applicant’s school and are taken in May of the senior year. The applicant should request the College Entrance Examination Board to send the results of the tests to the Registrar.

(7) Interview. Whenever possible candidates should request the
Director of Admissions to arrange a personal interview (page 20). Interviews should be completed by March 1.

(8) EARLY DECISION. The Admissions Committee will make a formal early commitment to a number of candidates each fall whose academic performance through the junior year, school recommendations, results of College Board Examinations, and overall promise for college performance are clearly superior. When filing for Early Decision candidates must state in writing that they wish to be considered under the Early Decision Plan and that Williams is their only first choice College. Early Decision candidates may file other applications with the understanding that all such applications will be withdrawn immediately upon acceptance by Williams under Early Decision.

Williams subscribes to the Early Decision Plan Agreement of the College Entrance Examination Board on the “first choice” option. Candidate should file personal data applications early in the fall and no later than November 1. All other supporting credentials should be received in time for action and notification by December 1. Applicants for financial aid will be notified of the amount of their award at the time they receive their Early Decision acceptance, provided all financial aid forms are complete.

Approximately one third of the class will be accepted on early decision and if the Committee is unable to reply favorably to an application in the fall, it does not mean that a candidate may not be accepted in the regular reading. All candidates for early decision who are not accepted in the fall reading will automatically be fully considered in the regular reading, beginning in February, for the mid-April notification date.

Early Decision acceptance is contingent upon the completion of the senior year in good standing.

(9) SPECIAL ADMISSIONS STUDY. Beginning with the Class of 1967, approximately 10 per cent of each class is being selected on the basis of the individual’s long range promise and strong personal qualities which, through demonstrated performance and strong school recommendations, bespeak future success. It is expected that this group will be able to be at least minimally successful within the academic program at Williams, but that the overall quantitative academic record at entrance would not ordinarily place them among the accepted group within a strongly competitive admissions program. This group will not be identified within the class, but the Admissions Office will study the success of its members in college and later, over a ten year period, under a grant from the Ford Foundation.

(10) NOTICE OF ADMISSION. With the exception of early decision candidates, Williams grants admission to candidates in the middle of April, contingent upon the successful completion of the senior year. All final decisions
Admissions

are mailed at this time. If the Admissions Committee can give a candidate earlier notice either of rejection or of ultimate acceptance during the course of its reading, it will attempt to do so.

(11) Candidate’s Reply Date. Williams subscribes to the candidate’s reply date of May 1, and will not require a final answer of its admitted candidates before that date (with the exception of early decision candidates).

(12) Room Assignment. An application form for a room assignment is sent to each successful applicant by the Director of Admissions after the applicant has notified the Director of his intention of entering Williams. Notice of the room assignment is sent to the applicant during the summer.

(13) Final Admission. Notice of final admission is sent to the successful applicants after their work in their final school year has been completed.

(14) Registration for Freshman Courses. A freshman registration form and a copy of the pamphlet, Choosing Freshman Courses, are sent to each successful applicant by the Dean of Freshmen after the applicant has notified the Director of Admissions of his intention to enter the College. The registration form should be completed by the student and returned to the Dean of Freshmen. On arrival at the College students will review their registration with a faculty adviser, at which time changes may be made if desirable.

Haystack Scholarships

Williams College offers each year several renewable scholarships for foreign applicants under the Haystack Memorial Scholarship Program. The Haystack Scholarships can provide full tuition, room, board, and fees for foreign students who are degree candidates. The exact amount of a Haystack Scholarship is determined by an individual candidate’s financial situation.

Inquiries regarding these awards should be made to the Director of Admissions. Formal applications will be mailed after February 1, preceding the fall of entrance and must be returned by May 1. Selection is made on the basis of the candidate’s academic record to date, reasons for study in the United States, and knowledge of English. It is hoped that selections can be completed by June 1.

Transfer Candidates

The number of transfer students that can be accommodated is very limited; consequently, applicants should present a strong record from their previous college. All candidates for the Williams degree must satisfy the minimum two years residence requirement. Transfer inquiries should
Admissions

be directed to the Admissions Office anytime before March 1st of the academic year preceding anticipated entrance. Application forms will be sent prior to April 1st to those who have made clear their intent while submitting informal evidence of sound academic preparation. Formal decisions will not be made before June 1st.

Transfers will be admitted only for the semester beginning in September.

General Information

Order and Discipline. It is the aim of Williams College to encourage among undergraduates a sense of personal responsibility and self-government. In academic matters students are expected to uphold the standards of the Honor System and the principles of literary honesty as stated on page 265. The College and the College Council insist on good taste, gentlemanly dress and conduct, and compliance with College rules. Every undergraduate is required to be thoroughly familiar with the rules as set forth in the pamphlet, College Regulations, which is published annually.

Academic requirements are fully stated on pages 78-83. These requirements are enforced by the Faculty Committee on Academic Standing, appointed by the President. The Honor System is administered by the Student Honor System Committee, appointed by the College Council. All other rules governing conduct are established by the Faculty and enforced by the Dean and the Faculty-Student Discipline Committee.

Operation of Motor Vehicles. The College does not encourage possession of a motor vehicle or consider it a necessity in any way. It does, however, permit students to bring motor vehicles to the campus with the written approval of parents or guardian and subject to the regulations of the State and College.

The issuance of a permit to operate a car while College is in session is a privilege that may be revoked at any time for any infraction of the automobile regulations. The administration of these regulations is in the hands of the Director of College Security. Cars must at all times be operated in accordance with state and local laws and in such a manner as not to endanger or inconvenience others. Serious violations will result in suspension of driving privileges. Students whose car permits have been suspended will be required either to return their cars to their parents’ jurisdiction or to place them in the dead storage lot and file their registration plates with the Director of College Security within 48 hours of suspension or Security Officers may remove and secure registration plates.

The freshman year has traditionally been a period of adjustment for many students, and the College therefore discourages the use of automobiles by
freshmen until they have had sufficient opportunity to adapt to their new environment and to determine their progress. During the fall semester, freshmen may not maintain or operate a motor vehicle while College is in session. Those freshmen who do bring automobiles to College must, upon registration, place them in a “dead storage” lot assigned for that purpose. License plates are to be removed and left with the Director of College Security. In the fall, these vehicles will be released from “dead storage” only on College holidays and vacations; during the Winter Study Period, they will be released only on weekends. Beginning with the second semester, freshmen may maintain and operate a motor vehicle on the same basis as upperclassmen.

The rules governing the maintenance and operation of motor vehicles by undergraduates are included in the pamphlet, College Regulations, and are also distributed to every student who registers a motor vehicle.

**Occupancy of College Rooms**

All students are required to reside in the college-operated housing unless for special reasons they are permitted by the Dean to live off campus. Students may not maintain other housing facilities in the Williamstown area without the permission of the Dean. Freshmen are assigned to rooms by the Admissions Office. Sophomores and upperclassmen who are to reside in college-operated dormitories are assigned to their rooms by a drawing system supervised by the Dean’s Office and the Director of Student Housing. No student may occupy his room during vacation periods except by special permission from the Dean.

Each room is provided with the essential articles of furniture, including desk, chair, table, chest of drawers, pillow, mattress, and bed. The student is expected to supply his own lamps, rugs, drapes, linen, and blankets. The use of any refrigerator, or electrical appliance, except lamps, radios, phonographs, or razors, is not allowed except with the permission of the Director of Physical Plant. Detailed room regulations are included in the booklet, College Regulations, and are posted in each dormitory.

All articles sent to the College by students during vacations should be shipped prepaid and should be marked with the name of the student and his room number, in care of the Director of Physical Plant.

**Meals**

All students are required to pay College board except those excused by the Dean. A student may eat in a dining room other than his own provided he has been invited as a guest.
**EXPENSES**

Williams endeavors, within the limits of available funds, to offer its educational opportunities to all who qualify for admission, regardless of individual economic circumstances. Through the income from its endowment, and through annual contributions from its alumni and friends, the College has been able to keep its fees at about half the actual cost per student to the College.

College charges for tuition, room, board, and fees for the academic year 1970-71 are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,250.00</td>
</tr>
<tr>
<td>Consolidated fee</td>
<td>100.00</td>
</tr>
<tr>
<td>Student Health Plan</td>
<td>50.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Room fee</td>
<td>550.00</td>
</tr>
<tr>
<td>College Dining Halls Board</td>
<td>(20 meals a week) 700.00</td>
</tr>
</tbody>
</table>

During the fall and spring semesters a student may elect to take a fifth course on a pass-fail basis at no charge. The regular extra course fee of $245.00 per semester will be charged when an extra course is required to make up a deficiency.

Late registration or enrollment entails a charge of $10. A change in course entails a charge of $5.00 at any time except during the week of spring registration. The Student Health Plan Insurance policy is described on page 58.

A student activities tax for support of the non-athletic student organizations is levied on all students as a part of the college term bill in an amount as required by approved organizational budgets. For the year 1969-70 the tax was $50 and included, for example, subscription to the college yearbook *The Gulielmension*, and admission to drama productions sponsored by the Adams Memorial Theatre.
Expenses

Payment of College Bills

A non-refundable deposit of $100 to reserve a place in the class is required from all freshmen at the time of acceptance in May and appears as a credit on the first term bill rendered in August. Every continuing student in College is required to pay a fee of $100 at spring registration to reserve a place for the following year. Bills for this fee are sent to parents on April 1 and are payable before spring registration in late April. This amount is credited to the student’s first semester College bill for the following academic year. No refund of this fee will be made after July 15.

College bills for one-half of all fees are mailed to parents twice a year—in mid-August payable by September 1, and mid-January payable by February 1. Term bills must be paid before students attend classes. Scholarships appear as credits on bills, but student loans will be credited only when signed by the student and returned to the Treasurer through the Financial Aid Office.

For parents desiring to pay college bills in monthly installments and to protect their son’s college plans with insurance, the College offers the services of the Insured Tuition Payment Plan, Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts 02116. The Treasurer’s Office sends full details of this plan to parents of incoming freshmen every spring, and information about it may be obtained from the Treasurer or directly from Mr. Knight at any time.

Refunds

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room fee</td>
<td>no refund</td>
</tr>
<tr>
<td>Board fee</td>
<td>pro rata</td>
</tr>
<tr>
<td>Tuition and Consolidated fee:</td>
<td></td>
</tr>
<tr>
<td>Within first two weeks</td>
<td>85%</td>
</tr>
<tr>
<td>Within second two weeks</td>
<td>70%</td>
</tr>
<tr>
<td>Within third two weeks</td>
<td>55%</td>
</tr>
<tr>
<td>Within fourth two weeks</td>
<td>40%</td>
</tr>
<tr>
<td>Eight weeks and thereafter, no refund.</td>
<td></td>
</tr>
</tbody>
</table>
Expenses

Miscellaneous fees are not refunded. Student Health Plan Insurance coverage, however, continues for the six months for which the fee has been paid.

There is no refund for students dismissed for disciplinary reasons.

Estimated Budget for a College Year

Based on a study of expenses reported by financial aid students, a minimum normal budget for a college year at Williams is estimated as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,250</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>100</td>
</tr>
<tr>
<td>Health and Accident Insurance</td>
<td>50</td>
</tr>
<tr>
<td>Student Activities Tax</td>
<td>50</td>
</tr>
<tr>
<td>Room Rent</td>
<td>550</td>
</tr>
<tr>
<td>Board</td>
<td>700</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>125</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Laundry, cleaning</td>
<td></td>
</tr>
<tr>
<td>Recreation, incidental</td>
<td>350-500</td>
</tr>
<tr>
<td>Room furnishings</td>
<td></td>
</tr>
</tbody>
</table>

Note: Travel expenses are not included in figures listed above because this item varies greatly with each individual. Distance from Williamstown is an important factor used by the Committee on Financial Aid in determining the amount of individual assistance.
Financial Aid

As the cost of teaching a student has been steadily rising, all colleges and universities have been forced to raise their tuition, board and room charges. At the same time the percentage of the actual cost paid by the student remains under fifty per cent in many institutions such as Williams. While tuition at Williams has been held below that of many other ranking American colleges, Williams is well aware that rising college costs are a serious problem for many parents. Williams has been increasing the amount of financial aid offered, from a total of $485,000 five years ago to a total of $675,000 in 1969-70. Nearly thirty per cent of the entire student body are receiving scholarships and other forms of financial aid. Williams students earn a total of $120,000 on campus during the college year while over eighty-five per cent of enrollment hold earning positions in the summer.

Limited financial resources should not deter able prospective students from applying for admission to Williams. A student may apply for help at any time in his college career, at entrance or in any one of his three upperclass years. Williams also has a number of fellowships open to seniors that will finance all or part of their graduate work.

Scholarships and Loans

Scholarship grants are the most prominent feature of the present financial aid program for freshmen. Most financial aid awards are packaged so that the first $500-$600 of individual need is covered by a combination of campus employment and/or low interest loans. The remaining need is normally met with scholarship grants. Financial aid awards are made only to those candidates with demonstrated financial need, who are accepted for admission. Financial aid students are expected to contribute $400 from summer earnings towards their freshmen budget. Financial assistance may range from a few hundred dollars to over $3,500 per year, with the average aid package usually amounting to slightly less than tuition.
Scholarships and Financial Aid

Special Awards

A list of special scholarships, some of which are awarded to incoming freshmen, would include those sponsored by the Sloan Foundation, General Motors, Procter and Gamble, and the Tyng Foundation. These and other scholarships are listed and described on pages 33-40. Tyng scholars are eligible for further assistance at the graduate level for a maximum of three years in any field of learning at any recognized university. These students are expected to maintain superior academic records while at Williams.

Recipients of Tyng Foundation awards as well as those students in such programs as National Merit, Alfred P. Sloan, General Motors and Procter and Gamble are not usually expected to depend upon loan assistance; their financial need will ordinarily be met by outright grants.

Application

Williams participates in the College Scholarship Service of the College Entrance Examination Board and uses its application forms for every freshman financial aid applicant. These forms can be obtained at the applicant’s secondary school. Williams also requires completion of its own application form.

Financial aid applicants interested in Early Decision on admission should plan on filing the CSS form by November 15.

The computation procedure used by Williams to determine individual grants closely follows the method recommended by the College Scholarship Service. It is designed to measure the amount which the family can and should expect to contribute from its income and assets to help meet their son’s total college expenses. Such measurement takes into account many factors: number and age of other children, medical or other emergency expenses, debts and retirement problems.

Where any applicant overlaps with another college, consultation between Williams and the other college often takes place in an attempt to reach common agreement on the nature and amount of assistance to be offered such mutual candidates.

It is expected that when other scholarship awards are received subsequent to any Williams award, the recipient will immediately notify the Director of Financial Aid.

Renewal

Financial aid ordinarily covers a college year of two semesters and is renewed for subsequent college years provided the student’s financial need con-
Scholarships and Financial Aid

continues and provided he maintains the prescribed academic average and standards of conduct. Application for financial aid is filed at the end of each college year, but the Committee on Financial Aid may review a case at the end of any semester.

After determining the financial need of each student, based upon individual earning capacity, the Committee ordinarily meets the first $400 of a sophomore’s need, the first $500 of a junior’s need, and the first $600 of a senior’s need by means of a loan offer. The balance of each student's measured need is filled by a scholarship grant. The minimum grade average a sophomore or junior must attain for scholarship renewal will be 4.0 or C-, although the Committee may exercise discretion in continuing to keep on scholarship certain students who may fall below this level. The Committee may also alter the established scholarship-loan combination for those students who attain the minimum grade requirements but who are clearly not working at their individual capacity. For scholarship renewal purposes, freshmen will be expected to complete their year in good standing with no specified minimum grade average required. The Tyng Foundation Committee establishes its own standards for scholarship renewal.

Loans

Undergraduates normally receive a portion of their financial assistance in the form of loans. The student is not required to accept the loan portion of his college grant in order to receive the scholarship portion.

Loans do not require repayment of principal nor does interest accrue until graduation from Williams or graduate school, or until completion of military, Peace Corps, or VISTA service, whichever is latest. Following a nine-month period of grace, loans are repayable over ten years with three per cent simple interest per annum on unpaid balance. Up to fifty per cent of a student's loan may be cancelled at the rate of ten per cent a year if the borrower enters teaching or the ministry. Williams participates in the National Defense Student Loan Program and also the Educational Opportunity Grant Program of the Higher Education Act of 1965.

Employment Opportunities

Nearly six hundred positions in over seventy different job categories ranging from stockroom attendant to Chapel chime ringer are filled each year by undergraduates. Many of the College departments hire student assistants, while the library, all the dining halls and student-operated agencies account for another large portion of undergraduate labor. During the college year students add approximately $120,000 earned on campus to at least $850,000
Scholarships and Financial Aid

earned during an average summer. All upperclassmen receiving financial aid are expected to earn a minimum of $750-850 through a combination of term-time and summer employment.

Freshmen who hold campus jobs are those who receive a portion of their financial assistance from Williams in the form of a guaranteed job opportunity. The majority fill part-time waiter positions in the Freshman Dining Hall and the work is scheduled to avoid interfering with the freshman's academic responsibilities. It is unwise for a freshman to expect to earn a significant portion of his college expenses.

The Office of Financial Aid, located in Hopkins Hall, provides information on student employment opportunities on campus and in the surrounding area as well as information on summer jobs throughout the country.

Class of 1914 Memorial Library

Financial aid students are eligible to use the Class of 1914 Memorial Library where they may secure the loan of a good number of their textbooks at no cost. Freshmen and sophomores are given priority in the use of this Library.

Special Scholarships*

Gilles David Adams '67 Memorial Scholarship. Established in 1968 by the family and friends in memory of David Adams '67. Preference in award shall be given to candidates interested in a teaching career, as was David's hope for his own future before he was killed in action on 15 March 1968 while serving as an Army combat medic in the Delta area of Vietnam.

Cornelia Aldis Memorial Scholarship. Fund of $50,000 established in 1964 by the Aldis Fund Foundation. To be awarded to an American Negro for as long as the College authorities consider it desirable and appropriate to do so.

Edith Weston Andrews Scholarship. Established in 1956 by bequest of Karl E. Weston '96 in memory of his sister. Preferential consideration is given to students majoring in art.

Cameron Baird Scholarship. Established in 1960 by the Baird Foundation of Buffalo in memory of Cameron Baird of the Class of 1926.

*A list of the current recipients of scholarships is given in the back of this catalog.
Scholarships and Financial Aid

James P. Baxter, 3rd Honor Scholarship. Established in 1959 as part of the "Williams Program", this scholarship is given in honor of James P. Baxter, 3rd as a tribute to his dedicated pursuit of excellence as demonstrated during his years as college president. Awarded for the senior year to that scholarship student who has held the highest academic rank among all scholarship students during the junior year. This scholarship shall be administered by the Committee on Financial Aid in such a way that the recipient’s need to seek employment during his senior year will be substantially reduced or eliminated by this award.

Elmer H. Bobst Scholarship. Established in 1954 on a current gift basis by Mr. Elmer H. Bobst. Awarded each year to students with financial need who have "the maturity, drive, and inclination to make a contribution to the world of tomorrow, including a willingness to share their success with future generations”.

James Beebee Brinsmade Scholarship. Established in 1951 by bequest of Mrs. Margery G. Brinsmade in memory of her husband, James Beebee Brinsmade, who taught physics at Williams for seventeen years and who was chairman of the department from 1930 to 1937. To assist students "interested in the science of physics.”

Joseph W. Brooks '13 Scholarship. A memorial fund created in 1957 by friends of Joseph W. Brooks ’13, and presented to the College in 1964. Awarded to qualified students who are residents of New York City or vicinity with preference given to those who are members of the Boys’ Club of New York City or its alumni organization.

James Wilson Bullock Scholarship. Established in 1935 by Mrs. Margaret McCredie Bullock, in memory of her husband, James Wilson Bullock ’81. To assist students who are residents of the County of Hamilton, Ohio, or from the state of Ohio should there be no students available from Hamilton County.

R. A. Burget Scholarship. Established in 1964 by Henry W. Haynes in memory of Richard A. Burget. Preference to be given to qualified students from Cheshire, Massachusetts. If in a given year there are no qualified applicants from Cheshire, then students from Berkshire County may be considered. If neither of the qualifications can be met, the Scholarship may be awarded to any qualified student from Massachusetts.

Lansing Chapman Scholarship. Established in 1961 on a current gift basis by the Medical Economics Foundation in memory of Lansing Chapman ’10.
**Scholarships and Financial Aid**

**Chi Psi Scholarship.** A scholarship offered by the Alpha Theta Educational Foundation to be awarded annually through the College to worthy students of limited means, preference to be given to members of the Williams Chapter of the Chi Psi Fraternity. The recipients are to be selected by the Committee on Financial Aid after consultation with the President of the Foundation.

**George Alfred and Edith T. Cluett Scholarship.** Friends of Mr. and Mrs. Cluett, on the occasion of their fiftieth wedding anniversary in December, 1949, established this fund in their honor. Mr. Cluett was a member of the class of 1896 at Williams.

**Cadwallader Evans, III Memorial Scholarship.** Established in 1938 by parents, classmates, and friends of Cadwallader Evans, III, class of '38. Awarded at the beginning of junior year to a student majoring in English or art, it may be extended for a second year at the discretion of the awarding committee, which consists of the Dean of the College and the chairmen of the English and art departments. Preference is given to a deserving student who is a member of Chi Psi fraternity.

**Irving D. Fish '12 Memorial Fund.** Established in 1953 as a memorial fund by the family and friends of Irving D. Fish '12, the income from which shall be used to assist deserving students. To be awarded to "the outstanding member of the sophomore or junior class, qualifying for financial aid, who has demonstrated by his character, ability, and general conduct, without high scholastic standing being the sole criterion, that he will become a valued member of the Williams family, as did the alumnus in whose memory the fund has been created."

**Harry A. Garfield Memorial Fund.** Established in 1965 primarily through the efforts of Dr. Garfield’s son, Dr. Stanton Garfield '17 of Washington, D.C. To be awarded with preference to foreign undergraduates at Williams who plan to return to their native countries, or to aid Williams students in study abroad.

**General Motors Scholarship.** Established in 1955 by the General Motors Corporation. To be awarded to an incoming freshman who has attained an outstanding scholastic record and who has demonstrated leadership. Awards may range up to $2,000 a year depending upon individual need. This scholarship is renewed annually provided the recipient’s record justifies such renewal.

**David Harris Memorial Scholarship.** Established in 1963 by Judge and Mrs. Charles D. Harris in memory of their son David '63 who died while an undergraduate.
John Houghton Harris Memorial Scholarship. Established in 1959 by William Rees Harris ’40. Preference given to a graduate of the Hotchkiss School, the recipient to be chosen by the proper authorities at Williams College with the recommendation of the Hotchkiss School. If there be no qualified recipient from Hotchkiss, preference is then given to residents of Salisbury, Connecticut, including graduates of the Salisbury School.

John D. Hass Scholarship. Established in 1928 by Mrs. Charles Gilbert Milham (nee Hass) in memory of her brother, John D. Hass ’11. For graduates of the public high school of Pittsfield, Massachusetts, or, failing a candidate from this school, for graduates of any other high school in Berkshire County.

George W. Hawkins ’34 Scholarship. Established in 1966 by bequest of George W. Hawkins ’34. To provide a scholarship or prize to a member of the junior class who is outstanding in journalism.

Haystack Memorial Scholarship. Established in 1956 by Williams students in observation of the sesquicentennial of the Haystack Prayer Meeting. An amount is raised each year on campus to help meet the living expenses of one or more foreign students at Williams. Tuition is remitted by arrangement with the Trustees.


Dr. William D. Kerr, Jr. Scholarship. Established in 1968 by William D. Kerr in honor of his son, Class of 1956. Preference in award is given to premedical students at Williams.

Charles Bridgen Lansing Scholarship in Latin and Greek. Established in 1929, by bequest of Mrs. Abby S. L. Selden in memory of her father, Charles Bridgen Lansing. Recipients to be selected by the President and the head of the classics department, either as a graduate or undergraduate scholarship.

John W. Lasell Scholarship. Established in 1951 by gifts from five members of the Lasell family in memory of John W. Lasell ’20, who was killed in action in World War II. To assist deserving students from Massachusetts, with preference given first to those living in Whitinsville and second to those living in Worcester County.
HERBERT H. LEHMAN SCHOLARSHIP. Established in 1964 by Mrs. Herbert H. Lehman in memory of her husband who was a member of the class of 1899. To be awarded "without regard to race, creed or color and upon such basis as to merit and financial need as the Board of Trustees of Williams College shall determine in its absolute discretion."

JAMES D. LESTER 'II SCHOLARSHIP. Established in 1966 by Mrs. James D. Lester. Preference to be given to qualified students who have graduated from the high school in Saratoga Springs, New York.

MARK WALTON MACLAY FUND. Established in 1960 through a gift of $12,000 made by the John Lindsley Fund in memory of Mark Walton Maclay '09. To assist qualified students taking courses in Geology.

WILLIS I. MILHAM HONOR SCHOLARSHIP IN SCIENCE. Established in 1968 by bequest of Willis I. Milham, professor emeritus of Williams. To be awarded annually to a senior who is majoring in Science or Mathematics and who has the average grade required for membership in Phi Beta Kappa.

LIEUT. F. KENDALL MITCHELL SCHOLARSHIP. Fund held by the Zeta Psi Educational Foundation. Bequest of Mrs. Elizabeth C. Mitchell in memory of her son, F. Kendall Mitchell '39, killed in action in the Pacific on December 4, 1944.

ALBERT P. NEWELL '05 MEMORIAL SCHOLARSHIP. Established in 1962 by the Nawcem Association, Inc. in memory of Albert P. Newell '05. Awarded to qualified applicants in the following order: residents of (1) Ogdensburg, New York, (2) St. Lawrence County, New York, (3) Northern New York, (4) other regions.

EDWARD DeLANCEY PALMER, III SCHOLARSHIP. Established in 1963 by the parents and friends of Edward DeLancey Palmer, III '65 who died while in his sophomore year.

ESTATE OF ELEANOR PATTERSON. Established in 1953 on a current gift basis under the terms of the will of Eleanor Patterson. Given in memory of Robert W. Patterson of the Class of 1871.

RALPH PERKINS '09 SCHOLARSHIP. Established in 1960 by the family of Ralph Perkins '09 as a birthday gift to him.

GUSTAVUS AND LOUISE PFEIFFER RESEARCH FOUNDATION SCHOLARSHIP. Established in 1964 by the Gustavus and Louise Pfeiffer Research Foundation to assist students in the premedical field, preference being given to Negro candidates.

PROCTER AND GAMBLE SCHOLARSHIP. Established at Williams in 1955 and awarded to an entering freshman. The scholarship is designed to cover
tuition, fees, books, and supplies for each of four years, provided the re-
cipient adheres to the scholarship regulations of the college.

**Thomas Roberts Scholarship.** Established in 1961 by The Marie
Heye Clemens Fund, Inc. of New York City in memory of Thomas Roberts
who was closely associated with the Clemens Fund for many years as a
Trustee and as its Treasurer. Mr. Roberts also served as Trustee of the
Sterling and Francine Clark Art Institute.

**Alfred P. Sloan National Scholarships.** Established at Williams in
1954 to be awarded to entering freshmen. In selecting scholars for Sloan
awards, Williams will seek candidates with strong academic records who, in
addition, have shown "unusual industry and initiative in enterprises which
are intrinsically worthwhile; who have the highest reputation for personal
integrity in their respective communities; and who have exhibited a capacity
both for assuming and discharging responsibility satisfactorily and for
working harmoniously and efficiently with others." The size of the grants
will be determined by the economic need of the individual student. Ranging
from a minimum "prize" award of $200 to a maximum annual grant of
$2,400, these scholarships may be renewed annually to cover the entire four
years at Williams, provided the recipient's record justifies such renewal.

**Francis Lynde Stetson Scholarship.** Established in 1922 under the
terms of the will of Francis Lynde Stetson 1867. Scholarships are awarded
to qualified applicants from northern New York State in the following order:
(1) Plattsburg, (2) Champlain, (3) Chazy, (4) Ausable, (5) Essex. If
scholarship awards in this area do not exhaust annual income of the fund,
awards may be made to applicants from the entire Northern and Western
areas of New York State.

**Beatrice H. Stone Scholarship.** Established in 1962 by Jacob C. Stone
'14 in memory of his wife. To be awarded to students whose interest and
talents lie in the creative fields of the arts or music. The Committee on
Financial Aid will consider candidates after consultation with the Chair-
men of the Art and Music Departments and with the approval of the Presi-
dent.

award to students considered worthy by the Committee on Financial Aid.

**Arthur L. Thexton '21 Scholarship.** Established in 1965 by Fred L.
'51 and Peter M. '49 in memory of their father. Preference "to non-white
students whose academic achievements within the present admission com-
petition would not ordinarily qualify them to attend Williams College but
whose promise of achievement nevertheless suggests the desirability of ad-
mitting them and providing funds for their support and education at Williams College.”

**Stephen H. Tyng and Stephen H. Tyng, Jr. Foundation Scholarships.** Established in 1942, by bequest of Mrs. Juliet Augusta Tyng in memory of her husband, a member of the class of 1886, and of her son, who was killed during World War I. Awarded to gifted and deserving students with a view to meeting the individual need of each recipient and freeing him from the necessity of earning part of his expenses during the College year. These grants are continued during subsequent college years, provided that financial need continues and that good conduct and high scholastic standing are maintained. Tyng scholars are eligible for further assistance at the graduate level for a maximum of three years in any field of learning at any recognized university.

**Karl E. Weston Memorial Scholarship Fund.** Established in 1958 by the Robert Sterling Clark Foundation in token of the high regard which Mr. Clark had for Dr. Weston. Awarded to students of promise in art or music at the discretion of the Committee on Financial Aid with the approval of the President.

**Thomas Jefferson Williams and Ana King Williams Scholarship.** Established in 1967 by the Williams Foundation U.S.A. with first preference in award being given to qualified students from Argentina, then to students from other Latin American countries, then to students from the United States.

**Scholarships Given by Williams Alumni Groups**

**Buffalo Alumni Scholarship.** A scholarship donated by Buffalo alumni and awarded to a freshman resident of the Buffalo area who has been chosen by the Buffalo Alumni Association following approval by the Admissions and Financial Aid Committees of Williams College.

**Class of 1914 Fund.** Established in 1939. From annual income an amount equal to current tuition is set aside to assist a qualified scholarship student, preferably a son or direct descendant of a member of the class; if there is no such candidate, another duly qualified student may be chosen. The use of the balance of the income is left to the discretion of the College.

**Class of 1944 Memorial Scholarship.** Established in 1954 by members of the class of 1944 in memory of fourteen classmates killed in World War II, and of those classmates who have died since graduation. To assist worthy students at Williams College who qualify under existing college scholarship
Scholarships and Financial Aid

regulations, with preference given to sons or relatives of members of the class of 1944.

Cleveland-Northeastern Ohio Alumni Association Scholarship. A scholarship donated by Cleveland alumni and awarded to a freshman resident of Cleveland or the Northeast Ohio area who has been chosen by the Cleveland-Northeastern Ohio Alumni Association following approval by the Admissions and Financial Aid Committees of Williams College.

Detroit Alumni Association Scholarship. A scholarship donated by Detroit alumni and awarded to a freshman resident of the Detroit area who has been chosen by the Detroit Alumni Association following approval by the Admissions and Financial Aid Committees of Williams College.

Gargoyle Alumni Scholarship. A tuition scholarship donated annually by the Gargoyle Society to a member of the society or to any worthy student if no member is in need of assistance.

Hartford Alumni Association. A scholarship donated by Hartford alumni and awarded to a freshman resident of the central or northern Connecticut area who has been chosen by the Hartford Alumni Association following approval by the Admissions and Financial Aid Committees of Williams College.

Westchester Alumni Association Scholarship. A scholarship donated by Westchester County alumni and awarded to one or more freshman residents of that county who have been chosen by the Westchester Alumni Association following approval by the Admissions and Financial Aid Committees of Williams College.
LIBRARIES, MUSEUMS, LABORATORIES, AND SPECIAL FACILITIES

The College campus occupies an area of about four hundred fifty acres on which there are about fifty buildings. Twelve buildings are devoted to lecture rooms and classrooms: Currier Hall, Griffin Hall, Lawrence Hall, Goodrich Hall, Hopkins Hall, Thompson Biology, Chemistry, and Physics Laboratories, the Bronfman Science Center, the Karl E. Weston Language Center, Clark Hall, and Jesup Hall. Other buildings include: Stetson Hall, which houses the College Library as well as the Chapin Library of Rare Books and the Roper Public Opinion Center; the Thompson Memorial Chapel, where daily chapel services are held; Chapin Hall, with an auditorium seating a thousand; Baxter Hall (the Student Union and Freshman Center); and the Adams Memorial Theatre, the campus drama center. There is a Health Center with a well-equipped infirmary and an Office of Career Counseling in the Brainerd Mears House. Dormitory accommodation is provided in the ten dormitories of the College and in the fourteen residential houses.

Libraries

Library facilities at Williams College, representing the accumulated acquisitions of over a century and a half, now include a basic collection of 320,000 volumes and over 23,500 bound United States public documents. These are housed for the most part in Stetson Hall, erected in 1922 as a memorial to Francis Lynde Stetson of the class of 1867, and since enlarged. This building contains the reference room, periodical room, reading rooms and stacks, several seminar rooms, and fifty-seven offices for members of the faculty. The reading rooms will seat more than 200 students, and there are 100 desks located in the stack areas which are available for students doing extended work on course papers. A part of the building is occupied by the Chapin Library of Rare Books. The book stack consists of nine tiers, of modern steel construction, with a capacity of 368,000 volumes.

For the convenience of the departments concerned, the following special collections of books are housed in other buildings: Astronomy, Biology, Chemistry, Geology, Mathematics, Physics, and Psychology. The Florence
Libraries

Carpenter Brown gift of 960 contemporary plays is housed in the Adams Memorial Theatre. These departmental collections are under the supervision of the college librarian and are maintained as reference collections for use in their respective buildings. Their contents, however, are listed in the central card catalog, as are the holdings of the Chapin Library.

Additions to the library’s resources are made at the rate of approximately 9,000 volumes a year, not including some 6,000 public documents which the library receives as a government depository. Endowment funds, amounting in principal to over $500,000, have been established for the library. The income from this endowment, together with gifts and special appropriations, provides over $120,000 a year for the purchase of books and periodicals. The library receives 1,800 current journals regularly, representing the standard serial publications in the social and physical sciences, the arts, and belles lettres.

In keeping with the spirit of the curriculum, which places strong emphasis upon individual investigation of printed materials, the library is administered liberally, with a minimum of rules, and the stacks are open to students.

An excellent collection of 10,000 phonograph records is available for circulation. The first unit of this collection was the gift of Mr. Paul Whiteman. New records are purchased regularly to add to the original collection. In addition, Mr. Whiteman has given to the College original scores and parts of music written for his orchestra, which form the basis of a further and larger collection of modern American music.

A special collection of textbooks which are lent to students in need of financial assistance is administered by the College Library.

Library hours, while the College is in session, are weekdays from 8 a.m. to 6 p.m., and 7:00 to 11 p.m. except on Saturday, when the hours are 9 a.m. to 5 p.m. On Sundays the hours are from 1 p.m. to 11 p.m. During vacations the library is open Monday through Friday, from 9 a.m. to 5 p.m.

Chapin Library

The Chapin Library, a noteworthy collection unrivalled by any college and surpassed by few universities, contains books, manuscripts and prints collected by the late Alfred Clark Chapin, Williams 1869. Presented to Williams College in 1923, the collections have grown until now there are over 17,000 volumes, including rare books, manuscripts, and nearly 5,000 reference books. These materials, augmented by representative collections of prints and broadsides, provide the students of Williams College with
important examples of the fundamental source materials upon which a liberal education is based.

The strongest divisions in the library are Americana, English literature, and early printing. However, continental literature is well represented and there are unusual examples of modern fine printing, illustrated books, and many celebrated and valuable works of travel, exploration, and science, including books on ornithology with color plates.

Among the special materials housed in the Chapin Library are several unusual author collections, such as the Carroll Atwood Wilson Collection of Samuel Butler, (250 items, including first editions, notebooks, correspondence, photographs, music and memorabilia); The Julian K. Sprague Collection of Walt Whitman (virtually every edition of Whitman’s writings published in his lifetime, as well as more than 200 volumes about Whitman and his period); the Hugh M. MacMullan collection of T. S. Eliot (which embraces nearly every printed item by and about the famous poet-critic from 1917 to 1967); and fairly representative collections of George Ade, Gelett Burgess, Oliver Herford, Stephen Crane, Herman Melville and Sinclair Lewis, which provide most of the items necessary for research about these American authors.

Regularly scheduled exhibitions (often integrated with class work) are held, as well as special showings of the library’s major items, supplemented from time to time with materials received on loan. The resources of the Chapin Library may be consulted by undergraduates, members of the faculty, and qualified visitors. An unusual opportunity is afforded students working on research papers since they have access to books normally reserved for the use of graduate students and scholars in most university libraries.

Because of the nature and value of these books, the donor specified their use be restricted to the area occupied by the Chapin Library, which is located on the second floor of the south wing of Stetson Hall. The hours are: weekdays from 9 a.m. to 12 m. and from 1 to 5 p.m. except Saturdays, when the library is open in the morning. During College vacation periods, the hours will be scheduled and posted. Other visits may be arranged by special appointment.

Baxter Hall

The Student Union building, named in honor of former President James Phinney Baxter, 3rd, provides dining facilities for the Freshmen, and recreational and meeting facilities for all the college. The facilities of Baxter Hall are described more fully on page 62.
Special Facilities

Williams College Museum of Art

The Williams College Museum of Art was founded in 1926 by Karl E. Weston, first chairman of the Williams College art department. The main entrance gives access to an octagonal building of 1846, skillfully designed as the College library, in Greek Revival style with an Ionic rotunda, by Thomas Tefft of Providence. A portrait at the head of the front stairs represents the donor, Amos Lawrence of Boston, a friend of President Mark Hopkins (a replica by Chester Harding of the painting now in the National Gallery in Washington, D. C.). Wings fronting Main Street were added in 1890. When the building was equipped with classrooms in 1926, an addition was made at the rear. On the west side, the Edwin Howland Blashfield Room was added in 1938, while the corresponding gallery below it on the ground floor was named for another donor, the late George Alfred Cluett '96. The former contains notable works of medieval and Renaissance art; the latter, Spanish and Italian painting, sculpture and furniture. Other fine collections in the museum include Roman glass; Greek, Etruscan, Peruvian, and Mayan ceramic art; and British and American portraits of the late eighteenth and nineteenth centuries, primarily from the bequest of Charles N. Davenport '01, who also presented an important collection of early American furniture. The collections of drawings and prints are small, but notable.

Like other college museums, the Williams College Museum of Art is an important aid to the instruction in art history and the practice of art. During the college year, there are frequently changing temporary exhibitions designed to supplement this instruction.

The permanent collection is being developed to provide a broad representation of world art in original examples without overlapping areas covered by the Clark Art Institute, an important private collection located in Williamstown. Among artists represented are: Barye, Bourdelle, Braque, Copley, deChirico, Delacroix, Demuth, Dürer, Gainsborough, Guardi, Heiliger, Hofmann, Homer, Inness, Kline, Léger, Maillol, Marin, Matisse, Mounier, Miro, Panini, Peto, Picasso, Prendergast, Raeburn, Rembrandt, Reynolds, Ribera, Rodin, Romney, Rouault, David Smith, Stanzione, Stuart, Tanguy, Toulouse-Lautrec, Villon, and Weenix. The Cluett Room includes a large Annunciation by Valdés-Leal and a portrait by Pacheco (the master of Velázquez), the latter given by John T. Winkhaus, Jr., '35. Other possessions include two ancient Assyrian reliefs given to the College in 1851 by the British archaeologists Sir Henry Layard and Sir Henry Rawlinson, Egyptian antiquities given by Horace Mayer, and French illuminated manuscripts and Italian paintings presented by Frank J. Mather, Jr. '89. Four Italian Gothic paintings were given in 1960 by the Samuel H. Kress Founda-
Special Facilities

From the Kress Study Collection. In 1969 a superb French Gothic millefleurs tapestry (with unicorn) was presented by Miss Lois Clarke. Romanesque and Gothic sculpture includes French, German and Italian examples in wood, limestone, alabaster, ivory and metals. Modern art includes important gifts from Lawrence H. Bloedel '23, James Thrall Soby '28, William Alexander '32, John H. Rhoades, III '34, Sam Hunter '44, Stephen D. Paine '54, and by bequest from the estate of Kay Sage.

To match developing interest as well as instruction at Williams in Far Eastern and African art, recent purchases have included sculpture from Cambodia, India, New Guinea and Africa. One of these was made possible by a generous gift from John T. Winkhaus, Jr. '35.

Funds for the purchase of works of art were established by Joseph O. Eaton '95; by Karl E. Weston '96; and by Lawrence H. Bloedel '23, in memory of Professor Weston.

Adams Memorial Theatre

The Adams Memorial Theatre is a gift to the College honoring the memory of John Quincy Adams, 1824-1879, of Hopkinton, Massachusetts and Chicago, Illinois. The building provides varied facilities for the use of students interested in the creative and interpretive aspects of dramatic art.

The main auditorium seats 479 and is equipped with a completely modern stage that is suitable for all types of dramatic presentation. A spacious workshop for the construction and painting of scenery is adjacent to the stage. The basement level of the theatre contains a studio theatre for drama classes, rehearsals, and experimental productions; a costume construction studio and vaults; dressing rooms and storage rooms; and offices for the Department of Drama.

Weston Language Center

The Karl E. Weston Language Center, located on Main Street and dedicated in October 1965, is the headquarters for all modern language activities at Williams. Named in honor of the late Karl E. Weston of the class of 1896, the Center contains classrooms, seminar rooms, club rooms, a fully-equipped language laboratory, a cinema-tech room, a tape library, faculty and administrative offices, and a lounge.

Each of the four club rooms (French, German, Russian, Spanish) is stocked with appropriate foreign periodicals, reference books, and recordings; and has been furnished in a non-institutional style to provide a quiet and attractive atmosphere for study, reading or relaxation.
Special Facilities

The laboratory, equipped with up-to-date electronic teaching aids provides the opportunity for a systematic acquisition of the basic language skills and techniques for which there is never sufficient time in the conventional classroom approach. The laboratory is supervised by a director and serviced by student technicians and monitors. In addition, the individual instructor's imagination finds a useful outlet in the cinema-tech room where film and slide projectors add the audio-visual dimension to traditional teaching methods. The language faculty seeks to make wide use of the cinema-tech room facilities in planning their special Winter Study Projects.

Finally, the lounge is used for activities of a broad cultural nature intended to project languages beyond strict classroom confines: lectures, concerts, weekly foreign films, theatricals. Refreshments are regularly provided and the audience is invited to stay on for informal conversation after the events. This effort to broaden the scope of languages on campus from course subjects alone to living cultural phenomena involving the interests of students, faculty and visitors is indeed one of the guiding concepts under which the Language Center was conceived and implemented.

Chapin Hall

Chapin Hall, a gift of the late Alfred C. Chapin, of the class of 1869, contains an 1100 seat auditorium where recitals, lectures, concerts, and special events are held.

Roper Public Opinion Research Center

The Roper Public Opinion Research Center contains the original data from public opinion surveys conducted by one hundred and eight research organizations located in the United States and sixty-two other countries. The studies date from 1936 to the present.

The materials placed at the Center by each cooperating organization fall into three main categories: (a) public affairs research, including many political behavior studies, (b) research on the mass media of communication, and (c) consumer behavior studies.

The Center's main functions are (1) to enrich the store of survey data available to social scientists for secondary analysis; (2) to facilitate usage of these data not only by scholars, but also by any individual or group doing research in the public interest; (3) to encourage and stimulate an increased amount of research involving use of the data; (4) to increase the degree of comparability in the primary sample survey research being conducted today.
in various cultural and national contexts; (5) to stimulate additional cross-
national primary research.

The Center is housed in Stetson Hall and is equipped with an RCA 301
computer, unit record equipment, and other facilities necessary for analyzing
the materials, which now include over 8,000 separate studies. There
are presently approximately fourteen million IBM interview cards. These
surveys represent approximately one-quarter of a billion dollars of original
data collection.

Access to the data is granted to any accredited scholar and to other in-
dividuals who seek to use these materials in the public interest. The ma-
terials may be used at the Center, or researchers may borrow duplicate sets
of data for a period of time. Within limits dictated by the Center's budget,
the staff searches and prepares tabulations of data for those who either cannot
work at the Center, or who do not have available at their own location
the necessary processing equipment.

Serving on the Center's Board of Directors are: Rhett Austell, Vice Presi-
dent, Time Incorporated; Allen H. Barton, Director, Bureau of Applied
Social Research, Columbia University; James P. Baxter, 3rd, President Emeritus, Williams College; Richard H. Baxter, Vice President, Director
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Executive Vice President, International Research Associates; Wilson W.
Wyatt, Attorney, Louisville, Kentucky.

Directors Emeriti are: Frank W. Abrams, formerly Chairman of the Board,
Special Facilities

Standard Oil Company (New Jersey); Eric Hodgins, Author, formerly publisher of Fortune.

Whiteman Collection

The Whiteman Collection, a gift of Mr. Paul Whiteman, is housed in specially built and equipped rooms in Stetson Hall and consists of original scores and parts of musical manuscript written or arranged for the Paul Whiteman Orchestra. The collection now exceeds four thousand titles, and when completed it will illustrate important features of American popular and entertainment music from Whiteman’s earliest phonograph records of the “Twenties”, through the jazz-concert period of Rhapsody in Blue, to contemporary examples of composition and orchestration for radio, television, and motion pictures. Photographs, scrap books, musical instruments, a large number of new and old recordings, and several books and periodicals on the subject of popular music are maintained as reference material.

Science Laboratories

The Departments of Biology, Chemistry, and Physics are located in the three laboratory buildings presented to the College by Frederick Ferris Thompson, of the class of 1856. The Department of Geology is in Edward Clark Hall. Each laboratory has a departmental library, which contains the more important American and foreign scientific journals, totaling some 10,000 books and 11,000 bound journals. There are conference and classrooms equipped for demonstration lectures, laboratory rooms, and a number of research rooms for the staff, graduate students, and honors students. Each laboratory has photographic dark rooms. The general work of the laboratory sciences is further aided by a well-equipped science shop and an electronics shop.

The Biology Laboratory provides facilities for the conduct of regular courses as well as space and equipment for research. Small classrooms, seminar and conference rooms and a large lecture room service a wide variety of instructional needs. Well-equipped laboratories are available for introductory courses, microbial and molecular biology, physiology, development and environmental biology. Office and laboratory space is provided for those staff members who are not located in the Bronfman Science Center. Special facilities include constant temperature and dark rooms, honors research laboratories and equipment for refrigerated ultra-centrifugation, spectroscopy, radioactive studies, etc. The laboratories contain animal quarters and colony rooms which furnish a variety of living material for both classroom and research purposes. Synoptic collections for teaching as well as a
representative group of living organisms are displayed in an attractive
museum area. Of particular interest are the Kohnstamm Memorial Labora-
tory and the Samuel Fessenden Clarke Plant House, which provide space and
facilities for class work and investigation in the study of plants.

The Chemistry Laboratory contains several large lecture rooms, a number of
conference rooms, and offices. Large, well-lighted and -ventilated laborato-
tories are available for inorganic, analytical, organic, and physical chem-
istry. Several small laboratories are designed for special work, including
research, honors work, photography, and optical work. There are also
balance rooms, a central stock room with curator’s office, and a depart-
mental library. The building is adequately equipped with apparatus and
services to carry on research as well as routine work. A large quantity of
optical and electrical apparatus is available. The larger pieces of Special
equipment include a Cary 14 spectrophotometer, a Varian E-3 Electron
Paramagnetic Resonance Spectrometer, a Perkin-Elmer E-1 modular spec-
trometer, two Beckman DU spectrophotometers, a 137 and a 237B Perkin-
Elmer infrared spectrometer, model A-90-P and 202B Aerograph gas chro-
matographs, a Bausch and Lomb 1.5 meter grating spectrograph, a large
Hilger Littrow quartz spectrograph, a Knorr-Alber recording microdensi-
tometer, and a General Electric X-ray diffraction unit.

The Geology Laboratory, located in Clark Hall, houses a carefully selected
collection of rocks, minerals and fossils. Equipment is available for labora-
tory and field studies in mineralogy, petrology, structural geology, paleon-
tology, sedimentology, oceanography and geophysics.

Various crushing and grinding machines, along with rock saws of several
sizes, are available for the preparation of rock and mineral specimens.

Studies in sedimentology and coastal oceanography are facilitated by
sieving equipment, a stream table and a large wave tank in which many
natural phenomena can be duplicated.

A deformation table and other related equipment for the determination
of the physical properties of materials make possible model studies in rock
mechanics and structural geology.

Spectrographic equipment, polarizing microscopes and a magnetic sepa-
rator are available for chemical and petrographic analyses in mineralogy
and petrology.

Investigations in geophysics are made possible by the Julius Palmer Memo-
rial seismograph, with recording apparatus for local and distant earthquakes
and a Jalander electronic magnetometer.

In the Museum the Wilder Cabinet forms the central unit of the group
Special Facilities

of minerals which includes the R. Clifford Black collection of precious and semiprecious stones and an attractive display of fluorescent minerals. The local geology is represented by a collection of specimens and by two large topographic and geologic relief maps.

The Physics Laboratory accommodates the Departments of Physics and Astronomy and their joint library, as well as the carpentry, and machine shops which serve all the sciences. Of the ten laboratories in use by the Physics Department, two are devoted to elementary work, one to optics and atomic physics, and one each to the study of electricity and electronics. Each of these is adjoined by its own apparatus room and is extensively equipped. Although much of the research activity of the physics department is done in the Bronfman Science Center, the physics laboratory has five research rooms, all provided with complete laboratory facilities, and used for individual research projects undertaken by undergraduates and candidates for the Master's degree. The department has available a wide variety of permanent equipment within its own laboratory, and within the Bronfman Science Center for use in research. General lectures are held in two lecture theatres adjoining stockrooms for demonstration apparatus.

The Bronfman Science Center, opening in the academic year 1967-68, offers facilities for research by undergraduates, graduate students, and staff in all the sciences and in psychology. Included in the building are common research facilities such as an electronics shop, a student machine shop, a shop for working scientific glass, and a computer laboratory. The latter houses the IBM 1130 digital computer used widely throughout the college and especially important for research and instruction in the sciences. Also included is an instrument laboratory housing major scientific instruments such as X-ray apparatus, spectrophotometers, etc., which can profitably be shared by research workers from several disciplines. The principal educational function of the Bronfman Science Center is to provide research laboratories and offices which are centrally located so that participants may profit from the proximity of related work in other sciences and can enjoy the use of equipment and facilities of unusual variety and range. The program of the Center supports and extends the honors research curriculum in the sciences which allows talented undergraduate scientists to participate actively in the research investigations of the faculty. In this way advanced laboratory work, as well as classroom instruction, is made available to qualified students. The Center contains four floors and a total of 75,000 square feet of laboratory classroom and office space. The departments of Mathematics and Psychology are housed in the north wing of the building.

The Science Shop provides extensive shop facilities to meet the demand for
special apparatus which advanced work and research in science create. A cabinet maker and a machinist build the special equipment which is designed by the members of the various science departments. A full time electronics technician is also available in the Bronfman Science Center.

**Astronomical Observatories**

The Hopkins Observatory was built by Professor Albert Hopkins in 1836-38, and is the oldest astronomical observatory in the United States. In its revolving dome is located a seven-inch refracting telescope dating from 1852, with an objective by Alvan Clark, Sr., probably the most famous of nineteenth century American telescope makers.

The first floor of the observatory contains a central rotunda twenty feet in diameter with a domed ceiling on which Professor Hopkins pasted stars to form the constellations and strips of paper to represent the circles of the celestial sphere. In this form it is believed to be the oldest planetarium in America. Two wings, equipped with openings in the walls and ceiling for meridian observations, extend east and west from the rotunda.

In 1961 the Hopkins Observatory was moved to a new location at the north end of the Berkshire Quadrangle. Early in 1963 a Spitz A-3-P planetarium was installed in the central rotunda as a memorial to Professor Willis Isbister Milham, 1894, Field Memorial Professor of Astronomy at Williams from 1902 to 1942. The planetarium chamber accommodates about forty students and the lecturer can demonstrate the apparent positions and motions of the sun, moon, planets, and stars for any place on the earth and for any time in the past, present, or future. Historical displays of early astronomical instruments, including a transit instrument and sidereal clock brought from England by Professor Hopkins in 1832 are being set up in the wings of the observatory.

For evening laboratories and telescopic observation an observing deck is located on the south wing of the Physics Laboratory. Two eight-inch reflecting telescopes, a four-and-a-half inch refractor, a three inch refractor, and a three-inch patrol camera, all equatorially mounted and electrically driven to follow the motions of the stars, provide ample equipment for student use. The Astronomy Department is well supplied with portable instruments such as binoculars, sextants, prismatic circles, transits, etc.

The astronomy class room and laboratory, optical laboratory, photographic laboratory, staff offices, and astronomical displays are located on the third floor of the Physics Laboratory.
Special Facilities

Athletic Facilities

Intercollegiate contests in the fall and spring are held on Weston and Cole Fields, which also provide ample facilities and space for practice and intramural sports in those seasons. The Lasell Gymnasium, centrally located in the heart of the campus, contains two basketball floors, the Robert B. Muir Pool, wrestling room and indoor track. Adjoining the gymnasium is a separate building for squash with 14 singles courts and a doubles court. Tennis is served by 12 clay courts with fast-drying surface and 6 asphalt courts. The Lansing Chapman Rink, the Herbert S. Towne Fieldhouse, a college-owned 18-hole golf course and an extensive skiing area with championship trails and jumps fill out one of the most complete group of athletic facilities of any small college.

Brainerd Mears House

Named in honor of Brainerd Mears ’03, Ebenezer Fitch Professor of Chemistry, Emeritus, this building houses the Office of Career Counselling. Mears House also contains extensive dark room and photographic facilities plus faculty offices and space for various student activities, including the Afro-American Society.
Pre-season practice

The Band frolics
The ABC summer program

A joint faculty-student committee.
A health service, designed to care for all of the usual student illnesses and injuries, is maintained at the college infirmary. Doctors are available for consultation daily at regular hours. Emergency medical service can be obtained at any time, day or night.

During his first few weeks at Williams each entering student receives an appointment with a staff doctor, at which his health questionnaire, previously completed at home, is reviewed and additional examinations made if indicated. Necessary restrictions in his physical activity are recommended.

Prevention of disability is a particular concern of the health service. Students are encouraged to visit the ambulatory clinic even if their symptoms are minor; and in order to eliminate any financial consideration in a decision to seek medical advice, no charges are made for any treatment provided by the college health service. Every candidate for intercollegiate sport must receive medical approval at the beginning of each season. A doctor is present at all varsity and freshman contests in contact sports.

The college’s psychiatrist and clinical psychologist are regularly available to students with emotional disorders or problems of personal adjustment.

The health department is happy to co-operate with family or outside physicians in the management of more chronic conditions, although it cannot assume the cost of special medicines in such cases, nor of services beyond the facilities of the infirmary.

Dental treatment and the fitting of glasses are not provided by the College, nor is any form of elective surgery. It is assumed that needs in these areas will be for the most part met at home during vacation periods; but if a student while resident at the College requires dental treatment or other specialized care not provided at the infirmary, he will be referred to a dentist or doctor in the area at his own expense.

The College assumes no responsibility for the cost of hospitalization outside the infirmary, nor for consultation requested by the student or his family. We strongly recommend that each student carry a health insurance policy. The Blue Cross-Blue Shield policy offered through the college has excellent coverage for medical and psychiatric illness not cared for at the infirmary or occurring during vacations.
Department of Health

No medical services are provided when the College is not in session. If a student ceases to be enrolled in college for any reason, he is no longer eligible for medical care.

Student Health Plan

Since the Infirmary is not a complete hospital, with all the equipment and services required by modern diagnostic methods and treatment, it may be necessary for a student to be referred to a regular hospital in the vicinity or elsewhere, or for consultation with specialists not on the college medical staff. Also, an accident or illness may occur while the student is away from Williamstown during the college year, or during vacations, when the college health facilities are not available.

Through the College-sponsored Blue Cross-Blue Shield insurance, it is possible to provide protection against the costs of accidents, illness, surgery and inpatient psychiatric treatment outside the college facilities. We strongly urge students to obtain this policy.

A full description of the policy provisions is contained in the leaflet mailed annually to all parents. One-half the premium for this insurance will be included in each semester bill. Each premium buys six months coverage.

The College provides at its own expense for insurance protection in excess of $1,000, the basic amount provided by the College-sponsored Blue Cross-Blue Shield insurance, up to $15,000 for injuries incurred by a student while participating in intercollegiate sports.

If a student is not covered by the College Health Plan, he must provide his own insurance for athletic injuries up to $1,000.
COUNSELING SERVICES

The offices of the Deans, the Director of Admissions, the College Chaplain, the Registrar, the Director of Financial Aid, the Director of Health, the Director of Career Counseling are available at all times to assist and offer guidance to students. Each freshman has a faculty adviser to aid him in selecting his course of studies for sophomore year, and a sophomore may seek advice from the faculty associates of his residential house. Thirty-six members of the junior class live in the freshman dormitories and provide assistance. Since most classes are small and the ratio of students to faculty is low there are many opportunities for informal counseling by classroom instructors.

The chairmen of the various academic departments are the academic advisers for the upperclass students. Freshmen are introduced to the activities and services of the College during special orientation days devoted to that purpose at the beginning of the College year.

Special Faculty Advisers 1969-1970

Special faculty advisers have been appointed to guide the student in preparing for professional careers and in applying for special graduate fellowships. They are as follows:

Architecture: Whitney S. Stoddard
Armed Services: Henry N. Flynt, Jr.
Business Schools and Business Opportunities: Manton Copeland, Jr.
Danforth Fellowships: John F. Reichert
Fellowships and Grants in the Social Sciences: Fred Greene
Ford Foundation, Fulbright, Guggenheim, and Other Faculty Fellowships: Dudley W. R. Bahlman
Foreign Students at Williams: Mrs. Thomas V. Urmy
Fulbright Scholarships: John M. Hyde
Law Schools: Manton Copeland, Jr.
Engineering Schools: Ralph P. Winch
Medical Schools: Charles D. Compton
Ministry and Social Service: John D. Eusden
Peace Corps: Robert L. Gaudino
Public and Foreign Service: Fred Greene
Rhodes, Marshall, and Henry Scholarships: Christopher Breiseth
Teaching, M. A. T. Programs: Philip F. Smith
Counseling Services

Urban Affairs: Edward H. Moscovitch
Williams College Prizes and Fellowships: Henry N. Flynt, Jr.
The Woodrow Wilson National Fellowship Foundation: Robert C. L. Scott

Faculty Advisers to Freshmen 1969-70

Each freshman is assigned a faculty adviser on arrival at the College. The faculty adviser checks the selection of courses for the freshman year, assists in the selection of courses for the sophomore year, and is available throughout the year for consultation.

Peter P. Andre
Peter Berek
William W. Bevis
David A. Booth
Christopher Breiseth
James R. Briggs
David F. Bright
Craig A. Brown
Philip L. Cantelon
Edwin H. Clark, II
Frederick C. Copeland
Manton Copeland, Jr.
Nicholas Fersen
William T. Fox
Peter K. Frost
William A. Glasser
Neil R. Grabois
Richard G. Hendrix
Victor E. Hill
George C. Howard

Curtis E. Huff
Charles M. Jankey
Robert M. Kozelka
Stephen R. Lewis
Curtis L. Manns
Nicholas S. Perna
C. Ballard Pierce
Richard O. Rouse, Jr.
Frederick Rudolph
Ronald A. Schwarz
Robert W. Shuford
Philip F. Smith
Lauren R. Stevens
Fred H. Stocking
Claud R. Sutcliffe
Roger M. Tarpy, Jr.
Conrad A. J. Van Ouwerkerk
John J. von Szeliski
Philip G. Wick
Gordon C. Winston

Junior Advisers 1969-70

Thirty-six members of the junior class live in the freshman dormitories and provide assistance.

Cameron H. Blodgett
Colin W. Brown
Rodney A. Brown
Gordon A. Clapp
Robert K. Cleary
Stephen B. Demorest

George E. Ebright
Alan W. Elzerman
Robert D. Farnham
David L. Ferguson, Jr.
Ian G. Fierstein
Michael A. Foley
Faculty Associates 1969-70

Faculty members are associated with each of the residential houses. They are available for informal discussion and consultation and take part in various house activities. In each house one of the associates serves as senior associate.

Bascom House
William W. Bevis, Sr. Assoc.
Frederick C. Copeland
S. Lane Faison
John K. Savacool
Andrew J. W. Scheffey

Berkshire House
James F. Halstead, Sr. Assoc.
John D. Eusden
William B. Gates
Willard D. Dickerson

Brooks House
Neil R. Grabois, Sr. Assoc.
Theodore G. Mehlin
Daniel D. O'Connor

Bryant House
Philip F. Smith, Sr. Assoc.

Carter House
James F. Skinner, Sr. Assoc.
Fred Greene
Frederick Rudolph
James R. Briggs

Doughty House
Richard G. Hendrix

Fort Hoosac House
*Charles M. Jankey, Sr. Assoc.
Charles D. Compton
Carl Samuelson
**Robert C. Williams, Sr. Assoc.

*Sr. Assoc. first semester 1969-70
**On leave first semester 1969-70
Counseling Services

Jack M. Holl
Terry M. Perlin

Garfield House
Claud R. Sutcliffe, Sr. Assoc.
Whitney S. Stoddard
Dudley W. R. Bahlman

Gladden House
Philip L. Cantelon, Sr. Assoc.
Christopher Breiseth
J. Hodge Markgraf
Lawrence R. Catuzzi
Lauren R. Stevens
Kurt P. Tauber

Goodrich House
Steve Travis

Goodrich Annex
Lawrence S. Graver

Susan Hopkins House
Peter and Linda Andre

Lambert House
Christopher Breiseth

Mark Hopkins House
William DeWitt, Sr. Assoc.
Charles Fuqua
Richard G. Hendrix

Perry House
Roger M. Tarpy, Sr. Assoc.
William T. Fox
Craig A. Brown

C. Ballard Pierce
Robert A. Goodell, M.D.
Lawrence S. Graver

Prospect House
Victor E. Hill, Sr. Assoc.
Nicholas Fersen
Nathaniel M. Lawrence
John E. Stambaugh
Reinhard A. Wobus
Robert L. Gaudino
Philip G. Wick
J. Clay Hunt

Spencer House
Gordon C. Winston, Sr. Assoc.
Robert W. Shuford
Charles W. Fox
William R. Moomaw
Nicholas S. Perna

Tyler House
John F. Reichert, Sr. Assoc.
Eugene J. Johnson
Peter Welanetz
Linda L. Andre
Peter P. Andre

Wood House
Don C. Gifford, Sr. Assoc.
Manton Copeland, Jr.
William A. Glasser
Thomas E. McGill
Ronald A. Schwarz
Harold H. Warren
John A. Shaw

Office of Career Counseling

The Office of Career Counseling serves both undergraduates and alumni. All registrants are given every assistance in career counseling and in finding satisfactory permanent employment. Its primary function is to help the senior and the alumnus, but juniors are also assisted in seeking a summer
position “in training” which may lead toward future full-time employment. During the fall semester, all interested seniors are invited to consult the Director regarding their job interests, and to interview with the admissions representatives from graduate schools of law, business, education, and others who increasingly elect to visit the campus.

At the beginning of the second semester, recruiters from roughly one hundred business and industrial firms visit the Office of Career Counseling over a five - six week period to interview students for possible employment with their company. Representatives of secondary and elementary schools regularly schedule visits to interview teacher candidates. Federal agencies and services also visit the campus regularly. Vocational guidance is offered in all these fields.

All undergraduates are encouraged to make use of the Career Counseling Library which now contains information on all types of graduate schools, fellowships and scholarships.

Career panels are sponsored throughout the academic year by the residential houses with advice and assistance from the Office of Career Counseling.
UNDERGRADUATE ACTIVITIES

The Student Union

Baxter Hall, the Student Union building, named in honor of former President James Phinney Baxter, 3rd, was built in 1953 to provide dining and social facilities for the Freshmen and upperclassmen who were not members of houses. As a centrally located Student Union, Baxter Hall is open for all undergraduates and members of the Williams community.

In addition to a lounge and dining room for Freshmen, there is an upper-class lounge and dining room which is also available for special banquets.

An attractive snack bar, serving refreshments and light meals, and game rooms for pool, billiards, and pingpong provide a common meeting place for freshmen and upperclassmen. Offices for the college newspaper, the Williams Record, and for the college radio station, WMS-WCFM, are located in the building. Special meeting rooms are available to other undergraduate organizations. A post office is operated in the building for freshmen and various campus organizations. The building also contains large storage and refrigerator space for a commissary that supplies food to the residential houses.

Student Residence

Williams College has now completed a reorganization of the campus following the decision of the Board of Trustees that the College should provide the dining, housing, and social accommodations for the entire student body.

Freshmen are assigned rooms in four dormitories and take their meals in the freshman dining room in nearby Baxter Hall. Upperclassmen live and dine in college owned and operated residential houses and dining halls. These residential houses provide centers of social, intramural athletic, and other extracurricular activities for the three upper classes. Each house has a small number of faculty associated with it. In the spring term, Freshmen are affiliated with the residential houses in small groups of their own choice.

Each room is provided with the essential articles of furniture, including
Undergraduate Activities

desk, chair, table, chest of drawers, pillow, mattress, and bed. The student is expected to supply his own lamps, rugs, drapes, linen, and blankets.

Special Lectures

The faculty gives a series of public lectures weekly from the first Thursday of the second semester until the last Thursday before spring vacation. All college departments are represented in the series, and lecturers aim to discuss their special fields in a way that will be of general interest to non-specialists.

The faculty lectures for the year 1969-70 were as follows:

James M. Burns
Benjamin W. Labaree
William T. Fox
Lawrence E. Wikander
Conrad A. J. Van Ouwerkerk
Robert R. R. Brooks

Roosevelt at Yalta
1776 and All That
Neither Out Far Nor in Deep
Master of the Raging Book
Mysticism: Between Psychology and Religion
Stone Age Cave Painting in India

The Williams Lecture Committee, made up of faculty and undergraduates, plans each year a series of lectures by distinguished and informative guest speakers. Lecturers are generally invited to spend a day or more on campus, often in the residential houses, so that they may take part in classes and talk informally to special groups as well as deliver a public address. Among the speakers on campus 1969-70 were: Loren C. Eiseley, Chinua Achebe, Saul Alinsky, Eric A. Havelock, Adrienne Rich.

Religious Activities

The College provides daily and occasional Sunday religious services in the Thompson Memorial Chapel as well as informal Friday supper-discussion meetings. The College regards these opportunities for religious expression and development as an important aspect of its educational program. Although attendance is not required, students are encouraged to attend regularly and frequently. Speaking responsibilities are shared by the Chaplain, members of the faculty, and distinguished visitors. Services of music and religious drama are also held in the Chapel.

Speakers and Special Services, 1968-69

The Reverend John D. Eusden, Ph.D.,
the Reverend John B. Lawton, Jr., B.D.,
and the Reverend Thomas B. Pierce, S.T.D.

Williams College
St. John's Episcopal Parish
St. Patrick's Parish
Undergraduate Activities

The Reverend John D. Eusden, Ph.D.
David Perry '69 and B Smith Hopkins III '69
The Reverend G. W. Webber, Ph.D.
Professor Huston Smith, Ph.D.

The Reverend R. Edwin King, Jr., S.T.M.
The Reverend John D. Eusden, Ph.D.,
Dean of Freshmen, James R. Kolster, M.Ed.,
and David Perry '69
The Reverend John H. Westerhoff, III, B.D.
David M. Tobis '66, B.A.
William Stringfellow, L.L.B.
Professor Nathaniel M. Lawrence, Ph.D.

Ecumenical Service. Officiating clergy:
The Reverend John D. Eusden and the
Reverend Thomas B. Pierce, S.T.D.
Laurence N. Mamlet, M.D.
Robert K. Davis, M.D.
Brother Frank and
Brother Paul
Carl Hammerschlag, M.D.
Shaker Mountain School
Professor Robert R. R. Brooks, Ph.D.
Dean Krister Stendahl
Professor Herbert W. Richardson, Ph.D.
Professor Craig A. Brown, B.A.,
Professor Lawrence S. Graver, Ph.D.,
and Professor Fred Greene, Ph.D.
Father Augustine P. Léonard, O.P.
The Reverend William S. Coffin, Jr., Ph.D.
Professor Charles W. Fox, B.A.
The Reverend John D. Eusden, Ph.D.

Chapel Music and Drama

Programs of special music and liturgical drama are offered in Thompson Memorial Chapel under the direction of Professor Kenneth C. Roberts, Jr., Organist and Choirmaster. Such programs are usually sponsored by the Chapel Board and the Department of Music.

Bach Organ Concert

Williams College
Williams College
New York City
Massachusetts Institute of Technology
New Orleans, Louisiana
Williams College
Williams College
Philadelphia, Pennsylvania
New Haven, Connecticut
New York City
Williams College

Community Carol Service

Williams College
Williams College
Taizé Community
Order of St. Francis
Yale University
Windsor, Vermont
Williams College
Harvard Divinity School
St. Michael's College
Williams College
Williams College
Williams College
Dartmouth College
Yale University
Williams College
Williams College
The Williams College Chapel is a voluntary student organization charged with the direction of Protestant religious activities on the campus. It is directed by upperclass students who constitute the Williams College Chapel Board. Among the activities sponsored are: covenant meal groups, daily and Sunday worship services in Thompson Memorial Chapel, discussion groups, supper-seminar meetings with visiting speakers and members of the faculty. The WCC works closely with the Newman Association in a developing program of ecumenical cooperation. It supports and participates in the work of the Lehman Service Council.

The Lehman Service Council coordinates the work of all term-time and summer service projects. The Council members are drawn from representatives of the three religious groups, the student body at large, and the faculty. The Williamstown Boys Club, Berkshire Farm in Canaan, New York, and Monroe State Prison are three typical institutions where the Council has placed student volunteers.

The Newman Association organizes Roman Catholic activities on campus. The Association sponsors regular Masses at the Thompson Memorial Chapel as well as visiting speakers and informal brunch discussions throughout the academic year.

The Williams College Jewish Association, a student-run organization, conducts Sabbath services on Friday evenings, and schedules a variety of educational and social programs of Jewish interest. The William F. Kuskin Jewish Center, dedicated in 1966, is the center of Jewish activity on campus.

Musical Activities

Concerts at Williams College are regularly given by internationally known performing artists, members of the music department in various chamber music and solo combinations, and by student and joint student-community musical groups. Performances usually take place in Chapin Hall or the Thompson Memorial Chapel.

Thanks to a grant by the late Frederick Ferris Thompson of the Class of 1856, which is now substantially added to by the College, most concerts are
Undergraduate Activities

open to the public free of charge, and Williams undergraduates are admitted to all performances without cost.

During the academic year 1969-70, there were twenty-five scheduled campus musical performances. Among them were Heinrich Fleischer, organist of the University of Minnesota and formerly of the Thomaskirche, Leipzig; the Dorian Woodwind Quintet; a Jazz Vespers featuring the liturgical players of the St. Peter's Lutheran Church, New York City, directed by Paul Knopf; pianist Jacob Lateiner in an all-Beethoven program; the Reger Quartet of West Berlin; and the Juilliard Quartet, with soprano Evelyn Mandac as soloist in Schönberg's 2nd Quartet.

The Berkshire Symphony, an eighty-member college-community-professional orchestra, is under the direction of Julius Hegyi, Lecturer in Music, and is now in its fifth year of a Rockefeller Foundation grant that partially contributed toward the expansion of its activities. An average of twenty Williams undergraduates perform with the orchestra regularly. This year's four-concert season featured Roman Rudnytsky, pianist, Edward Gale '70, bassoonist, Evan Thomas, tenor, and Stephen Girko, Clarinetist, as soloists.

The Williams Choral Society has a membership of about fifty undergraduates. Auditions are held at the beginning of each semester. The Chamber Singers and Chapel Choir are formed from members of the larger Choral Society. These groups are under the direction of Professor Kenneth Roberts. Performances of the Choral Society this year included a joint Williams-Amherst football weekend choral concert with orchestra and Betty Allen as soloist in the Brahms Alto Rhapsody. Other appearances included Bach's Christmas Oratorio at Smith, a Händel program with Wellesley (both at Wellesley and at Williams, with soloists Mary Beth Peil and Charles Bressler), and the Brahms Requiem in a special concert, Martin Luther King In Memoriam, with S.U.N.Y.-Oneonta, with orchestra and soloists Veronica Tyler and Simon Estes. The Chapel Choir performed two Bach Cantatas in association with the Emma Willard School Choir, and the traditional Christmas Vespers. The Chamber Singers presented a special Schönberg-Lutoslawski (Michaux Poems) lecture-concert with the Mount Holyoke Chamber Singers, on both campuses.

"Music in the Round", a series of chamber music concerts for diverse instruments, enjoyed its fifth season in Williamstown under the direction of Julius Hegyi. The five concerts featured many contemporary works, among them the first performance of Quartet for Six, by Robert Barrow, Professor of Music and Chairman of the Music Department.

In a special concert during the January Winter Studies Program, The Williams Trio was formed by Julius Hegyi, violinist, Kenneth Roberts,
pianist, and Luca DiCecco, cellist on the faculty of Duke University, who was guest performer in residence.

Professor Roberts also offered a solo piano recital of music by Schumann, Prokofiev, and Schubert.

Several all-student instrumental groups are "regulars" on the campus: The Williams College Band is a seventy-member unit that performs at football games, conducted by Craig Anderson '71 and under the general supervision of Mr. Francis Cardillo, who also directs the Clarinet Ensemble.

The Brass Ensemble and Woodwind Quintet are directed by Irwin Shainman, Professor of Music. This year, the Brass Ensemble performed at Wellesley, Smith, and as part of the Christmas Vespers in the College Chapel. A joint concert with the Union College brass group was presented in the spring. The Woodwind Quintet performed at the end-of-year student concert.

An all-student string quartet and ensemble - "Arco e Corda" - is supervised by Mr. Hegyi.

This year, Professor Bruno Nettl, Chairman of the Department of Musicology, University of Illinois, offered a project in Non-Western Music during our Winter Studies period, which was accompanied by several live performances of Indian music, in conjunction with the "Williams-In-India" program.

**Private Instruction**

College students may obtain private instruction in piano, organ, voice, string, or wind instruments from various members of the department. For qualified students, instruction is available through the election of special courses in the creative arts (see the specific course listings under the music section of this Bulletin). Instruction outside of the creative arts course elections is not part of the regular curriculum and receives no academic credit. Special reduced fees are established for college students which are substantially below the cost of comparable lessons elsewhere. No fees are charged when a creative arts course election is made. Abundant practice facilities in modern practice rooms are available without charge.

Considerable opportunity for public performance is offered to qualified students by means of a series of student recitals and studio classes which are sponsored by the department throughout the year.

**Dramatics**

The Adams Memorial Theatre program, operated by the Drama staff and enhanced by modern and complete facilities, supplies an outlet for any
Undergraduate Activities

interest in the theatre—creative, technical, or administrative. Participation is completely open to all students.

The theatre season, offering plays of many types, is designed to bring varied and worthwhile theatre to the whole college community while providing opportunities for undergraduates in acting, direction, design, and technical work. Student participation in the theatre is rewarded—on a point system—by membership in Cap and Bells, Inc., the undergraduate dramatic organization.

The annual program normally consists of five major staff-directed plays (in recent years: The Hostage; Carousel; The Bacchae; The Caretaker; and Macbeth), occasional visiting productions, and five to six student-produced plays—including original scripts—given in the Studio Theatre. A Scene Workshop meets weekly for informal practice in acting, directing, or playwriting.

Undergraduate Publications

Literary and journalistic interests find expression in the Williams Record, a semi-weekly newspaper and The Red Balloon, a literary magazine. The Gulielmensian, the college yearbook, is edited by members of the Junior class. The Eph Williams Handbook is published to acquaint incoming freshmen with the College. A mimeographed news bulletin, The Adviser, is published daily. Undergraduates in the Williams News Bureau write news reports of sports and other college events under the supervision of the Assistant News Director of the College.

Debating

The Adelphic Union conducts debates and panels on the campus and takes part in debate tournaments at other institutions. Freshmen are eligible to take part in all debates.

College Council

The College Council is designed to be the directing force of undergraduate activities. It deals with campus-wide problems and aims to develop a spirit of unity and cooperation on the campus. The council is comprised of all of the House presidents. The president of the Junior Advisers, the editor of the Williams Record, and the Dean are non-voting members. The College Council appoints members to the following student committees: All College Entertainment, Curriculum, Honor System and Discipline, Foreign Student, Cultural Coordinating (5C), Finance, Physical Facilities, Student Choice, Cuisine and Culinary Consultation (7C).
Honorary Societies

The Phi Beta Kappa Society is described on page 266.

Gargoyle Society

Gargoyle, established in 1895, is the senior honor society, with a membership of between twenty and twenty-five men. They are chosen in the spring from members of the junior class in full standing. The original objectives of the Gargoyle Society were “to discuss college matters, to take active steps for the advancement of Williams in every branch of College life, and to exert itself against anything deemed detrimental to such advancement.”

The Society seeks to discuss and to re-define the nature of the Williams Community and Williams experience in an attempt to keep the institution vital and relevant to the needs of the student and his total environment.

Members in the Society are elected from a broad range of students representing diverse interests and commitments.

Purple Key

Purple Key, a junior service organization, consists of fifteen members of the junior class selected on the basis of their desire to serve Williams College. The society provides such services as greeting teams and visitors that come to Williams, sponsoring a Key weekend, welcoming women students, printing all athletic programs, and holding a Sports’ Award Banquet for letter winners in the spring of each year.

Intramural Athletics

Participation in intramural athletics is voluntary, and no credit in physical education is given for such participation. Tournaments in golf, tennis, billiards, pocket billiards, ping pong, squash, track, and swimming are held annually for the college championship in these activities.

Each residential house enters teams in touch football, tennis, golf, basketball, swimming, volleyball, squash, hockey, skiing, softball, and track. The freshman class is divided into five groups each of which competes with the upperclass houses in these activities. Winners in each sport have their names engraved on the intramural plaques in the gymnasium. The team winning the greatest number of points for the year is awarded the intramural championship trophy. The freshman team winning the highest number of points has its name engraved on a special freshman plaque.

Intercollegiate Athletics

Williams normally has varsity and freshman teams in football, soccer,
Undergraduate Activities

cross country, basketball, hockey, swimming, wrestling, squash, skiing, baseball, track, tennis, golf, and lacrosse, and intercollegiate competition in these sports.

Intercollegiate athletics are under the direct control of the faculty through the supervision of the faculty committee on athletics. The immediate direction of intercollegiate athletics, both varsity and freshman, is in the hands of the Director of Athletics, who is a member of this committee.

The College provides at its own expense for insurance protection in excess of $1,000, the basic amount provided by the college-sponsored Blue Cross/Blue Shield insurance, up to $15,000 for injuries incurred by a student by accident:

A. While participating in a practice session or game of the Athletic Activity for which coverage is indicated in the Schedule, which session or game is approved by and under the supervision of proper authority of the Holder; or

B. While traveling directly to or from such practice session or game with other insureds under the supervision of proper authority of the Holder.

If a student is not covered by the College Health Plan, he must provide his own insurance for athletic injuries up to $1,000.

Williams Outing Club

The Williams Outing Club operates skiing facilities and stages the annual Winter Carnival. It also maintains trails and one cabin in the area during the year. The club also conducts a program of trips and other activities designed to exploit the advantages of the college's unique environment.

The 1960-61 season marked the opening of the Williams College Ski Center named after Assistant Professor Ralph J. Townsend, Williams coach of skiing since 1950. Located just five miles from the campus, the 4,000-foot trail and slope and the twenty and forty-five meter jumps provide superior competitive facilities for this popular sport.

College Radio

WMS-WCFM is an entirely student-run carrier-signal AM, educationally licensed stereo FM radio station. Its operation is designed to involve as many undergraduates as possible in a broadcast schedule of music, news, sports and special programs that mixes spontaneity with professionalism.
MASTER OF ARTS PROGRAM

The degree of Master of Arts is awarded for not less than one year of resident graduate study to a holder of the Bachelor's degree from an accredited institution who satisfactorily completes the requirements. Two years are usually required to complete the program because the candidate, in addition to satisfying course, thesis, general examination, and language requirements, must participate in practice teaching, or research, or a combination of the two. Candidacy is open only to graduate teaching and research assistants, each one of whom receives a stipend and has his tuition and fees remitted. Normally, graduate work leading to the degree of Master of Arts is offered only in Biology and Physics.

For detailed information concerning admission to candidacy and the requirements for the degree, write to the Chairman of the Committee on Graduate Study, Williams College, Williamstown, Massachusetts 01267.

MASTER OF SCIENCE PROGRAM

The degree of Master of Science is awarded for not less than one year of resident graduate study to a holder of the Bachelor's degree from an accredited institution who satisfactorily completes the requirements. Candi-
Graduate Study

dacy for the degree of Master of Science is normally open only to scientists, employed in local industries, who participate in the program on a part-time basis. In order to be admitted to candidacy the graduates of colleges other than Williams College must show by their college records that they have completed, in a creditable manner, work in some major substantially equivalent to that required in a major for the Williams degree. Every candidate must submit two official copies of the transcript of his previous academic record, and in addition, must take a placement examination. He must, further, secure the permission of his employer since many of the courses are held during normal industrial working hours. M.S. programs are offered only in the departments of Chemistry and Physics.

In order to earn the M.S. degree, the candidate must: (1) Satisfy the prescribed course requirements. (2) Pass a reading examination in French, or German, or Russian. (3) At the end of the program, pass general examinations in his field.

For detailed information concerning the requirements for the degree, consult the educational adviser in your company or write to the Chairman of the Committee on Graduate Study, Williams College, Williamstown, Massachusetts 01267.
THE CURRICULUM

Williams College offers a course of study leading to the degree of Bachelor of Arts. The curriculum requires that a student explore several fields of knowledge and concentrate in one. A wide range of choice among subjects for both exploration and concentration is provided. Within the field of concentration, the student has ample room to satisfy his individual interests.

The academic year is divided into two regular semesters and a Winter Study Program. The student takes four courses in each semester and during a twenty-six-day period in January pursues a single program of study on a pass-fail basis in cooperation with an instructor. This Winter Study Program is intended to give the student a change of pace and open new horizons for him. The student may also take an optional fifth course on a pass-fail basis during the regular semesters.

THE CENTER FOR DEVELOPMENT ECONOMICS

The Center for Development Economics was established as part of the College in June, 1959, supported by a grant from the Ford Foundation. Its principal activity is a specialized one-year Master of Arts program in development economics for young economists on leave from official positions in less developed countries. About three-fourths of the men who have participated in the program are currently working for their governments in planning commissions, central banks, ministries concerned with economic policies, and research institutes; others are teaching in national universities, working for international economic organizations, employed by private firms, or with approval of their sponsors, studying for doctorates in economics.

The Center has received three successive grants from the Ford Foundation in support of its activities, and in recent years more than half of the participants have received fellowships from the United States Agency for International Development, other agencies concerned with economic development in their countries, international organizations, or their governments. Although the College provides a variety of services for the Center, none of the costs of these services are paid from the general funds of the College.

The Center was originally located in Cluett House, a mansion at the edge of town given to the College by the Cluett Family in 1958, and has often
been referred to as the Cluett Center. Beginning in 1966-67, however, it has been located on the campus in the house leased to the College by the Delta Psi fraternity. There the Center has a seminar classroom, a specialized library in development economics, dining facilities, single bedrooms and shared studies for about twenty men each year, lounge and other living facilities, and an office—as well as convenient access to the College as a whole.

The Center’s activities include not only the graduate study program, but also a program of research into the problems of economic development, and a program of economic services for underdeveloped countries, in cooperation with other governmental or private agencies. Staff members have worked in Pakistan, Indonesia, Malaysia, the Philippines, Ethiopia, Uganda, Colombia, Brazil, and Chile in recent years. All the staff are members of the Economics Department who participate in Center activities on a part-time basis along with their regular college teaching.

The graduate study offering is designed to meet a special need. A high proportion of the overseas graduate students who come to the United States each year to study economics are seeking a course of study which will equip them to enter positions of responsibility in public economic administration, research and planning, or similar positions in business firms and other private organizations prominent in the economic development of their countries. The Williams program is a one-year program which is explicitly designed to provide, at an early stage in a man’s career, training in the tools of economic analysis that will be directly relevant to his future responsibilities as a civil servant or business manager concerned with problems of economic development.

The academic program consists of nine courses during the year—two in economic analysis applied to development, three in quantitative techniques for development programs, international trade and development, financial aspects of development, development planning, and a research seminar. These courses are conducted on a lecture-and-discussion basis, and all courses are required for all students. Each student writes several papers during the year, including a major research paper, and final examinations are given in all courses. Each student works with a faculty adviser, and is expected to display a high measure of individual initiative.

Successful candidates are awarded the degree of Master of Arts in Development Economics. Candidates who have shown seriousness of purpose and have completed the courses, but who have not met the grade requirements for the degree, are awarded a Certificate.

In overseas interviewing of applicants for the M.A. program, Williams acts in cooperation with the Harvard University Public Service Program.
in Economic Development. Interviewing trips are made throughout much of the world by the Williams and Harvard staffs from December through March.

The staff of the Center is assisted by an Advisory Board consisting of:
Emile Despres, B.S., Professor of Economics and Chairman, Committee on International Studies, Stanford University;
Edward S. Mason, Ph.D., Lamont University Professor, Harvard University;
Max F. Millikan, Ph.D., Professor of Economics and Director of the Center for International Studies, Massachusetts Institute of Technology; and
Lloyd G. Reynolds, Ph.D., Sterling Professor of Economics and Chairman of the Inter-University Committee on Comparative Economics, Yale University.

EXCHANGE PROGRAM*

Williams participates in an exchange program, whereby students from participating colleges may spend up to a year visiting, with a minimum amount of red tape. Although the program is in no way tied to honors standing, reasons for exchange ought to involve academic offerings available at the host school. Exchange should not be seen as a station on the trip to Transfer, however. The program should appeal to restless and exploring students who have a basic commitment to their home institution.

Information on the program and copies of the participating schools’ catalogs are available at the Dean’s Office.

WILLIAMS-IN-HONG KONG

Begun in 1961 as “Operation Haystack,” Williams-in-Hong Kong is a summer service project at United College, a constituent of the Chinese University of Hong Kong. With the earlier guidance of Yale-in-China, a summer Institute in English is conducted by a small group of Williams Juniors and Seniors selected by a special faculty committee. Lasting approximately eight weeks, this course is designed to increase the proficiency of Chinese Primary and Middle School teachers of English. Two of the Williams representatives remain in Hong Kong for the following academic year to teach on the United College Faculty and to plan and direct the ensuing summer’s Institute in English.

*Participating schools are: Amherst, Bowdoin, Connecticut College, Dartmouth, Mt. Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams.
The Curriculum

WILLIAMS-IN-INDIA

Seventeen sophomores and juniors at Williams College began a study of transition and social change in India, in September of 1969. The students were resident on campus for the fall semester and the winter study period in January. In the fall, they studied development economics and Indian art together with a double credit discussion course on transition in India. There was a summer reading list used as a preparation and background for study.

The students took up residence in India from February through June. They pursued discussions with government officials, businessmen, teachers, villagers, politicians, planners, religious figures, social workers. They lived with Indians in their homes and in dormitories, both in the city and in villages and in industrial centers. Each student was responsible for a major paper.

OPPORTUNITIES FOR SUPERIOR STUDENTS

In order to encourage students of superior ability and attainment to undertake challenging individual academic programs, the College relaxes many of its ordinary requirements.

FRESHMAN YEAR: In selecting their programs at the College, freshmen are encouraged to take full advantage of whatever special preparation they have had. Williams subscribes to the purposes of the Advanced Placement Program. Freshmen who have performed satisfactorily in college-level secondary school courses and on the advanced placement examinations, may be permitted to enter advanced courses not ordinarily open to freshmen. Such students are thereby enabled to enrich their Williams education. Furthermore, they may, with the consent of the Dean, be permitted to register for extra courses, and to accumulate credit from approved summer school courses, thereby attaining the B.A. degree in fewer than the normal four years.

SOPHOMORE YEAR: Especially able sophomores may register during the second term of sophomore year in honors courses ordinarily open only to juniors and seniors.

Sophomores of high achievement may also be given permission to register in upperclass courses. This applies particularly to students who have taken advanced courses as freshmen. Eligibility is judged on an individual basis, and permission is obtained from the appropriate department at the time of registration.
Junior and Senior Years: A central feature of the Williams curriculum is the honors program (page 83) which provides an opportunity for students of superior initiative and ability to exercise originality and responsibility as scholars.

Another opportunity for advanced work available to students enrolled in the honors program is known as independent study. When a particularly able honors candidate wishes to pursue the study of a subject not covered by the normal course offering of the College, arrangements may be made for him to undertake a semester, or more, of independent study with a specially assigned member of the faculty. Arrangements for independent study are made with the appropriate department at the time of registration.

Opportunities in the Creative Arts

Williams College recognizes the varied needs of both the disciplines which form part of the college's curriculum and of the students enrolled within its programs. Certain disciplines, especially those concerned with the creative arts, can benefit from an increased use of independent projects for its students, even for those who may not be honors students in the college-at-large. These projects normally do not form a part of the usual classroom program within that discipline. In addition, these independent projects realize more fruitfully the potential of the individual talent of the student and will guide the student in the growth of that talent and interest. All of these things the college desires to foster. It is generally conceded that an exclusively classroom oriented approach to the arts is unsatisfactory; it must be fortified by practical experience within that discipline.

The architect and humanitarian, Walter Gropius, in his Convocation Address at Williams College on September 22, 1963 stated:

This unintegrated society of ours needs participation in the arts as an essential counterpart to technology. . . . for art develops intuition. . . . In our era of expediency and mechanization, the predominant educational aim ought to be to call forth creative habits; vocational skill should be a by-product only, a matter of course. The student’s mind. . . will become increasingly inventive when he is guided not only by intellectual studies but also by practical experiments in forming, building, constructing things to come, a program of ‘search’ rather than ‘re-search’.

Qualified students at Williams are encouraged to make use of special electives in the creative arts in addition to the normal courses and extracurricular activities within these fields. These special electives in the
The Curriculum

creative arts, listed with the course announcements under Art, Drama, English (Creative Writing), and Music, have been formulated by the various departments and disciplines for those who demonstrated talents and interests which the college hopes the individual student will wish to develop. Students should confer with the appropriate faculty member before registering for these courses.

Attention is directed to the Hubbard Hutchinson Memorial Fellowship for graduate study described on page 286.

**REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE**

**Required Number of Courses**

Credit for thirty-two semester courses and four Winter Study Projects is required for the degree. In addition, four semesters of Physical Education must be completed by the end of the sophomore year.

**Residence Requirement**

A minimum of two years of residence is required for the degree.

**Distribution Requirement**

Two semesters of course work must be completed in each of the following three divisions by the end of the junior year:

<table>
<thead>
<tr>
<th>Division I. Languages and the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Classics</td>
</tr>
<tr>
<td>Comparative Literature</td>
</tr>
<tr>
<td>Drama</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division II. Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division III. Science and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
</tr>
<tr>
<td>Biology</td>
</tr>
</tbody>
</table>

Psychology (specified courses)
Julian Bond and Afro-American members
A battle scene in rehearsal for Macbeth

The Williams Trio rehearse
The Curriculum

The Major

Juniors are required to choose a major field of concentration. The selection is normally made at the time of registration in the spring of the sophomore year. But qualified students may request permission to register provisionally in a major at the end of their freshman year.

General Structure

(1) A student ordinarily must elect at least nine semesters of course work in his major field. He must also take one Winter Study Project in that field during his junior or senior year.

A student may also fulfill the minimum requirements for a major by taking eight semesters of work in his major field and two semesters of work, approved by his advisor, in associated fields. In interdepartmental majors, such as Political Economy and American Civilization, a somewhat larger number of courses may be required.

(2) A prescribed sequence of courses, supplemented by parallel courses, and ending in a senior major course, is required in some major fields. Other majors ask the student to plan a sequence of elective courses, including advanced work building on elementary courses in the field, and ending in a one or two semester faculty organized course or project in senior year. All fields of concentration provide a system of counseling to help students plan programs reflecting individual interests as well as disciplined and cumulative patterns of inquiry.

(3) A student participating in the Honors Program ordinarily elects at least eleven semesters of work in his major field, as well as one Winter Study Project in that field during junior or senior year. Alternatively, an honors candidate may fulfill his major requirement with a minimum of ten semesters of work in his major field together with two semesters of work approved by his advisor in associated fields, as well as one Winter Study Project in the major field during junior or senior year.

Courses in many major programs require prerequisite courses in related areas. A full description of the detailed structure of each major is found under the heading of that major in the section of the catalog, “Courses of Instruction.”

Major Examination

In some fields of concentration, a student’s understanding of his major subject is evaluated by an examination or other exercise near the end of senior year. In all fields of concentration, honors candidates who do not submit a senior thesis take an honors examination near the end of senior year.
The Curriculum

Major Fields

Majors are offered in the following fields:

*American Civilization
Art
Biology
Chemistry
Classics
Greek
Latin
Economics
English
Geology
German
History
History of Ideas

Mathematics
Music
Philosophy
Physics
**Political Economy
Political Science
Psychology
Religion
Romanic Languages
French
Spanish
Russian

Provisional Registration in Departmental Major in Sophomore Year

Early concentration in a major field of interest is open to students having well-formulated educational objectives. Students may request permission at the end of their freshman year to register provisionally as majors with departments of their choice. This permission carries the privilege of registering for as much as four semesters of course work in the same department during sophomore year. Permission for provisional registration is obtained from the chairman of the appropriate department at the time of registration for sophomore year.

Co-ordinate Programs

In addition to majoring in a field, a student may choose to concentrate his elective courses on a single topic or area, such as Area Studies, Afro-American Studies, or Environmental Studies. Descriptions of such possible co-ordinate programs appear under the appropriate heading in “Courses of Instruction”. A student making such a choice often can waive certain prerequisites for courses in the program, and may be granted a reduction in the number of courses required to complete his major.

Credits Earned Elsewhere

A student who wishes to enroll in another institution and to transfer his credits to Williams should consult with the Dean and with the appropriate

*Offered by the Department of History.
**Offered jointly by the Departments of Economics and Political Science.
departmental chairman. Applications for study abroad or for participation in formal exchange programs require the approval of the chairman of the student's major department, the Dean, and the Committee on Academic Standing.

**Physical Education**

Credit for four semesters of Physical Education, to be completed by the end of sophomore year, represents one of the requirements for the degree. All freshmen and sophomores are therefore required to participate in the Physical Education Program unless excused by the Dean or the College Physician. This program consists of three one-hour periods a week or their equivalent throughout the college year or, for those of superior athletic ability, participation in one of the several intercollegiate athletic teams in season. In these classes instruction is given in a variety of activities.

In the fall, students may elect track, physical fitness, Outing Club activities, tennis, or golf. During the winter season, classes for freshmen are held in physical fitness and instruction is given in squash, skiing, swimming, basketball, judo, and volleyball. Sophomores are not required to take part in all these activities but may choose one or more for the season. In the spring, students may elect rugby, tennis, golf, Outing Club activities, life saving or swimming.

Sophomores who are competing for the managership of a varsity team are not required to attend these classes.

**HONORS PROGRAM**

The junior and senior years offer the opportunity for students of superior initiative and ability to undertake a course of study designed to qualify them for a degree with honors. Each department has adapted its honors program to its own discipline; the student participates in a series of special honors courses, or writes an honors thesis, or both. (See “Courses of Instruction” for descriptions of the honors programs of individual departments.) A candidate for the degree with honors is free to elect honors courses in other departments as well as in the department of his major.

The emphasis of the honors program is on self-education; the program seeks to provide students with unusual opportunities for exercising originality and for developing intellectual resourcefulness. The student who writes a thesis formulates his thesis problem and investigates his subject with the guidance of a member of the faculty, but a high degree of responsibility for the preparation of the thesis remains with the student. The honors
The Curriculum

courses are designed to encourage the student’s initiative and self-discipline and to permit him to pursue his studies at an advanced level. The student with interests of a mature and advanced nature in an area of study not included in his major department’s courses of instruction is offered a further opportunity: with the consent of his department he may undertake a course of independent study in cooperation with a member of the faculty.
PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

Williams regularly prepares young men for graduate study in the arts and sciences, medicine, law, teaching, and other professions. Although the principal function of Williams is to provide a broad and solid liberal education which will be of lasting value no matter what vocation a student may pursue, the College recognizes that no fundamental conflict exists between a liberal education and preparation for a professional career; on the contrary, a foundation of liberal studies increases professional competence in any field. A student should plan his program of study so as to provide as much educational breadth and enrichment as circumstances permit. He should also give serious consideration to post-college plans early in his college career.

Each departmental major provides the foundation for graduate study in the corresponding field. Students should consult the departmental programs listed under "Courses of Instruction" for requirements, and for special advice regarding preparation for graduate study. Students should also consult with the appropriate departmental chairmen or special faculty advisers for certain professions (pages 57, 58) as early as possible in their college careers to make certain they have taken all the necessary factors into consideration.

Particular attention is called to the foreign language requirements of graduate study. Candidates for the degree of doctor of philosophy at almost all graduate schools are required to have a reading knowledge of both French and German. Under certain circumstances Russian may replace French. Many graduate schools require also a knowledge of Latin for students of English and Romance Languages. Candidates for the master of arts degree are required to have a reading knowledge of either French or German. Students should consult departmental chairmen or the faculty advisers for the requirements in specific fields of study.

Architecture

Although requirements set by various architectural schools differ, the equivalent of Mathematics 101 and basic courses in history of art and archi-
Preparation for Graduate Study

Architecture are required by all. The equivalent of Physics 101, 102 is required by most architectural schools.

Entering freshmen who plan to become architects should take Mathematics more year Art 205, 206 or 208 is recommended. Architectural Design (Art 305-306), conducted for a limited enrollment by a member of the department with the assistance of a registered architect, is not a requirement for entrance to all architectural schools.

Students planning to become architects should consult the faculty adviser on the study of Architecture.

Business Administration

Williams offers no special course in preparation for a business career or for graduate study in business administration. The qualities which are important to success in business, and which graduate business schools are seeking, are an ability to reason and to express oneself logically and clearly in written and oral exposition; a good understanding of the physical and social environment in which business operates; and an appreciation of human motivations and goals. This means that a broad liberal arts program is preferred over a highly specialized one.

Within this broad prescription it is desirable to have at least one year of Economics and one year of Mathematics (including statistics and calculus). For those interested in production management, additional work in mathematics and sciences would be helpful. Courses in American History and government provide important background understanding. In addition, a number of graduate business schools grant advanced standing for certain undergraduate courses successfully completed at Williams. For this information the student should consult the graduate business school adviser.

But there is no particular major at Williams that is designed as preparation for the business profession. Potential future businessmen are encouraged to undertake a broad educational program in the arts, humanities, and sciences.

Students interested in graduate work in business administration should consult the faculty adviser for business schools.

Engineering

A prospective engineering student is well advised to build his professional engineering training on top of a liberal arts education. Such a student can secure his basic science and mathematics at Williams College, while he explores broadly in all fields of knowledge and, on graduation, transfer to a technical school. A student interested in an engineering career should
consult the engineering faculty adviser in planning his entire program at Williams College. Opportunities for undergraduate or graduate work in engineering are available at various technical schools for students who major in the sciences at Williams College.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal education. No special courses are presented for prelegal students.

Students intending to study law should consult with the faculty adviser on the study of law.

Premedical and Predental Study

A premedical or predental student should consult early in his college program the catalogs of medical schools so that he can plan his course at Williams to fulfill their requirements. A summary of the requirements of all medical schools is available in the annual bulletin of the Association of American Medical Colleges (AAMC), “Medical School Admission Requirements.” According to the current edition, “... Specific premedical course requirements... vary among the medical schools, but all recognize the desirability of a broad education—a good foundation in the natural sciences (mathematics, chemistry, biology, and physics), highly developed communication skills, and a rich background in the social sciences and humanities.”

“Absolute requirements for medical school admission are purposely limited in order to allow latitude for developing individualized undergraduate programs of study.... Most students do major in one of the sciences, frequently in an area of biology or chemistry. This is certainly acceptable but is not necessary. One should feel free to develop his major area of interest for its own sake, realizing that the medical school is more interested in the quality and scope of the work accomplished than in the... major field chosen by the student.... Because so much of medicine rests on a scientific basis, however, the student who majors in a nonscientific field and elects the minimum number of required science courses must excel in them to insure the adequacy of his preparation and a favorable consideration of his application.... A solid understanding of modern concepts in physics, chemistry, and biology is mandatory, for major advances in medicine are based on principles stemming from these disciplines....”

Medical school requirements vary from school to school and from year to year. Students are advised to take into consideration not only current minimum requirements but also recommended courses and trends in re-
Preparation for Graduate Study

requirement changes. The following summary of the most important re­
quirements and recommendations has been taken from the current AAMC
bulletin. It is a useful, but not comprehensive, guide. The equivalent
Williams courses are also indicated.

<table>
<thead>
<tr>
<th>Premedical subjects</th>
<th>Schools requiring(^1)</th>
<th>Add’(t). schools recommending</th>
<th>Equivalent Williams courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
<td>Total schools = 101</td>
<td></td>
</tr>
<tr>
<td>Embryology (1 semester)</td>
<td>13</td>
<td>22</td>
<td>Biol. 301</td>
</tr>
<tr>
<td>General Biology (2 semesters)</td>
<td>93</td>
<td>—</td>
<td>Biol. 101, 102</td>
</tr>
<tr>
<td>Genetics (1 semester)</td>
<td>11</td>
<td>21</td>
<td>Biol. 203</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inorganic (2 semesters)</td>
<td>97</td>
<td>—</td>
<td>Chem. 101-102 or 103-104</td>
</tr>
<tr>
<td>Organic (2 semesters)</td>
<td>97</td>
<td>—</td>
<td>Chem. 201-202</td>
</tr>
<tr>
<td>Physical (1 semester)</td>
<td>6</td>
<td>29</td>
<td>Chem. 306</td>
</tr>
<tr>
<td>Physical or Quant. (1 semester)</td>
<td>4</td>
<td>—</td>
<td>Chem. 306(^1)</td>
</tr>
<tr>
<td>Qual. Anal. (1 semester)</td>
<td>11</td>
<td>—</td>
<td>Chem. 101-102 or 103-104 (^2)</td>
</tr>
<tr>
<td>Quant. Anal. (1 semester)</td>
<td>24</td>
<td>16</td>
<td>Chem. 101-102 or 103-104 (^2)</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus (1 or 2 semesters)</td>
<td>20</td>
<td>10</td>
<td>Math. 101, 102(^8)</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 semesters)</td>
<td>96</td>
<td>—</td>
<td>Physics 101, 102 or 103, 104</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (2 semesters)</td>
<td>75</td>
<td>—</td>
<td>Eng. 101, any additional semester</td>
</tr>
<tr>
<td>Language (modern foreign)</td>
<td>11</td>
<td>16</td>
<td>Through 103-104 or equivalent</td>
</tr>
<tr>
<td>Language (classical or modern)</td>
<td>4</td>
<td>—</td>
<td>Through 103-104 or equivalent</td>
</tr>
</tbody>
</table>

\(^1\)These are listed as in the AAMC bulletin and include some strong recommendations as requirements.

\(^2\)Sufficient qualitative analysis and quantitative analysis have been incorporated into Chemistry 101-102 and 103-104 to fulfill most separate course requirements in these subjects. Chemistry 306 is necessary, however, to fulfill most requirements specified as “physical chemistry or quantitative analysis.” In summary, the requirements of most medical schools in qualitative, quantitative and physical chemistry are fulfilled by Chemistry 101-102 (or 103-104) and 306.

\(^3\)In many cases, but not all, Mathematics 101, 140 or Mathematics 101 will suffice.

In summary, the present minimum requirements of most medical schools are fulfilled by the following program (medical school catalogs should be
consulted, however, for specific details):

- Biology 101, 102, 203, 301
- Chemistry 101-102 (or 103-104), 201-202, 306
- English 101, and an additional semester
- Mathematics 101, 102
- Physics 101, 102 (or 103, 104)

Foreign language (equivalent to two college years)

The premedical or predental student should be aware of the strong competition he will encounter when he applies for entrance to medical or dental school. Applicants are numerous and well qualified, and committees on admission select classes from those who have a high standing in premedical work.

Students are advised to elect Biology 101, 102, Chemistry 101-102 (or 103-104), 201-202, and Physics 101, 102 (or 103, 104) before the Medical College Admission Test, usually taken in May of the junior year.

Ordinarily, only four semesters of courses in science and mathematics should be taken in the freshman year. Since the requirements involve more cumulative study in Biology and Chemistry than in any other area, it is advisable for freshmen to elect courses in these subjects.

Teaching and Research

The most important qualification for careers in teaching at any level is proficiency in a major. Students interested in college teaching and research should prepare themselves at Williams for graduate work in the subject of their choice, whereas those interested in teaching at the elementary or secondary level should plan to proceed from a sound undergraduate major to a Master of Arts in Teaching program in a reputable graduate school.

Students interested in teaching at the elementary or secondary level should consult with the faculty adviser in that field; those interested in college teaching should consult with the chairman of the department in which they intend to major.

Religious Study

Students intending to go to theological seminary or to a graduate school for an advanced degree in religion are not required to pursue a special course. Any major is acceptable, and all liberal arts courses are useful to the prospective minister or teacher. One or two courses in Religion are recommended, but heavy concentration in Religion is usually discouraged unless the pretheological student plans definitely to attend a seminary or graduate school with a flexible curriculum and provisions for advanced standing.

Students interested in theological study should consult with the faculty adviser in that field.
COURSES OF INSTRUCTION 1970-1971

Course Numbering System

Courses in the 100 series are open regularly to qualified members of all classes.

Courses in the 200 series are open regularly only to qualified sophomores, juniors, and seniors.

Courses in the 300 series are open regularly only to qualified juniors and seniors.

Courses in the 400 series are open regularly only to qualified seniors and graduate students.

Courses in the 500 series are open regularly only to graduate students.

Within a given series, numbers do not indicate the relative level of courses.

H before a number indicates a course in the honors program.

Courses designated by a single number are semester courses.

Odd numbers designate courses offered during the first semester. Even numbers designate courses offered during the second semester.

Year courses are designated by an odd number and an even number joined by a hyphen; the work of the two semesters constitutes an integral, indivisible course.

Order of Course Election

The order in which courses may be elected is determined by the prerequisites stated under the course description. The classes to which courses are regularly open are indicated by the course number. Exceptions to the order indicated may be made for students of high scholastic ability on petition to the Committee on Academic Standing.

Sequence Courses

This term, found in the description of major programs, refers to the courses taken in a sequence prescribed by the major and culminating in the senior major course.
Courses of Instruction

Parallel Courses

This term, found in the description of major programs, refers to the courses prescribed by the major program in addition to the sequence courses. A choice among possible alternatives is offered in many major programs.

Any course in which registration is deemed insufficient may be withdrawn at the beginning of either semester without previous notice.

Courses enclosed in brackets will not be offered in 1970-71.

Scheduling of Class Hours

Except as otherwise noted, courses meet either three times each week in fifty-minute periods or twice a week in seventy-five-minute periods as follows:

<table>
<thead>
<tr>
<th>Fifty-minute periods</th>
<th>Seventy-five-minute periods</th>
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</thead>
<tbody>
<tr>
<td>A 8:00 a.m. MWF</td>
<td>AB 8:30 a.m. MWF (2 of 3)</td>
</tr>
<tr>
<td>B 9:00 a.m. MWF</td>
<td>DE 11:00 a.m. MWF</td>
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<tr>
<td>C 10:00 a.m. MWF</td>
<td>FF 1:00 p.m. W</td>
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<tr>
<td>D 11:00 a.m. MWF</td>
<td>GG 2:30 p.m. W</td>
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<tr>
<td>F 1:30 p.m. MWF</td>
<td>FR 1:00 p.m. MT</td>
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<tr>
<td>G 2:30 p.m. MWF</td>
<td>GS 2:30 p.m. MT</td>
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<tr>
<td>J 8:00 a.m. TThS</td>
<td>JK 8:30 a.m. TThS (2 of 3)</td>
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<tr>
<td>K 9:00 a.m. TThS</td>
<td>MN 11:00 a.m. TThS</td>
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<td>L 10:00 a.m. TThS</td>
<td>PF 1:00 p.m. TF</td>
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<td>M 11:00 a.m. TThS</td>
<td>QG 2:30 p.m. TF</td>
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<td>S 2:30 p.m. Th</td>
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</table>
AFRO-AMERICAN STUDIES

COURSES OF INSTRUCTION 1970-71

The aim of the Program of Afro-American Studies is to make it possible for students to consolidate some of their course elections in the social sciences and humanities in such a way as to focus in a coherent fashion on the history and culture of Africans and their descendants in America.

The courses included in the Program fall into two categories. Those in the first comprise the Core Courses, which focus primarily on Africans, and their descendants in the United States and the Caribbean area. The second category contains Related Courses which explore particular problems that confront blacks in relation to other ethnic groups, e.g., the problem of labor and urban problems.

These courses, offered by several departments, are coordinated by the Committee on Afro-American Studies. A student may register for any single course if he can meet the established prerequisites. If, however, he wishes to undertake a full program in Afro-American studies, he must register for four of the courses listed below, or for three such courses and a Winter Study Project. The four offerings will normally be in three different departments, assuming that such choices are possible. This four-course program will constitute a set of electives supplementing a regular major in an established department. Some departments may permit a course in Afro-American Studies offered outside the department, as well as one offered within, to be counted as part of the minimum number of courses required for the major (for details see the departmental offerings below). A student may register for such a program as a sophomore or junior by submitting to the department in which he intends to major and to the Committee on Educational Policy a suitable plan of course elections for the following two or three years. In carrying out this program, he may be permitted to waive the prerequisites for at most two of his four courses in Afro-American Studies, by individual arrangement with the committee and with the department offering a particular course. Completion of such a program will be recorded on the student’s transcript.

Each year the Committee on Educational Policy will designate those Winter Study Projects eligible for inclusion in the program in Afro-American Studies.

CORE COURSES

*Anthropology 305*  
*The Anthropology of Africa*  
*Junior course.*  Prerequisite, Anthropology 201 or 202.  
*Hour*  GS

SOLZBACHER
Anthropology 306  New World Negro Cultures

Junior course. Prerequisite, Anthropology 201 or 202.
Hour  C

English 206 (formerly 304)  Black Literature

Prerequisite, English 101.
Hour  AB

History 321  History of Tropical Africa

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
Hour  DE

History 322  History of West Africa

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
Hour  DE

History 323  Afro-American History

Junior course. Prerequisite, History 203-204 or 205-206.
Hour  AB

History 324  Topics in Afro-American History

Junior course. Prerequisite, History 323.
Hour  AB

History H368  Topics in African History

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
Hour  FG Wed.

Political Science 326 (formerly H360)  African Politics

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or by permission of the instructor.
Hour  MN

RELATED COURSES

Economics 216 (formerly 211)  Urban and Regional Economics

Sophomore course. Prerequisite, Economics 101.
Hours  AB, JK
Afro-American Studies, American Civilization

Regular and honors course for juniors and seniors.  Prerequisite, Economics 213.
Hour QG Kershaw]

[Economics 371 Economic Equity (Not offered 1970-71.)
Regular and honors course for juniors and seniors.  Prerequisite, Economics 251.
Hour QG Winston]

[History 341 American Urban History (Not offered 1970-71.)
Junior course.  Prerequisite, History 203-204 or 205-206.
Hour Marcus]

[Political Science 363 Urban Crises in America (Not offered 1970-71.)
Regular and honors course for juniors and seniors.  Prerequisite, Political Science 101.
Hour Marcus]

AMERICAN CIVILIZATION (Div. II)
Director: Professor Frederick Rudolph

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses
- History 203-204  Studies in American History or
- History 205-206  Selected Topics in American History or
- History 315, 316  American Social Thought and Action, 1607-Present
- English 333 (formerly 207)  The American Renaissance
- English 336 (formerly 208)  Naturalism
- American Civilization 401-402  America as a Civilization

Parallel courses
- Four semesters from the courses listed below, at least one from each of the three groups:
  A.  History *315  American Social Thought and Action, 1607-1876
      History *316  American Social Thought and Action, 1876-Present
      *For students not offering these as introductory courses.
Winter Study Project

One Winter Study Project in the junior or senior year.

The major aims to give students an understanding of American life, past and present. Through required courses in American Civilization, and through electives in art, music, philosophy, economics, political science, religion, and history, students are given an opportunity to study American civilization and to make comparisons with other cultures. It is the function of the final sequence course to tie together various aspects of American life and thought, with an emphasis on the present.

THE DEGREE WITH HONORS IN AMERICAN CIVILIZATION

Honors candidates are not required to take the parallel courses but may elect one of the following programs leading to the degree with honors.

(1) A program of three honors courses, in addition to the junior and senior
American Civilization

sequence courses. At the end of senior year these candidates will take an oral examination on their honors work.

(2) Preparation and writing of a thesis, in addition to the junior and senior sequence courses. These candidates should consider doing independent study in the second term of their junior year on a topic of special interest. They will take H451-452, Senior Honors Thesis, and the Winter Study Project, American Civilization 31, in senior year.

History 203-204 Studies in American History
Sophomore course. No prerequisite.
Hours AB, DE, FR, GS, JK Scott and Members of the Department

History 205-206 Selected Topics in American History
Sophomore course. No prerequisite.
Hour FR Labaree, Cantelon and Members of the Department

History 315 American Social Thought and Action, 1607-1876
Junior course. Prerequisite, History 203-204 or 205-206.
Hour C Scott

History 316 American Social Thought and Action, 1876-Present
Junior course. Prerequisite, History 203-204 or 205-206.
Hour C Scott

English 333 (formerly 207) The American Renaissance
Prerequisite, English 101.
Hours AB, PF Stocking, Mansfield

English 336 (formerly 208) Naturalism
Prerequisite, English 101.
Hour DE Bevis

[History 317 American Character and Culture (Not offered 1970-71; to be offered 1971-72.)
Junior course. Prerequisite, History 203-204 or 205-206.
Hour Rudolph]

[History 319 Education in the United States (Not offered 1970-71.)
Junior course. Prerequisite, History 203-204 or 205-206.
Hour MN Rudolph]
American Civilization

History 323  Afro-American History
Junior course. Prerequisite, History 203-204 or 205-206.
Hour  AB  Harris

History 324  Topics in Afro-American History
Junior course. Prerequisite, History 323.
Hour  AB  Harris

[History 325  The Origins of American Society (Not offered 1970-71; to be offered 1971-72.)
Junior course. Prerequisite, History 203-204 or 205-206.
Hour  DE  Labaree]

[History 333  The Diplomacy of the United States as a Lesser Power, 1775-1900 (Not offered 1970-71; to be offered 1971-72.)
Junior course. Prerequisites, History 203-204 or 205-206 or Political Science 101,102.
Hour  DE  Bastert]

[History 334  The Diplomacy of the United States as a World Power, 1900 to the Present (Not offered 1970-71; to be offered 1971-72.)
Junior course. Prerequisites, History 203-204 or 205-206 or Political Science 101,102.
Hour  DE  Bastert]

[History 341  American Urban History (Not offered 1970-71.)
Junior course. Prerequisite, History 203-204 or 205-206.
Hour  ]

History 342  The American Lawyer
Junior course. Prerequisite, History 203-204 or 205-206.
Hour  JK  Botein

Art 221 (formerly 207)  American Art
Sophomore course. Prerequisite, Art 101-102. Open to majors in American Civilization without Art 101-102.
Hour  B  Pierson
American Civilization

Art 222 (formerly 208)  Modern Architecture

Sophomore course. Prerequisite, Art 101-102 or Art 221 or Art 101 provided Art 102 is taken concurrently.

Hour  B  Stoddard

English 206 (formerly 304)  Black Literature

Prerequisite, English 101.

Hour  AB  Berek

Music 104  American Music

Freshman course. Open to majors in American Civilization without Music 101, 102 or 103.

Hour  DE  Roberts

Philosophy 207 (formerly 205)  American Philosophy

Sophomore course. Prerequisite, Philosophy 101.

Hour  FR  Beals

Anthropology 207  Problems of American Minorities

Sophomore course.

Hour  AB  Staff

Economics 216 (formerly 211)  Urban and Regional Economics

Sophomore course. Prerequisite, Economics 101.

Hours  AB, JK  Todd

Economics 220  Economic Development of the United States

Sophomore course. Prerequisite, Economics 101.

Hours  AB, JK  Gates


Regular and honors course for juniors and seniors. Prerequisite, Economics 213.

Hour  QG  Kershaw]

Environmental Studies 439 (formerly Political Economy 339)  Environmental Planning and Policy

Senior course. Prerequisite, Economics 101 or Biology 201.

Hour  DE  ScheffeY
American Civilization

Political Science 220 Politics, Bureaucracy, and the Public Environment
Sophomore course. No prerequisite.
Hour JK Reidel

Political Science 312 The American Judicial System (Not offered 1970-71.)
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101 or History 203-204 or 205-206.
Hour PF Barnett

Political Science 315 American Parties and Politics
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.
Hour AB Burns

Political Science 316 Presidential Leadership and the Legislative Process (Not offered 1970-71.)
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.
Hour FR M. Brown

Psychology 311 Social Influence
Sophomore and junior course. Prerequisite, Psychology 101 or 102.
Hour GS Goethals

Religion 312 Religion in America
Junior course. Prerequisite, Religion 101 or History 203-204 or 205-206.
Hour GS Eusden

401-402 America as a Civilization
A study of the genesis and development of controlling myths and values in the American experience, with emphasis on an evaluation of contemporary American life. Special attention to such themes as the agrarian myth and the urban crisis, race, the use and abuse of nature, key institutions, the role of women, class and ethnic groups. Tocqueville, Henry Adams, Jefferson, William Faulkner, Harold Cruse, Norman Mailer, and selected contemporaneous essays, novels, plays, and treatises which reveal significant aspects of the national culture.
Senior course. Required course in the major. Prerequisites, History 203-204 or 205-206 or History 315, 316 and English 333, 336.
Hours MN, FR Mansfield, Dalzell, Botein
American Civilization

[H354  American Literature of the Nineteen-Twenties (Not offered 1970-71.)
An intensive study of the flowering of American literature in the decade after World War I, with consideration of the genesis of literary developments that came to culmination in this period. Representative playwrights and poets will be studied, but major emphasis will be on the writers of fiction who became major figures in the nineteen-twenties.
Honors course for juniors and seniors. Prerequisite, English 101.
Hour Mansfield]

H358 (formerly H357) Contemporary American Literature
An intensive study of some of the major figures in American literature from the depression years of the 1930's to the present time, with special emphasis on trends in technique and outlook emerging after 1929.
Honors course for juniors and seniors. Prerequisite, English 101.
Hour FG Wed. Mansfield

H451-452 Senior Honors Thesis

[History H352  The Era of World War I (Not offered 1970-71 or 1971-72.)
Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104.
Hour FG Wed. Scott, Hyde]

[History H355  The New Deal in Depression and War, 1933-1945 (Not offered 1970-71; to be offered 1971-72.)
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour Cantelon]

[History H356 Studies in the History of American Education (Not offered 1970-71; to be offered 1971-72.)
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour Rudolph]

[History H357  The Diplomacy of the New Deal and World War II, 1933-45 (Not offered 1970-71.)
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour Bastert]

History H365  Patterns of Cultural Development in the United States, 1820-1860
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour PQ Dalzell
American Civilization, Anthropology

[History H366  Era of American Revolution (Not offered 1970-71; to be offered 1971-72.)
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour FG Wed.

ANTHROPOLOGY (Div. II)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Associate Professor T. J. Price, Jr.

Associate Professor Price, Mr. Schwarz.

COURSES OF INSTRUCTION 1970-71

A major in Anthropology is not offered. However, the student who intends to undertake graduate work in Anthropology should pursue, in consultation with the Anthropology Chairman, a major in a department whose offerings are the most relevant to the particular field of anthropology in which he is interested, while taking elective courses in Anthropology as well as in other fields. The following will serve as examples: Archeology, a major in Geology, with elective courses in Art, Biology, and Chemistry; Physical Anthropology, a major in Biology, with elective courses in Geology and Chemistry; General Cultural and Social Anthropology, a major in Political Science, Psychology, History or Economics, with elective courses in the above fields outside his major, as well as in Art, American Civilization and Religion.

201 Introduction to Physical Anthropology and Prehistory

Man's biological, behavioral and cultural evolutions, and their significance as a basis for understanding the nature of modern civilization, cultural heterogeneity, and physical variability. Method and theory in physical anthropology and archeology. Particular attention is given to such topics as race, aggression and territoriality, primate behavior, and technological evolution. Visiting lecturers from the Geology, Biology, Chemistry, and Classics Departments.

Sophomore course.
Hour M

202 Introduction to Cultural and Social Anthropology

Discussion of anthropological approaches to religion, social organization and kinship, political institutions, economic life, linguistics and the arts, and personality development. Treatment in depth of selected societies. Systems of cultural and social analysis such as functionalism, structure-function, national character, and
Anthropology

cross-cultural systematics are explored. Visiting lecturers from the Psychology, Economics, Political Science and History Departments.

Sophomore course.

Hour M

204 Evolutionary Biology (Same as Biology 204)

Evolution of biological systems and organic diversity. Population genetics and a critical review of mechanisms of speciation, natural selection and adaptation; selected problems in human evolution including origin of races, blood groups, physiological adaptations and biotypes.

Lectures, conferences and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 101 or 102, or, with the consent of the department, admission credit in Biology (open to upperclassmen without prerequisite with consent of the department.)

Hour MN Lab. sections: Tu., Wed.

205 Primate Biology and Behavior (Same as Biology 205)

An examination of the non-human primates with special reference to behavior. Introductory material includes aspects of mammalian structure and physiology, behavior in lower mammals, and the evolution of primates from this stock. Social behavior; communication; development, especially the mother-infant relationship; and behavior in relation to ecology are considered. Emphasis is placed on the contributions that primate studies make to our understanding of man by examining play, aggression, tool-using, aesthetics, cultural phenomena, and altruistic behavior in the nonhuman primates. Some comparisons with the behavior of early man and contemporary human societies, as seen by the modern anthropologist, are attempted.

Lectures, discussions, and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 101 or Psychology 101 or 102 or by the permission of the department.

Hour DE Lab. section: Arr.

207 Problems of American Minorities

An investigation of the history of ethnic and racial minorities in the United States. Ethnological, psychological, sociological, economic and political approaches will be taken to such questions as the nature and origins of minority differentiation; the sources of prejudice and discrimination; the social and individual consequences of stratification systems based on ethnic and racial characteristics. Visiting lecturers from the Psychology, Economics, Political Science and History Departments.

Sophomore course.

Hour AB
303  Peoples and Cultures of Latin America

An analysis of Latin American culture and national character, and their Iberian, aboriginal Indian and African roots. A comparative study will be made of present day primitive, peasant and urban communities, with particular attention given to the problems of social, political and economic change, education, and public health.

Junior course. Prerequisite, Anthropology 201 or 202.

Hour  GS

304  General Cultural Anthropology

A comparative study of cultures and societies of selected peoples. An examination of methods of study and of human institutions. Sociocultural units to be examined range from primitive levels to urban settings.

Junior course. Prerequisite, Anthropology 201 or 202.

Hour  QG

305  The Anthropology of Africa

A comparative study of Tribal and Modern Africa. Native systems of kinship, economics, politics and religion are examined and compared. The effect of colonization and modernization on traditional sociocultural and personality systems is analyzed.

Junior course. Prerequisite, Anthropology 201 or 202.

Hour  GS

306  New World Negro Cultures

An examination of the cultures and subcultures developed by the Negro in the New World, and the national, ecological, and economic factors which underlie their diversification. Attention is given to South America, the Caribbean, the rural south and the urban ghetto.

Junior course. Prerequisite, Anthropology 201 or 202.

Hour  C
COURSES OF INSTRUCTION 1970-71

The aim of the Area Studies courses and programs is to provide opportunities for study of the history, culture, political and economic problems, literature and language of the many diverse societies outside Western Europe and North America which are playing an increasingly important role in world affairs. Beyond their inherent importance, such studies of other societies can sharpen and deepen a student's insight into his own society and into the discipline in which he is concentrating. Programs have been established for four geographical regions: Latin America, Africa and Middle East, Russia and Eastern Europe and South and East Asia.

Area Studies courses are offered by participating departments as regular one-semester electives. Each is designed to be an analytical course applying the insights of a particular discipline to the societies under study. A student may register for any single Area Studies course after meeting the established prerequisites.

A student who wishes to undertake a full coordinate program in Area Studies, however, will register for a set of four complementary courses dealing with the same geographical region or three such courses and a Winter Study Project. The four offerings will normally be in four different departments in both Divisions I and II, assuming that such choices are possible. This four-course program will constitute a set of electives supplementing a regular major in an established department. (Some departments may permit an Area Studies course offered outside the department, as well as a departmental Area Studies course, to be counted as part of the minimum number of courses required for the major; for details see the departmental offerings below.) A student may register for such a program as a sophomore or junior by submitting to the department in which he intends to major and to the Committee on Area Studies a suitable plan of course elections for the following two or three years. In carrying through this program, he may be permitted to waive the prerequisites for at most two of his four Area Studies courses, by individual arrangement with the committee and the department offering a particular course, such as by substituting a reasonable amount of preparatory reading.

A second form of Area Studies program includes a language of the Area. A student registers for a regular program plus a sufficient number of courses in an area language to attain useful command of it for speaking, reading, and writing. This program with foreign language is especially desirable for students who may go on to graduate work in Area Studies, and study of any new language should if possible be started in the freshman year. The procedures and conditions of registration are the same as above.

A student may obtain honors credit for an Area Studies course by meeting requirements set by the department offering the course and approved by the Committee on Academic Standing. The requirements will ensure that students seeking honors
credit carry out sufficient individual work, at times distributed throughout the semester, to demonstrate honors performance and to maintain the distinctive honors character of their participation in the course. Honors credit can be obtained only in Area Studies courses for which a student offers the regular prerequisite. A student who wishes to undertake such supplementary work in order to obtain honors credit should so indicate when he registers for his Area Studies program.

Fulfillment of the requirements for an Area Studies concentration will be recorded on the student’s transcript.

Though a student registered for the program may take his Area Studies courses in any order, the courses are listed below in an order which offers some convenience in scheduling and which proceeds in most cases from more general to more specialized courses.

One, but no more than one, of the courses listed under the first heading, Concepts and Theories, may be used to fulfill the requirements in any Area.

CONCEPTS AND THEORIES

Economics 204 (formerly 311) Economic Development.
Sophomore course. Prerequisite, Economics 101.
Hour DE

Political Science 307 Public Policy and Administration: U.S. and Developing States
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.
Hour QG

Political Science 321 (formerly H364) Political Modernization in the Non-Western World
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.
Hour DE

Political Science 373 Authoritarian Political Systems (Not offered 1970-71; to be offered 1971-72.)
Regular and honors course for juniors and seniors. Prerequisite, Political Science 101 plus one course in 320-series required.
Hour QG
Area Studies

LATIN AMERICA

Spanish 206 Latin American Literature in Translation (Offered 1970-71; not to be offered 1971-72.)

Sophomore course. Not open to students who have had Spanish 103-104 or higher.

Hour M Gonzalez

[History 327 Historical Foundations of Contemporary Spanish America (Not offered 1970-71; to be offered 1971-72.)

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

Hour JK Hilton]

[History 328 Contemporary Spanish America (Not offered 1970-71; to be offered 1971-72.)

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

Hour JK Hilton]

[Economics 329 Economic Development of Latin America (Not offered 1970-71.)

Junior course. Prerequisite, Economics 101.

Hour FR Tidrick]

Anthropology 303 Peoples and Cultures of Latin America

Junior course. Prerequisite, Anthropology 201 or 202.

Hour GS

Anthropology 306 New World Negro Cultures

Junior course. Prerequisite, Anthropology 201 or 202.

Hour C

[Political Science 325 Latin American Politics (Not offered 1970-71.)

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour QG Sutcliffe]

History 331 History of Modern Brazil (Offered 1970-71; not to be offered 1971-72.)

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

Hour JK Hilton]
LATIN AMERICA AND SPANISH LANGUAGE

Spanish 103-104  Intermediate Spanish
Freshman course.  Prerequisite, Spanish 101-102 or two years of Spanish in secondary school.
   Hour  B and R, F Fri.  First semester: PIPER
   Second semester: GONZÁLEZ

[Spanish 203  Introduction to Spanish American Literature (Not offered 1970-71; to be offered 1971-72.) Conducted in Spanish.
   Sophomore course.  Prerequisite, Spanish 107 or 108 or permission of the department.
   Hour  M GONZÁLEZ]

[Spanish 204  Modern Spanish American Literature (Not offered 1970-71; to be offered 1971-72.) Conducted in Spanish.
   Sophomore course.  Prerequisite, Spanish 107 or 108 or permission of the department.
   Hour  M GONZÁLEZ]

AFRICA AND MIDDLE EAST

Anthropology 305  The Anthropology of Africa
   Junior course.  Prerequisite, Anthropology 201 or 202.  Solzbacher
   Hour  GS

History 321  History of Tropical Africa
   Junior course.  Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
   Hour  DE  HARRIS

History 322  History of West Africa
   Junior course.  Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
   Hour  DE  HARRIS

Economics 336  Economic Development in Africa
   Junior course.  Prerequisite, Economics 101.
   Hour  AB  P. CLARK

Political Science 326 (formerly H360)  African Politics
   Regular and honors course for juniors and seniors.  Prerequisite, Political Science 101, 102 or by permission of the instructor.
   Hour  MN  HUFF
Area Studies

[Political Science 327 (formerly 331) Middle Eastern Politics (Not offered 1970-71.)
   Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or History 101-102 or 101-104.
   Hour FR Sutcliffe]

[Economics 334 Economic Development in the Middle East (Not offered 1970-71.)
   Junior course. Prerequisite, Economics 101.
   Hour Bruton]

History H368 Topics in African History
   Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
   Hour FG Wed. Harris]

RUSSIA AND EASTERN EUROPE

[Russian 301, 302 Introduction to Russian Literature in Translation (Not offered 1970-71.)
   Junior course. Prerequisite, two semesters’ work in literature or, for students majoring in Russian, Russian 201-202. Russian 301 is a prerequisite for Russian 302.
   Hour MN Fersen]

Russian 307, 308 Russian Literature in Translation (To be offered 1970-71 only.)
   Junior course. Prerequisite, two semesters’ work in literature or, for students majoring in Russian, Russian 201-202.
   Hour MN Krochta]

[History 335 Russian History to 1801 (Not offered 1970-71.)
   Junior course. Prerequisite, History 101-102 or 101-104.
   Hour L Williams]

History 337 Russian History: 1801 to 1917
   Junior course. Prerequisite, History 101-102 or 101-104.
   Hour DE Williams]

History 338 History of Soviet Russia
   Junior course. Prerequisite, History 101-102 or 101-104.
   Hour DE Williams]

Economics 338 The Soviet Economy
   Junior course. Prerequisite, Economics 101.
   Hour AB Halstead]
Area Studies

Political Science 323 (formerly 318)  Political Change in European Communist Systems
    Regular and honors course for juniors and seniors.  No prerequisite.
    Hour  GS  Simon

History H364  Studies in Russian History
    Honors course for juniors and seniors.  Prerequisite, History 101-102 or 101-104 or consent of the instructor.
    Hour  FG Wed.  Williams

RUSSIA AND RUSSIAN LANGUAGE

Russian 105-106  Advanced Russian
    Freshman course.  Prerequisite, Russian 103-104 or three or more years of Russian in secondary school.
    Hour  C  Sloane
or

Russian 123-126  Intensive Intermediate and Advanced Russian
    Freshman course.  Prerequisite, Russian 101-102 or two years of Russian in secondary school.
    Hour  CL  Mrs. deKeyserlingk

Russian 201-202  Readings in Russian Civilization
    Conducted in Russian.
    Sophomore course.  Prerequisite, Russian 105-106 or Russian 123-126.
    Hour  DE  Sloane

SOUTH AND EAST ASIA

Art 317 (formerly 318)  The Art of China
    Junior course.  Prerequisite, permission of the instructor.
    Hour  PF  Beach

Art 318 (formerly 317)  The Art of India
    Junior course.  Prerequisite, permission of the instructor.
    Hour  PF  Beach

Political Science 324 (formerly 314)  The Far East
    Regular and honors course for juniors and seniors.  Prerequisite, Political Science 101, 102.
    Hour  AB  Greene
Area Studies

[Economics 333  Economic Development in South Asia (Not offered 1970-71.)
   Junior course.  Prerequisite, Economics 101.
   Hour  FR  Brooks]

[Political Science 322  The Politics of India (Not offered 1970-71.)
   Regular and honors course for juniors and seniors.  Prerequisite, Political Science 101, 102.
   Hour  JK  Gaudino]

History 329 and Religion 213 (formerly 329)  Sources of the Chinese and Japanese Tradition
   Junior course.  Prerequisite, History 101-102 or 101-104 or Religion 101.
   Hour  GS  Eusden, Frost

History 330  Modern China
   Junior course.  Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
   Hour  GS  Frost

History H361  Studies in Modern Japanese History (Offered 1970-71; Not to be offered 1971-72.)
   Honors course for juniors and seniors.  No prerequisite.
   Hour  PQ  Frost

Art H367  Problems in the Art of India
   Honors course for juniors and seniors.  Prerequisite, permission of the instructor.
   Hour  Arr.  Beach

Art H368  Problems in Islamic Art
   Honors course for juniors and seniors.  Prerequisite, Art 101-102 or permission of the instructor.
   Hour  Arr.  Beach
ART (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor W. S. Stoddard

Professor Faison, Professor Stoddard, Professor Pierson*, Professor Hamilton, Professor Boggs**, Associate Professor Hirsche, Associate Professor McCormick***, Assistant Professor Johnson****, Assistant Professor Malmstrom, Mr. Rinehart, Mr. Ittmann, Dr. Beach, Mr. Bearden**, Mrs. Rinehart***** Mr. Giersbach, Mrs. Andre.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Two routes are offered, the first with emphasis on the history of art, the second with more opportunity for creative work in the studio for students with demonstrated ability. One winter study project in Art taken in the junior or senior year.

Art History Route

Sequence courses
Art 101-102 Introduction to the History of Art
One semester of Basic Design (Art 205 or 206 or 208)
Art 401-402 Masters and Monuments

Parallel courses
Any four additional semester courses of art history or any three plus another semester in Basic Design.
In either case at least two parallel courses in art history must be concerned with art prior to 1800.

Design Route

Sequence courses
Art 101-102 Introduction to the History of Art
Two semesters of Basic Design
Two semesters of Advanced Design

Parallel courses
Any three additional semester courses of art history, at least one of which must be concerned with art prior to 1800.

*On leave 1969-70
**Winter Study Period
***First semester 1969-70
****On leave first semester 1969-70
*****Second semester 1969-70
For both routes, the major begins in Art 101-102 with a series of critical studies of original works (architecture, sculpture and painting) in order to emphasize careful observation and response to the artist’s use of visual forms. The historical courses, including most of Art 101-102, present the chief artistic achievements from ancient times to the present. Architecture, sculpture, painting, and related arts are discussed, sometimes concurrently to explore their connections with one another in a given social context, sometimes individually to provide an intensive training in the special problems of each art. The critical approach of the first course is maintained throughout, especially by assigned study of original works in the Williams College Museum of Art and the Clark Art Institute.

Art History Route: the student’s understanding is further developed by a required semester course in either drawing, two-dimensional or three-dimensional design, in which no creative ability or prior experience is assumed as a prerequisite. Learning by doing is considered to be vital training in what is essentially a visual rather than a verbal experience.

Design Route: the student’s understanding is further developed by a requirement of at least three semester courses in art history (in addition to Art 101-102). A broad knowledge of major achievements in past art is considered essential not only from the point of view of a liberal arts education, but also as a basis of self-appraisal for those in the process of developing a creative talent.

THE DEGREE WITH HONORS IN ART

Art majors who are accepted as candidates for the degree with honors take one of the following programs:

Art History Route: Art 101-102 and one semester of Basic Design (Art 205 or 206 or 208), plus: Art 401-402 (Masters and Monuments), plus one semester of art history at the 200 or 300 level, plus:

(a) if course route: three of the department’s honors courses, or two of these courses and one in another department.

(b) if thesis route: in senior year, thesis (Art H451-452) in fall semester, continuation of thesis or approved Winter Study Project in the department, and completion of thesis in spring semester. Specifically qualified students may be allowed to begin the thesis preparation in spring semester of their junior year (see Art H352).

Design Route: Art 101-102 plus two semesters of Basic Design, plus year of Advanced Design.

(a) if course route: same as (a) in art history route, above.

(b) if thesis route: same as (b) in art history route, above, except that Advanced Design should be taken in the Junior year by petition; the “thesis” is to be a project in Advanced Design approved by the Department.
101-102 Introduction to the History of Art
Basic problems in the understanding and criticism of architecture, sculpture, and painting. A study of a limited number of works of these arts in the principal historical periods and cultures including the present. Their relationship to each other and to the social and historical background. Architecture and sculpture emphasized in the first semester; painting in the second. Examples of the art of Non-Western cultures studied comparatively throughout the course.
Lectures, assigned reading, and a weekly conference hour in groups of about 15 students.

Hours A, C

STODDARD, JOHNSON
ASSISTED BY OTHER MEMBERS OF THE DEPARTMENT

Students who have audited Art 101-102 on a registered basis may elect any course in Art in the 200 or 300 group.

201 Environmental Planning and Design
An introduction to problems in the understanding and criticism of environmental planning and design. Topics: Contemporary European and American urban and countryside planning; sources of twentieth century planning, effects of social and technological change; physiographical determinism; planning concepts.
Sophomore course. Prerequisite, none. Does not satisfy parallel course requirements in art major.

Hours C

203 History of the City
An historical study of the city from earliest times to the present. Sets of lectures will deal with ancient, oriental, medieval, renaissance, baroque and modern cities. The city in relation to changing social and cultural functions. The question of the relation of historical studies of the city to contemporary problems in urban planning will be considered.
Sophomore course. Prerequisite, none. Does not satisfy parallel course requirements in the art major.

Hours F

205 Basic Design: Drawing
Designed to develop drawing skills through studio exercises and critical discussion of student work. No previous drawing experience required.
Sophomore course. Prerequisite, Art 101-102.

Hours GS

HIRSCHE, GIERSBACH

206 Basic Design: Two-dimensional
Exploration of two-dimensional design and color principles and their relation to
works of art. Individual studio exercises and critical discussion of student work. No previous experience required.

Sophomore course. Prerequisite, Art 101-102.

Hour GS

208 Basic Design: Three-dimensional

Exploration of three-dimensional design principles and their relation to works of art. Individual studio exercises and critical discussion of student works. No previous experience required.

Sophomore course. Prerequisite, Art 101-102.

Hour GS

221 (formerly 207) American Art

Selected examples of architecture, sculpture, and painting in the United States from the Colonial Period to the early 1900's, studied in relation to developments in Europe. The impact of social and technological change.

Lectures, assigned reading, and occasional conference discussions.

Sophomore course. Prerequisite, Art 101-102. Open to majors in American Civilization without Art 101-102.

Hour B

222 (formerly 208) Modern Architecture

European and American architecture of the twentieth century and its origins. Growth of a new architecture for social and industrial needs. The special contribution of such architects as Sullivan, Wright, Gropius, Breuer, Mies van der Rohe, LeCorbusier, Aalto, and Kahn.

Lectures, assigned reading, and a weekly conference hour or field trip.

Sophomore course. Prerequisite, Art 101-102 or Art 221 or Art 101 provided Art 102 is taken concurrently.

Hour B

303 Painting and Sculpture 1785-1900

Great masters of nineteenth century European painting and sculpture from Goya, David, Constable, and Delacroix through the Impressionists, Cézanne, and van Gogh. Lectures, assigned reading, and an occasional conference hour or field trip.

Junior course. Prerequisite, Art 101-102.

Hour MN

304 Modern Painting and Sculpture

European and American painting and sculpture since 1900. The chief modern movements and their leaders, beginning with Matisse, Picasso, Braque, Kandinsky,
and Klee. Sculpture since Rodin, especially Brancusi, Giacometti, Calder, Moore, and David Smith. Emphasis on work in the United States since 1945.

Lectures, assigned reading, and an occasional conference hour or field trip.

*Junior course.* Prerequisite, Art 101-102.

**Hour** MN

[305-306  *Architectural Design (Not offered 1970-71.)*

*Junior course.* Prerequisite, Art 205 and 206 with honors grades. *Enrollment is limited and permission of the instructor is required.*

**Hour** FFGG

307  *Creative Photography*

The camera as an instrument of visual communication and interpretation. The theory of light and color and its relation to photographic techniques. The characteristics and functions of photographic lenses. Films and film processing; contact and projection printing both in black-and-white and color. Selected readings in the history and technology of photography.

*Junior course.* Prerequisite, demonstrated competence in basic camera and darkroom techniques and permission of instructor. *Class limited to 15 students.*

**Hour** Arr.

308  *Ancient Art (Same as Classics 308)*

Studies in selected monuments of the art of the Ancient Near East and Mediterranean, with emphasis on Greek and Roman art considered in terms both of the changing aesthetic concepts and of the needs and changes in ancient society.

Lectures, discussions, and field trips.

*Junior course.* Prerequisite, Art 101 or a course in Classics.

**Hour** DE

309  *Early Christian and Byzantine Art*

Major works of architecture, painting and sculpture of the whole of the Christian world from the Third to the Sixth century, and of the Byzantine Empire from the Sixth through the Fourteenth century. The introduction of images into Christianity; the emergence of the basilica; the crystallization of the Byzantine style under Justinian. Continuity and change in Byzantine architecture and painting; continuing influence of Byzantine art on the Medieval west.

*Junior course.* Prerequisite, Art 101-102.

**Hour** MN

310  *Romanesque and Gothic Art*

Romanesque architecture and its origins. Experiment and invention in Early

Lectures, assigned reading, and a weekly conference hour or field trip.

*Junior course.* Prerequisite, Art 101-102 or Art 101 provided Art 102 is taken concurrently.

*Hour* MN

311 *Renaissance Painting and Sculpture*

Fifteenth and sixteenth century painting and sculpture principally in Italy. The major artists to be studied: Masaccio, Donatello, Piero della Francesca, Leonardo, Raphael, Michelangelo, Bellini, Giorgione, and Titian. References will be made to related developments in the Netherlands and Germany (Van Eyck, Dürer).

*Junior course.* Prerequisite, Art 101-102.

*Hour* DE

M. Rinehart

312 *Baroque Painting and Sculpture*


*Junior course.* Prerequisite, Art 101-102.

*Hour* DE

S. Rinehart

313 *Italian Renaissance Architecture*

Architecture of the fifteenth and sixteenth centuries and its origins in Medieval Italy. Special emphasis on Brunelleschi and Alberti. Emergence of the High Renaissance in Rome (Bramante, Raphael). The architecture of Michelangelo, Palladio, and Vignola. Spread of the Renaissance to northern Europe.

*Junior course.* Prerequisite, Art 101-102.

*Hour* JK

Johnson

314 *Baroque Architecture of the Seventeenth and Eighteenth Centuries*


*Junior course.* Prerequisite, Art 101-102.

*Hour* JK

Malmstrom

317 (formerly 318) *The Art of China*

Within an investigation of the full range of Chinese art, concentration will center on ritual bronzes and jades, Buddhist painting and sculpture, and landscape painting.
Lectures, assigned reading, conferences, and field trips.

*Junior course.* Prerequisite, permission of the instructor.

**Hour** PF

**318 (formerly 317) The Art of India**

An examination of sculpture, painting, and architecture in India, their relation to religious and historical developments, and influence on the Himalayan kingdoms and Southeast Asia.

Lectures, assigned reading, conferences, and field trips.

*Junior course.* Prerequisite, permission of the instructor.

**Hour** PF

**401-402 Masters and Monuments**

A series of concentrated studies, each lasting three weeks, centering upon works of major importance. Organized on a seminar basis, with student reports (both oral and written) and discussion. Topics, selected from widely differing cultures and periods.

*Senior course.* Open to Art Majors only.

**Hour** GS

**403-404 Advanced Design: Graphics**

Demonstrations and individual exercises in various graphic techniques: woodcut, etching, lithography. Course will stress technical proficiency and creative development.

*Senior course.* Prerequisites, two semesters of Basic Design for studio art majors. For all others, one semester of Basic Design with honors grade.

**Hour** Arr.

**405-406 Advanced Design: Painting**

Development of techniques and attitudes towards painting, primarily on an individual basis. Individual and group discussion of student work.

*Senior course.* Prerequisites, two semesters of Basic Design for studio art majors. For all others, one semester of Basic Design with honors grade.

**Hour** Arr.

**407-408 Advanced Design: Sculpture**

Sculptural experiments using various materials. Individual and team projects with critical discussion of student work. Emphasis on ideas rather than technical proficiency in any one medium.
Art

Senior course. Prerequisites, two semesters of Basic Design for studio art majors. For all others, one semester of Basic Design with honors grade.

Hour Arr.

HONORS COURSES

H352 Junior Honors Thesis
Specially qualified students may be allowed to begin the thesis preparation in the spring semester of their junior year.

H353 Problems in Criticism
An experiment in the criticism of unidentified and identified works of art in various media. Emphasis on painting (in the visual arts) but poetry and music will also be discussed because of valuable areas of overlap. Inquiry into the relevance of historical knowledge to full critical understanding. Some ten short essays will form the basis of much of the class discussion.
Honors course for juniors and seniors. Prerequisite, Art 101-102. Enrollment limited and permission of the instructor required.
Hour FF Wed.

H360 French Art of the Nineteenth and Twentieth Centuries
Selected problems in historical criticism.
Honors course for juniors and seniors. Prerequisite, Art 101-102.
Hour PQ

H364 Early Medieval Art
Selected problems in the art and architecture of pre-Romanesque Europe.
Honors course for juniors and seniors. Prerequisite, Art 101-102.
Hour Arr.

H365 Problems in Drawings and Prints
Emphasis on the study of original examples in the Clark Art Institute and the Williams College Museum of Art. Discussion of technical questions as well as of stylistic aspects with the aim of furthering the development of the student's critical judgment of original works of art. Enrollment limited and permission of the instructor required.
Honors course for juniors and seniors. Prerequisite, Art 101-102.
Hour QG

H367 Problems in the Art of India
Honors course for juniors and seniors. Prerequisite, permission of the instructor.
Hour Arr.
H368 Problems in Islamic Art
A study of Islamic book illumination, its relation to the arts of Europe, India, and the Far East, and to Muslim thought.
Honors course for juniors and seniors. Prerequisite, Art 101-102 or permission of the instructor.
Hour Art.

H451-452 Senior Honors Thesis
See general description of the Degree with Honors in Art, Art History Route and Design Route, Page 112.

ASTRONOMY (Div. III)

DEPARTMENTAL STAFF FOR 1969-70
Chairman, Professor T. G. Mehlín

COURSES OF INSTRUCTION 1970-71

101-102 General Astronomy
An introduction to the modern concepts of the physical nature of the astronomical universe. Topics considered include instruments, stars, the sun, nebulae, star clusters, galaxies, and the various objects which make up the solar system.
Lectures, three hours a week; laboratory and observation averaging two hours a week.

Freshman course.
Hour A Lab. sections: Tu., Wed.

311 Meteorology
The physical basis of modern meteorology; methods of observing and forecasting the weather; application of meteorology to aviation.

Junior course. Prerequisite, high school or college Physics or the consent of the department. (Open to sophomores with permission of the department.)
Hour C

312 Marine and Air Navigation
An introductory course dealing with the modern methods used in the navigation of surface vessels and aircraft. Topics studied include maps and charts, instruments, piloting and dead reckoning, current and wind, relative movement, celestial navigation.
Lectures and discussion, three hours a week.

Junior course. No prerequisite. (Open to sophomores with permission of the department.)
Hour C
BIOLOGY (Div. III)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor W. C. Grant, Jr.

Professor Matthews, Professor F. C. Copeland, Professor Grant, Associate Professor Vankin, Assistant Professor Dewitt, Assistant Professor Lane*, Assistant Professor Wilz, Assistant Professor Labine, Assistant Professor Wood, Mrs. Brown, Mrs. Huff, Miss Johns*.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses
- Biology 101 Selected Concepts of Modern Biology
- Biology 102 Cellular Biology and Principles of Heredity
- Biology 402 Topics in Advanced Biology

Parallel Courses
- Any two 300 level courses, and any other four courses or any other three courses and Chemistry 201-202. Sophomore electives: Normally, sophomores are expected to take one biology elective each semester of their second year.
- In special cases the department may allow the substitution of one of the following courses for one parallel course: Geology 302, Psychology 307, Environmental Studies 350.
- One Winter Study Project.

Because the field of biology is so diverse, major requirements have been kept as flexible as possible. Students wishing a biology major as a background to future occupations or advanced study, should consult with members of the department in choosing series of courses best suited to individual needs. Students planning graduate work in Biology are advised to elect courses in organic chemistry, introductory physics and mathematics.

The objective of the Biology Major is an understanding of the principles governing the activities of living systems in relationship to their environments. A broad spectrum of topics encompassing cells, organisms, and populations is explored. Modern methods of investigation, current concepts and discoveries, and surveys of recent literature are integral parts of the program. The work in the major also provides a good background for those planning to enter graduate schools of medicine, biology, environmental studies or related fields.

PSYCHOBIOLOGY

Psychology or biology majors may emphasize studies in the area of Psychobiology.

*First semester 1969-70
Interested students are encouraged to consult with members of either Department in choosing courses. Recommended courses include, Biology 205 (Primate Biology and Behavior), Biology 208 (Animal Behavior), Psychology 302 (Learning and Motivation) and Psychology 307 (Physiological Psychology). Other courses may be selected according to the students' interests.

THE DEGREE WITH HONORS IN BIOLOGY

Eligible students majoring in Biology who plan to become candidates for the degree with honors take the following in addition to the major program listed above:

- Biology H451-452 Senior Honors Thesis
- Senior Year Winter Study Project in Honors Thesis (this requirement may be waived in certain circumstances by permission of the department)

101 Selected Concepts of Modern Biology

A study of those concepts which are basic to understanding the relationship of man to nature. Introduction to energetics; modern concepts of organic evolution; adaptations of organisms to environment; development; animal behavior; population and community biology.

Lectures and laboratory, six hours a week.

*Freshman course.* Requires no previous study in Biology.

Hour B Lab. sections: Mon., Tu., Wed., Th. Members of the Department

102 Cellular Biology and Principles of Heredity

Origin of life and an introduction to biochemical substances. Physiology and metabolism of living cells with emphasis on energy relationships. Heredity and population genetics, including a review of recent concepts of gene action.

Lectures and laboratory, six hours a week.

*Freshman course.* Prerequisite, Biology 101 or with the consent of the department.

Hour B Lab. sections: Mon., Tu., Wed., Th.

Bernstein assisted by Members of the Department

201 Environmental Biology

A study of the structure and function of ecological systems. Topics: the physical environment and its coupling to the biological world; energy exchange; biogeochemical cycles; dynamics and interactions of plant and animal populations; the evolution of ecological relationships.

Lectures, conferences and laboratory work, six hours a week.

*Sophomore course.* Prerequisite, Biology 102 or with the consent of the department, admission credit in Biology. (Open to upperclassmen without prerequisite with the consent of the department.)

Hour MN Lab. sections: Tu., Wed. Labine
Biology

202 Form and Function

The anatomy and physiology of mammalian organ systems, cardiovascular phys­iology, neuro-muscular physiology, reproductive physiology, and renal function. In laboratory, dissection of organ system in the cat is followed by laboratory experiments concerned with the physiology of each system.

Lectures and laboratory, six hours a week.

Sophomore course. Prerequisite, Biology 102 or by the permission of the department.

Hour DE Lab. sections: Tu., Wed., Th.

203 Principles of Genetics

Chromosomal and molecular mechanisms of heredity; mutation and genetic re­combination. Structure and replication of nucleic acids; the genetic code for pro­tein synthesis; gene action and regulation at the molecular level.

Lectures and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 102 or permission of the department.

Hour B Lab. section: Wed.

204 Evolutionary Biology (same as Anthropology 204)

Evolution of biological systems and organic diversity. Population genetics and a critical review of mechanisms of speciation, natural selection and adaptation; selected problems in human evolution including origin of races, blood groups, physio­logical adaptations and biotypes.

Lectures, conferences and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 101 or 102, or, with the consent of the de­partment, admission credit in Biology (open to upperclassmen without prerequisite with consent of the department).

Hour MN Lab. sections: Tu., Wed.

205 Primate Biology and Behavior (Same as Anthropology 205)

An examination of the non-human primates with special reference to behavior. Introductory material includes aspects of mammalian structure and physiology, behavior in lower mammals, and the evolution of primates from this stock. Social behavior; communication; development, especially the mother-infant relationship; and behavior in relation to ecology are considered. Emphasis is placed on the con­tributions that primate studies make to our understanding of man by examining play, aggression, tool-using, aesthetic, cultural phenomena, and altruistic behavior in the non-human primates. Some comparisons with the behavior of early man and contemporary human societies, as seen by the modern anthropologist, are attempted.

Lectures, discussions, and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 101 or Psychology 101 or 102 or by the permission of the department.

Hour DE Lab. section: Arr.
208 Animal Behavior (Same as Psychology 208)

A study of the contributions of zoology, ethology, comparative psychology, and other disciplines to our understanding of the behavior of animals. Topics include the "nature-nurture" controversy, behavior genetics, physiological control of behavior, critical periods and imprinting, sensory processes, orientation, communication, learning, motivation, social behavior, and the evolution of behavior. Each student will carry out an experimental investigation concerned with some aspect of animal behavior.

Freshman and sophomore course. Prerequisite, Psychology 101 or 102 or Biology 101 or by permission of the instructors.

Hour AB Lab. section: Arr.  

McGill, Wilz

301 Developmental Biology

Principles of development in animal embryos: descriptive embryology, primarily of vertebrates, is correlated with contemporary research on the causal mechanisms of development. Topics emphasized include the regulation of gene activity, cellular differentiation, tissue interactions and the forces that shape the embryo.

Lectures, conferences and laboratory work, six hours a week.

Junior and senior course. Prerequisite, Biology 203 or by permission of the department.

Hour DE Lab. sections: Tu., Wed., Th.  

Vankin

[302 Advanced Genetics and Molecular Biology (Not offered 1970-71; to be offered 1971-72.)

Techniques in protein and nucleic acid purification and characterization. Structure of representative proteins and nucleic acids with emphasis on the importance of tertiary structure to biology activity. Genetics and molecular biology of bacterial, plant and animal viruses. The cancer cell, tumor-producing viruses and the use of microbial models in medical and biological research.

Lectures, conferences, laboratories, six hours a week.

Junior course. Prerequisite, Biology 203 or by permission of the department.

Hour AB Lab. sections: Tu., Wed., Th.  

DeWitt]

303 (formerly 407) General and Comparative Physiology

The physico-chemical and metabolic processes occurring within living organisms, with emphasis on the integration of chemistry, physics, and biology. Enzyme systems; membrane transport phenomena; electrophysiology; signal processing and integration within nervous systems; mechanics of muscle contraction; cellular control mechanisms. Laboratory work is primarily with cold-blooded vertebrates and invertebrate animals.

Lectures and laboratory work, six hours a week.

Junior and senior course. Prerequisites, Biology 202 or by permission of the department.

Hour JK Conference: QG Fri. Lab. sections: Tu., Wed.  

Wood
Biology

304 (formerly 303)  Cellular Ultrastructure

The electron microscope in cellular ultrastructure research: major emphasis is given to the interpretation of electron micrographs and to structure-function relationships in subcellular organelles, including chromosomes, nucleolus, ribosomes, mitochondria, and the cellular membrane system. Laboratory projects are arranged with the instructor.

Lectures, conferences and laboratory work, six hours a week.

Junior and senior course.  Prerequisite, Biology 102 or by permission of the department.

Hour  MN  Lab. sections: Tu., Wed.  VANKIN

306  Advanced Ecology

Current areas in ecological research, with emphasis upon the environmental crisis. Topics will include the nature of equilibrium systems, biological productivity, pest control, human ecology.

Seminars and laboratories, six hours a week.

Junior and senior course.  Prerequisite, Biology 201 or by permission of the department.

Hour  DE  LABINE

402  Topics in Advanced Biology (Senior Seminar)

A survey of selected topics with strong conceptual content. Coverage will be based on selections made by students and the staff. Areas of study may include evolutionary theory, concepts of gene action, hormones and metabolism, neuro-physiology, ecological implications of behavior patterns, etc.

Discussions, student reports, review of current literature, laboratory, six hours a week.

Senior course.  Required course in the major.  Prerequisite, selected biology electives to assure completion of major.

Hour  JK  Conference:  QG Fri.  Lab. section: Arr.  Members of the Department

HONORS COURSES

H451-452  Senior Honors Thesis

Each student continues with a problem selected at the end of his junior year and prepares a thesis under the supervision of a member of the department.  Members of the Department
GRADUATE COURSE

501-502  Advanced Experimental Biology

Modern techniques and recent developments of selected biological problems. The nature and scope of the problems and the methods employed to study them will be varied to suit the needs and background of the student in preparing him for further graduate work in the field.

CHEMISTRY (Div. III)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor C. D. Compton

Professor Compton, Professor Taylor, Professor Warren*, Professor Markgraf, Assistant Professor Holt, Assistant Professor Moomaw, Assistant Professor Skinner, Assistant Professor Chang, Miss Donega, Dr. Burgess, Dr. A. Skinner**, Dr. Finkelstein, Dr. Tripp, Dr. Eror.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Chemistry 101-102 (103-104)  Concepts of Chemistry
Chemistry 201-202 Organic Chemistry

followed by

Chemistry 301  Physical Chemistry: Thermodynamics
Chemistry 302  Physical Chemistry: Rate Processes
Chemistry 303  Advanced Organic Chemistry
Chemistry 401  Quantum Chemistry or Chemistry 403 Biochemistry
Chemistry 402  Physical-Organic Chemistry

Senior Year Winter Study Project†

or followed by

Chemistry 303  Advanced Organic Chemistry
Chemistry 306  Topics in Physical Chemistry
Chemistry 403  Biochemistry

*On sabbatical leave 1969-70
**First semester 1969-70
†May be elected in the Junior year with permission of the department
Chemistry

Chemistry 404 Methods of Biochemical Investigation and two semester courses from among the following: Biology 101, 102 or higher; Mathematics 101, 102 or higher; Physics 101, 102 or higher.
Senior Year Winter Study Project†

The Chemistry major furnishes a field of concentration for students interested in extending their knowledge of the methods and content of the science as part of a liberal college education. The courses are organized to provide a foundation in the fundamental fields of Chemistry, to develop the applications and relationships of Chemistry to the other sciences, and to reveal its contemporary significance. The major furnishes preparation for graduate study in chemistry, chemical engineering, biochemistry, medicine, and the medical sciences. It is also useful to those whose later professional or business careers may be related to chemical materials or processes.

For a student planning graduate study in Chemistry a reading knowledge of German, and French or Russian, is required. The American Chemical Society has prescribed minimum requirements for a Bachelor of Arts degree with a major in Chemistry for students who wish to continue with graduate study or to enter the chemical industry as a chemist. These minimum requirements may be met by electing 101-102 (103-104), 201-202, 301, 302, 303, 304, 401 or 403, 402, 501 (and their prerequisites in Mathematics and Physics).

A student considering a major in Chemistry should consult with a member of the department as early as possible in order to plan a program which best suits his interests and abilities, and which makes full use of his previous preparation.

THE DEGREE WITH HONORS IN CHEMISTRY

Chemistry majors who are accepted as candidates for the degree with honors take the following in addition to the major program listed above:
Chemistry H451-452 Senior Honors Thesis
Senior Year Winter Study Project in Honors Thesis

The opportunity to undertake Honors Thesis work in the junior year is available to specially qualified students.

101-102 Concepts of Chemistry
An introduction to molecular structure, states of matter, chemical equilibrium, chemical kinetics, and applications of these concepts.
Laboratory work comprises a system of qualitative analysis and quantitative techniques including electrical and optical measurements.
Lectures, three hours a week; laboratory, three hours a week.
Freshman course.
Hour MN Lab. sections: Mon., Tu., Wed., Th. TAYLOR

†May be elected in the Junior year with permission of the department.
103-104  Concepts of Chemistry: Advanced Section

The principles of chemistry with emphasis on molecular structure, states of matter, chemical equilibrium, chemical kinetics, and applications of these concepts.

Laboratory work comprises a system of qualitative analysis and quantitative techniques including electrical and optical measurements.

Lectures, three hours a week; laboratory, three hours a week.

NOTE: This course is presented for those students with sound preparation in secondary school chemistry whose major interest is in one of the fields of science.

Freshman course. Permission of department required.

Hour  MN Lab. sections: Tu., Th.  

Moomaw

200  The Environment and the Physical Sciences

The purpose of this course is to introduce nonscience majors to those aspects of the physical sciences that pertain to environmental studies, and the problems of environmental pollution. Aspects of air, water, pesticide, thermal, and radio-active pollution and their effects will be introduced and considered in terms of physical and chemical concepts. The manner in which physical laws (such as the second law of thermodynamics) determine biological and ecological processes, and the limitations which these laws place on solutions to environmental problems will be discussed.

Although no laboratory is required, interested students may undertake an individual or group project in place of a paper.

Sophomore course.

Hour  MN  

Moomaw

201-202  Organic Chemistry

Systematic study of the compounds of carbon with emphasis on theories of structure and reactivity. Coordinated laboratory work includes organic synthesis, structure-reactivity studies, and qualitative analysis.

Lectures, three hours a week; laboratory, four hours a week.

Sophomore course. Prerequisite, Chemistry 101-102 (103-104).

Hour  C Lab. sections: Mon., Tu., Wed.  

Warren

301  Physical Chemistry: Thermodynamics

The laws of thermodynamics and their applications to chemical systems; properties of solutions; physical and chemical equilibria. Laboratory work is quantitative in nature.

Lectures, three hours a week; laboratory, four hours a week.

Junior course. Prerequisites, Chemistry 101-102 (103-104), Mathematics 101, 102 and Physics 101, 102 (103, 104).

Hour  DE Lab. section: Tu.  

Chang
Chemistry

302 Physical Chemistry: Rate Processes

Emphasis is placed on the following: the structure of gases; an introduction to statistics; chemical kinetics; the electrochemistry of solutions.

Lectures, three hours a week; laboratory, four hours a week.

Junior course. Prerequisite, Chemistry 301.

Hour DE Lab. section: Tu. CHANG

303 Advanced Organic Chemistry

A survey of synthetic organic chemistry with emphasis on the strategy of complex syntheses. Application of advanced principles of stereochemistry and condensations to the chemistry of such naturally occurring substances as steroids, terpenes, and alkaloids.

Lectures, three hours a week; laboratory, four hours a week.

Junior course. Prerequisite, Chemistry 201-202.

Hour AB Lab. section: Mon., Th. MARKGRAF

304 Experimental Methods in Chemistry

A survey of the modern instrumental methods available for quantitative analysis and determination of atomic and molecular properties, with emphasis on theory and application of spectroscopy, chromatography, magnetic resonance, potentiometry and ion exchange. Knowledge of computer programming for the IBM 1130 will be assumed for laboratory work.

Lectures, three hours a week; laboratory, four hours a week.

Junior course. Prerequisite, Chemistry 301. Corequisite, Chemistry 302.

Hour AB Lab. section: Mon. SPROWLES

306 Topics in Physical Chemistry

A study of topics in the area of physical chemistry that are of paramount importance to biochemistry. Energetics: the laws of thermodynamics. Solutions: vapor pressure, osmotic pressure, Donnan equilibrium, ion transport and oxidation-reduction potentials. Chemical kinetics and enzyme action.

Lectures, three hours a week. A selected and limited number of laboratory experiments will be offered at the option of the student.

Junior course. Prerequisites, Chemistry 101-102 (103-104), Mathematics 101, 102 (or equivalent).

Hour JK TAYLOR

401 Quantum Chemistry

Foundations of quantum mechanics with applications to problems of chemical interest. The use of approximate methods to calculate properties of complex molecules. Introduction to molecular spectroscopy. Laboratory includes experiments
in optical spectroscopy and in trumetration, electron paramagnetic resonance spectroscopy, and X-ray crystallography.

Lectures, three hours a week; laboratory, four hours a week.

*Senior course.* Prerequisites, Chemistry 301, 302.

*Hour*  AB  Lab. section: Th.

**402  Physical-Organic Chemistry**

Physical-organic chemistry, including the correlation of structure with properties, reaction mechanisms, and the scope and limitations of organic reactions.

Lectures, three hours a week; laboratory, four hours a week.

*Senior course.* Prerequisite, Chemistry 303.

*Hour*  AB  Lab. section: Th.

**403  Biochemistry**

The application of chemical principles to the study of the structure and interactions of substances comprising living systems. Structure and properties of proteins, enzyme kinetics and mechanisms, bioenergetics, structure and properties of nucleic acids.

Lectures, three hours a week; laboratory, four hours a week.

*Senior course.* Prerequisites, Chemistry 201-202, 306 (or 301, 302), Biology 101, 102.

*Hour*  JK  Lab. sections: Mon., Wed.

**404  Methods of Biochemical Investigation**

The applications of physical and chemical methods in the characterization of biopolymers. Molecular weight estimation, spectroscopy in biochemistry, radioisotopes in study of metabolism and reaction mechanisms, chromatographic and electrophoretic separations.

Lectures, three hours a week; laboratory, four hours a week.

*Senior course.* Prerequisite, Chemistry 403.

*Hour*  JK  Lab. sections: Mon., Wed.

**HONORS COURSES**

**H351-352  Junior Honors Thesis**

Individual research projects in a field of interest to the student, carried out under the direction of a staff member and culminating in a thesis.

**H451-452  Senior Honors Thesis**

*Members of the Department*
Chemistry

Senior Winter Study Project in Honors Thesis

Members of the Department

GRADUATE COURSES

501 Inorganic Chemistry

The fundamentals of atomic theory and the valence bond, ligand field and molecular orbital theories for the interpretation of bonding, magnetic and spectral properties, structure, stability and reaction mechanisms of inorganic compounds with emphasis on the transition metal compounds.

Prerequisite, Chemistry 301, 302.

Hour JK

Sprowles

502 Chemical Thermodynamics

The first, second, and third laws of thermodynamics. Enthalpy, entropy, free energy, fugacity and activity functions. Partial molal quantities. Application of thermodynamics to gaseous reactions, heterogeneous systems, and processes involving solutions.

Hour 8-9:15 Mon., Wed.

[503 Advanced Instrumental Analysis (Not offered 1970-71.)

A study of the theory and application of instrumental methods in chemical analysis. Electrical titration methods, polarography, visible, infrared and ultraviolet spectrophotometry, spectroscopy, X-ray analysis, nuclear radiation measurements, etc.

Hour ]

[504 Theoretical Aspects of Organic Chemistry (Not offered 1970-71.)

A study of recently developed theories correlating the structure and properties of organic compounds. Qualitative aspects of the concept of resonance. Resonance and color in organic molecules. Acidity and basicity. Mechanisms of polar reactions including representative examples of nucleophilic displacements, elimination reactions, addition to multiple linkages, molecular rearrangements, aromatic substitution, esterification, and hydrolysis, etc. Free radical reactions. Criteria for establishing reaction mechanism.

Hour ]

505 Electrochemistry

Electrolysis, conductance, theories of ionic interaction, electrode phenomena, modern theories of acids and bases.

Hour 8-9:15 Mon., Wed.
[507 Chemical Kinetics and Mechanisms (Not offered 1970-71.)

Methods of obtaining and treating rate data, collision theory, transition-state theory, reactions in solution, complex reactions, homogeneous catalysis, application to reaction mechanisms.

Hour ]

[508 Free Radical Chemistry (Not offered 1970-71.)

An introduction to organic free radicals, including the generation, detection, stability, and trapping of such species. Discussion of the stereochemistry and reactivity of radical intermediates in such processes as abstraction, addition, substitution, rearrangement, and polymerization. Consideration of the structure and properties of selected polymers.

Hour 8-9:15 Mon., Wed.  MARKGRAF AND MEMBERS OF THE DEPARTMENT]

[509 Special Topics in Organic Chemistry (Not offered 1970-71.)

A survey of the fundamental chemistry of one or more of the following specialized fields of organic chemistry: heterocyclic chemistry, high polymers, alkaloids, carbohydrates, proteins, terpenes, chemotherapeutic agents, steroids. Occurrence, importance, properties, methods of isolation, characterization and synthesis.

Hour ]


The principles involved in the more important physical methods for determining the structure of molecules and solids are discussed. Range of applicability and consideration of typical results are emphasized. Topics will be selected from the following: X-ray diffraction, electron diffraction, dipole moment measurements, magnetic susceptibility measurements; classical, raman, infrared and microwave spectroscopy; nuclear magnetic resonance.

Hour ]

[511 Physical-Inorganic Chemistry (Not offered 1970-71.)

A study of the application of physical chemistry concepts to inorganic substances. Discussion of atomic radii, magnetic and semiconductive properties, chemical bonding, structure and valence of inorganic compounds.

Hour  ]

[514 Steric Effects in Organic Chemistry (Not offered 1970-71.)

The effect of spatial relationships on the reactivity and properties of organic compounds, including such topics as conformational analysis, geometric isomerism, optical isomerism, strain theory, and steric hindrance. The configurations and stereochemistry of carbon compounds and of some elements other than carbon.

Hour  ]
Chemistry, Classics

[515 Crystal Chemistry (Not offered 1970-71.)

Elementary crystallography. The structure of various types of crystalline substances such as inorganic compounds, metals, alloys, organic compounds, and macromolecular substances. Types of binding forces. Relation between structure and properties.

Hour]

[516 Introduction to Chemical Spectroscopy (Not offered 1970-71.)

A discussion of spectroscopy and spectroscopic measurements, atomic spectra, microwave spectroscopy, infrared and Raman spectroscopy, molecular electronic spectroscopy, magnetic resonance spectroscopy, and Mössbauer spectroscopy.

Hour CHANG]

[517 Basic Quantum Chemistry (Not offered 1970-71.)

A discussion of the postulates of quantum theory, wave functions, operators, angular momentum, and solutions of the Schrödinger equation for some simple systems. An introduction to perturbation theory, use of symmetry properties and group theory, the Hückel molecular orbital theory, and ligand field theory.

Hour CHANG]

CLASSICS (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Associate Professor C. Fuqua

Associate Professor Fuqua, Assistant Professor Stambaugh*, Assistant Professor Bright, Mrs. Fuqua, Mrs. Stambaugh.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM—The aim of the major in Classics is to provide a liberal and comprehensive study of the ancient world for the general student, as well as suitable training and preparation for those students who desire to continue their study of the Classics in graduate school. Each student will concentrate in either Latin or Greek as his primary language, but the student who intends to continue his studies in grad-

*On leave 1969-70
graduate school is strongly urged to take, in addition to his primary language, at least two years of the other, as most graduate programs in classical studies assume proficiency in both languages upon entrance. Both the Greek and Latin sequences are designed to develop the student's command of the languages, to acquaint him with some of the masterpieces of Greek and Latin prose and poetry, and to further his understanding of the problems of Classical Philology. The parallel courses are intended to offer through the medium of readings in translation a more general context to which the student may relate his studies in the classical languages.

Sequence courses

(1) For those whose primary interest is Greek:
   Six courses in Greek above the 101-102 level

(2) For those whose primary interest is Latin:
   Six courses in Latin above the 103-104 level

Parallel courses

(a) History 312, 314 Greek and Roman History
(b) Classics 101, 102 Classical Literature in Translation
(c) Classics 308 Ancient Art

The minimum requirement for the major is nine courses and a Winter Study Project in the department. The departmental Winter Study Project will normally be undertaken in the senior year. In addition to independent study, students may elect appropriate courses from related disciplines in order to fulfill degree requirements; these courses, however, must be approved by the department.

THE DEGREE WITH HONORS IN CLASSICS

All candidates for the degree with honors must write a thesis and take a minimum of eleven courses in the department, three of which are honors courses. Any departmental course on the 300 level may be elected as an honors variant. The honors thesis will offer the student an opportunity to apply in depth the critical methods and techniques with which he has become acquainted in his course work. This project will be of either one or two terms duration. The honors candidate will participate in a departmental Winter Study Project his senior year.

All courses with the exception of Greek 101-102 may be taken to fulfill divisional requirements.

CLASSICS COURSES CONDUCTED IN ENGLISH

101, 102 Classical Literature in Translation

First semester: An introductory study of the masterpieces of classical Greek literature from Homer to Plato and the development of the culture which produced them.

Second semester: A survey of Roman literature from its beginnings in the Republic
Classics, Greek

to the renaissance of the fourth-century empire. Special emphasis will be placed on the qualities which distinguish Roman literature from its Greek predecessors.

Open to all classes. The first semester is not open to students who have taken History of Ideas 101.

Hour C

308 Ancient Art (Same as Art 308)

Studies in selected monuments of the art of the Ancient Near East and Mediterranean, with emphasis on Greek and Roman art considered in terms both of the changing aesthetic concepts and of the needs and changes in ancient society.

Lectures, discussions, and field trips.

Junior course. Prerequisite, Art 101 or a course in Classics.

Hour DE

NOTE: For courses in Greek and Roman History see History 312, 314.

GREEK (Div. I)

101-102 Elementary Greek

An intensive study of the fundamentals of Attic Greek to enable the student to read prose and poetry as quickly as possible.

Freshman course. For students who have studied less than two years of Greek in secondary school.

Hour B and one additional hour to be arranged.

201 Homer

Selections from the Iliad of Homer.

Sophomore course. Prerequisite, Greek 101-102 or two years of Greek in secondary school.

Hour D

401, 402 Topics in Greek Literature

Selected readings in specific areas of Greek literature. The content of these courses will vary from year to year and may be elected more than once for credit.

For 1970-71 the topics are:

First semester: Greek Religion; the changes in religious emphasis from the time of the epics through the crisis of the fifth century to the Hellenistic period. Hesiod's
Theogony and Euripides' Ion will be read in class, supplemented by readings from papyri and inscriptions.

Second semester: The Athenian Empire; readings from Herodotus, Thucydides, and selected inscriptions.

Hour  Arr.

First semester: STAMBAUGH
Second semester:

LATIN (Div. I)

103-104 Literature of the Golden Age

First semester: An intensive review of Latin grammar followed by readings in both Augustan prose and poetry to develop facility in the language.

Second semester: Additional readings in Cicero, Ovid, and Vergil. Special emphasis will be placed on the techniques of literary analysis and criticism.

Freshman course. For students who have completed less than four years of Latin. With permission of the instructor, this course may be taken to begin study of the Latin language.

Hour  D

201, 202 Catullus and Elegy, Vergil

First semester: An examination of the masterpieces of lyric expression in the works of Catullus and the Roman elegists. Readings in the original will be supplemented by discussions and lectures on these poets' contributions to Roman aesthetic theory and the value of these works as social documents.

Second semester: Vergil; an introduction to Vergil's contribution to and position in Augustan letters.

Sophomore course. Prerequisite, Latin 103-104. This course is also open to students who have studied four years of Latin in secondary school or three years with permission of the department.

Hour  C

First semester: STAMBAUGH
Second semester: FUQUA

401, 402 Topics in Latin Literature

Selected readings in specific areas of Latin literature. The content of the courses will vary from year to year and may be elected more than once for credit.

For 1970-71 the topics are:

First semester: Tacitus; selections from the Annals to illustrate the development and nature of imperial government and the historiographical principles of Tacitus.

Second semester: Horace; readings from the Odes, Epodes, Satires, and Epistles.

Hour  Arr.

First semester: 
Second semester: FUQUA
Classics, Comparative Literature, Computer-Using Courses

CLASSICS (Div. I)

HONORS COURSES

Any 300 or 400 level course in the department may be taken as an honors course. The student who elects one of these courses as an Honors variant will supplement the regular course work with additional reading and reports.

H451-452 Senior Honors Thesis

Required for all candidates for the degree with honors. This project may be of either one or two semesters duration.

COMPARATIVE LITERATURE (Div. I)

[302 Dante (Not offered 1970-71; to be offered 1971-72.)

Dante's La Vita Nuova and La Divina Commedia. Introductory study of poems of the Provençal troubadours and Guido Cavalcanti and of Virgil's Aeneid.

Readings will be done in translation, with some use of texts in the original languages. (Honors variant: see under English honors courses.)

Three class meetings a week.

Junior course. Prerequisite, English 101 or any literature course in a foreign language.

Hour DE

Hunt]

COMPUTER- USING COURSES

There are a number of courses which make use of the College's IMB 1130 computer either as an integral part of the course, or as an aid to solving problems connected with the course. These courses are listed below. Further details may be found in the departmental listing of the course.

During the Winter Study Period there will be various computer related projects. In addition, non-credit courses in FORTRAN are offered every semester and Winter Study Period by the Computer Laboratory.

Biology 101, 201, 306

The computer is used in conjunction with laboratory problems.
Economics 240, 504, 506
   The computer is used to solve statistical problems.

Geology 103, 201, 202, 301, H354, 401

Mathematics 230, 330, 331, 332
   In addition to these courses, all beginning math students will have instruction in
   the FORTRAN language as an integral part of the introductory courses.

Physics
   There are two or three computer laboratories in the introductory courses which
   introduce students to the use of the computer to solve problems and analyze data.
   Physics students are encouraged to continue to use the computer for their purposes
   in later courses.

Political Science 202, 401-402

Psychology 201-202
   The computer may be used to make statistical calculations.

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**DRAMA (Div. I)**

**DEPARTMENTAL STAFF FOR 1969-70**

*Chairman, Associate Professor J. J. von Szeliski*

Associate Professor von Szeliski, Mr. Travis, Mr. Watson.

**COURSES OF INSTRUCTION 1970-71**

Williams does not offer a major in Drama. However, students regularly go on
   to graduate study in Drama/Theatre as a result of participation in a production-
   oriented Drama program supplemented with course work in Drama, English, Foreign
   Languages, or other related areas. For students considering advanced work in
   Drama, early consultation with the department is advised. In addition to the varied
   practical experience available through the Adams Memorial Theatre program, highly
   qualified students may join the professional summer theatre company of the Williams-
   town Theatre. A few scholarships are available for such students.
Drama

201 Introduction to the Theatre (See also Drama 201S)
A study of the essentials of dramatic art, the aesthetics and economics of theatre, and the bases of dramatic effectiveness. Selected plays are read from the viewpoint of theatrical production. Enrollment limited to 20.
Sophomore, junior or senior course.
Hour MN

201S (formerly 202) Introduction to the Theatre (see also Drama 201)
This is the same course as Drama 201, described above, but offered in second semester. Enrollment limited to 20.
Sophomore, junior or senior course.
Hour DE

202 Theatre and Social Change
An introduction to the social role and power of drama and theatre, using discussion, lecture, and readings to investigate past and present correlation between “revolutionary” art and desired social change. A typical issue is the validity of drama as propaganda or rebellious force; some historical examples to be studied include the political theatre of Athens, the drama of class struggle in the eighteenth and nineteenth centuries, the stylistic experiments responding to the World Wars, and the rise of Afro-American drama.
Sophomore, junior or senior course. Prerequisite, permission of the instructor.
Hour GG Conferences: arr.

203 Introduction to Technical Theatre
Selected plays are read in relation to problems in theatrical production. Study of the physical theatre and its use. Brief history of theatre crafts and theatre architecture.
Sophomore, junior or senior course. Prerequisite, Drama 201 or 201S.
Hour C

204 Technical Theatre Practicum
Intermediate-level study of selected plays in relation to physical staging problems. The course will stress applied principles of design, painting, lighting, and other technical theatre subjects.
Sophomore, junior or senior course. Prerequisite, Drama 203.
Hour arr.

205 Studio Workshop
Close study of applied theatre arts through thoroughly researched experimental practice. The class will function as ensemble, or by division into playwrights’ unit,
Drama, Economics

directors’ unit, and actors’ unit where necessary. The central research aspect of
the course will deal with the nature of the historical ensemble: from the Elizabethan
coterie to the Moscow Art Theatre, the Group Theatre, and other modern artists’
circles.

Sophomore, junior or senior course.
Hour arr.

311, 312 Special Projects in Theatre
Individual creative work based on the background and demonstrated talent of the
student working under the guidance of a member of the department to complete a
project in acting, directing, or design established by mutual consent of teacher,
student, and department.

Junior or senior course. Prerequisite, permission of the instructor.
Hour Arr.

ECONOMICS (Div. II)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor W. B. GATES, JR.

Professor Brooks, Professor Gates, Professor P. Clark, Professor Sheahan*,
Professor Bruton**, Associate Professor Winston, Associate Professor
Lewis, Associate Professor Bolton***, Assistant Professor Eriksson,
Assistant Professor McCleary***, Assistant Professor Moscovitch,
Assistant Professor Halstead, Assistant Professor E. Clark, Assistant
Professor McFarland, Assistant Professor McNees, Assistant Professor
Perna, Assistant Professor Tidrick, Assistant Professor Todd.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Economics 101 Introduction to Economics
One Economics course numbered 201 to 220
Economics 251 Price and Allocation Theory

*On sabbatical leave 1969-70
**On leave second semester 1969-70
***On leave 1969-70
Economics

Economics 252 Income and Growth Theory
Three Economics electives, of which at least two must be numbered 351 to 384.
With approval, two post-introductory courses in a related department may replace one of these courses.
One Winter Study Project in Economics
Economics 401-402 Economic Research and Social Policy

The primary objectives of the major are to develop the student’s understanding of economic aspects of contemporary life and to equip him to analyze economic issues of social and public policy. The introductory course stresses use of the basic elements of economic analysis for understanding and resolving such issues. In the following semester the student chooses one of the 200-series courses, in which economic analysis is applied within a particular field of economics. The two required theory courses then provide a more thorough grounding in economics as a discipline—by examining the strengths and weaknesses of the price system in allocating economic resources, and by examining the aggregate processes which determine employment, inflation, and growth. At least two of the junior electives must be at an advanced level. In the senior course the student first studies the application of systematic economic research to two or three major policy problems of high-income or low-income societies, and then participates in intensive student research projects focused on current economic policy issues.

THE DEGREE WITH HONORS IN ECONOMICS

Students who plan to become candidates for the degree with honors may elect either three honors courses, or a combination of one regular honors course and H451-452, Senior Honors Thesis. These will replace one of the electives required of majors who are not honors candidates. With approval, two post-introductory courses in related fields may be substituted for another elective. Honors candidates taking three honors courses may also, with approval, count one honors seminar in another department as one of the three.

NOTE: All courses numbered 351 to 384 are offered also as honors courses H351 to H384. Honors candidates will be required to demonstrate honors performance through independent work supplementary to the regular content of the course.

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in Economics who wish credit for a concentration in Afro-American or Area Studies may take either four regular courses in the field of concentration or three such courses plus one winter study project. In either case, one of the courses taken must be in economics. This program as a whole (including the Economics course in Afro-American or Area studies) may replace two of the electives required of majors who do not register for such a concentration. Honors candidates may take the economics course included in such a concentration as an honors variant.

101 Introduction to Economics

An introduction to economic analysis that stresses its value in understanding cur-
rent issues of social and public policy. The central theme is how and why markets work; why they may fail to work; and the implications for social policies of both their successes and failures. Among the specific markets to be examined are: the market for human labor (including professional and managerial labor) that largely determines who is in poverty and who is affluent; the markets for goods and for capital; the market for draftees and soldiers; the markets for clean air and water; and the aggregate market for national product that largely determines employment, inflation, and growth in a national economy. The course emphasizes the basic elements of price analysis and income analysis which help to clarify policy issues in these markets.

Economics 101 must be followed in the spring semester by an Economics course numbered from 201 to 220, in which economic analysis is applied within a particular field.

*Freshman course.*

**Hours**  
*Freshman sections* AB, DE  
*Sophomore sections* JK, MN, FR

**101S Introduction to Economics**  
The course is repeated in the spring semester. Must be followed in the fall semester by an Economics course numbered from 201 to 220.

**Hours**  
*Freshman section* AB  
*Sophomore sections* DE, JK

**201 The World Economy**  
The theory of international trade and its application to current international economic problems. The effects of trade on economic efficiency and domestic stability. Relationships between domestic income and trade, applied to the balance of payments of the United States and to the growth problems of newly developing countries. Recent reforms of the international monetary system and their impact on the volume and efficiency of international trade patterns. International trade policies and problems of the Soviet Bloc.

*Sophomore course.* Prerequisite, Economics 101.

**Hour** DE

**204 (formerly 311) Economic Development**  
Development problems and policies of low income countries in Asia, Africa, and Latin America. The histories and characteristics of these countries and the obstacles to economic progress they face in the 1970's. Past and present U.S. policies affecting their development. The emphasis of this course will be on practical problems and current policy issues, applying economic analysis and where relevant the historical experiences of developed countries.

*Sophomore course.* Prerequisite, Economics 101.

**Hour** DE
Economics

205 Public Expenditures and Finance

Economic functions of government expenditures and taxes in the American economy. The role of fiscal policy in achieving economic stability and growth. Revenue sharing as an approach to the financial problems of a federal system of government. Equity and efficiency of the tax structure including issues of tax reform. Implications of tax and income maintenance policies for income distribution and alleviation of poverty and economic insecurity. Theory and practice in efficiently providing public services and investments in such areas as national defense, education, highways, and natural resources.

Sophomore course. Prerequisite, Economics 101.

Hour MN

208 Modern Corporate Industry


Sophomore course. Prerequisite, Economics 101.

Hour MN

[210 Labor Economics (Not offered 1970-71.)

The impact of U.S. social and economic environment on the structure and objectives of labor and management institutions. Wage setting and effect of collective bargaining on general wage level changes and on inter-industry and inter-regional wage structures. Role of government in labor-management relations. Impact of the organized labor movement on industrial capitalism in a democracy.

Sophomore course. Prerequisite, Economics 101.

Hour MN]

213 Economics of Poverty

Economic analysis of the determinants and distribution of poverty in America and how it might be alleviated. Topics include: geographical and racial incidence of poverty, relation to economic growth and full employment, patterns and problems of rural-urban migration, role of discrimination, experience of various immigrant groups, public policies in the areas of income maintenance, manpower and education, and ghetto economic development.

Sophomore course. Prerequisite, Economics 101.

Hours AB, JK

213S Economics of Poverty

The course is repeated in the spring semester.

Hours AB, JK
216 (formerly 211) Urban and Regional Economics

The development of urban and regional areas, and economic analysis of some of their current problems. Topics include: why economic activities cluster, the growth and decay of our central cities, housing and urban renewal, the tax base and fiscal interdependency, measures to foster regional development, mass transportation and urban sprawl.

Sophomore course. Prerequisite, Economics 101.

Hours AB, JK

217 Economics of Natural Resource Management

The application of economic theory to man’s attempts to deal effectively with his natural environment. Considers such topics as classical conservation theory; the treatment of clean air and water, natural beauty, and wilderness as economic goods; and public investment criteria. The conceptual and practical difficulties which may arise when attempting to apply these theories to the planning of resource management. Includes case studies such as the Redwoods, the Grand Canyon and the Berkshires.

Sophomore course. Prerequisite, Economics 101.

Hours AB, JK

220 Economic Development of the United States

Basic economic theory will be used to gain insights into the historical process of development in the United States, the problems created by development, and the measures taken by the American people to meet those problems. Topics studied will include the great transition from agriculture to industry, the concentration movement and changing nature of market; the evolution of fiscal and monetary policy; the changing U.S. role in the world economy, and the growing functions of government.

Sophomore course. Prerequisite, Economics 101.

Hours AB, JK

251 Price and Allocation Theory

The theory of the determination of relative prices; their role in allocating scarce resources to alternative uses. The functional distribution of income. Theory of consumer demand, of production, and of the firm. Determinants of international specialization in production. General equilibrium and welfare economics.

Section MN will cover essentially the same subject matter using mathematical techniques. Registration is open to anyone with ability to handle algebra and differential calculus; an elementary examination will be given at the start. This section is recommended for students who might go on to graduate school in economics.

Sophomore course. Prerequisite, Economics 101.

Hours DE, MN, QG
252 Income and Growth Theory

The theory of the determination and growth of national income and employment. The role of money and the financial markets. The theory of inflation and business fluctuations, and their role in the process of economic growth. Evaluation of the theory in light of empirical evidence. Public policies to achieve stable growth at full employment, without serious inflationary or balance of payments strains.

Sophomore course. Prerequisite, Economics 101.

Hours DE, MN, QG

McFarland, McNees


The meaning of economic statistics; a non-mathematical introduction to the use of statistical methods to test economic principles. Conceptual problems associated with the measurement of demand and supply functions and the distribution of income; the interpretation of econometric studies of such questions as the effect of growth on employment and the value of the multiplier in the United States. Demonstration of the use of computer programs. Standard statistical methodology, but presented with reduced attention to mathematical content and computational methods, in order to emphasize analysis of economic issues.

Sophomore course. Prerequisite, Economics 101. (Not recommended for students who have taken Mathematics 104.)

Hour MN

E. Clark

AREA STUDIES COURSES

[329 Economic Development of Latin America (Not offered 1970-71.)

Analysis of obstacles to economic development in Latin America and policies used to deal with them. Planning to stimulate growth, regional economic integration, import substitution, supply and demand for major export commodities, foreign aid, inflation, and land reform in selected countries.

Junior course. Prerequisite, Economics 101.

Hour FR

Tidrick

[333 Economic Development in South Asia (Not offered 1970-71.)

A study of development problems of countries in this area, with particular attention to India. Review of issues raised by population pressure, traditionalism and cultural differences, and resource limitations. Conflicts between national and regional goals within countries, and between separate national objectives and development of the area as a whole. National plans, external deficits, and the role of American aid.

Junior course. Prerequisite, Economics 101.

Hour FR

Brooks
Economics

334 Economic Development in the Middle East (Not offered 1970-71.)
A survey of economic characteristics and development problems of countries from Egypt to Pakistan. Current status and prospects of established development plans. Similarities and differences in approaches to land use and agricultural improvement, industrialization, participation in international trade, foreign and private capital, and use of foreign aid. Special attention will be given to Egypt, Israel, Iran, and Pakistan.

Junior course. Prerequisite, Economics 101.

Hour 3

Bruton

336 Economic Development in Africa
A survey of the distinctive characteristics and development problems of the low-income countries of sub-Saharan Africa. Subsistence and market-oriented agriculture; manpower scarcities, education, Africanization, and income differentials; foreign residents and foreign investment; trade patterns and monetary-fiscal systems; the impact of national political processes. Planning accelerated development in African circumstances. Special attention will be given to East Africa and to Nigeria and Ghana.

Junior course. Prerequisite, Economics 101.

Hour AB

P. Clark

338 The Soviet Economy

Junior course. Prerequisite, Economics 101.

Hour AB

Halstead

ADVANCED ELECTIVES

NOTE: All courses numbered 351 to 384 are offered also as honors courses H351 to H384. Honors candidates will be required to demonstrate honors performance through independent work supplementary to the regular content of the course.

351 Econometrics (Not offered 1970-71.)
Basic methods of bringing economic theory and factual research together to provide empirical guidance for policy formulation. Develops those modifications to formal mathematical statistics that are required by the non-experimental nature of economic data. Application of econometric methods to estimation of demand relationships; production, cost and supply aggregate economic models; the distribution of income.

Regular and honors course for juniors and seniors. Prerequisites, Economics 251, 252 and Mathematics 140 or Economics 254.

Hour MN

McFarland
Economics

[353 Labor, Management, and Public Policy (Not offered 1970-71.)

An examination of selected problems and issues concerning the economics of labor markets and related public policies. Includes such topics as the impact of collective bargaining on wage and employment levels and structures, analysis of non-union labor markets, and the impact of public policies in Western Europe, the developing countries, and the United States. Farm workers are examined as a case study—the labor markets for migrant workers and minority groups, the nature and effects of productivity gains, and the role of union organization and government policies.

Regular and honors course for juniors and seniors. Prerequisite, Economics 251.

Hour QG

355 Economic Planning

Varieties of planning practiced in both Western and Eastern European countries. Emphasis on mixed economies such as France and Yugoslavia, rather than on cases of complete centralized control as in Russia. Relationships of private enterprise to planning in England and France. Economic analysis of alternative systems of incentives and their consequences. Problems of planning in open economies competing in external trade. Planning in relation to democratic controls on government operations.

Regular and honors course for juniors and seniors. Prerequisite, Economics 251 and 252.

Hour GS

McFarland

358 (formerly H356) International Economics

Application of economic theory to international policy issues, with particular stress on international financial institutions and problems. Elements of an effectively functioning world payments system; the effects of alternative systems on the allocation of world resources. The theory of fluctuating exchange rates and forward exchange markets. Optimum currency areas and the consequences of international financial integration. The appropriate use of macroeconomic policy under fixed and under fluctuating exchange rates.

Regular and honors course for juniors and seniors. Prerequisites, Economics 251 and 252.

Hour GS

Halstead

[359 Forecasting and Fiscal-Monetary Policies (Not offered 1970-71.)

Theories of business fluctuations; the components of aggregate demand; the relationship of aggregate demands, aggregate supply, and productive capacity. Techniques for short-run forecasting of business conditions. Adjustment of taxes, expenditures, and money and credit conditions to sustain rapid economic growth without unemployment or inflation. Rules versus discretionary policy. General and selective anti-inflationary policies.

Regular and honors course for juniors and seniors. Prerequisite, Economics 252.

Hour QG

McNees]
An international comparison of rates of growth of productivity of labor and capital since World War II. Analysis of origins of productivity improvement. Examination of hypotheses explaining variations among countries. Roles of technology and education. Emphasis on empirical studies. Knowledge of regression analysis desirable.

Regular and honors course for juniors and seniors. Prerequisite, Economics 252.

Bruton

The first part of the course will consider the background and manifestation of the urban system of poverty in several critical areas: education, housing and urban renewal, and employment and income. The second part will deal with recent challenges to this system, especially by the poor: community action, the politics of participation, and economic self-help.

Regular and honors course for juniors and seniors. Prerequisite, Economics 213.

Kershaw

Analysis of selected topics in natural resources planning and pollution abatement, centered around case studies. Theoretical and practical difficulties of adequately dealing with benefits and costs, irreversible effects over time, and non-market goods. The interaction between economic, technical, legal, and administrative considerations in designing public policy, and such possible future improvements as the application of systems analysis.

Regular and honors course for juniors and seniors. Prerequisite, Economics 251.

E. Clark

A study of selected topics of theory and policy in the field of money, banking, and finance: classical versus Keynesian monetary theory; the new version of the quantity theory of money; the role of commercial banks and other types of financial institutions in the development process; the determinants of the term structure of interest rates; the causes of inflation; the relation of international finance to domestic money and securities markets; the effectiveness of monetary policy in correcting fluctuations in business activity; Federal Reserve policy in recent years.

Regular and honors course for juniors and seniors. Prerequisite, Economics 252.

McNees

An analysis of the effects of government tax and expenditure policies upon resource allocation, income distribution, and economic stability and growth. Possible
Economics

topics for examination include: appropriate government functions in an enterprise economy, problems of collective choice, evaluation of public expenditures, proposals for reforming the tax system, inter-governmental revenue sharing, effects of taxes and transfers on the distribution of income, income maintenance programs, the public debt, automatic stabilizers and discretionary fiscal policy, expenditure and revenue policies to stimulate economic growth.

*Regular and honors course for juniors and seniors.* Prerequisite, Economics 251.

*Economic Equity* (Not offered 1970-71.)

An examination of the aspect of equity in important areas of economics, including historical ideas on what is fair in the distribution of income and wealth; actual income and wealth distribution in underdeveloped and in advanced western and communist countries and between nations; the distribution of income over time as it influences economic growth, equity among generations and the choice of leisure; the control of distribution by influencing population size and environmental control, and the issues of optimum population.

*Regular and honors course for juniors and seniors.* Prerequisite, Economics 251.

*The Economics of Affluence* (Not offered 1970-71.)

A seminar on the implications of affluence for economic theory and behavior. Study will concentrate on economic ramifications of the recent emergence of highly productive and wealthy nations—questions of affluence and welfare, consumer sovereignty, justifications for further economic growth, demonstration effects and other externalities of consumption and production—but some consideration will be given to more general theories on the effects of affluence in Galbraith, Marcuse, Baran, Mishan and others.

*Regular and honors course for juniors and seniors.* Prerequisite, Economics 251.

*Economics of Education and Human Resources* (formerly H374)

Analysis of the role of education and other forms of investment in human resources in the process of economic growth. Assessment of private and social returns from education and criteria of allocating resources in this field. Man-power planning and programs to implement it. Respective roles of the educational system and the wage-income structure in reconciling individual choice with the skill requirements of the society. Economic problems of American educational institutions.

*Regular and honors course for juniors and seniors.* Prerequisite, Economics 251.
[377 (formerly H368)  Industrial Organization and Public Policy (Not offered 1970-71.)

Examination of problems of economic performance of American industry as they relate to structure of markets and public policy. Use of modern theories of managerial capitalism to study the large firm. Problems of antitrust and regulatory policies, including response of the firm to regulatory constraint. The experiences of specific industries and firms will be used as case studies.

Regular and honors course for juniors and seniors. Prerequisite, Economics 251.

Hour  FR  Bolton

380 (formerly 214)  Economic Development of Europe

The economic organization of pre-industrial societies in Europe as background for the spread of industrialization. Economic growth and transition, with the primary focus on comparative study of the process of economic development in such countries as Great Britain, France, Germany, Italy, Sweden, and Russia. Inflation, autarchy, and economic nationalism in the wake of the first World War. World War II and the move toward reintegration. The lessons to be drawn from European experience.

Regular and honors course for juniors and seniors. Prerequisite, Economics 252 or 220.

Hour  JK  Sheahan

[381  Advanced Topics in Economics (Not offered 1970-71.)

Examination of selected topics of economic analysis at a more advanced level than Economics 251, 252, particularly those which are currently controversial among economists. The subject matter will vary depending on the instructor, but examples of possible topics are: recent theories of consumption behavior, modern theories of capital and investment, dynamic theories of employment, wages and prices, and game theory approaches to economic bargaining.

Regular and honors course for juniors and seniors. Prerequisites, Economics 251 and 252.

Hour  Bolton

[384  The History of Economic Understanding (Not offered 1970-71.)

The evolution of economic thinking from Adam Smith's Moral Philosophy to Boulding's Moral Science. The course will trace two major traditions in western economics. The first is the respected evolution from the Classical economics of Smith, Ricardo and J. S. Mill through the marginal and business oriented analyses of Bentham, Marshall and J. B. Clark to the defense of capitalism by Schumpeter Mises and Friedman. The second is the underground evolution from the Classical economics to Marx and through Hobson, Rosa Luxemberg and Lenin to today's radical economists. The methodological positions of Keynes, Galbraith, Arros and Robinson in relation to these traditions. The emphasis of the course will be on the search by economists for increased understanding of human behavior; the fads and ad-
Economics

Advances in the understanding; and the creators and critics of economic knowledge. Regular and honors course for juniors and seniors. Prerequisite, Economics 251 and 252.

Hour

401-402 Economic Research and Social Policy

The primary emphasis of this senior course is to strengthen the student's skill and sensitivity in applying analytical methods previously acquired to research on policy problems.

First semester: Methods of systematic economic research will be studied through examination of two or three economic policy problems drawn from the current concerns of both high income and low income societies. Sufficient time will be spent on each subject to analyze the nature of the problem, analytical methods which may be used, the sources of information and data, and the frustrations in execution of policy-oriented economic research. Specific subjects will be chosen to draw most effectively on current research activities of department members.

Second semester: Economic analysis and the insights into research methods from the first semester will be applied through intensive student research studies of current economic issues. The issues chosen may be relevant at the local, national, or international levels. Student committees will prepare written reports on their research aimed at specific (including dissenting) recommendations. Some of the reports will be selected to be defended in open sessions before the department.

Senior course. Required course in the major. Prerequisite, Economics 251, 252.

Hour FR

Graduate Courses in Development Economics

Seniors in the undergraduate honors program may, with the permission of the department, enroll in graduate courses given in the Center for Development Economics (described below).

501 Basic Problems in Economic Development – I

Historical data on the development process; modern income analysis and growth models; sources of capital and requirements of capital formation for growth; investment allocation criteria; the role of agriculture; population growth and policies.

Cases include: problems in income and growth analysis; the Japanese experience with particular attention to saving, agriculture, and factor proportions.

Hour AB

Gates

502F Basic Problems in Economic Development – II

Principles of resource allocation in the development process; the operation of mar-
kets, prices, and direct controls; problems of pricing in the public sector; manpower and education; technical research; prices in a centrally planned economy.

**Hour DE**

**P. Clark**

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**503 Quantitative Programming — I**

Key quantitative issues in development programs, national accounting systems, mathematics of measuring growth rates, measures of real growth through elimination of price changes, international comparisons of income and welfare, economic projections of national aggregates and individual sectors, and interindustry analysis (including an introduction to matrix algebra).

*Cases include:* graduated problems in national accounts and interindustry analysis, economic projections for Colombia.

**Hour JK**

**Bolton**

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**504 Quantitative Programming — III**

Linear programming techniques, shadow prices, and applications to development problems; methods of project appraisal and determination of priorities; analysis of regional investments; uses of computers in economic analysis.

**Hour AB**

**McFarland**

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**505 Political and Administrative Aspects of Development Planning**

Political and social factors in development efforts; development and political stability; principles of administrative organization and decision-making, in the actual practice of development planning; role and problems of international assistance.

**Hour MN**

**Barnett**

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**506 Financial Aspects of Development**

The role of public finance and expenditure policy in development programs: revenue, equity and incentive aspects of specific tax instruments; fiscal and monetary theory; banking and financial institutions; inflation; program and performance budgeting; coordinated financial policies to promote economic growth while maintaining internal and external stability.

**Hour JK**

**Lewis**

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**507S International Trade and Development**

The foreign exchange gap in developing countries and possible means to deal with it; external trade and domestic resource allocation; applications of programming analysis to comparative advantage and estimation of optimal exchange rates; strategies of import substitution and export promotion; regional trading agreements;
Economics, English

direct foreign investment in developing countries; external borrowing and problems of debt service; the world monetary system.

Hour MN

510 Research Seminar in Development Economics

The central feature of this course is a substantial piece of independent work that permits the student to pursue a special topic of interest to him. The final product is a written report or research paper prepared in the light of the economic principles examined in the entire graduate study program.

Hour DE

ENGLISH (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor Arthur Carr

Professor Allen, Professor Mansfield, Professor Stocking, Professor Hunt, Professor Gifford, Professor Carr, Professor Edwards*, Associate Professor Grauer, Associate Professor Reichert, Associate Professor Samuels, Assistant Professor Glasser, Assistant Professor Stevens, Assistant Professor Berek, Assistant Professor Bevis, Assistant Professor Hendrix, Mr. Aaron, Mr. Crosman, Mr. Marash**.

COURSES OF INSTRUCTION 1970-71

THE MAJOR IN ENGLISH

The curriculum in English enables students to explore English and American literature from a variety of perspectives and in different degrees of depth and breadth. The major program in English affords each student an opportunity to fashion his own sequence of study within a clearly stated basic pattern that insures coherence and balanced variety. The basic pattern comprises at least seven courses, not counting English 101 and 402, and one Winter Study Project in English in the junior or the senior year. English 101 is required of all students intending to elect further courses in English, whether as majors or not. English 402, the seminar for senior

*First semester 1969-70
**Winter Study Period
majors, provides students who will have pursued diverse sequences of study the experience in common of focusing on a basic and comprehensive literary problem. The remaining seven courses may be arranged in a variety of ways that permit individual students to devise related sequences of courses (including the possibility of independent reading) that concentrate on particular kinds of literary study, whether of literary periods, individual authors, the development of styles or of forms, or combinations of these. The sequence of courses is proposed and elected through regular consultation with departmental advisors and is subject to their approval.

In addition, the seven courses, exclusive of English 101 and 402, fulfill two complementary designs: one emphasizing certain basic kinds and methods of literary study, the other emphasizing the breadth and variety of English and American literature.

In summary:
1) The major includes one course representative of each of the following four types: a) literary history, b) genre or mode, c) major authors, and d) literary criticism and critical method.

2) The major also includes one course in some aspect of each of the five following historical periods, though they need not be studied in chronological order: before 1600, 1600-1700, 1700-1800, 1800-1900, and after 1900.

These two designs interlock in the sense that a single course, for example in Chaucer, may satisfy both requirements, i.e., as a course in the period before 1600 and also as a course in the work of a major author. All courses in the departmental curriculum in literature are labelled to indicate their function in this basic design. With the approval of a departmental adviser, a course in creative writing may also be accepted for the basic requirement.

Students majoring in English are urged to elect collateral courses in subjects such as art, music, history, philosophy, religion, and foreign languages with a view to supporting and broadening their studies in literature. In particular the study of classical and modern languages, as well as of foreign literatures in translation, is strongly advocated.

Normally, all courses, except honors seminars and English 402, are open to students not majoring in English.

THE DEGREE WITH HONORS IN ENGLISH

Students who are accepted as candidates for the degree with honors take one of the two following programs:

(1) A two-year program of honors courses

The candidate elects, in addition to English 101 and 402 and one Winter Study course in English in either the junior or senior year, five regular courses and three honors courses. These elections will follow the basic pattern of the major program.
English

(2) A two-year program, with a thesis—

English H451-452, Senior Honors Thesis, may replace two of the honors courses required in program (1) above.

Candidates are generally advised to follow program (1), but a student with a strongly developed particular interest may be permitted to write a senior thesis. At the end of the senior year all candidates for honors in program (1) stand for an oral examination.

One form of honors course offered by the English department is the honors variant of a regular course. Students enrolled in an honors variant will take the final examination and attend regular class meetings. They will also attend special meetings arranged for the honors students throughout the semester; they will study additional material not included in the regular course and will substitute independent projects for some of the required papers and tests in the regular course.

The honors and honors variant courses differ from the regular courses not so much in the quantity as in the quality of work that is expected. The honors student is encouraged, in these courses, to write papers which demand a more thorough knowledge of a subject than is required by most of the papers written in regular courses.

NOTE: 200-level courses are open to all students who have satisfied the English 101 requirement and especially to freshmen in the second semester; 300-level courses are open to sophomores as well as to juniors and seniors.

101 The Study of Literature

An introduction to the methods used in the critical analysis of literature, designed to increase the student’s ability to understand works of poetry and prose fiction.

_Hours_ AB, DE, FR, GS, JK, MN, PF, QG

REICHERT AND MEMBERS OF THE DEPARTMENT

101S (Spring Semester) Literary Analysis

The same course as English 101 described above, but offered within the spring semester for the convenience of those who may wish to begin at that time.

_ Hours_ DE, JK, PF

MEMBERS OF THE DEPARTMENT

[201 Expository Writing (Not offered 1970-71.)

Practice in writing essays, toward the development of a clear and lively prose style. The course will include some reading of contemporary prose, and class discussions will be supplemented by individual conferences.

Prerequisite, none. _Enrollment limited to 15._

_Hour_ C

HENDRIX, BOONE

201S (Spring semester) Expository Writing

Practice in writing essays, toward the development of a clear and lively prose
style. The course will include some reading of contemporary prose, and class discussions will be supplemented by individual conferences.

Prerequisite, none. Enrollment limited to 15.

Hour C

Hendrix, Boone

202 (formerly 309) Modern Drama

Readings in major Continental, English, Irish and American drama from Ibsen to Beckett, Genet, and other contemporary playwrights.

Prerequisite, English 101. (After 1900; Genre)

Hour AB

Grudin

[204 What is Cinema? (Not offered 1970-71.)

An introduction to the methods used in critical analysis of cinema. The course will involve little reading, but there will be extensive class sessions during which films will be analyzed. Average weekly class time will be eight hours.

Prerequisite, English 101. (After 1900; Genre)

Hours

Samuels]

206 (formerly 304) Black Literature

Concentrating on American writers such as Richard Wright, Ralph Ellison, James Baldwin and LeRoi Jones, with some attention to literature in English by African and Caribbean authors. Consideration of the relationships between art and politics and of the nature of esthetic judgments.

Prerequisite, English 101. (After 1900; Literary History)

Hour AB

Berek

208 Comparative Literature


A study of Dickens' Bleak House, Flaubert's Madame Bovary, Zola's Germinal, Dostoevski's The Brothers Karamazov, and Tolstoy's War and Peace. (The French and the Russian novels will be studied in translation.) The five novels will be analyzed as works of art and related to nineteenth century intellectual history.

Prerequisite, English 101. (1800-1900; Genre)

Hour JK

Stocking

301 (formerly 311) Chaucer

A study of the works of Geoffrey Chaucer with emphasis on the Canterbury Tales and Troilus and Criseyde.

Prerequisite, English 101. (Before 1600; Major Authors)

Hour FR

Barrada
English

[Comparative Literature 302 Dante (Not offered 1970-71; to be offered 1971-72.)

Readings will be done in translation, with some use of texts in the original languages. (Honors variant: see under English honors courses.)

Three class meetings a week.

Junior course. Prerequisite, English 101 or any literature course in a foreign language.

Hour DE

303 Elizabethan Literature

The poetic and dramatic work of four major Elizabethan writers: Sidney, Spenser, Marlowe, and the early work of Shakespeare.

Prerequisite, English 101. (Before 1600; Literary History)

Hour JK

305 (formerly 315) Shakespeare


Thematic and formal developments in Shakespeare’s plays from Hamlet through Measure for Measure, King Lear, and Antony and Cleopatra, to romances such as The Winter’s Tale and The Tempest.

Prerequisite, English 101. (1600-1700; Major Authors) Not open to students who have taken English 306.

Hour AB

306 Shakespeare’s Major Plays

About ten of the principal plays, studied in sequence so as to reveal Shakespeare’s changing interests and his developing powers as a dramatist and poet. Some consideration of the Elizabethan intellectual milieu and of critical and theatrical traditions.

Prerequisite, English 101. Not open to students who have taken English 305. (Before 1600 or 1600-1700; Major Authors)

Hour AB

312 (formerly 301) Early Seventeenth Century Literature

The Jacobean mentality as the aftermath of the Elizabethan Renaissance. A study of Jonson’s comedies and Webster’s tragedies; the poetry of Donne, Jonson, and other Metaphysical and Cavalier poets; some later plays of Shakespeare; and the prose and philosophic thought of Bacon and Browne.

Prerequisite, English 101. (1600-1700; Literary History)

Hour JK
316  John Milton

Major poetry and selected prose of John Milton. The primary aim of this course is to give the student a thorough imaginative understanding of Paradise Lost. Milton's earlier poetry and prose read as an introduction to the poet's imaginative "world", in preparation for the intensive study of his masterpiece.

Prerequisite, English 101. (1600-1700; Major Authors)

Hour QG

R. Crosman

321  Eighteenth Century Literature

An introduction to the varieties of eighteenth century literature, from Pope through Sheridan, with emphasis on the development of the novel. Several critical approaches—sociological, phenomenological, psychological, and neo-Aristotelian—will be brought to bear on the works discussed.

Prerequisite, English 101. (1700-1800; Literary History)

Hour GS

Boone

331  English Romantic Poetry

A study of the major poetry of Blake, Wordsworth, Coleridge, Keats, Shelley and Byron. The course will attempt to define Romanticism by attention to characteristic texts, and by reference to the development of social, psychological and critical thought in the early nineteenth century.

Prerequisite, English 101. (1800-1900; Literary History)

Hour MN

Hendrix

333  The American Renaissance

A study of the literature of the American Renaissance, with emphasis on the works of Emerson, Thoreau, Hawthorne, Poe, Melville and Whitman.

Prerequisite, English 101. (1800-1900; Literary History)

Not open to students who have had or are taking English 339.

Hours AB, PF

Stocking, Mansfield

336  Naturalism

A study of American literature from the Civil War to the early Twentieth Cen-
tury, with particular emphasis on the rise and fall of naturalism. Readings will include Darwinist essays, stories by Garland, London, Norris and Crane, novels by Dreiser and Faulkner, and poetry by Frost.

Prerequisite, English 101. (1800-1900; Literary History)
theory as enunciated by the earlier Romantics and later by Carlyle, Newman, Arnold, Pater, and Wilde.

Prerequisite, English 101. (1800-1900; Criticism)

Hour FR

345 The City in Literature

A study of literary responses to the impact of modernity in the nineteenth century, especially to the turbulent rise and growth of the cities. The course will include readings in fiction, poetry, and varieties of social reportage by such writers as Dickens, J. S. Mill, Ruskin, Mayhew, Morris, and Bennett. Some American writers will be considered, such as Howells, Norris, Crane, and Dreiser.

Prerequisite, English 101. (1800-1900; Literary History)

Hour QG

353 (formerly 317) Poetry of the Early Twentieth Century

The poetry of Pound, Eliot, Yeats, Thomas and Stevens.

Enrollment limited to 25.

Prerequisite, English 101. (After 1900; Genre)

Hour PF

354 English and American Poetry, 1940-1970

A study of English and American post-war poets, with attention to the interrelation of "movements" and "groups", and to the development away from traditional formal concerns to what has recently been called "naked" or "open" poetry. Among English poets to be studied: MacNeice, Muir, Tomlinson, Kinsella, Raine, Larkin, Hughes, and Davie. Among Americans: Eberhart, Jarrell, Warren, Roethke, Wilbur, Berryman, Lowell, Dickey, Olson, Snyder, Ginsberg, Merwin, Kinnell, and others.

Prerequisite, English 101 and a 300-level course. (After 1900; Genre)

Hour PF

355 The Modern Novel in English

The development of the novel in England and America, 1900-1940. Novels discussed will include books like The Secret Agent, Sons and Lovers, To The Lighthouse, A Passage to India, A Portrait of the Artist as a Young Man, The Great Gatsby, The Sun Also Rises, and The Sound and the Fury. Enrollment limited to 30.

Prerequisite, English 101. (After 1900; Genre)
English

356 The Modern Novel in English

The same course as English 355, but offered within the spring semester.

*Hour* MN

358 The Art of Social Criticism

A survey, studying social criticism as a modern tradition, and as a basis of modern literature. Attention will be given to British and American writers of the Victorian period and of this century, with free movement between “non-fiction” and fiction. Writers will include: Thomas Carlyle, Charles Dickens, John Ruskin, Matthew Arnold, William Morris, G. B. Shaw, Samuel Butler, George Orwell; and Theodore Dreiser, Upton Sinclair, John Dos Passos, James Agee, John Steinbeck and Arthur Miller.

Prerequisite, English 101. (1800-1900, or after 1900; Genre)

*Hour* MN

360 James Joyce

A study of the mind and art of Joyce, beginning with the poems, *Dubliners, A Portrait of the Artist As a Young Man,* and *Exiles,* and culminating in *Ulysses.*

Prerequisite, English 101. (After 1900; Major Authors)

*Hour* GS

361 The English Comic Novel

The rise and development of comic and satiric themes and forms in the English novel from Henry Fielding to Kingsley Amis.

Prerequisite, English 101 and a 200-level course in English. (Criticism; Genre; Literary History)

*Hours* PF Tu. and FF

372 Major Developments in the History of Criticism

A survey of the great critics from Plato to the present day whose conceptions of the nature of literature have influenced the English and American literary traditions and continue to influence contemporary attitudes toward literature.

Prerequisite, English 101 or consent of the instructor. (Criticism; Literary History)

*Hour* JK

373 The Making of Literary History

A consideration of how literary history is written and of how it reflects and influences critical theories. Concepts of “period”, “movement”, “school”, “back-
“ground”, and “influence”, will be examined and illustrated. The Romantic period and movement will provide the focus.

Prerequisite, English 101 and one 300-level course. (1800-1900; Criticism; Literary History)

Hour DE

375 (formerly 323) Literary Criticism (Not offered 1970-71.)

An investigation of some major problems of critical theory and practice. Questions about the nature of literature, the purposes and methods of interpreting literary works, and the grounds for evaluating literature will be raised. Readings will be drawn primarily from the works of contemporary theorists and critics.

Prerequisite, English 101. (Criticism)

Hour

378 Introduction to Linguistics

A consideration of the theory and methodology underlying the empirical discovery of language structure. The course will emphasize 1) the history of language study, 2) the structure of language (semantics, syntax, and phonology) and 3) the relationship of language study to literature (stylistics), to culture, and to theories of the mind.

Prerequisite, a 200-level course in English, or a course in theory and structure of another subject, such as Biology 201, Art 205, Psychology 206, or Anthropology 201; or the permission of the instructor. (Genre; Criticism.)

Hour AB

402 Senior Seminars

(1) Joyce’s Ulysses and its background in the Irish Literary Renaissance

At the start, a study of writers of the Aesthetic Movement; early poems, stories, and plays of Yeats; Synge’s The Playboy of the Western World; then, Joyce’s A Portrait of the Artist as a Young Man, some stories from Dubliners, and a thorough study of Ulysses.

Major requirement. Open only to seniors majoring in English.

Hours DE, MN

(2) Charles Dickens in His Time and in Ours

A study of five of Dickens’ novels (Pickwick Papers, David Copperfield, Bleak House, Great Expectations, and Our Mutual Friend) and of the differences between Victorian and Modern attitudes toward the nature and value of his art. Emphasis in the second half of the course will be on the “new” Dickens revealed by recent developments in psychoanalytic, phenomenological, and myth criticism.

Major requirement. Open only to seniors majoring in English.

Hour MN
English

W201, W202 Creative Writing

Practice in writing short stories, poems, or plays. Class discussion of student work and of some modern poets. Individual conferences. Registration is limited, and a student who elects this course must, at the time of registration, submit a sample of his creative work for the consideration of the department. Freshmen with some experience in writing may qualify.

Prerequisite, English 101.

Hour GS

W301, W302 Creative Writing

Individual conferences and workshop sessions. Students will write, at their option, prose fiction, poetry, or plays. Emphasis on rewriting and preparation of publishable material.

Registration limited. Admission by consent of the department. A student wishing to elect the course must, at the time of registration, present a sample of his work to the instructor.

Prerequisite, English 101.

Hour GS

W403, W404 Creative Writing

Similar to English W301, W302, but more advanced, with emphasis on sustained student writing projects.

Registration limited. Admission by consent of the department. Prerequisite, English W301 and W302.

Hour GS

HONORS COURSES

(Open to Junior and Senior Honors Candidates and to specially qualified sophomores with permission of the Department.)

[Comparative Literature H302 Dante (Honors Variant) (Not offered 1970-71; to be offered 1971-72.)]

H381 Comedy

Introductory discussions of recent theories of comedy put forth by such writers as Bergson, Langer, and Frye, and of the application of these theories to representative works by Aristophanes, Terence, Shakespeare, Jonson, Austen, Shaw, and Brecht. Subsequent discussions and papers based on students' researches into writers and problems of their choice.

Prerequisite, English 101. (Genre; Criticism)

Hour GS

- 164 -
H382 Neo-Gothic Fiction of the Victorian Age

An examination of the nature of "Gothic" themes and sensibility as manifested in novelists and short story writers of the Victorian period. Emphasis will fall upon works by Dickens, Poe, Le Fanu, Henry James, and Bram Stoker, with some preliminary attention to the Gothic literature of earlier periods.

Prerequisite, English 101. (Genre; 1800-1900)

Hour GS Grudin

H383 (formerly H371) Film Studies

Studies in aesthetics, criticism, or history. Topic for 1970-71: Comedy. Matters to be explored include the nature of film comedy and its distinctions from comedy in drama and fiction, the contributions of directoral style, scripting, acting, etc. These and other relevant questions will be raised about a variety of films, among them Fellini’s The White Sheik, De Sica’s Miracle in Milan, Renoir’s The Rules of the Game, Clair’s A Nous La Liberte, Pasolini’s Hawks and Sparrows, etc.

Each student will give one oral report and write two papers. Because of the relative importance of classwork and the brevity of reading assignments, the class will meet about eight hours a week. Enrollment limited to 11. (1900-present; Genre)

Honors course for juniors and seniors. Prerequisite, English 101 and major status in English or Art, Classics, Philosophy, Psychology, Romanic Languages. (After 1900; Criticism)

Hours 1-4:00 p.m. and 7-10:00 p.m. Wed. Samuels

H384 The Art of Autobiography

A study of changing techniques, forms, and purposes in the literature of self-revelation. The course will be chronological and will attend mainly to English and American works of the nineteenth and twentieth centuries, although some continental literature (in translation) will be considered. Among English and American writers to be studied: Wordsworth, DeQuincy, Henry Adams, Twain, John Stuart Mill, Wilde, Graves, Orwell, Fitzgerald, Mary McCarthy, Robert Lowell, and Malcolm X. Continental selections will include works by: Rousseau, Kropotkin, Trotsky, and Sartre.

Prerequisite, English 101. (1800-1900; Genre)

Hour FR Aaron

H385 The Development of Style, 1580-1680

The relationship between changing ideas about the nature of language, literature, and truth, and the stylistic development of English poetry and prose from Sidney to Dryden. Authors studied will include Shakespeare, Donne, Bacon, Hobbes, and Milton. Discussion of topics such as the nature of metaphor, changing conceptions of "wit", and the effects of the rise of science on English poetry.

Prerequisite, English 101. (1600-1700; Literary History)

Hour QG Berek

- 165 -
English, Environmental Studies

H386 Studies in American Literature
An intensive study of the poetry of Wallace Stevens. The course will follow Stevens' poetic career from 1914 to 1954, observing his changes, assessing his work and discussing major influences (Romanticism, Symbolism, Imagism, World Wars, etc.) While evaluating Stevens' poetry, we will seek to understand his place in literary and intellectual history.
Prerequisite, English 101. (Major Authors; after 1900)
Hour QG

H387 Problems in Criticism and Scholarship
A study of various scholarly and critical approaches to different kinds of literature: Shakespearean and Restoration drama and pastoral elegy, and the poetry of Yeats.
Open only to honors candidates in English. (Genre; Criticism)
Hour Arr.

[H388 Studies in Modern Literature (Not offered 1970-71; to be offered 1971-72.)
Prerequisite, English 101 and the consent of the instructor. (Major Authors; after 1900)
Hour

ENVIRONMENTAL STUDIES

Center for Environmental Studies Staff for 1969-70

Director, Associate Professor A. J. W. Scheffey
Assistant Director, Assistant Professor Reidel,
Mr. Satterthwaite, Mr. Schweighauser.

COURSES OF INSTRUCTION 1970-71

COORDINATE PROGRAM

The coordinate program in environmental studies allows students to concentrate some of their elective courses in an integrated, interdisciplinary study of the environment. The purpose of the program is to provide a basic understanding of the complex nature of the environmental problems facing modern societies—by ac-
quainting students with the contributions of diverse disciplines in the natural sciences, social sciences, and humanities; by seeking a synthesis of traditional disciplines; and by gaining an environmental perspective on the students’ major field of concentration.

Students may enroll in the coordinate program in environmental studies at the end of their sophomore year by registering with the environmental studies committee. In addition to satisfying the requirements of a major department (see description of coordinate programs on page 82), they are required to complete the following sequence of courses:

**Introductory courses**

- Economics 101  Introduction to Economics
- Biology 201  Environmental Biology
- Art 201  Environmental Planning and Design

For students majoring in Divisions I and II (select one):

- Chemistry 200  The Environment and the Physical Sciences
- Geology 101  The Changing Face of the Earth

For students majoring in Division III:

- Political Science 220  Politics, Bureaucracy, and the Public Environment

**Advanced course**

An upper-level course in the student’s major directly related to environmental studies.

**Core Courses**

- Environmental Studies 350  Perspectives on Environmental Analysis
- Environmental Studies 450  Environmental Planning and Policy

The introductory courses provide an introduction to several disciplines fundamental to the study of the environment from a liberal arts perspective, and a common preparation for the core course sequence. These introductory courses will help to satisfy distribution requirements, and in some cases may also serve as courses in the student’s major. The core courses, offered by the Center for Environmental Studies, provide overall program integration. The junior core course (Environmental Studies 350) focuses on synthesis: a study of the interrelationships between traditional disciplines necessary to an understanding of the complex, interdisciplinary nature of contemporary environmental issues and problems. The senior core course (Environmental Studies 450), open only to students enrolled in the coordinate program in environmental studies, is a study of environmental planning and policy formation. The advanced course serves both to strengthen the coordinate features of the program by encouraging students to integrate their majors with the environmental studies program, and to extend the students’ understanding and knowledge of the environmental aspects of their major.
Environmental Studies

Economics 101*  Introduction to Economics
Freshman course.
Hours  Freshman sections AB, DE
       Sophomore sections JK, MN, FR  

Economics 101S*  Introduction to Economics
The course is repeated in the spring semester.
Freshman course.
Hours  Freshman section AB
       Sophomore sections DE, JK

Art 201  Environmental Planning and Design
Sophomore course.  Prerequisite, none.
Hour  C

Biology 201  Environmental Biology
Sophomore course.  Prerequisite, Biology 102 or with the consent of the department, admission credit in Biology. (Open to upperclassmen without prerequisite with the consent of the department.)
Hour  MN  Lab. sections: Tu., Wed.

Chemistry 200  The Environment and the Physical Sciences
Sophomore course.
Hour  MN

Political Science 220  Politics, Bureaucracy, and the Public Environment
Sophomore course.  No prerequisite.
Hour  JK

Geology 101  The Changing Face of the Earth (Subtitle)
Freshman course.  Requires no previous study of Geology. Students registered in the Environmental Studies program may take Geology 101 without 102.
Hour  D  Lab. sections: Mon., Tu., Wed., Th.

*Environmental Studies 350 can be substituted for the 200-level Economics course normally required in conjunction with Economics 101.
350  *Perspectives on Environmental Analysis*

An investigation into man’s interaction with and perception of his environment. Representatives from the departments of art, biology, economics, and the Center for Environmental Studies will meet jointly with the class to examine the essential interrelationships between these disciplines as they pertain to the understanding of environmental concerns. Making use of historical and contemporary case studies, the emphasis of these discussions will be on perceiving the contributions and limitations of traditional academic disciplines in an effort to develop the coherent perspective needed to comprehend and analyze complex environmental problems.

*Junior course.* Prerequisite, Art 201, Biology 201, Economics 101. *Limited enrollment.*

Hour FF  Bolton, Grant, Reidel,

439 *(formerly Political Economy 339)*  *Environmental Planning and Policy*

The same course as Environmental Studies 450, to be offered only in 1970-71 for seniors who are unable to elect the full coordinate program in environmental studies and necessary prerequisites for Environmental Studies 450.

*Senior course.* Prerequisite, Economics 101 or Biology 201.

Hour DE  Scheffey

[450  *Environmental Planning and Policy* *(Not offered 1970-71.)*

The political, ecological and cultural forces underlying the emergence of environment as a major focus of public policy will be examined within an historical context, with subsequent analysis of selected environmental management issues, domestic and international: pollution, land use control, technological assessment, and outdoor recreation. Particular emphasis will be directed to interactions between the planning process at local, state, and national levels, and policy formation at the agency, legislative, and judicial levels. Current theories of environmental planning and control will be reviewed.

*Senior course.* Prerequisite, Environmental Studies 350 and enrollment in the Coordinate Program in Environmental Studies.

Hour  Scheffey]
GEOLOGY AND MINERALOGY (Div. III)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor J. A. MacFadyen, Jr.

Professor Foote, Professor MacFadyen, Associate Professor W. T. Fox,
Assistant Professor Wobus*, Assistant Professor Bond.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses
- Geology 101-102  Introduction to Geological Processes or
- Geology 103-104  Oceanography
- Geology 201  Mineralogy and Geochemistry
- Geology 206  Structural Geology and Elementary Rock Mechanics
- Geology 301  Sedimentation and Beach Processes
- Geology 401  Geophysics and Tectonics
- Geology 402  Geology of Continental Margins

Parallel courses
- Geology 202  Igneous and Metamorphic Petrology or
- Geology 302  Stratigraphy and Marine Geology

With the consent of the department, certain courses at the 200 level or higher in Mathematics, Physics, Chemistry or Biology may be substituted for some of the normal courses in the major. One Winter Study Project is required in the junior or senior year.

The courses in the geology major are organized in such a way as to furnish: (a) a foundation for more advanced work leading to a professional career in geology; (b) a background for work in some fields of commercial activity, such as the marketing of coal, petroleum, or metals; (c) a background for the appreciation of man’s evolution, heritage, and physical environment, as part of a liberal education.

Chemistry, physics and mathematics are recommended as preparation for the higher courses in the departmental sequence.

Students planning to become professional geologists should take courses in allied sciences in addition to the minimum requirements of the geology major. The choice of outside courses will depend on the field of geology in which they intend to specialize.

*On leave first semester 1969-70
Most graduate schools require Chemistry 101-102, Mathematics 101, 102 and either Physics 101, 102 (103, 104) or Biology 101, 102. In some cases higher courses are recommended. Ordinarily a reading knowledge of French, German, or Russian is required for the M.A. degree, and two of these languages are required for the Ph.D.

All prospective majors should plan their course programs with a member of the Geology Department as early as possible in their college career.

THE DEGREE WITH HONORS IN GEOLOGY

Geology majors who are accepted as candidates for the degree with honors will take the regular sequence courses: Geology 101-102 or 103-104, 201, 206, 301, 401, 402, and either 202 or 302. In addition, candidates will take Geology H354 and the senior thesis Geology H451-452.

101-102 Introduction to Geological Processes

First semester: The Changing Face of the Earth

The study of the processes that are presently active on the earth’s surface as well as the part they have played in the geological past. Emphasis is placed on the formation of soils, the occurrence of underground water and the roles of running water, wind and moving ice in the modification of the landscape. The ancient record is studied through the interpretation of sedimentary rocks and their included fossils.

Second semester: The Earth’s Interior

The study of the physical and chemical processes operating within the earth and the roles which they play in the origin of continents and ocean basins. Topics include earthquakes and faulting, folded mountain belts and their associated rocks, volcanism and radioactive age determinations.

Three lectures, one two-hour laboratory a week, and one full-day field trip.

Students registered in the Environmental Studies program may take Geology 101 without 102.

Freshman course. Requires no previous study of Geology.

Hour D Lab. sections: Mon., Tu., Wed., Th. Members of the Department

103-104 Oceanography

First semester: A study of physical processes within the ocean, the distribution of marine sediments and marine ecology of the nearshore environment. The physical processes covered include shallow and deep ocean currents, tides and waves. The ecology of rocky shores, beaches, estuaries and reefs will be considered. Surface waves will be studied using two scale model wave tanks and by means of computer simulation models using the IBM 1130 computer. Optional overnight field trip to the Atlantic coast to observe shoreline processes.

Second semester: A study of the geological processes operating on and below the sea floor. Topics include sedimentary processes and deposits on the continental
Geology and Mineralogy

shelf, slope, and deep ocean floor, the causes and effects of earthquakes and volcanism in the oceans, sea floor spreading and the origin of ocean basins, and application of geological oceanography to interpretation of the geologic past.

Three lectures, one conference a week and one field trip.

Freshman course. Requires no previous study of Geology.

Hour C Conferences: FR Mon., JK Tu., PF Tu., FF Wed., FR Th.

Members of the Department

201 Mineralogy and Geochemistry

Elementary crystallography; crystal chemistry and element distribution; the principles of modern analytical techniques; and the phase relationships, compositional variation, and mineral associations within major rock-forming mineral systems.

Laboratory work in morphological crystallography, mineral separation, spectrographic analysis, the use of the petrographic microscope, and the identification of important minerals in hand specimen and thin section.

Lectures and discussions, three hours per week; laboratory work, three hours per week, plus field trips.

Sophomore course. Prerequisite, Geology 101-102 or 103-104.

Hour JK Lab. section: Tu.

202 Igneous and Metamorphic Petrology

The origin of important rock types in the light of field evidence and experimental work. Emphasis is on the interpretation of rock texture and composition as indicators of the temperature, pressure, and chemical environment of formation.

Laboratory work includes the extensive study of hand specimens and thin sections of individual rock units and rock suites. Staining techniques and modal analysis are used in the study of granitic rocks.

Lectures and discussions, three hours per week; laboratory work, three hours per week, plus field trips.

Sophomore course. Prerequisite, Geology 201.

Hour JK Lab. section: Tu.

203-204 Mineral Resources

An examination of the origin, distribution, and reserves of the principal metallic and non-metallic mineral resources. Particular attention will be paid to the implications of our present and projected consumption of exhaustable resources in a world-wide, expanding economy.

Sophomore course. Prerequisite, Geology 101-102 or 103-104. With the permission of the department either semester may be taken separately.

Hour JK
206 Structural Geology and Elementary Rock Mechanics

The study of the elastic, plastic and viscous behavior of crystalline solids with particular emphasis on the origin of fractures and mechanics of folding in rocks.

The study of geologic maps and selected field areas are used to assist the student in the recognition of geologic structures and the visualization of their geometric forms.

Lectures, and discussions, three hours a week; laboratory work, three hours a week.

Sophomore course. Prerequisite, Geology 101-102 or 103-104.

Hour AB Lab. section: Mon. MacFadyen

301 Sedimentation and Beach Processes

Sediments deposited in modern environments including streams, deltas, beaches and ocean basins are studied to interpret their analogs in ancient sedimentary rocks. Two all-day field trips to compare modern sediments along the Atlantic coast with Triassic sediments in the Connecticut River Valley.

Lectures and discussion, three hours a week; laboratory work, three hours a week.

Sophomore and junior course. Prerequisite, Geology 101-102 or 103-104.

Hour AB Lab. section: Th. W. T. Fox

302 Stratigraphy and Marine Geology

A study of continental evolution emphasizing the physical, chemical, and biological characteristics of modern shallow and deep sea deposits as a means of interpreting ancient marine rocks and the environments in which they formed. Techniques involving facies maps, cross-sections, and petrographic analyses will be applied to specific geologic problems. Topics are designed to review the geologic history of continents and the global processes controlling continental evolution particularly in geosynclinal terranes. Several field trips to areas in the Appalachian Mountains.

Lectures and discussion three hours a week; laboratory work, three hours a week; field trips.

Sophomore and junior course. Prerequisite, Geology 301, 201 or consent of the instructor.

Hour MN Lab. section: Wed. Bond

303 Paleontology

A study of the evolution of marine invertebrates from the Precambrian to the present. Topics include methods of identifying fossils, use of fossils to determine geologic age, a review of the diverse forms of life that appeared during the various geologic periods, and the paleoecologic conditions implied by specific fossil assemblages. Causes of evolutionary changes and sudden extinctions will be discussed.

Lectures and discussions, three hours a week; laboratory work, three hours a week; field trips.

Sophomore and junior course. Prerequisite, Geology 101-102 or 103-104.

Hour MN Lab. section: Wed. Bond
Geology and Mineralogy

401 Geophysics and Tectonics

A systematic study of the physics and chemistry of the Earth's interior with particular emphasis on the contributions made by seismology, measurements of gravity, heat flow, and terrestrial magnetism. These studies serve as a basis for the consideration of the various hypotheses of mountain building and the origin of continents and ocean basins. Field work and plane table mapping during the fall season.

Senior course. Prerequisite, Geology 201.
Hour JK

Field work Monday and two days in September before the opening of college.

402 Geology of Continental Margins

A study of the similarities and differences in the geologic history and structure of the continental margins surrounding the major ocean basins. Intercontinental comparisons will serve as a basis for a consideration of the Theory of Continental Drift.

Senior course. Prerequisite, Geology 206.
Hour AB

HONORS COURSES

H354 Quantitative Methods in Geology

Introduction to the techniques of sampling and the application of statistical methods to the various fields of Geology including geomorphology, paleontology, sedimentation, and petrology.

Junior honors course. Prerequisite, Geology 101-102 or 103-104.
Hour DE

W. T. Fox

H451-452 Senior Honors Thesis
GERMAN (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor N. Fersen

Assistant Professor Harrison, Miss Losch, Mr. Quitslund.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses

- German 107 Composition and Conversation
- German 108 Introduction to Literary Study
- German 201 German Literature from the Middle Ages Through the Baroque
- German 202 German Literature of the Eighteenth Century
- German 203 Romanticism, Realism, Naturalism
- German 204 German Literature of the Twentieth Century
- German 401, 402 Special Topics for Senior Majors
- Winter Study Project in Junior or Senior Year

Parallel Courses

(Students entering the major at the 107 level must elect one parallel course.
Students entering the major at the 201 level must elect three parallel courses.
Such students may substitute History 305, Philosophy 101 or a course in another literature for two of their parallel courses.)

- German 301, 302 German Literature in Translation
- German 301 German Literature in translation (offered only in 1970.)
- German 303 Readings in German Civilization

The general purposes of the German major are the broadening of the student's appreciation of literature, the development of a basis for intelligent criticism, a comprehensive view of the history of German literature, and the provision of a foundation for advanced study in the field. In accordance with these purposes literature is considered both as a fine art and as a cultural record.

The introductory sequence course (107) is intended to further the student's command of written and spoken German to meet the requirements of literary study. German 108 acquaints the student with a large number of works of established merit and stylistic variety, thus familiarizing him with the basic genres of German literature and introducing him to the method of analysis used in all other courses offered by the department.

German 201-204 stress close study of the works of the most important authors in the development of German literature since the Middle Ages. Attention is given
German

in these courses to pertinent historical and philosophical developments and to bio­
ographical facts of importance for the works studied.

German 401 and 402 correlate and supplement the work previously done and in­
troduce the student to problems and methods of advanced literary study.

THE DEGREE WITH HONORS IN GERMAN

Eligible students majoring in German who plan to become candidates for the degree
with honors may do so by electing three of the required sequence courses for honors
work with additional assignments.

101-102 Elementary German

Training in written and spoken German. The class meets three hours a week. In addition students are required to spend two half-hour periods every week in the Language Laboratory. Credit granted only if both semesters are taken.

Students electing Elementary German are also required to register for a sustaining German course meeting five hours a week during the Winter Study period. Candidates for the Degree with Honors may be exempted from the winter study sustaining course with the permission of the German Department.

Freshman course. For students who have had no previous study of German and those
who have had less than two years of German in secondary school.

Hours  D, L

HARRISON, QUITSLUND

103-104 Intermediate German

Reading and interpretation of German prose; continued training in written and
spoken German. The class meets three hours a week. In addition students are re­
quired to spend two half-hour periods every week in the Language Laboratory.

Freshman course. Prerequisite, German 101-102 or two years of German in secondary school.

Hours  C, D

LOSCH

107 Composition and Conversation

Extensive practice in speaking and writing German. One composition per week
will be assigned on a variety of themes.

Freshman course. Prerequisite, German 103-104 or three or more years of German
in secondary school. Exceptional students may, with permission of the department,
enroll after German 101-102.

Hour  F

LOSCH

108 Introduction to Literary Study

A study of the various genres of German literature, emphasizing the techniques
and aims of literary analysis.
German

*Freshman course.* Prerequisite, German 107 or three or more years of German in secondary school.

Hour F

201 *German Literature from the Middle Ages Through the Baroque (Offered 1970-71; not to be offered 1971-72.)*

A survey of major figures and trends in German literature from the early Middle ages through the Seventeenth Century.

*Sophomore course.* Prerequisite, German 108 or advanced placement credit in German literature. Open also to freshmen of high achievement who offer four years of secondary school German (departmental approval).

Hour PF

202 *German Literature of the Eighteenth Century (Offered 1970-71; not to be offered 1971-72.)*

Reading and critical analysis of representative works in German Literature from Gottsched through Goethe and Schiller with emphasis on the literary development from the early Enlightenment through Classicism.

*Sophomore course.* Prerequisite, German 108 or advanced placement credit in German literature. Open also to freshmen of high achievement who offer four years of secondary school German (departmental approval).

Hour PF

203 *Romanticism, Realism, Naturalism (Not offered 1970-71; to be offered 1971-72.)*

A study of literary forces and trends from the Romantic period until the decline of Naturalism. Readings will include representative works of all significant genres during the Nineteenth Century.

*Sophomore course.* Prerequisite, German 108 or advanced placement credit in German literature. Open also to freshmen of high achievement who offer four years of secondary school German (departmental approval).

Hour FR

204 *German Literature of the Twentieth Century (Not offered 1970-71; to be offered 1971-72.)*

A study of German literary development after Naturalism and until the present.

*Sophomore course.* Prerequisite, German 108 or advanced placement credit in German literature. Open also to freshmen of high achievement who offer four years of secondary school German (departmental approval).

Hour FR

301, 302 *German Literature in Translation (Not offered 1970-71; to be offered 1971-72.)*

Representative works will be read in translation and placed within the framework of this literary tradition and cultural heritage. During the first semester attention
German, Greek

will be directed to works written prior to 1900. The second semester will be devoted to a study of twentieth century works. Lectures, discussions.

Sophomore and junior course. Prerequisite, English 101 or any literature course in a foreign language. Open to students majoring in German by special arrangement. 

Hour C

Harrison

301 German Literature in Translation (Offered only in 1970.)

Representative works of the German literary tradition will be read in English translation. Exclusive attention will be given to twentieth century works. Lectures, discussions.

Sophomore and junior course. Prerequisite, English 101 or any literature course in a foreign language. Open to students majoring in German by special arrangement. 

Hour MN

Harrison

303 Readings in German Civilization (Not offered 1970-71.)

Readings in the areas of central artistic and intellectual endeavors with emphasis on political and historical events. This course widens the student's perspective by acquainting him with the extra-literary context of German cultural development. Class discussion, oral and written reports.

Junior course. Prerequisite, German 107.

Hour

Quitslund

401, 402 Special Topics for Senior Majors

Group meetings of senior majors for the purpose of correlating and supplementing their major programs. Emphasis will be placed throughout on the problems and methods of advanced literary study.

Senior course. Prerequisite, German 201, 202 or German 203, 204.

Hour Arr.

Harrison, Quitslund

GREEK (Div. I)

(For description of courses see under Classics)
**HISTORY (Div. II)**

**DEPARTMENTAL STAFF FOR 1969-70**

*Chairman, Professor R. G. L. Waite*

Professor Mansfield, Professor Scott, Professor Waite, Professor Rudolph, Professor Bastert*, Professor Bahlman, Professor Labaree, Professor Harris, Associate Professor Oakley**, Associate Professor Hyde, Assistant Professor Breiseth, Assistant Professor Williams***, Assistant Professor Frost, Assistant Professor Holl, Assistant Professor Cante- lon, Assistant Professor Steinberg, Assistant Professor Hilton, Dr. Perlin, Mr. Smith.

**COURSES OF INSTRUCTION 1970-71**

**MAJOR PROGRAM**

*Sequence courses*

- History 101-102 (or 101-104) Europe in the Modern World
- History 203-204 Studies in American History or
- History 205-206 Selected Topics in American History

By the end of the junior year, at least one semester History course in one of the following areas: Africa, Asia, Latin America, Russia

- History 401 Studies in the Western Tradition and either
- History 402a Individual Projects in Comparative History or
- History 402b America on Trial: The Perspectives of History

*Parallel courses*

- Two additional semester courses in History

*Winter Study Project*

- One Winter Study Project in History in junior or senior year

The aim of the major is primarily to give students an understanding of the history of the world in which they live. Two main fields of history, modern Europe and the United States, are covered in History 101-102 (101-104) and History 203-204 (205-206). By the end of the junior year, students will also have taken at least one course in non-Western history. Such study will broaden perspectives and make the senior year more meaningful. The first semester of the Senior course will be devoted to a

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*On sabbatical leave second semester 1969-70
**On sabbatical leave 1969-70
***On leave first semester 1969-70
study in depth of forces which have characterized the Western tradition; during the
second semester students have an option either of pursuing independent study in
comparative history (402a) or of taking a course which traces the origins of prob-
lems confronting America today (402b).

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in History who are undertaking a program in Afro-American
Studies or in Area Studies, and who are candidates for a regular degree, may sub-
stitute for one of the parallel courses one course in Afro-American Studies or in Area
Studies offered by another department. An Afro-American Studies or Area
Studies course in History may be counted as the other parallel course.

THE DEGREE WITH HONORS IN HISTORY

Honors candidates may elect one of the following programs leading to the degree
with honors:

(1) A program of three honors courses offered in the four semesters of junior
and senior years, in addition to the junior and senior sequence courses. At
the end of senior year these candidates will take an oral examination on their
honors work.

(2) Preparation and writing of a thesis, in addition to the junior and senior se-
quence courses. These candidates should consider doing independent
study in the second term of their junior year on a topic of special interest.
They will take H451-452, Senior Honors Thesis, and the Winter Study Project,
History 31, in senior year.

AREA STUDIES

Students majoring in History who are undertaking an Area Studies program, and
who are candidates for an honors degree based on honors courses, may substitute
honors credit in one Area Studies course offered by another department for one of
the three honors courses in History. Honors credit in an Area Studies course in
History may be counted as another of the three.

NOTE:

To enable students with good academic records to gain increased flexibility in
their course elections, the department of history will permit such students, with the
consent of the department, to take only one semester of History 101-102 (101-104)
and History 203-204 (205-206) or to take the semesters in reverse order.

101-102 Europe in the Modern World

A topical approach to the history of European civilization from the beginning of
the modern era to the present. During the first semester focus will be on the French
Revolution with the period before the eighteenth century studied to show how institutions, practices and beliefs were transformed by the revolutionary movements of 1789-1815. The second semester is concerned with the growth and decline of European dominance in the world; the challenge of industrialization and the transformation of social relationships; the emergence of mass politics, Communism and Fascism; and moral and intellectual crises in the modern world. Primary and secondary materials will be used; individual essays and research projects encouraged. One lecture and two discussion periods per week.

*Freshman course.*

**Hour** P

Conferences: AB, DE, FR, GS, JK, MN

Breiseth and Members of the Department

104 *Europe in the Modern World: Honors Groups*

These honors groups comprise students who have done work of superior quality in History 101.

Students in these conferences cover much of the material of History 102 but they also investigate problems and aspects of European history which go beyond the regular course work. Opportunity is afforded students to do extensive independent study within the framework of the course. Attendance at the weekly History 102 lectures is optional.

*Freshman course.*

**Hour** JK

Waite

203-204 *Studies in American History*

A study of the colonial experience; the establishment of democratic institutions; the transition from an agrarian to an industrial society; and the problems of the United States in the twentieth century as an urban nation and world power.

This course, open to all sophomores and upperclassmen, assumes a basic knowledge of American history. Special attention will be paid to differing interpretations.

*Sophomore course.* No prerequisite.

**Hours** AB, DE, FR, GS, JK

Scott and Members of the Department

205-206 *Selected Topics in American History*

An honors section for sophomores limited to twenty students. This course will be experimental in method. It will treat a few topics in depth each semester, and different members of the department will be invited to participate in the discussions.

*Sophomore course.* No prerequisite.

**Hour** FR

Labarée, Cantelon and Members of the Department

[303 *The Diplomatic History of Modern Europe* (Not offered 1970-71.)

A study of European interstate relations from 1648 through World War II. Emphasis will be given to the evolution of diplomatic practice, the development of the
History

diplomatic corps of the major European powers, the relationship between foreign and domestic policies, and the role and sources of power in interstate relations.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour

[304 European Intellectual History in the Nineteenth and Twentieth Centuries (Not offered 1970-71; to be offered 1971-72.)

A study of the intellectual and cultural responses to the Industrial and French revolutions. Topics will include cultural optimism and pessimism; the Marxist challenge; anarchism and nihilism; the role of the intellectual; science and history; the death of religion; the discovery of the unconscious; music, art and history; intellectual disenchantment and the literary experience.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour DE

[305 History of Modern Germany (Not offered 1970-71; to be offered 1971-72.)

Main aspects of life and thought in five periods in German history: the eighteenth century, the Empire of Bismarck and Kaiser Wilhelm II, the Weimar Republic, Hitler’s Third Reich and the Bonn Republic. In each of these periods the social, intellectual, and political history of Germany is compared with similar developments in other European countries.

Candidates for honor grades are given an opportunity to investigate some aspect of German history in which they are particularly interested.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour D

[308 Medieval and Renaissance Europe, 1100-1500 (Not offered 1970-71; to be offered 1971-72.)

The history of the main political, economic, religious, cultural and intellectual developments in Western Christendom from the launching of the Crusades to the eve of the Reformation, including such topics as the growth of the national monarchies and the appearance of representative institutions; the medieval Church and the failure of attempts to reform it; the rise of the universities, the elaboration of scholastic theologies, and the problem of the Renaissance.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour AB

309 (formerly 310) The Age of the Reformation (Offered 1970-71; not to be offered 1971-72.)

A study of the religious movements of the sixteenth and seventeenth centuries, of their later medieval antecedents, and of the intellectual, political, and economic forces which accompanied them. The role played by these developments in laying the foundation of modern Europe.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour MN
312 Greek History (Offered 1970-71; not to be offered 1971-72.)

The political, social, economic, and cultural history of the Greek world from the Minoan period to the Roman conquest, with special emphasis on Fifth Century Athens and the Age of Alexander.

Lectures and discussion. Consultation of the ancient sources in translation.

**Junior course.** Prerequisite, History 101-102 or 101-104.

*Hour* C  

**Stambaugh**

314 Roman History (Not offered 1970-71; to be offered 1971-72.)

The Roman world from the earliest times through the reign of Diocletian, with special emphasis on the period from the Gracchi through the principate of Augustus.

Lectures and discussion. Consultation of the ancient sources in translation.

**Junior course.** Prerequisite, History 101-102 or 101-104.

*Hour* L  

**Mrs. Fuqua**

315 American Social Thought and Action, 1607-1876

American social thought and action from the Colonial period through the Civil War era: European and American background of late eighteenth century American thought and institutions, the decline of aristocracy and the rise of social democracy, the foundations of American liberalism and conservatism, radical thought and reform movements, changing religious developments, life and thought in the old South, impact of the Civil War.

**Junior course.** Prerequisite, History 203-204 or 205-206.

*Hour* C  

**Scott**

316 American Social Thought and Action, 1876-Present

American social thought and action from the period of the Gospel of Wealth to the present: the effects of industrialization upon basic American institutions, the development of a business “credo”, the growth of radical thought in economics, politics, and religion; the changing social structure, and the increasing power and influence of the State.

**Junior course.** Prerequisite, History 203-204 or 205-206.

*Hour* C  

**Scott**

317 American Character and Culture (Not offered 1970-71; to be offered 1971-72.)

An inquiry into the development and nature of American culture and character. Consideration of the role of the Western European tradition, economic abundance, immigration, and other factors in shaping American culture. Special attention to such topics as the concept of the gentleman, origins of religious denominationalism, the American college, the South as a regional culture, and the West as symbol and myth.

**Junior course.** Prerequisite, History 203-204 or 205-206.

*Hour*  

**Rudolph**
History

[319 Education in the United States (Not offered 1970-71.)

Education as an aspect of American intellectual and social history. Consideration of formal and informal agencies of education, with focus on the expanding function of the schools since colonial times and on the changing educational role of family, church, state, and other social institutions. Special attention to the educational thought and practice of Franklin, Jefferson, Mann, and Dewey, and to the development of American patterns and models in higher education.

Junior course. Prerequisite, History 203-204 or 205-206.

Hour MN

320 Modern Britain

Beginning in 1815, an examination of English society and culture from the Victorian era to the present. Special emphasis on nineteenth century reform movements and their political and intellectual foundations; the impact of industry on society; imperialism; the evolution of the welfare state; the effects of two world wars.

Junior course. Prerequisite, History 101-102 or 101-104.

Hour DE

321 History of Tropical Africa

An historical survey of main political, social and economic trends in Tropical Africa up to the period following World War II. Particular emphasis will be placed on the development of centralized kingdoms and city-states, the influence of Arabs and Islam, Europeans and Christianity, the development of the slave trade, colonial policies, and African reactions.

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.

Hour DE

322 History of West Africa

As a regional survey, this course will explore in depth some historical trends of primary importance to West Africa up to the 1880's. From the latter part of the nineteenth century the emphasis will be on English and French colonies; from about 1950 the focus will shift to selected countries evolving toward independence.

Junior course. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.

Hour DE

323 Afro-American History

This survey of Afro-American history will begin with an examination of the African heritage and the slave trade. The primary focus, however, will be on the following: the development of the psychology and machinery of slavery, social institutions among black Americans, traditions of protest and resistance, and the civil rights movement.
History

The course will be related to American history and, where appropriate, to world developments.

*Junior course.* Prerequisite, History 203-204 or 205-206.

*Hour AB*

324 *Topics in Afro-American History*

This course will allow students to examine in depth some of the main issues in Afro-American history. Students will be encouraged to select topics which interest them.

*Junior course.* Prerequisite, History 323.

*Hour AB*

[325 *The Origins of American Society* *(Not offered 1970-71; to be offered 1971-72.)*]

An inquiry into the ideas and events in the first half of American history (1607-1783) that converted the transplanted Europeans into revolutionary Americans. Consideration of such topics as: the founding of the first British Empire; the transit of civilization from Europe to America; life and thought in the colonies; social and political struggles; economic developments; problems of imperial rule; the American Revolution and the War for Independence.

*Junior course.* Prerequisite, History 203-204 or 205-206.

*Hour DE*

[327 *Historical Foundations of Contemporary Spanish America* *(Not offered 1970-71; to be offered 1971-72.)*]

A topical analysis of basic political, economic and social forces that have shaped Spanish American history since the conquest. Topics will include: race relations and social structure; land tenure and peasantry; Church and State; the political process; the military; economic development; and nationalism.

*Junior course.* Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

*Hour JK*

[328 *Contemporary Spanish America* *(Not offered 1970-71; to be offered 1971-72.)*]

A survey of the major political, social, economic, and cultural developments in Spanish American history since World War I, with emphasis on the Mexican and Argentine experiences. Broad issues to be analyzed include economic developments, nationalism, and the struggle for social justice; the development of political parties, civilian-military relations; and problems of foreign policy.

*Junior course.* Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

*Hour JK*
History

329  *Sources of the Chinese and Japanese Tradition* *(same as Religion 213)*

A discussion of the basic concepts of Chinese and Japanese thought in their historical context. Shinto, Confucianism, Buddhism, and Realism will be considered both as responses to the social and political needs of the time, and as systems of thought whose actual application underwent considerable change and modification.

*Junior course.* Prerequisite, History 101-102 or 101-104 or Religion 101.

*Hour*  GS  

EUSDEN, FROST

330  *Modern China*

An analysis of China's attempts to meet the challenge of the West between the Opium War and the present. The course will consider the traditional values of the Ch'ing government, the failure of Parliamentary Democracy, and the impact of Chinese Communism on contemporary Chinese society.

*Junior course.* Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.

*Hour*  GS  

FROST

331  *History of Modern Brazil* *(Offered 1970-71; not to be offered 1971-72.)*

A survey of major trends in Brazilian history since the early nineteenth century, with emphasis on the social and political consequences of economic change.

*Junior course.* Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206 or consent of the instructor.

*Hour*  JK  

HILTON

[333  *The Diplomacy of the United States as a Lesser Power, 1775-1900* *(Not offered 1970-71; to be offered 1971-72.)*

A history of American diplomacy from the eighteenth century to the Cuban-Spanish-American War. Special attention will be paid to the sources and expressions of isolationism; the assertions of diplomatic independence, including the Monroe Doctrine and its various interpreters; the causes and consequences of continental expansion; the diplomacy of the Civil War; and America's changing world outlook in the late nineteenth century.

*Junior course.* Prerequisites, History 203-204 or 205-206 or Political Science 101,102.

*Hour*  DE  

BASTERD]

[334  *The Diplomacy of the United States as a World Power, 1900 to the Present* *(Not offered 1970-71; to be offered 1971-72.)*

A history of the causes and consequences of American foreign policy in the twentieth century. Special attention will be paid to American imperialism and its decline; to early twentieth century Caribbean and Far Eastern policy; to the origins and results of United States involvement in two World Wars; and to Russo-American rivalry in the context of the Cold War. There will be a continuing concern with the rela-
History

The relationship between diplomatic commitments and military power, and the role of diplomacy and diplomats in a democracy.

*Junior course.* Prerequisites, History 203-204 or 205-206 or Political Science 101, 102.

*Hour DE Bastert*

335 Russian History to 1801 (Not offered 1970-71.)

Medieval Russian civilization and the beginnings of Westernization. Special attention will be given to the identification of “Russian” elements in the church, the state, the economy, and literature and the non-Russian influences on Russian society.

*Junior course.* Prerequisite, History 101-102 or 101-104.

*Hour L Williams*

337 Russian History: 1801 to 1917

A study of the intellectual and political origins of the Russian Revolution. Topics include the Russian intelligentsia, the Decembrist movement, Populism, anarchism, and Bolshevism. Readings in the works of Herzen, Chernyshevskii, Bakunin, and Lenin.

*Junior course.* Prerequisite, History 101-102 or 101-104.

*Hour DE Williams*

338 History of Soviet Russia

The transformation of Russian society from 1917 through the Krushchev era. Among the topics considered: the Russian Civil War; the New Economic Policy and the debate over industrialization; the rise of Stalin; collectivization, industrial growth, and the purges; World War II; High Stalinism; de-Stalinization; the literary revival.

*Junior course.* Prerequisite, History 101-102 or 101-104.

*Hour DE Williams*

340 Theories of Society

An examination of theories and theorists of social change and social structure, with special emphasis on the utility of these theories in historical analysis. Topics will include: Marxian theory; science and history; individual psychology and the hero in history; social psychology and mass movements; the role of elites; sociology and history.

*Junior course.* Prerequisite, History 101-102 or 101-104 or Political Science 101, 102.

*Hour MN Perlín*

[341 American Urban History (Not offered 1970-71.)

A study of the urbanization of American life and culture from the age of Jackson to the present. This course will examine the ambivalence of American intellectuals.
History

towards the city; tension between city and country life; development of urban govern-
ment, education, morality and identity; formation of urban slums and the response
of urban reformers; and the emergence of metropolis.

Junior course. Prerequisite, History 203-204 or 205-206.

Hour

342 The American Lawyer

How lawyers have interpreted their role in American society and how society has
viewed them, from the colonial period to the present. Attention will be paid to
such topics as the growth of professionalism, the political culture of lawyers, cleavages
within the legal community, the nature of the lawyer-client relationship, and chang-
ing concepts of legal education.

Junior course. Prerequisite, History 203-204 or 205-206.

Hour JK

344 Race and Racism in American History

The course will study the social, economic, political and cultural roots of race
relations in American history, focusing on the interaction between white and non-
white Americans. This course begins with the white settlers’ relationship with the
Indians and the Blacks, and will deal successively with the emergence of the “separate
but equal” doctrine of the post Civil War period; the anti-Asian immigration policies
of the late nineteenth and early twentieth centuries; the internment of the Japanese-
Americans during World War II; and the Civil Rights Movement following the
1954 Supreme Court decision. The course will conclude with an analysis of the
relationship between white Americans and groups of European immigrants in con-
trast to the relationship between the white majority and non-white minorities as a
way of considering the problem of “white racism”.

Junior course. Prerequisite, History 203-204 or 205-206 or consent of the instructor.

Hour GS

401 Studies in the Western Tradition

This course will study in depth certain significant forces which have characterized
and determined the Western tradition during the medieval and early modern periods.
Topics investigated may vary, but in a typical year students would study the growth
of limited government; the rational tradition and the rise of science; and the prob-
lems relating to religion and society. Flexible class meetings will permit students
to pursue independent study within the framework of the course.

Senior course. Required course in the major.

Hour FR

Waite, Bahlman, Oakley
Either

402a  Individual Projects in Comparative History

Supervised by individual members of the department, seniors will study independently an historical topic in non-Western history comparing it with a similar problem in European or American history. It is assumed that students choosing this option will have had considerable work in a non-Western area. The semester's work will culminate in an essay which, for those seniors so interested, may be discussed with appropriate faculty members.

Senior course. Required course in the major.

Hour FR Waite and Members of the Department

or

402b  America on Trial: The Perspectives of History

This course will deal historically with issues that confront contemporary Americans. The topics will vary from year to year. For 1970-71 the following will be studied: race, radicalism, federalism, and environment. In discussing these topics, consideration will be given to the relationship between the American experience and the western European tradition.

Senior course. Required course in the major.

Hour FR Scott, Bastert, Labaree

HONORS COURSES

H351  Philosophy of History (Offered 1970-71; not to be offered 1971-72.)

A study of the nature and meaning of historical explanation through an examination of the works of great historians and of critical and speculative philosophers of history. Each student will select an historical event and examine a variety of theoretical approaches to its explanation. The course will emphasize such issues as historical objectivity, relevance, revisionism and the relationship of history to other disciplines.

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.

Hour FG Wed. Perlin

H352  The Era of World War I (Not offered 1970-71 or 1971-72.)

The society and politics of prewar Europe and America; European origins of the war and reasons for American entry; civil and military conduct of the war; impact upon the European and American economy, society, and mind; peace-making and immediate postwar problems.

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104.

Hour FG Wed. Scott, Hyde]
History

H353  The 1920’s in America: A Re-examination (Offered 1970-71; not to be offered 1971-72.)
A study of the press and periodicals, contemporary social and economic studies, and the literature of the 1920’s to re-examine the stereotypes which have been applied to this decade in America.
Honors course for juniors and seniors.  Prerequisite, History 203-204 or 205-206.
  Hour  FG Wed.  

[H354  The Victorian Age (Not offered 1970-71; to be offered 1971-72.)
A study of English culture in the nineteenth century through reading and research in topics of political, social, and intellectual history: domestic reform, the growth of democracy and industry, the conflict of science and religion.  Special attention will be devoted to some of the “great Victorians”: J. S. Mill, J. H. Newman, Darwin, Disraeli, and Gladstone.
Honors course for juniors and seniors.  Prerequisite, History 101-102 or 101-104.
  Hour  PQ

[H355  The New Deal in Depression and War, 1933-1945 (Not offered 1970-71; to be offered 1971-72.)
An intensive study of the policies and personalities of the New Deal and an evaluation of the Roosevelt administrations in combating the Depression and creating an “arsenal of democracy” during World War II.  Special attention will be given to the following topics: political coalitions, Roosevelt and Congress, domestic reforms, “alphabet agencies” in depression and wartime, and the “Home Front.” Discussion and independent research.
Honors course for juniors and seniors.  Prerequisite, History 203-204 or 205-206.
  Hour  FG Wed.

[H356  Studies in the History of American Education (Not offered 1970-71; to be offered 1971-72.)
Individual research on topics in the history of American education, with emphasis upon higher education in the nineteenth and twentieth centuries.
Honors course for juniors and seniors.  Prerequisite, History 203-204 or 205-206.
  Hour  FG Wed.

[H357  The Diplomacy of the New Deal and World War II, 1933-45 (Not offered 1970-71.)
An intensive study of the diplomacy of Franklin D. Roosevelt’s administrations. Special attention will be paid to the following topics: Cordell Hull and the “Good Neighbor” policy; the waning of isolationism towards Europe; the collapse of American neutrality; the road to Pearl Harbor; diplomacy of World War II; preparations for peace; the beginnings of disillusionment with Russia.
Honors course for juniors and seniors.  Prerequisite, History 203-204 or 205-206.
  Hour  FG Wed.
H358  The Anti-Slavery Movement (Offered 1970-71; not to be offered 1971-72.)

A study of the abolitionist movement’s activities, divisions, and personalities within the framework of nineteenth century reforms. Special emphasis will be given to the pro-slavery and anti-slavery arguments, the structure of anti-slavery societies, and the acceptance of abolitionists in the North and the South. Discussion and independent research.

Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.

Hour PQ  

Cantelon

H359  Twentieth Century Germany (Offered 1970-71; not to be offered 1971-72.)

An intensive topical study of key problems in recent German history: war and revolution, the failure of democracy, Hitler, the postwar period 1945-1953.

The course will meet once a week for discussion of common reading; students will also have the opportunity for independent research on special topics.

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104.

Hour FG Wed.  

Waite

H360  The Emergence of Western Political Thought (Offered 1970-71; not to be offered 1971-72.)

Common readings, individual class reports and term research papers focussed in an attempt to isolate and analyze the medieval contribution to modern political thinking. Concentration on Augustine, Aquinas, comparative feudalism, the revival of Roman law and the rise of medieval constitutionalism.

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104.

Hour PQ  

Oakley

H361  Studies in Modern Japanese History (Offered 1970-71; not to be offered 1971-72.)

An investigation of Japanese attempts to build a strong nation on Western political lines. Topics will include the nature of Western impact, the difference between the Chinese and Japanese reaction, reasons for Japan’s successful industrialization and the failure of Western parliamentary democracy. Japanese intellectuals will be read in translation; contemporary Western attitudes toward Japan will also be studied where relevant. This year the focus will be on Japan’s educational problems.

Honors course for juniors and seniors. No prerequisite.

Hour PQ  

Frost

H364  Studies in Russian History

An examination of the contribution of Russians to Western culture in the twentieth century, with special attention to the film director Sergei Eisenstein, the artist Wasyly Kandinsky, the composer Igor Stravinsky, the director Konstantin Stanislavsky, and the novelist Vladimir Nabokov.
History

Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104 or consent of the instructor.
Hour FG Wed.  

H365 Patterns of Cultural Development in the United States, 1820-1860
A comparison of the major economic, social, political, and intellectual trends which operated to produce two distinct regional sub-cultures—North and South—in ante-bellum America. Consideration will be given as well to the relations between the sections and to the factors which led ultimately to the Civil War.
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour PQ

[H366 Era of the American Revolution (Not offered 1970-71; to be offered 1971-72.)
Readings and research in the movement toward American independence, 1763-1776, and in the struggle for stability in government, economy, and society, 1776-1789.
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour FG Wed.]

H368 Topics in African History
Through individual oral and written reports, students will examine in depth selected problems in African History. Although some of the problems will be standard for each semester, there will be sufficient flexibility to accommodate special historical interests students may have.
Honors course for juniors and seniors. Prerequisite, History 101-102 or 101-104 or 203-204 or 205-206.
Hour FG Wed.

[H370 Studies in Twentieth Century Latin America (Not offered 1970-71; to be offered 1971-72.)
An examination of selected topics in Latin American history which will include: the Mexican, Bolivian and Cuban revolutions; the changing nature of nationalism; recent economic development; the military in politics; and United States-Latin American relations.
Honors course for juniors and seniors. Prerequisite, History 203-204 or 205-206.
Hour

American Civilization H354 American Literature of the Nineteen-Twenties (Not offered 1970-71.)
Honors course for juniors and seniors. Prerequisite, English 101.
History, History of Ideas

American Civilization H358 (formerly H357)  Contemporary American Literature
Honors course for juniors and seniors. Prerequisite, English 101.
Hour FG Wed.

H451-452  Senior Honors Thesis

HISTORY OF IDEAS (Div. I & II)

Advisory Committee:  Associate Professor O’CONNOR, Coordinator; Professor VERSENYI, Associate Professor OAKLEY, Associate Professor FUQUA, Assistant Professor PETERSEN.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

The Major Program will begin with a Colloquium involving the teachers of the sequence courses and the students in order to 1) clarify the aims of the major and 2) alert the students to the different methods used in this field.

Sequence courses
A. Basic Ideas of Greek Civilization
   History of Ideas 101  Greek Literature
   History of Ideas 103  Greek Philosophy
B. Basic Ideas of the Judaeo-Christian Tradition
   History of Ideas 102  Hebrew Thought: Recurrent Motifs and Patterns
   History of Ideas 104  The Christian Vision
History of Ideas 201  Chapters in the History of Science
History of Ideas 401  Multi-disciplinary Study of an Idea
History of Ideas 402  Senior Seminar: Problems in the History of Ideas
(101-103 and 102-104 are paired courses and must be elected together)

Parallel courses
Three additional semester courses approved by the committee

Winter Study Project
One Winter Study Project in History of Ideas in junior or senior year
The History of Ideas is a multi-disciplinary major which has as its goal a broad understanding of the historical development of ideas in several fields of thought.
History of Ideas

The term “idea” is meant to denote both 1) intellectual structures such as fundamental beliefs, general categories of thought and theories within specific fields, and 2) fundamental attitudes, feelings, and values, especially as these are given imaginative or symbolic expression. These ideas will be studied against the historical backgrounds which conditioned them and which they, in turn, have influenced.

The sequence courses introduce the student to the origins of Western intellectual history and provide the foundation for advanced work in the field. Each student then selects with the assistance and approval of the committee a group of three courses so designed as to 1) permit the student to develop his particular interests, and 2) ensure some further concentration in depth of his studies. The major culminates in a Senior Seminar in which students will present a substantial essay for general discussion.

THE DEGREE WITH HONORS IN HISTORY OF IDEAS

Honors candidates may elect one of the following programs leading to the degree with honors:

(1) A program of three honors courses in the four semesters of junior and senior years. One of these is substituted for a parallel course in the standard major requirement.

(2) The preparation and writing of a thesis, in place of two honors courses, upon approval of a plan for the thesis drawn up before the end of the junior year.

A. Basic Ideas of Greek Civilization

101 Greek Literature

A study of the dialectical development of the Greek concept of “excellence” (areté) and related ideas as reflected in classical Greek literature.

Freshman course.

Hour B

Fuqua

103 Greek Philosophy

An inquiry into the process of man’s intellectual self-discovery during the classical period. Concentration on a few central philosophical concepts such as “nature” (physís), “law” (nomos), “opinion” (doxa), and “knowledge” (epistémē).

Freshman course.

Hour C

Versenyi

B. Basic Ideas of the Judaeo-Christian Tradition

102 Hebrew Thought: Recurrent Motifs and Patterns

Basic elements of Hebrew thought in their historical development as seen in selected Old Testament texts and literary genres: e.g. the adaptation of myth and the role of cosmology and history; the notion of promise and the royal ideology; the notion of covenant and the Mosaic ideology; the implications of law codes being set in epic and historical narrative contexts; inherent problems in Israelite
thought (Job and Daniel); Paul’s Christian modification of Hebrew Thought (Romans and Galatians).

_Freshman course._

_Hour AB_

**104 The Christian Vision**

Studies in the changing Christian perception of nature, man and society. Concentration on such topics as Hebraic roots and the novelty of the original vision; the patristic era and the confrontation with archaic and classical views; continuities and discontinuities in the medieval and Reformation eras; the transformation that occurred during the age of Enlightenment.

_Freshman course._

_Hour DE_

**201 Chapters in the History of Science** *(Not offered 1970-71; to be offered 1971-72.)*

Science as a Western intellectual achievement. The characteristics of scientific thinking and its inter-relations with other intellectual activities. In any given year, a particular aspect of scientific thinking will be studied in representative cases: e.g. What constitutes a conceptual revolution in science? What are the causes and implications of such revolutions as, say, seventeenth century Mechanics or twentieth century Quantum Theory? What exactly is changed? What retained? In response to what pressures? By what criteria?

_Sophomore course._ Prerequisite, History of Ideas 101-103, 102-104, or permission of the instructor.

_Hour_

Parallel courses

With the assistance and approval of the committee, each student will select from current offerings of other departments a group of three courses so designed as to 1) permit the student to develop his particular interests, and 2) ensure some further concentration in depth of his studies.

As examples of suitable concentrations of courses the following groups are suggested.

A) Concentration within a field:
   1) Appropriate offerings in modern European and American Intellectual History.
   2) Modern Political Theory.
   3) Comparative Literature: English, French, German, Spanish, Russian.
   4) Courses in modern and contemporary philosophical trends.

B) Concentration within a period:
   1) Medieval-Renaissance: courses in History, Art, Literature, Music.
   2) Sixteenth-seventeenth Centuries: courses in History, Religion, Philosophy, Literature, Art, Music, History of Science.
History of Ideas, Latin

3) Classicism-Romanticism: courses in Comparative Literature, English, Art, Music, History, Philosophy.
4) Nineteenth-Twentieth Centuries: History, Comparative Literature, English, Art, Music, Philosophy, History of Science.

C) Concentration on a problem:
e.g. 1) Modern Methodological Developments in the Natural and Social Sciences, (the history of the idea of method since Galileo): appropriate courses in History of Science, Political Science, Psychology, Anthropology, Philosophy of History, Biology, History of Mathematics, Foundations of Mathematics, Logic, Analytic Philosophy.

D) Concentration on National Cultures:
e.g. Courses in Literature, Philosophy, Art, Music, History for France, Germany or England.

[401 Multi-disciplinary Study of an Idea (To be offered in 1973-74.)
Topic for 1973-74: Law
The fundamental issue of nature versus convention pursued in a variety of fields:
e.g.; in science, morality, politics, jurisprudence.
Senior course. Required for the major.
Hour

VERSENYI, OAKLEY]

[402 Senior Seminar: Problems in the History of Ideas (To be offered in 1973-74.)
A re-examination of questions of method, strategy and achievement in the study of the history of ideas. Particular attention will be paid to the issue of the autonomy or heteronomy of ideas in their societal contexts. Common readings will lead to a discussion of the social influences upon the formation of ideas and, conversely, the shaping influence of creative individuals upon social conventions and “climates of opinion.”
Each student will write a substantial research paper on a problem in the history of ideas relating to his chosen area of concentration and will present a summary of his work to the seminar for general discussion.
Senior course. Required for the major.
Hour

O’CONNOR]

LATIN (Div. I)
(For description of courses see under Classics)
MATHEMATICS (Div. III)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor G. L. Spencer, II

Professor Jordan*, Professor Oliver, Professor Spencer, Professor Kozelka, Associate Professor Grabois, Assistant Professor Hill, Assistant Professor Andre, Assistant Professor Roosenraad.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Introductory courses
- Mathematics 101 Introduction to the Calculus
- Mathematics 102 (or 103) Elementary Calculus

Sequence courses
- Mathematics 201 Linear Algebra and Multivariable Calculus I
- Mathematics 202 Linear Algebra and Multivariable Calculus II
- Mathematics 301 Real Analysis
- Mathematics 302 (formerly 401) Complex Analysis
- Mathematics 311 Introduction to Abstract Algebra
- Mathematics 403 (formerly 402) Linear Analysis

Elective courses and projects
- One one-semester course from among Mathematics 241 and the 300 and 400 level non-sequence courses offered by the department and Physics 404.
- One Winter Study Project offered by the department for mathematics majors to be taken during the junior or senior year.
- Participation on the part of senior majors in the Senior Colloquium which meets every other week for one hour.

The major program emphasizes analysis, provides an introduction to modern algebra, and gives an opportunity for exploration of individual interests in mathematics by choice of elective and Winter Study Project.

THE DEGREE WITH HONORS IN MATHEMATICS

The candidate for this degree takes two semester courses in mathematics in addition to those listed above for the major program. At least three of his semester courses must be honors courses or regular courses taken as honors variants that is,

*On sabbatical leave 1969-70
with an additional requirement such as a substantial paper or report. There are
three principal ways students fulfill these honors requirements.

(a) **Course Route.** Take H312, H404 and one elective or one of 302 and 403 as
an honors variant.

(b) **Thesis Route.** Take one of H312 and H404 and both H491 and H492. The
courses H491 and H492 give the opportunity for two semesters of indepen­
dent work. This work culminates in a senior thesis. The department is
prepared to direct work in algebra, analysis, computer science, geometry;
mathematical foundations, statistics, and topology. While the thesis need
not contribute to existing knowledge of mathematics, it will require the
exercise of individual initiative.

(c) **Actuarial Route.** Take three of H371, H372, H471, and H472. The courses
H371, H372, H471, and H472 give the opportunity for directed study aimed
at passing as many as possible of the sequence of examinations set by the
Society of Actuaries for admission as a Fellow of the Society.

Variations on the above, adapting the program within the general course require­
ments to special needs and interests of the individual student, may be arranged in
consultation with the department.

**ADVANCED PLACEMENT**

Students electing mathematics courses and entering with the equivalent of one or
more of the courses offered by the department are placed accordingly. Students
who have completed Advanced Placement courses in mathematics will be placed on
the basis of the level of Advanced Placement Course (AB or BC) and their composite
grade in the Advanced Placement Examination of the C.E.E.B. (AB or BC). Some
decisions can only be made after departmental consultation. However a composite
grade of 4 or 5 in the BC examination will be recognized as giving credit for Mathema­
tics 101 and 102. Such a grade in the AB examination will be recognized as giving
credit for Mathematics 101. A student who took a BC course and the AB examination
should consult the department concerning both credit and placement. A composite
grade of 3 is often treated as the grade of 4 or 5. Students with a composite grade
below 3 may be given credit for Mathematics 101 provided they complete Mathema­
tics 103 with a grade of C- or higher.

Students electing mathematics and entering with a background of calculus in
secondary school but not participating in the Advanced Placement Program of the
C.E.E.B. will be placed on the basis of an examination given during the first day or
two of the fall semester.

One of the benefits of advanced placement lies in the increase of free electives made
available to the student. A mathematics major, particularly one aiming for gradu­
ate school and the Ph.D., should consider the merits of using these free electives to
improve his mathematics background without jeopardizing the usual breadth and
variety of electives characteristic of a liberal arts program.
GENERAL REMARKS

Divisional Requirements

All courses listed may be used towards satisfying this requirement.

Courses open on a pass-fail basis

Students taking a mathematics course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis (see page 270). Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

Fortran Requirement

Because of the increased importance of computers and their applications, all students are required in their beginning courses in mathematics to learn Fortran. This requirement is met in the appropriate courses which follow by participation in two (or one) laboratory hours. Students taking courses in mathematics following at least two semester courses in mathematics at Williams will not be required to take the laboratories but will be expected to continue their programming activities in advanced courses as appropriate. (Thus Advanced Placement freshmen taking Mathematics 201, 202 must take the laboratories, but sophomores and others entering from Mathematics 102 or 103 need not.)

At frequent intervals the Computer Laboratory offers all students a short non-credit lecture series concerning the operation and Fortran programming of the 1130.

Honors variants

With the permission of the department, students meeting the appropriate requirements, may take any one of mathematics courses numbered 300 or above as an honors variant. Usually the additional work required will be in the nature of a substantial paper or report.

Graduate School requirements

There are an increasing number of graduate and professional schools that require mathematics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

100F Pre-Calculus Mathematics

Topics in algebra, geometry, and trigonometry approached from points of view that will be new to most students and at the same time provide an adequate preparation for Mathematics 101.
Mathematics

Not open to students with adequate preparation for Mathematics 101. Prerequisite, permission of the department.

Division credit for Mathematics 100F may be obtained only in conjunction with successful completion of Mathematics 101.

Hour F and two laboratory hours to be arranged*

Members of the Department

101 Introduction to the Calculus
Functions, graphs, continuity. Derivatives and applications. Area and integration. Exponential, logarithmic and trigonometric functions.
Should be elected by those likely to major in Mathematics or Physics.

Hours B, C, D, F and two laboratory hours to be arranged*

Members of the Department

101S Introduction to the Calculus
The same course as Mathematics 101 but offered in the spring semester.

Hour F and two laboratory hours to be arranged*

Members of the Department

102 Elementary Calculus
Continuation of Mathematics 101.
Methods of integration. Introduction to differential equations. Infinite series with applications.
Should be elected by those who are likely to major in Mathematics or Physics.
Prerequisite, Mathematics 101.

Hours B, C, D and one laboratory hour to be arranged*

Members of the Department

103 Elementary Calculus
Material equivalent to Mathematics 102. Offered in the fall semester to students approved by the department on the basis of placement test scores.

Hour F and two laboratory hours to be arranged*

Members of the Department

106 Elements of Modern Finite Mathematics
Introduction to modern finite mathematics by consideration of selected problems in logic, graph theory, geometry, algebra, probability, and statistics.
Designed for students who do not intend to continue the study of Mathematics.
Ordinarily not open to students who have taken Mathematics 101.

Hour C and one laboratory hour to be arranged*

Member of the Department

*See Fortran Requirement under heading General Remarks, page 199.
111 Linear Algebra

An introduction to linear algebra recommended for students interested in the social sciences. Topics include matrices, vectors, transformations, linear equations, determinants, and linear programming.

Provides sufficient background for both Mathematics 230 and Mathematics 351. Credit will not be given for both Mathematics 111 and Mathematics 201.

Hour B and two laboratory hours to be arranged* Member of the Department

140 Introduction to Statistical Inference

Elementary theory of sets with applications to probability problems. Probability functions with emphasis on binomial and normal models. Inferences from models: statistical estimation and tests of hypotheses. Elementary bivariate analysis.

Designed for students with interests in the biological or social sciences. Prerequisite, Mathematics 101.

Hour F and one laboratory hour to be arranged* Member of the Department

201, 202 Linear Algebra and Multivariable Calculus I, II

A unified course in linear algebra and multivariable calculus. Vector spaces, matrices, transformations and their linear approximations, implicit functions, and multiple integrals are some of the topics considered. Prerequisite, Mathematics 102 or 103 for 201, Mathematics 201 for 202.

Hours Fall AB, JK and two laboratory hours to be arranged*
Spring AB, JK and one laboratory hour to be arranged* Members of the Department

203 Calculus Applications

An experimental course aimed at introducing the interested student in the Social Sciences to various calculus techniques and applications. Topics will include differentiation, integration, series, partial differentiation, differential equations, maxima and minima in several variables, and Lagrange multipliers.

Open to students who have not had Mathematics 101 or the equivalent.

Hour C and two laboratory hours to be arranged* Member of the Department

[230 Numerical Methods in Algebra (Not offered 1970-71.)]

The use of the computer in solving problems in algebra by direct and iterative methods: linear systems of equations and inequalities, the evaluation of determinants, matrix inversion, eigenvalues and eigenvectors. Efficiency of methods and error analysis will be touched upon. Selected algorithms will be programmed for solution

*See Fortran Requirement under heading General Remarks, page 199.
Mathematics

on the IBM 1130. Prerequisite, Mathematics 111 or 201 or permission of the instructor. Not open to students who have previously taken Mathematics 330.

Hour QG and one laboratory hour to be arranged*

[241 Intermediate Statistical Inference (Not offered 1970-71.)
Tests of statistical hypotheses, with emphasis on small-sample tests from normal populations: t-test, F-test chi-square. Contingency tables and other non-parametric tests. Introduction to utility theory. Applications directed towards the behavioral sciences. Prerequisite, Mathematics 140.

Hour]

301 Real Analysis
A systematic development of those aspects of elementary real analysis which form the background for a wide range of mathematical activity. Topics considered include: elementary topology of the real line, limits, continuity, differentiability, infinite series, uniform convergence and the Riemann integral. Prerequisite, Mathematics 202.

Hour C

302 (formerly 401) Complex Analysis
The complex number system, elementary functions and mappings, analytic functions, Cauchy's integral theorem and its consequences, Taylor series and Laurent series. Applications to the calculus of residues, conformal mapping, harmonic functions and boundary value problems. Additional topics in the theory of analytic functions. Prerequisite, Mathematics 301.

Hour C

306 Differential Equations (Alternates with Physics 404.) (Not offered 1970-71.)
An introductory study of both ordinary and partial differential equations. Existence, uniqueness, properties of solutions, as well as consideration of methods of solution. Prerequisite, Mathematics 301.

Hour]

311 Introduction to Abstract Algebra
An introduction to algebraic structures: groups, rings, fields, modules and maps on algebraic structures. Prerequisite, Mathematics 202.

Hour MN

313 Elementary Number Theory
Divisibility properties of the integers: prime and composite numbers. Congruence modulo n; solutions of linear and quadratic congruences and of some Diophantine

*See Fortran Requirement under heading General Remarks, page 199.

Hour Arr. Grabois

[315 Special Topics in Abstract Algebra (Not offered 1970-71.)

Theoretical and applied studies in algebraic structures and representation theories. Prerequisite, Mathematics 311 or permission of the department.

Hour ]

321S Differential Geometry

Theory of curves and surfaces in Euclidean space with emphasis on local intrinsic geometry of surfaces. Introduction to problems in the global theory of surfaces. Prerequisite, Mathematics 301.

Hour Arr. Andre

[324 Topology (Not offered 1970-71.)

General spaces and the notions of continuity, connectedness, compactness. Metric spaces. Introduction to homology and homotopy. Prerequisite, Mathematics 301.

Hour Arr. ]

[325 Topics in Geometry (Not offered 1970-71.)

Content is chosen from among such subjects as projective geometry, geometric algebra, non-Euclidean geometry, Hilbert’s axiomatic development of Euclidean geometry. Prerequisite, permission of the department.

Hour PF ]

330 Numerical Analysis

Solution of equations. Polynomial approximations. Numerical differentiation and integration. Initial value problems for ordinary differential equations. Attention will be given to error analysis for methods suitable for digital computers. Students will program problems for solution on the IBM 1130. Prerequisite, Mathematics 202 which may be taken concurrently.

Hour GS Jordan

331 Topics in Computer Science I—Programming Languages

A comparative study of the grammars and capabilities of several computer languages, including Algol, APL, Cobol, Basic, LISP, and Fortran. As part of the course students will learn Algol, APL, Basic, LISP, and Cobol in addition to their previous knowledge of Fortran IV sufficiently well to write simple programs in those languages. Sample problems facilitating the comparison between the languages
Mathematics

will be written and run. The emphasis is on studying the comparison of languages rather than developing programming expertise.

Prerequisite, Fluency in Fortran IV and some programming experience.

Hour QG

[332 Topics in Computer Science II (Not offered 1970-71.)

Topics in discrete mathematics; basic programming techniques, using a machine-like programming language; representation and manipulation of information in a computer.

Junior course. Mathematics 331 is not a prerequisite to Mathematics 332.

Hour]

[351 Theory of Games (Not offered 1970-71.)

Mathematical definition of games: algebraic and geometric interpretation of strategies. The fundamental theorem concerning solutions. The duality theorem relating games and linear programming problems. Algorithmic and extreme-point solutions. Prerequisite, Mathematics 111 or equivalent.

Hour DE

360F Foundations of Mathematics


Hour Arr.

397, 398 Reading

Directed independent reading in Mathematics. Prerequisite, permission of the department.

Hours Arr.

403 (formerly 402) Linear Analysis

Euclidean spaces and Fourier series; ordinary and partial differential operators; integral operators; boundary value problems. Prerequisite, Mathematics 302.

Hour C

497, 498 Reading

Directed independent reading in Mathematics. Prerequisite, permission of the department.

Hours Arr.
Mathematics

Senior Colloquium

Required of senior majors. Meets every other week for one hour both fall and spring.
Hour G alternate Wednesdays

HONORS COURSES

H312 Intermediate Abstract Algebra

Further study in algebraic structures and their associated maps: topics in groups, extensions of fields and the solvability of equations by radicals. Prerequisite, Mathematics 311.
Hour Arr. André

H404 (formerly H302) Integration and Measure Theory

A study of measure theory and Lebesgue integration as natural generalizations of concepts already introduced in the introductory courses in calculus. Prerequisite, Mathematics 302.
Hour Arr. Roosenraad

H371, H372, H471, H472 Topics in Actuarial Science

Directed independent study of topics in Actuarial Science aimed at preparing students for the examinations of the Society of Actuaries. Prerequisite, permission of the instructor.
Hours Arr. Jordan

H491-H492 Senior Honors Thesis
MUSIC (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor R. G. Barrow

Professor Barrow, Professor Shainman, Professor Nettl*, Mr. Hegyi,
Assistant Professor Roberts.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses


Music 201-202 Elementary Harmony

Music 301-302 Music in History

Music 401-402 Twentieth Century Music

Parallel courses

An additional year course or two semester courses in Music. The student is especially encouraged to enroll in those courses which will develop his critical skills in analysis and creative work in music, including independent study with one or more members of the faculty (i.e., Music 303-304; H325, H326 and H425, H426). It is expected that music majors will participate in at least one department sponsored performance group during their junior and senior years.

THE DEGREE WITH HONORS IN MUSIC

The degree with honors in Music provides for a more intensive study in either of two areas: history of music or theory (i.e., composition). Candidates in both these areas are required to take Music H352 in the second semester of junior year as preparation for the honors work of the senior year. This junior thesis course, Music H352, may be substituted for one of the parallel courses; but candidates for the honors degree in theory must have completed Music 303-304 by the beginning of the senior year to be eligible. All honors candidates are required to take the parallel course.

In the senior year history candidates must submit a thesis; the theory candidates a composition in one of the larger forms or a group of smaller works. In both cases the first semester of senior year is spent in preparation for the writing of the thesis or composition, under supervision of one or more members of the department, meeting twice

*Winter Study Period
weekly. The work of the second semester consists largely of the actual writing of the thesis or composition.

The introductory course in Music at Williams College is available in two sections which are designed to meet the needs of students from varied backgrounds. The student is urged to read the descriptions of both Music 101 (which is offered in both semesters, called Music 102 in the spring semester) and Music 103 and to decide which best will assist his growth in understanding music.

101 Fundamentals of Music

The chief concepts of music presented in layman’s terms including the following: the modern scale-system and its evolution, the nature of harmony, rhythm, and melody, the basic musical styles, the elements of musical design and the major large musical forms such as the sonata, fugue, and concerto. Also a consideration of the chief mediums of musical expression: orchestral, vocal, chamber music, etc. Abbreviated survey of the principal aspects of music history from the Christian era through the twentieth century.

The emphasis is placed on acquiring a grasp of these essentials sufficient to enable the student to carry on the more strictly historical study embodied in any one of the semester musical literature courses which follow. No previous musical knowledge required.

(To receive credit for Music 101 a student must also take in the following semesters any one of the following musical literature courses: Music 104 American Music, Music 105 The Opera, Music 107 Beethoven, Music 108 Symphonic Music, Music 109 Medieval and Renaissance Music, Music 110 Music in the Baroque Era, Music 111 Studies in Contemporary Music, Music 112 Chamber Music, Music 113 The Concerto.)

Any of these alternatives will thus result in a hyphenated year-course.

Three lectures.
Freshman course. Requires no previous musical knowledge.

Hour C

102 Fundamentals of Music

The same course as Music 101 described above, but offered within the spring semester for the convenience of those who may wish to begin at that time.

(To receive credit for Music 102 a student must also take in the following semesters any one of the following musical literature courses: Music 104 American Music, Music 105 The Opera, Music 107 Beethoven, Music 108 Symphonic Music, Music 109 Medieval and Renaissance Music, Music 110 Music in the Baroque Era, Music 111 Studies in Contemporary Music, Music 112 Chamber Music, Music 113 The Concerto.)

Any one of these alternatives will thus result in a hyphenated year-course.

Freshman course. Requires no previous musical knowledge.

Hour C

MOORE

BARROW
Music

103 Introduction to Music

This course is designed primarily for the student who, through amateur singing or playing of music—even at an elementary level, has had previous experience in music. It is concerned with the essentials of music theory, fundamental terminology, forms, and stylistic concepts of music in a more intensive manner than in Music 101 or 102.

(Credit will not be given for both Music 101 or 102 and Music 103. To receive credit for Music 103 a student must also take in the following semesters any one of the following musical literature courses: Music 104 American Music, Music 105 The Opera, Music 107 Beethoven, Music 108 Symphonic Music, Music 109 Medieval and Renaissance Music, Music 110 Music in the Baroque Era, Music 111 Studies in Contemporary Music, Music 112 Chamber Music, Music 113 The Concerto.)

Any one of these alternatives will thus result in a hyphenated year-course.

Freshman course.

Hour C

104 American Music

A survey of musical development in this country from the seventeenth century psalters and eighteenth century New England tunesmiths through the genteel tradition, the rise of jazz, and the growth of art-music from the Boston academic tradition to the major American composers of the twentieth century.

Freshman course. Prerequisite, Music 101, 102 or 103. Open to majors in American Civilization without Music 101, 102 or 103.

Hour DE

105 The Opera

The development of opera from 1600 to the present, covering such masters as Monteverdi, Lully, Rameau, Scarlatti, Gluck, Mozart, and representative nineteenth and twentieth century composers. Emphasis on listening and research projects.

Each year members of the course are invited to attend a rehearsal at the Metropolitan Opera House.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour AB

[107 Beethoven (Not offered 1970-71.)]

A consideration of selected compositions from each of Beethoven's creative periods. Special emphasis will be placed on the piano sonatas, the string quartets, "Fidelio," and the Ninth Symphony. The course will examine Beethoven's music in its historical context and evaluate the changes brought about by his art.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour
108F (First semester)  Symphonic Music

A study of symphonic development as observed in such forms as the symphony, the symphonic poem, and the concert overture. Among other composers, the works of Haydn, Beethoven, Berlioz, Liszt, Debussy, and Prokofiev will be stressed. Emphasis on score reading and listening.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour  JK

109  Medieval and Renaissance Music

A survey of the musical culture in western Europe from the monophonic repertoires of the early Christian church through its development within polyphonic compositions and the increasing growth of secular forms of music. Special emphasis will be placed upon individual reports and class projects, including a Collegium Musicum, which bring to life some of the vitality of that musical culture.

Freshman course. Prerequisite, Music 101, 102 or 103. Students may not receive credit for both Music 301 and Music 109.

Hour  PF

110  Music in the Baroque Era (Not offered 1970-71.)

An examination of European music from the late-sixteenth century to mid-eighteenth century, showing contrasts between the musical styles of the late Renaissance and the new Baroque era. The course culminates in a study of the life and works of Johann Sebastian Bach.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour  JK

111S  Studies in Contemporary Music (Given 2nd semester) (Not offered 1970-71.)

An historical survey of contemporary music. Both traditional and transitional composers at the turn of the century are discussed and their major works introduced. In addition, a general view of the major trends and movements within the first half of the century is shown. Emphasis on listening.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour  PF

112  Chamber Music

A survey of all forms of chamber music (trio sonata, trio, quartet, etc.) from the seventeenth century to the present time. Emphasis on listening and independent research projects.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour  DE
Music

113 The Concerto

A study of the solo concerto from the seventeenth century experimental works of Viadana and Gabrieli to the nineteenth and twentieth century virtuoso compositions of Bartok and Berg. Emphasis on score reading and listening.

Freshman course. Prerequisite, Music 101, 102 or 103.

Hour DE

Hegyi

201-202 Elementary Harmony

A study of the basic principles of harmony, using major and minor triads and their inversions, non-chord tones, and the dominant 7th chord and its inversions. Extensive practice in the writing of original melodies; harmonization of basses and sopranos; analysis of pertinent examples from the works of various composers.

Sophomore course. Prerequisite, Music 101, 102 or 103 and its semester course of completion. With permission of the department, students having the requisite theoretical and keyboard knowledge, may take this course without prerequisite.

Hour JK

Moore

301-302 Music in History

A study of the principal periods of the history of western music from the beginning of the Christian Era to the present time. Emphasis on listening and individual research projects.

Junior course. Prerequisite, Music 101, 102 or 103 and its semester course of completion.

(Students with sufficient musical background, may, with departmental approval, petition directly into this course without the prerequisite.)

Hour PF

First semester: Roberts
Second semester: Moore

[303-304 Advanced Harmony (Not offered 1970-71.)

Second year harmony study and analysis, including seventh chords, ninth, eleventh, and thirteenth chords, altered chords, and chromatic harmony in general. In the second semester the writing of simple compositions based on the material being studied.

Junior course. Prerequisite, Music 201-202.

Hour PF

Barrow]

303S (Second semester) (Offered only in 1970-71.)

Essentially the material of Music 303-304, taught in an accelerated manner as a one semester course.

Hour FR

Barrow
401-402 Twentieth Century Music

An historical survey of contemporary music. During the first semester both traditional and transitional composers at the turn of the century are discussed along with major trends and movements within the first half of the century. During the second semester the stylistic crisis at the turn of the century is re-examined and various compositions of differing compositional techniques are analyzed. Students are encouraged to write short compositions within these styles and special emphasis is placed upon the acquisition of listening skills.

Senior course. Prerequisites, Music 101, 102 or 103 and its semester course of completion, and 201-202 and 301-302. The completion of Music 303-304 is strongly urged.

Hour 1-3:00 Mon., Wed. First semester: Shainman

Second semester: Roberts

HONORS COURSES

H352 Junior Honors Thesis

Independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior honors thesis.

H451-452 Senior Honors Thesis

Required of all music honors candidates.

Prerequisite, Music H352.

SPECIAL STUDIES IN THE MUSICAL ART

H325, H326 Musical Studies

These courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department to fulfill some project established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings, and may include such projects as the study of the literature and performance of the voice, the piano, the organ, or an orchestral instrument, or work in music theory (solfeggio, keyboard harmony, ear-training and dictation, counterpoint, and orchestration), or in ensemble (i.e., chamber-music literature and performance). The project may be continued by the election of the next-higher numbered course, or at that time the next-higher numbered course may be utilized for work within yet another facet of the musical art. The specific name of the project elected is to be specified after the title, "Musical Studies."

Junior course. Prerequisites, Music 101, 102 or 103, and its semester course of completion, either or both of which may be taken concurrently, and the permission of the instructor.

Hour Arr. Barrow, Roberts or Shainman
Music, Philosophy

H425, H426 Musical Studies

These courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department to fulfill some project established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings, and may include such projects as the study of the literature and performance of the voice, the piano, the organ, or an orchestral instrument, or work in music theory (solfeggio, keyboard harmony, ear-training and dictation, counterpoint, and orchestration), or in ensemble (i.e., chamber-music literature and performance). The project may be continued by the election of the next-higher numbered course, or at that time the next-higher numbered course may be utilized for work within yet another facet of the musical art. The specific name of the project elected is to be specified after the title, “Musical Studies”.

Senior course. Prerequisites, Music 101, 102 or 103, and its semester course of completion, either or both of which may be taken concurrently, and the permission of the instructor.

Barrow, Roberts or Shainman

PHILOSOPHY (Div. II)

Departmental Staff for 1969-70

Chairman, Professor N. M. Lawrence

Professor Beals, Professor Lawrence, Professor Versenyi*, Professor Eshleman**, Associate Professor O'Connor***, Assistant Professor Schmucker, Mr. Cairns.

Courses of Instruction 1970-71

Major Program

Sequence courses

Philosophy 101 Masters of Philosophical Thought and either
Philosophy 102 The Realm of Value or
Philosophy 104 (formerly 203) Logic

*On sabbatical leave second semester 1969-70
**First semester 1969-70
***On leave first semester 1969-70
Philosophy 201 History of Ancient Philosophy
Philosophy 202 History of Modern Philosophy

Two advanced courses from this group:
- Philosophy 401 Recent Metaphysics
- Philosophy 402 Social Philosophy
- Philosophy 403 Hegel and Heidegger
- Philosophy 404 Analytic Philosophy

Parallel courses
(a) Three semester courses in Philosophy selected from courses 204 through 361 and one Winter Study Project, normally in senior year.

or

(b) Two such semester courses and two approved courses in related fields; and one Winter Study Project normally in senior year.

The introductory course is intended to provide the student with an acquaintance with three major philosophers and some of the impact of their philosophies on philosophy in general. In the major sequence the aim is to show the commitments and presuppositions which have given rise to the modern mind, especially as they bear on special fields of inquiry in the sciences, politics, and art.

THE DEGREE WITH HONORS IN PHILOSOPHY

Philosophy majors who register for the degree with honors write a senior thesis, following approval of a plan for the thesis drawn up before the end of the junior year.

NOTE: Courses at the 100 level are not open to seniors, who may petition for entry into appropriate advanced courses without prerequisite.

101 Masters of Philosophical Thought
An introduction to philosophy by readings in Plato, Kant, and Hegel. Problems in the relation between man and society, man and the physical world, man and God. Shorter readings in Hume, Marx and Engels, and Kierkegaard, showing their relation to the major figures.

Freshman course. Not open to seniors.

Hours B, C, D, K, L

101S Masters of Philosophical Thought
The same course as 101, given in the spring.

Freshman course. Not open to seniors.

Hour B

102 The Realm of Value
Studies in three areas of philosophy: political philosophy, esthetics, and philosophy
Philosophy

of religion. Readings from representative authors, including Nietzsche, Mill, James, Freud, Marcuse, and Langer.

Freshman course. Not open to seniors.

Hours B, C, AB, MN

104 (formerly 203) Logic

An inquiry into the nature, scope, and limits of logical demonstration. Among the topics examined are the syllogism, symbolic logic, the structure of argument. Readings in the philosophy of logic.

Freshman course. Not open to seniors.

Hour D

201 History of Ancient Philosophy

The birth and rise of philosophy in Classical Greece, together with early developments in the post-Hellenic period. Special emphasis on major contributions to modern thought.

Sophomore course. Prerequisite, Philosophy 101.

Hour QG

202 History of Modern Philosophy

An examination of the formative period of modern Philosophy from Bacon to Kant. Special attention will be given to the relation of philosophical ideas to developments in the science and the politics of the times.

Sophomore course. Prerequisite, Philosophy 101.

Hour FR

204 (formerly 212) Philosophical Humanism

A study of the humanist tradition, both classical and modern. Readings in Plato, Nietzsche, Dewey, Camus, and others.

Sophomore course. Prerequisite, Philosophy 101.

Hour GS

205 (formerly 306) Ethics

Moralities stressing consequences versus those stressing principles. A brief survey leading to the pragmatic, emotive, and linguistic approaches of contemporary ethicists: Dewey, Ayer, Stevenson, Nowell-Smith, and Hare.

Sophomore course. Prerequisite, Philosophy 101.

Hour JK
Philosophy

207 (formerly 205) American Philosophy

Outstanding American philosophers, their connections with and departures from European intellectual traditions. Selected writings from Edwards, Paine, Emerson, Peirce, James, Royce, and Dewey.

Sophomore course. Prerequisite, Philosophy 101.

Hour FR

208 Esthetics

Philosophical problems connected with creation, appreciation, and criticism in the arts. What makes an object an esthetic object? Is the esthetic dimension of consciousness primary or secondary? What is the relation between esthetic values and other values—religious, political, ethical, etc.? Is there such a thing as “art” or only “the arts”?

Sophomore course. Prerequisite, Philosophy 101.

Hour DE

321 (formerly H358) Existentialism

A study of the philosophical movement. Intensive reading in Kierkegaard, Sartre, May. The course is not a literary investigation. It is an examination of the philosophical foundations of existentialism in Kierkegaard, together with a consideration of developments in atheistic existentialism, theistic existentialism and existential psychoanalysis.

Junior course. Prerequisite, Philosophy 101 and one other course in Philosophy.

Hour GS

324 Three Views of Human Nature (Not offered 1970-71.)

An introductory comparison of major approaches to the nature of man: as obliged (as a social being), as coerced (as a biological machine), as creative (as a person). The evidence for, and the limits of, each approach. Representative readings in Morris, Aristotle, Darwin, Bergson, Freud, Whitehead, and Teilhard de Chardin. One term paper in depth and one class report.

Junior course. Prerequisite, Philosophy 101 and one other course in Philosophy.

Hour

340 (formerly H353) Phenomenology

A study of the contemporary philosophical movement, with particular emphasis on problems in the theory of knowledge. Intensive readings in Edmund Husserl and Merleau-Ponty. Students will undertake independent reading assignments in other representative authors.

Junior course. Prerequisite, Philosophy 101 and one other course in Philosophy.

Hour PF

Lawrence
Philosophy

[360 (formerly H365) Problems in the Philosophy of History (Not offered 1970-71.)]

Historical compared to scientific knowledge; the role of chance; causes and conditions in historical explanation; objectivity as necessary, possible, or desirable; the historian as reporter, propagandist, prophet, moralist. Readings from books and articles of both philosophers and historians, mostly recent and contemporary.

Junior course. Prerequisite, Philosophy 101 and one other course in Philosophy.

Hour Beals

361 (formerly 360) Reason and Emotion

A study of the interplay of these two facets of human mentality in the effort to acquire knowledge of reality and self-knowledge. The course will consider some significant historical attempts to conceptualize these factors in such authors as Ricoeur, Hampshire, Polanyi, and Berger, and will aim at developing an adequate theory of the emotional life and its place in rational thought and action.

Junior course. Prerequisite, Philosophy 101 and one other course in Philosophy.

Hour PF O'Connor

401 Recent Metaphysics

An intensive study of two twentieth century metaphysicians, Bergson and Whithead, with an opportunity for the student to emphasize one author more than the other.

Junior and senior course. Prerequisite, Philosophy 101 and two other courses in Philosophy.

Hour DE Lawrence

402 Social Philosophy


Junior and senior course. Prerequisite, Philosophy 101 and two other courses in Philosophy.

Hour DE Beals

403 (formerly 313) Hegel and Heidegger

A study of German thought, concentrating on Hegel’s Phenomenology of Mind and Heidegger’s Being and Time.

Junior and senior course. Prerequisite, Philosophy 101 and two other courses in Philosophy.

Hour MN Versenyi
Philosophy, Physical Education

404 (formerly 304) Analytic Philosophy
A study of the contemporary philosophy of language. Readings from John Austin and Ludwig Wittgenstein and more recent writers. Applications of linguistic philosophy to current problems in philosophy.

Junior and senior course. Prerequisite, Philosophy 101 and two other courses in Philosophy.

Hour FR

H451-452 Senior Honors Thesis
Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis.

PHYSICAL EDUCATION

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Mr. F. R. Thoms, Jr.

Mr. Thoms, Assistant Professor Chaffee, Assistant Professor Coombs, Assistant Professor Shaw, Assistant Professor Townsend, Assistant Professor McCormick, Assistant Professor Samuelson, Assistant Professor Catuzzi, Assistant Professor Dailey, Assistant Professor Fallone, Assistant Professor Lamb, Mr. Ellingwood, Mr. Fryzel, Mr. Healy.

COURSES OF INSTRUCTION 1970-71

Physical education is required for freshmen and sophomores. Credit for four semesters of Physical Education, to be completed by the end of the sophomore year, represents one of the requirements for the degree. This requirement may be met by participating in intercollegiate athletics on freshman or varsity teams or by participating in class activities where instruction is given in the several branches of athletics.

Class activities for the different seasons consist of:

Fall: Tennis, golf, Outing Club activities, physical fitness.
Winter: Swimming, basketball, squash, volleyball, skiing, physical fitness, judo.
Spring: Rugby, tennis, golf, Outing Club activities, life saving, swimming.

Two sections meet three times per week in forty-five minute periods.
Four sections meet two times per week in sixty-minute periods.

Hours Freshmen C, GS, MN
Sophomores DE, L, QG
PHYSICS (Div. III)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor R. P. Winch

Professor Winch, Professor Park*, Professor F. Brown, Associate Professor Pierce, Assistant Professor Crampton, Assistant Professor Markley, Mr. Lehovec**, Dr. Dreiner, Mr. Currier, Mr. Masenas.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses
- Physics 103, 104, Introductory Physics (or calculus section of Physics 101, 102)
- Physics 201, Electricity and Magnetism
- Physics 202, Atomic Physics
- Physics 401, Quantum Mechanics

Parallel courses
- Four additional semester courses in Physics, or three semester courses in Physics plus an approved two semesters of Biology, Chemistry, or Mathematics courses, and one Winter Study Project in Physics in junior or senior year.

Because of the prerequisites in both Mathematics and Physics all students planning a Physics major are advised to register as follows:

Freshman year
- Physics 103, 104 (or calculus section of 101, 102)
- Mathematics 101, 102

Freshmen with advanced standing should register for the appropriate sophomore course.

Sophomore year
- Physics 201, 202
- Mathematics 201, 202

Physics 201 is not prerequisite for Physics 202 and may be deferred until junior year. Mathematics 101, 102 must be taken prior to or concurrently with Physics 103, 104 and is prerequisite to all higher courses except Physics 337 and Physics 338.

*On sabbatical leave second semester 1969-70
**First semester 1969-70
Mathematics 201, 202 is prerequisite to Physics 401. It is recommended, but not required, that students who plan to go on in graduate Physics elect Mathematics 301 and 302. Mathematics 301 is prerequisite for Physics 501 and Physics 502.

The Physics program is devoted to the study of those elements of experimental and theoretical physics which are properly a part of the liberal arts. It aims to give the student an insight into the fundamental laws and phenomena of nature and some facility with the mathematical language in which they are described. It is intended for those who wish a first-hand acquaintance with this field as a background for engineering, secondary school teaching, business, or professional life, as well as for those who intend to pursue physics in graduate school as a preparation for teaching and research.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors is recommended for students who intend to pursue graduate work in physics or engineering and those who wish to supply a maximum of the initiative in their own intellectual advancement.

Students majoring in Physics who are eligible and wish to become candidates for the degree with honors will normally do so by electing, in addition to the above major program, the following courses:

Physics H451 Thesis (continuing through the Winter Study Period)
Physics 34 Senior Thesis, in Winter Study Period
Physics H452 Thesis, or one additional honors variant course in Physics in the spring semester of senior year.

EXCHANGE STUDENTS

Students from other institutions wishing to register for junior and senior courses in Physics must do so in person with a member of the Physics Department staff. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Registering students are requested to have with them transcripts of previous college work in Mathematics and Physics. Attention is particularly called to Physics H451, H452, Senior Honors Thesis, registration for which is only possible after consultation with and approval by the individual staff member who will direct the thesis.

101, 102 Elements of Physics

First semester: Particle and rigid-body mechanics, harmonic motion, elementary study of fluids, heat and temperature, sound.

Second semester: Electricity and magnetism with emphasis on circuits, elements of geometrical and physical optics, introduction to atomic and nuclear physics.

This course requires no previous study of physics and its only prerequisite is facility with high school algebra. It is designed to meet the needs of students wishing a college physics course, with laboratory, for reasons ranging from satisfaction of
Physics

division requirement to professional use in fields such as medicine, biology, chemistry, and geology. There are two demonstration lectures a week attended by all students in the course. A companion pair of text books is used, one text teaching the subject without the use of calculus and the other employing calculus freely to give deeper insights. Those students who have had or are taking a calculus course are required to use the calculus text while the others use the non-calculus text. The third class meeting each week is divided into small conference sections where the division is made according to the mathematical backgrounds of the students. It is in the calculus conference sections that the more mathematical treatment is emphasized. It is urged that students who wish the course for professional reasons be prepared to enter a calculus section. On the other hand, the students who wish the course for scientific distribution, and have not studied calculus, are prepared to understand all the material presented in the demonstration lectures and the non-calculus conference sections. The transcript will show whether or not a student has taken the calculus section.

Each student has a two-hour laboratory each week. The choice of experiments to be assigned is influenced by the scientific background of the individual student.

Satisfies Division requirement. Physics 101 is a prerequisite for Physics 102.

Hour  D Wed., Fri.
Conference sections B, C, D Mon.
Lab. sections: Mon., Tu., Wed., Th., Fri.

WINCH, PIERCE, MARKLEY, CRAMPTON

103, 104 Introductory Physics

First semester: Particle mechanics, special theory of relativity, fields and potentials, oscillatory motion.

Second semester: Rigid body mechanics, basic electric and magnetic phenomena, waves, geometrical and physical optics, and wave-particle duality of elementary particles.

The method of treatment emphasizes contemporary views of physical phenomena and the analytical unity of many of the classical subdivisions of physics.

This course is intended for those students who have received good grades in admission physics. It should be elected by all eligible students who plan to major in physics, mathematics or chemistry as preparation for graduate study and professional work in these fields or in engineering.

Lectures and conference, three hours a week; one two-hour laboratory period a week.

Freshman course. Prerequisite, admission credit in physics.

Students taking Physics 103, 104 must have had, or be taking concurrently, Mathematics 101, 102 or the equivalent. Physics 103 is prerequisite for Physics 104.

Satisfies Division requirement.

Hour  J Tu., Th. Conference sections: A, B Mon.
Lab. sections: Tu., Wed., Th.

PARK, F. BROWN
201  *Electricity and Magnetism*

Electrostatics, steady currents, and moving charges. Special relativity and the electromagnetic field, Maxwell’s equations. Microscopic theory of dielectrics and magnetic materials.

Lectures, conferences, and problems; some laboratory work.

*Sophomore course.* Prerequisite, Physics 103, 104 (or 101, 102) and Mathematics 101, 102.

*Hour*  D  Wed., Fri.  Conference sections: PF Tu., QG Tu.  *Markley*

202  *Atomic Physics*

Kinetic theory of gases, simple quantum phenomena, introduction to wave mechanics, atomic structure, X-rays, nuclei, aggregate atomic systems.

Lectures and problems; a two-hour laboratory each week.

*Sophomore course.* Prerequisite, Physics 103, 104 (or 101, 102) and Mathematics 101, 102.

*Hour*  D  Lab. sections: Tu., Th.  *Pierce, Crampton*

301  *Electronics*

DC and AC circuit analysis, physical principles of semiconductor diodes and transistors, vacuum tubes. Analysis of amplifiers, oscillators, feedback networks, pulsed circuits, and measurement instruments.

Informal lectures; two three-hour laboratories each week.

*Sophomore and junior course.* Prerequisite, Physics 103, 104 (or 101, 102) and Mathematics 101, 102.

*Hour*  M  Tu., Th.  Lab. sections: Wed., Th., Fri.  *Pierce*

302  *Advanced Laboratory*

Students will select, in consultation with staff members, several advanced experiments available from the fields of atomic, nuclear, and solid state physics. Selection of experiments will be based on the interests and professional aims of the individual student, and consideration will be given to proposals for the development of new experiments.

Two three-hour laboratories each week and outside reading.

*Junior course.* Prerequisite, Physics 202.

*Hour*  M  Lab. sections: Mon., Tu., Wed.  *Pierce, F. Brown, Crampton*

337  *The Hydrogen Atom*

The role of the hydrogen atom in the development of new concepts and new technology in physics. Topics will include the origins of the quantum theory, wave mechanics without calculus, atomic structure, X-rays, magnetic resonance, the atomic hydrogen maser, nuclear fission and fusion.
Physics

Lectures and small conferences, some laboratory work in conferences.

*Junior and senior course.* Prerequisite, a working knowledge of high school algebra. Closed to physics and chemistry majors. Satisfies Division requirement.

*Hour* L Tu., Th. Conferences to be arranged

338  *The Natural Philosophy of Time (Offered 1970-71; not to be offered 1971-72.)*

An analysis of how time enters into the physicist's description of nature and an attempt to see how this view of time is related to ordinary human experience.

*Junior and senior course.* Prerequisite, a working knowledge of high school algebra. Closed to physics and chemistry majors.

Satisfies Division requirement.

*Hour* C

401  *Quantum Mechanics*

Development of the Schrödinger wave equation, Hermitian operators, stationary states, orbital and spin angular momentum, perturbation theory, applications to atomic and molecular systems.

Lectures with problems and discussion.

*Junior and senior course.* Prerequisite, Physics 201, 202, and Mathematics 201, 202.

*Hour* AB Mon., Wed.

[402  *Classical and Quantum Mechanics (Not offered 1970-71; to be offered 1971-72.)*

Introduction to Lagrangian and Hamiltonian mechanics with applications to simple dynamical systems. Mechanics of continuous media. Formulation of quantum mechanics in general terms and application to problems of atomic and nuclear physics. Designed to exploit the material and techniques learned in the 401 course.

*Junior, senior and graduate course.* Prerequisite, Physics 401 or the equivalent. Graduate students will be assigned extra work.

*Hour* DE

[403  *Solid State Physics (Not offered 1970-71; to be offered 1971-72.)*

Crystalline structure, elastic and thermal properties, theory of electrons in metals, introduction to band theory, properties of semiconductors, magnetic and dielectric properties, crystal defects.

Informal lectures, problems, and discussion.

*Junior and senior course.* Prerequisite, Physics 202.

*Hour* MN
404 Mathematical Methods of Physics (Offered 1970-71; not to be offered 1971-72.)


Junior, senior and graduate course. Prerequisite, Physics 202 and Mathematics 202. Students offering other preparation should consult the instructor. Graduate students will be assigned extra work.

Hour JK Tu., Th.

405 Thermodynamics and Statistical Mechanics (Offered 1970-71; not to be offered 1971-72.)

Brief introduction to the terminology and methods of thermodynamics. Theory of systems consisting of large numbers of particles. Derivation of physical properties and their relation to the thermodynamical description. Applications to various thermal phenomena.

Junior and senior course. Prerequisite, Physics 202 and Mathematics 202.

Hour MN Tu., Th.

406 Nuclear Physics and Fundamental Particles (Offered 1970-71; not to be offered 1971-72.)

Properties of nuclei and theories of nuclear structure. Experimental methods of particle physics and schemes for relating the various species of particles.

Lectures with problems and discussion.

Junior and senior course. Prerequisite, Physics 202.

Hour AB Wed., Fri.

[408 Theoretical Physics (Not offered 1970-71; to be offered 1971-72.)

Topics in physics relating to mechanics, electromagnetism, atomic theory, thermodynamics, and statistical mechanics. The solution of problems in these subjects will be particularly emphasized. Graduate students will be assigned extra work.

Junior, senior and graduate course. Prerequisite, Physics 202.

Hour JK]  

H451, H452 Senior Honors Thesis

An experimental project is started in junior year and continued in H451 for the first semester and is a full-time activity through the Winter Study Period. A student may, with consent of the department, elect to continue his thesis work in the second semester by registering for H452. The results of the investigation, together with a theoretical background study, are presented in a formal thesis. Under unusual circumstances, a student may be permitted to initiate an experimental project in senior year or to substitute a theoretical project. Students are expected to have some familiarity with the problems and experimental methods of the projects of their classmates. For this purpose, seminars will be held from time to time.

F. Brown and Members of the Department
Physics

GRADUATE COURSES

501 Electromagnetic Theory (Offered 1970-71; not to be offered 1971-72.)

Electric and magnetic fields in vacuo and in solids, mathematical methods in potential theory, Maxwell's equations and their integration, radiation theory. Selected topics in quantum electronics if time permits.

Graduate course. Prerequisite, Physics 201 and Mathematics 301 or equivalent.

Hour 8-9:15 a.m. Tu., Th.

F. Brown

502 Statistical Physics (Offered 1970-71; not to be offered 1971-72.)

An introduction to the physics of systems containing large numbers of particles. Brief discussion of the methods of classical kinetic theory. Formulation of the principles of statistical mechanics in terms of the ensemble theory of Gibbs and Einstein. Application to kinetic theory, fluctuations, irreversible thermodynamics, and transport theory.

Graduate course. Prerequisite, Physics 405 and Mathematics 301 or equivalent.

Hour 8-9:15 a.m. Tu., Th.

Markley

504 Solid State Physics (Not offered 1970-71; to be offered 1971-72.)

Crystallography and the structure of solids as determined by X-ray diffraction; theory of dielectrics; theory of metals and the band theory of solids; statistical mechanics of semiconductors; magnetism.

Prerequisite, Physics 401 or equivalent.

Hour 8-9:15 a.m. Tu., Th.

514 High Energy Physics (Not offered 1970-71.)

A discussion of the various processes that are involved in high energy interactions, the production, decay, and properties of "elementary particles" from a primarily experimental approach; descriptive theories that have been developed to explain and relate the experimental results; experimental techniques of high energy accelerators and particle detection methods.

Prerequisite, Physics 401 or equivalent.

Hour

516 Intermediate Quantum Mechanics (Not offered 1970-71.)

Approximate methods of calculation applied to topics such as the theory of many-particle systems and electromagnetic radiation. Introduction to relativistic quantum mechanics.

Prerequisite, Physics 401 or equivalent.

Hour DE
Physics, Political Economy

[517 Physics of Electronic Devices (Not offered 1970-71.)

Theory underlying the preparation and processing of electronic devices as determined by required performance. Topics to be selected from: determination of Fermi levels, transport and junction phenomena, processing procedures, monolithic design, thin films, surfaces and interfaces, and evaluation of materials.

Prerequisite, consent of the department. A knowledge of basic solid-state physics is assumed.

Hour 7:30-8:45 p.m. Mon., Wed.

Colloquium

The Department Staff meets on Monday afternoons to discuss recent published and unpublished work in physics. Graduate students and staff of other science departments are invited, and undergraduates are permitted to attend.

Hour 4-5:30 Mon.

POLITICAL ECONOMY (Div. II)

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Political Science 101 American Politics
Political Science 102 (formerly 201) International Relations or
Political Science 203 (formerly 201) International Relations
Economics 101 Introduction to Economics
One Economics course numbered 201 to 220
Economics 251 Price and Allocation Theory
Economics 252 Income and Growth Theory
Political Science 202 Empirical Political Science
One elective in Political Science
One Winter Study Project in Political Economy, Political Science or Economics
Political Economy 401-402 Comparative Processes of National Planning

The major offers substantial separate study in both Political Science and Economics, and culminates with a senior course, taught jointly by members of the two departments, in which both disciplines are brought to bear on issues of national planning and policy making. The major seeks to surmount the sometimes artificial barriers of specialization that may characterize either subject taken by itself. Its inter-
Political Economy

disciplinary character may make Political Economy particularly suitable for Area Studies concentrators. It is designed to give those who enter public service, business, or law a grasp of the governmental and economic environment within which they will have to operate; and to give those who continue in academic work an opportunity to make the interdependence of political and economic forces the foundation of their more advanced studies.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Students who plan to become candidates for the degree with honors may elect one of the following programs, in lieu of the one elective: a) three honors courses in Political Science or Economics, of which at least one shall be in each department; b) one honors course in Political Science and H451-452 Senior Honors Thesis.

Afro-American Studies and Area Studies

Students majoring in Political Economy who wish credit for a concentration in Afro-American or Area Studies may take either four regular courses in the field of concentration or three such courses plus one winter study project. In either case, one of the courses taken must be in economics and one in political science. This program may replace the elective required of majors who do not register for such a concentration. Honors candidates may take the economics and/or political science courses included in such a concentration as honors variants.

Political Science 101 American Politics

Freshman course.

Hours AB, DE, FR, GS, JK, MN, PF, QG

Members of the Department

Political Science 102 (formerly 201) International Relations

Freshman course.

Hours AB, DE, FR, GS, JK, MN, PF, QG

Members of the Department

Political Science 203 (formerly 201) International Relations (same as 102)

Offered only in the Fall of 1970 for students above freshman level.

Sophomore course. Prerequisite, Political Science 101, 102.

Hours DE, MN

Simon, Greene

Economics 101 Introduction to Economics

Freshman course. Must be followed in the spring semester by an Economics course numbered 201 to 220.

Hours Freshman sections AB, DE

Sophomore sections JK, MN, FR

Members of the Department
Political Economy

Economics 101S Introduction to Economics (Spring semester)

Freshman course. Must be followed in the fall semester by an Economics course numbered 201 to 220.

Hours Freshman section AB
Sophomore sections DE, JK MEMBERS OF THE DEPARTMENT

Economics 251 Price and Allocation Theory

Sophomore course. Prerequisite, Economics 101.

Hours DE, MN, QG Bolton, Todd

Economics 252 Income and Growth Theory

Sophomore course. Prerequisite, Economics 101.

Hours DE, MN, QG McFarland, McNees

Political Science 202 Empirical Political Science

Sophomore course. Prerequisite, Political Science 201.

Hours DE, PF Booth

401-402 Comparative Processes of National Planning

First semester: Analysis of the central issues affecting the processes of economic development and political modernization. The development and modernization of the U.S.S.R., including the political and economic stresses which continue to concern the Soviets and the relevance of their experience to other countries. The roles of such factors as ideologies, political parties, education, the military, industrialization, international trade, foreign assistance and domestic savings in the pursuit of development. Cultural, political and economic obstacles which affect a country's ability to mobilize development resources. Case studies of specific countries and problems in the developing nations of Asia, Africa and Latin America.

Second semester: Methods and institutions for making national economic decisions in the political systems of the United States and Western Europe. Basic concepts of political-economic analysis and techniques of planning and managing national economies. Current U.S. political-economic policy issues are investigated by study committees, through reading and interviews with legislators, government officials and private spokesmen. Written reports and recommendations are submitted by the committees and defended in open sessions before the two departments.

Senior course. Required course in the major. Prerequisites, Economics 251, 252 and Political Science 202.

Hour FR Greene, E. Clark

First semester: Greene, E. Clark

Second semester: M. Brown, Tidrick

H451-452 Senior Honors Thesis
POLITICAL SCIENCE (Div. II)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor F. Greene

Professor Burns*, Professor Greene, Professor Hastings**, Professor Barnett, Professor Tauber, Associate Professor M. Brown, Associate Professor Gaudino, Mr. Booth, Assistant Professor C. Brown, Assistant Professor Sutcliffe, Assistant Professor Marcus, Assistant Professor Huff, Assistant Professor Simon, Assistant Professor Reidel, Assistant Professor Tabb.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses
Political Science 101, 102 (formerly 201) American Politics, International Relations
Political Science 201 (formerly 301), 202 Political Philosophy, Empirical Political Science
Political Science 401-402 Political Problems

Parallel courses
a) one semester course in comparative politics (320 series), to be taken by end of junior year
b) one semester course in American politics
c) one other semester course in political science, or two semester courses above the introductory level in one associated discipline or program, subject to the approval of the department

Sophomores with prerequisites may take a parallel course during the sophomore year, without formal permission of the department.

Winter Study Project

One Winter Study Project in Political Science, to be taken during the junior or senior year. The department recommends that this be taken in senior year.

The assumption of the major in Political Science is that the sequence of required courses should provide not only a substantive knowledge of politics in different contexts, but also a framework for learning, within which students should be held responsible for their own education. This reflects a view of liberal arts education which

*On leave second semester 1969-70
**On sabbatical leave first semester 1969-70
stresses the importance of personal judgment and commitment, as well as study of a discipline.

The foundation of the major consists of four preparatory courses, normally to be taken during the freshman and sophomore years. The introductory courses of the first year expose the student to the realities of American politics and international relations; the analytical courses of the second year introduce the student to political philosophy and empirical political science, as approaches to the study of politics.

The junior year, then, is left open to the student to explore various electives of his own choosing, with minimal constraints on his choice. During the second semester of the junior year, student-faculty discussions will be held to form several subgroups around common substantive interests; these subgroups will then become separate sections of the 401-402 course, to be taken during the senior year.

The senior course will consist of three interconnected elements: individual or small group study and research, discussions within the sections, and broader discussions with members of all the sections as well as members of the department.

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in Political Science who are undertaking a four-course Afro-American or Area Studies program, and who are candidates for the regular degree, may take two courses under either program in other departments as the two-course variant of parallel course c).

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

Political Science majors who are accepted as candidates for the degree with honors may elect one of the following programs:

(1) Two-year program of honors courses
   Required sequence courses, one parallel course and one Winter Study Project in Political Science
   Three Honors Courses in Political Science, at least one in the American area and one outside the American area

(2) Two-year program of honors courses and thesis
   Required sequence courses, one parallel course and one Winter Study Project in Political Science
   One honors course in Political Science and
   Political Science H451-452 Senior Honors Thesis

Note: All courses numbered in the 300 series are offered also as honors variants. In these courses, honors candidates will be required to demonstrate honors performance through supplementary work, as determined by the instructor.

AREA STUDIES

Students majoring in Political Science who are undertaking an Afro-American or
Area Studies program, and who are candidates for an honors degree following program (1), based on honors courses, may substitute honors credit in one Afro-American or Area Studies course offered by another department for one of the three honors courses in Political Science.

101 American Politics

Government and politics of the United States. Institutional structure is examined as a reflection of the assumptions of liberal democracy and of the American social and economic systems. The policy formation process is emphasized and some significant current problems are considered in detail.

Freshman course.

Hours AB, DE, FR, GS, JK, MN, PF, QG

Members of the Department

101S (Spring Semester) American Politics

Same course as Political Science 101, but offered in the second semester.

Hours JK, MN

Sutcliffe

102 (formerly 201) International Relations

A broad introductory survey of international relations dealing with three major substantive areas: 1) Nation-states—goals, interests, capabilities, concepts of power and security; 2) Decision-making and leadership in crisis and non-crisis situations; 3) the International System—political and economic integration, alliance relationships, intervention. A final section of the course deals with the effectiveness of international law and organization as instruments of conflict resolution. The course emphasizes current problems and gives a broad geographic coverage.

Freshman course.

Hours AB, DE, FR, GS, JK, MN, PF, QG

Members of the Department

201 (formerly 301) Political Philosophy

The content of political philosophy from the Greeks through the moderns. A critical study of major political philosophies that provide systematic answers to the recurring questions about the nature of man, political society, and the proper method of studying politics.

Sophomore course. Prerequisite, Political Science 101, 102.

Hours AB, DE, PF

C. Brown, Tauber

201S (Spring semester) Political Philosophy

Same course as Political Science 201, but offered in the second semester.

Sophomore course.

Hour JK

Gaudino
202  *Empirical Political Science*

Three major problems of political science as a discipline developing theory: the logic of inquiry, measurement and language, and methodology. Critical emphasis is placed on the assumptions of the scientific method, quantification and techniques of data collection and analysis. Examples of substantive research are used which indicate both success and failure. The interrelationship of theory and research is stressed.

*Sophomore course. Prerequisite, Political Science 201. May be taken as sequence course in junior year.*

*Hours DE, PF*

--- Booth

203 (*formerly 201*)  *International Relations* (same as 102; offered only in Fall of 1970 for students above freshman level.)

*Sophomore course. Prerequisite, Political Science 101, 102.*

*Hours DE, MN*

--- Simon, Greene

220  *Politics, Bureaucracy, and the Public Environment*

A study of political processes and public bureaucracies concerned with the emerging governmental task of environmental planning and administration in the United States. Contemporary environmental issues provide the basis for an inquiry into the processes of federalism, with emphasis on the functions and interorganizational relationships of federal, state, and local bureaucracies. Students conduct independent field investigations of local governmental agencies.

*Sophomore course. No prerequisite.*

*Hour JK*

--- Reidel

306  *Modern Political Philosophy*

This course examines some of the important contemporary political ideas and positions. It analyzes their content, explores their consequences, evaluates their relevance to present political dilemmas, and contrasts each with the promises of the others.

*Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or History 101-102 or 101-104 or by permission of the instructor.*

*Hour QG*

--- C. Brown

307  *Public Policy and Administration: U.S. and Developing States*

Introduction to basic aspects of public administration such as bureaucracy, management, budgeting, public relations, and organization. Administrative behavior in the United States and certain developing countries compared, with attention to the sociological, economic and political contexts. Cases, theories, and research findings.
Political Science

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour QG

M. Brown

309 Public Opinion and Political Behavior

The course focuses on two main themes: an examination of the nature and development of public opinion on domestic and international political issues, and an analysis of the role of public opinion in the democratic political process. Among the specific topics considered are: major psychological and sociological factors affecting the formation and change of political opinions, the interaction of public opinion and decision-making among political elites, relationships between political opinions and such forms of political behavior as candidate choice, participation in pressure groups, and activity in political parties. Students are provided an opportunity to work with basic source data from political surveys conducted by major American and foreign research organizations.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or Psychology 101 or 102.

Hour AB

Hastings

[312 The American Judicial System (Not offered 1970-71.)

A study of the courts in the American political system emphasizing the United States Supreme Court and the exercise of judicial review. A major focus of the course is the judicial decision making process. Attention is paid to the role of the courts in a democratic society.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101 or History 203-204 or 205-206.

Hour PF

Barnett]

[313 Contemporary Problems in U. S. Foreign Policy Making (Not offered 1970-71.)

An analysis of the formulation and practice of American foreign policy in the post-1945 period, with emphasis on its relation to the domestic political process. A study of the interplay of party and group politics, public opinion and foreign affairs. An examination of the constitutional relationship and relative powers of the President and Congress in the field of foreign policy. An evaluation of contemporary American policy in the light of the theories and concepts of international relations.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour JK

Greene]


This course will focus on various approaches to the study of public policy formation as they may relate to the problem of poverty. Primary emphasis will be placed
Political Science

on the political behavior of low-income groups and the ways in which public and private political structures respond to these problems.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour JK

315 American Parties and Politics

Political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including economic and social trends, interest groups, political leaders and leadership. Two-party politics as compared to the politics of their parties, mass movements, and the New Left. Field studies of politicians and political districts. The major problem will be the lessons and implications of the politics of the 1960's for the new decade.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour AB Burns

316 Presidential Leadership and the Legislative Process (Not offered 1970-71.)

A study of the policy-making process in American government, with special emphasis on executive-legislative relationships, the nature and functioning of the legislative process, the respective roles of Congress and the President, and the focus of responsibility for public policy in modern American democracy. Case studies in policy-making. Lectures, reading, and class discussions.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour FR M. Brown

318 (formerly 328) Civil Liberties in the United States (Not offered 1970-71.)

A study of civil liberties in American society, emphasizing both theory and practice. Judicial decisions, historical materials, the works of political philosophers, and contemporary social criticism are studied in an attempt to enhance the understanding of basic justifications of our civil liberties, and the factors and forces that restrict or enlarge them.

Regular and honors course for juniors and seniors. Enrollment limited to juniors and seniors. Prerequisite, Political Science 101, 102.

Hour GS Barnett

321 (formerly H364) Political Modernization in the Non-Western World

A comparative analysis of leading theories of modernization, applied to the transitional societies of Asia and Africa. Emphasis is placed on the role of the state in the process of modernization.

- 233 -
Political Science

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour DE

[322 The Politics of India (Not offered 1970-71.)

An inquiry into the social and cultural background of Indian politics, the institutions of British colonial rule, the forces leading to independence, the development of the institutions and thought-patterns of nationhood, the Imperial “legacy”, the persistent domestic problems, and India’s relations with the outside world.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour JK

323 (formerly 318) Political Change in European Communist Systems

An introduction to political change in the communist states of Eastern Europe and the USSR, drawing on the literature of political development. Selected comparisons of changes in the post-World War II period, especially recent years, in the following areas: political culture and political socialization, party recruitment and tension management, the development of new interest and social groupings, international relations. A variety of approaches will be employed—descriptive, historical accounts; philosophical and psychological critiques; some empirical studies.

Regular and honors course for juniors and seniors. No prerequisite.

Hour GS

324 (formerly 314) The Far East

A study of recent political developments in the Far East. Major emphasis is placed on Japan under American occupation and after, the political revolution in China and its consequences, and developments in contemporary India. This area is then examined with special reference to American and Russian roles in the area.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour AB

[325 Latin American Politics (Not offered 1970-71.)

A comparative analysis of the problems of political development in several Latin American nations. The nations considered represent types of the political system: e.g., political democracy, ‘tutelary’ democracy, and totalitarian oligarchy. Discussion of obstacles to national unification and patterns of political participation.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour QG
Political Science

326 (formerly H360) African Politics

An inquiry into political development in tropical Africa, assessing the variety and similarity of problems in these states which lack established national institutions and culture. Analysis is organized around topics of nationalism and the colonial experience, social-cultural traditions and differential change as sources of conflict and integration, and the successes and failures of political ideas and actors. Selected countries are examined in detail.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or by permission of the instructor.

Hour MN

Huff

327 (formerly 331) Middle Eastern Politics (Not offered 1970-71.)

A comparative analysis of problems of modernization in the Middle East, and the will and capacity of Middle Eastern political systems to respond to these problems.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102 or History 101-102 or 101-104.

Hour FR

Sutcliffe

328 The Politics of Western Europe: Great Britain, France and West Germany in Transition

A comparative study of the impact of advanced technology on the political institutions, practices, ideologies, and movements in the three major countries of Western Europe. Specifically this course focuses on the contradictions and tensions produced by the growing incongruity between political institutions, practices, and ideologies appropriate to a rapidly vanishing industrial society on the one hand, and the requirements of the emerging technological society on the other. In this context the “crisis of parliamentarianism”, the transformation of party systems, the search for new styles of leadership, the anachronism of liberalism and state-capitalism, and the rise of revolutionary alternatives are in the center of attention.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour QG

Tauber

332 Social Science and Social Change (Not offered 1970-71.)

Involvement in and analysis of anti-poverty programs in local communities, e.g., North Adams and Pittsfield. Identification of problems, probable causes, and possible solutions. Analysis of local programs’ capacities to implement solutions. Structured field work (survey research in local communities and participant-observation in local programs) will be stressed, to show the relevance of social science to problems of social change.

Regular and honors course for juniors and seniors. Prerequisite, consent of the instructor.

Hour

Sutcliffe
Political Science

[334] The Professions (Not offered 1970-71.)

A study of the social meanings of professional careers in advanced industrial society. The main work of the course will be a comparison of the ethics and organization of law and medicine. A variety of practices within each profession will be examined, with special emphasis given to the tensions arising from the often-conflicting claims of professional status, technology, personal conscience, and civic duty.

Regular and honors course for juniors and seniors. No prerequisite.

Hour GS C. Brown

[335] The City (Double credit)

This course will cover a study of the premises of public authority including both liberal political philosophy and the logic of the new industrial state, an examination of pluralist politics and alternative views of political and ethical life, a discussion of various approaches to social change and revolution, an analysis of the cultural and ethnic bases of various group claims and ways of life in the city and investigation into different approaches to administration and education. This course also includes weekly films and discussions, as well as meetings with Williams graduates and faculty members who have some experience of the city.

Regular and honors course for juniors and seniors. Prerequisite, permission of the department.

Hours AB and C Gaudino


A study of American efforts to attain national security in the period since 1945. Emphasis is placed upon the relationship of this problem to American diplomacy, the development of military technology and the problems of strategy, and the political considerations of feasibility in policy-making.

Regular and honors course for juniors and seniors. Prerequisite, permission of instructor.

Hour DE Greene


An intensive study of the nature and development of public opinion on matters of public policy. Particular consideration is given to the role, both actual and potential, of opinion as it may affect such aspects of the political process as the nomination of candidates, foreign policy decisions, and the development of legislation on domestic problems. The course includes case studies of the structure and political functions of selected pressure groups.

Students may not receive credit for both Political Science 309 and 352.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour JK Hastings

- 236 -
[353 Political Socialization (Not offered 1970-71.)

An intensive inquiry into the development of political values, frames of reference, and attitudes. Examined critically are the relationships between the political socialization process and such behavioral phenomena as persistent party allegiance, independent voting, and level and form of political participation.

Students may not receive credit for both Political Science 309 and 353.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour JK Hastings]

[357 Sociological Bases of Political Behavior (Not offered 1970-71.)

The primary and secondary socialization of children and adults into political attitudes and roles. The relationship of economic and social institutions to the formation and maintenance of political institutions. The hierarchical distribution of authority and channels of recruitment are examined as a means of redefining politics and of understanding social change. Reading, discussion and individual papers.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour PF Marcus]

[363 Urban Crises in America (Not offered 1970-71.)

The recent problems of the American city, including riots, crime, slums, organization of political structures and resources, will be analyzed in a variety of theoretical frameworks. Particular attention will be given to the impact of norms and existing structures through the use of relevant research from political science, psychology and sociology. The focus will be on the interrelationship between social behavior and social conditions.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101.

Hour Marcus]

[366 Topics in Modern Socialist Thought (Not offered 1970-71; to be offered 1971-72.)

This course stresses the detailed analysis of Marxist thought, emphasizing its relationship to Hegel and Feuerbach. The focus is on the humanistic implications of Marx's theories of freedom, emancipated work, alienation, ideology, and revolution, as well as on the fundamental importance of critique as the core of dialectical thinking.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.

Hour QG Tauber]
Political Science

371 Political Leadership in a Changing Society (Not offered 1970-71; to be offered 1971-72.)

An examination of a number of Western leaders who responded to intellectual as well as practical political considerations in seeking to realize democratic values. The seminar will emphasize the problems of poverty and race discrimination in American society as case studies; the significance of political and intellectual leadership for theories of social causation; and an intellectual self-examination by members of the seminar.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101, 102.
Hour BURNS

372 Students, Politics and Higher Education

Contemporary student movements in developed and developing states will be examined in an attempt to discover the sources of youthful discontent. Among the questions to be considered will be the university as an agency for elite recruitment and the university as a radical critic of society. Student research projects will deal with a radical student movement either from extensive reading of social science literature and analysis of acquired data on that group, or on the basis of observation or interview techniques.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101.
(202 recommended, but not required.)
Hour PQ SIMON

373 Authoritarian Political Systems (Not offered 1970-71; to be offered 1971-72.)

Drawing upon a variety of theoretical frameworks and employing a case study approach, general propositions about the characteristics and development of authoritarian political systems will be closely examined. Stress will be placed upon changing leadership strategies adopted by elites as they confront new problems associated with industrialization and modernization. Nation-states to be analyzed will probably include a selection from the following list: Cuba, China, Algeria, Greece, Ghana, Spain, South Africa, East Germany.

Regular and honors course for juniors and seniors. Prerequisite, Political Science 101 plus one course in 320-series required.
Hour QG SIMON

401-402 Political Problems

This is a full-year course in which the Senior Major, having discussed with relevant faculty members a variety of study projects during the second semester of his junior year, devotes both semesters to an inquiry of his choice either singly or as a member of a small group. In either case he is a member of a senior seminar which revolves around matters of shared intellectual concern. In addition, every senior participates in occasional meetings that bring together the senior majors with a view toward
clarifying—through discussion of concrete student projects—the scope and limits of particular modes of analysis, the impact of personal perspectives on social research, and the interrelationship of ideology and the social application of knowledge.

Senior course. Required course in the major. Prerequisite, Political Science 201 and 202.

Hours †

C. Brown: †401 - GS, 402 - GS
Sutcliffe: 401 - MN, 402 - DE
Tauber: 401 - GS, 402 - GS

H451-452 Senior Honors Thesis

PSYCHOLOGY (Div. II)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor R. O. Rouse, Jr.

Professor Hastings, Professor Rouse, Professor McGill*, Assistant Professor Crider, Assistant Professor Tarpy, Mr. Leavitt.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses

Psychology 101 or 102 Elements of Psychology, plus any one of:

Psychology 204 Psychology of Behavior Disorders; Psychology 206 Introductory Social Psychology; Psychology 208 Animal Behavior
Psychology 201-202 Experimental and Quantitative Methods in Psychology
Psychology 401-402 Psychological Theories

The major is designed to fulfill the two aims of constituting part of a liberal arts education and of preparing scholars for graduate professional training. In order to complete the major, the student must: (1) take the sequence courses listed above; (2) elect one Winter Study Project in Psychology or an interdisciplinary project in which the Psychology Department participates; (3) elect three additional courses in Psychology, or two courses in Psychology and any two courses from among Anthropology 201, 202, 207, 304, Biology 201, 204, 205.

*On sabbatical leave 1969-70
Psychology

THE DEGREE WITH HONORS IN PSYCHOLOGY

In addition to the sequence courses and electives, Honors candidates must complete Psychology H451-452. Ordinarily, their senior Winter Study Project is also devoted to the thesis. They may substitute Psychology H351 or H352 for one of the electives.

PSYCHOBIOLOGY

Psychology or Biology majors may emphasize studies in the area of Psychobiology. Interested students are encouraged to consult with members of either Department in choosing courses. Recommended courses include Biology 205 (Primate Biology and Behavior), Psychology 208 (Animal Behavior), Psychology 302 (Learning and Motivation), and Psychology 307 (Physiological Psychology). Other courses may be selected according to the students' interests.

101 Elements of Psychology
An introduction to the scientific study of behavior through an in depth examination of selected topics. Lectures, demonstrations and student projects.
Freshman course.
Hour C

Members of the Department

102 Elements of Psychology
Same course as Psychology 101 but offered in the second semester.
Freshman course.
Hour C

Members of the Department

201-202 Experimental and Quantitative Methods in Psychology
Thinking, learning, memory, sensation, perception. Research methods in these areas. Introduction to techniques of collecting, treating statistically, and interpreting psychological data. Every student conducts an individual research project. Lectures, laboratory or practicum, field trips, six hours a week.
This course will satisfy Division III requirement.
Sophomore and junior course. Prerequisite, Psychology 101 or 102.
Hours JK and FFGG

Rouse

204 Psychology of Behavior Disorders
Social, psychological, and biological approaches to understanding disordered behavior. Topics include the historical and social contexts of mental illness; psychoanalytic and learning theories of neurosis; psychotherapy and behavior modification; psychosomatic disorders; biochemical and psychological theories of psychosis.
Freshman and sophomore course. Prerequisite, Psychology 101 or 102 or permission of instructor. Enrollment limited.
Hour FR

Rieder
206 Introductory Social Psychology

An introduction to the study of the behavior of the individual in society. The socialization process is critically examined in light of the contributions of academic psychology, cultural anthropology, sociology, and Freudian and neo-Freudian theory. Special consideration is given to such topics as the meaning of the concepts of groups, group structure and function, and the nature and development of group leadership. At least one field trip to the Berkshire Industrial Farm.

Freshman and sophomore course. Prerequisite, Psychology 101 or 102.

Hour DE Hastings

208 Animal Behavior (Same as Biology 208)

A study of the contributions of zoology, ethology, comparative psychology, and other disciplines to our understanding of the behavior of animals. Topics include the “nature-nurture” controversy, behavior genetics, physiological control of behavior, critical periods and imprinting, sensory processes, orientation, communication, learning, motivation, social behavior, and the evolution of behavior. Each student will carry out an experimental investigation concerned with some aspect of animal behavior.

This course will satisfy Division III requirement.

Freshman and sophomore course. Prerequisite, Psychology 101 or 102 or Biology 101 or by permission of the instructors.

Hour AB Lab. section: Arr. McGill, Wilz

209 Developmental Psychology

A study of the development of psychological functioning from infancy through adulthood, with illustrations from animal studies where relevant. Topics covered include heredity, instinct and unlearned behavior; perception; learning; language acquisition; cognition; emotional, social and moral development. The theoretical contributions of behaviorism, Piaget and Erikson are discussed. In addition to lectures, each student will have laboratory experience with observational and experimental methods used to study children.

Two lectures and one discussion and laboratory meeting per week.

Sophomore and junior course. Prerequisite, Psychology 101 or 102.

Hour L Tu., Th. and PF Tu. Cramer

212 Interpersonal Behavior

An investigation of the personality and situational variables affecting social interaction. The course considers power and dependence, norms, cooperation and competition, self-presentation, attraction, influence and the interpersonal dynamics relating to the self concept, personality disorder and psychotherapy.

Freshman and sophomore course. Prerequisite, Psychology 101 or 102.

Hour B Goethals
Psychology

301 Theories of Memory and Thought
A study of the methods and results of the psychoanalytic, stimulus-response and information processing schools. Special attention is given to sleep and dreams, vigilance, the role of attention in learning and memory and the distinctions between short term and long term memory.

Sophomore and junior course. Prerequisite, Psychology 101 or 102.

Hour MN

302 Learning and Motivation (Not offered 1970-71; to be offered 1971-72.)
A consideration of contemporary topics in learning and their implications for a theory of behavior. The course includes discussion and laboratory research focusing on avoidance, incubation of anxiety, secondary reinforcement, punishment, activity, memory, and physiological and social motivational systems.

Lectures, laboratory research and a final paper.

Sophomore and junior course. Prerequisite, Psychology 101 or 102. Enrollment limited to 15.

Hour MN

303 Psychology of Personality
Major contemporary approaches to the analysis, description, and modification of individual human behavior. Topics include psychoanalysis and psychotherapy; learning theory and behavior modification; interpersonal dynamics and training groups. The uses and limitations of various psychological tests will also be considered.

Sophomore and junior course. Prerequisite, Psychology 101 or 102 or permission of the instructor. Enrollment limited.

Hour FR

305 Special Topics in Social Psychology
A systematic examination of such topics as the development, change, and measurement of attitudes; social class structure; public opinion and propaganda; social movements. Introduction to various applied problems such as techniques for controlling minority group prejudice; consumer research; human relations in business and industry. The facilities of the Roper Public Opinion Research Center are available for those electing to engage in field projects in such areas as attitude and opinion measurement.

Sophomore and junior course. Prerequisite, Psychology 101 or 102.

Hour DE

307 Physiological Psychology
A study of the physiological correlates of behavior. The nervous system, the sense organs, the endocrine glands, and the motor system are studied in relation to sensation
and perception, motivation, emotion, instinctive behavior, and learning; evidence for
the inheritance of certain behavior patterns is considered. Each student will carry
out an experimental investigation concerned with some aspect of physiological
psychology.

This course will satisfy Division III requirement.

*Sophomore and junior course.* Prerequisite, Psychology 101 or 102 or Biology 101
and permission of the instructor.

*Hour AB*

**310 Special Topics in Human Development**

A systematic examination from the developmental point of view of such topics as
human learning, verbal behavior, psycholinguistics, intelligence and emotion.

* Sophomore and junior course. Prerequisite, Psychology 101 or 102 and one other
semester course in Psychology.

*Hour PF*

**311 Social Influence**

A study of social psychological research on influencing attitudes and changing
behavior. The problem of applying theory and experimentation to contemporary
social issues is explored. Each student will carry out an investigation either in the
laboratory or in the community, focusing on an issue of his choice.

* Sophomore and junior course. Prerequisite, Psychology 101 or 102.

*Hour GS*

**401-402 Psychological Theories**

The aim of this course is to coordinate, integrate, and advance the student’s knowl-
dge of psychology through a historical and critical examination of selected con-
temporary theories.

*Senior course. Required course in the major. Prerequisite, Psychology 201-202.*

*Hour FR*

**HONORS COURSES**

**H351, H352 Junior Honors Thesis**

Individual or group study under the guidance of members of the department, de-
signed to introduce the student to the literature of one or more of the special fields of
psychology. After selecting a problem for investigation, the student plans a re-
search project to be carried out early in the senior year.

*Junior honors course. Prerequisite, Psychology 201-202.*
Psychology, Religion

H451-452 Senior Honors Thesis

Independent study and research under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, ordinarily the student will design and execute a research project, the results of which will be reported in a thesis. In exceptional cases, the thesis may consist of a critical survey of the literature bearing on a special topic in psychology.

Prerequisite, Psychology 201-202.

H497, H498 Independent Study

Members of the Department

RELIGION (Div. II)

Departmental Staff for 1969-70

Chairman, Associate Professor H. G. Little, Jr.

Professor Eusden, Professor Van Ouwerkerk, Associate Professor Little, Assistant Professor C. W. Fox, Assistant Professor Petersen.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM

Sequence courses

Religion 101 Introduction to Religion
Religion 102 Development of the Christian Religious Consciousness in the West

Three out of five of the following (the selection must follow the pattern: one of Religion 203, 204; one of Religion 207*, 208, 213; and one of the three remaining courses):
Religion 203 The Jewish Bible and the Christian Old Testament
Religion 204 Jesus and the Gospel Tradition
*Religion 207 The Hindu Tradition
Religion 208 Buddhism in India and Southeast Asia
Religion 213 (formerly 329) Sources of the Chinese and Japanese Tradition

*To be offered as Religion 206 in 1970-71
Religion 301 (formerly 211) Psychology of Religion
Religion 302 (formerly 301) Sociology of Religion
*Religion 401-402 Basic Issues in the Study of Eastern and Western Religious Traditions

Winter Study Project
One Winter Study Project in Religion in the junior or senior year as advised by the department.

The first segment of Religion 101 deals with the general phenomenology of religion in an attempt to delimit and define those modes of human response and activity which may be termed religious. Using the definitions and concepts formulated in the earlier part of the course as analytical aids, the remainder of Religion 101 examines the major Oriental religions. The additional sequence courses explore in systematic and historical depth the religious ideas, activities and institutions of pre-literate and literate societies, East and West.

THE DEGREE WITH HONORS IN RELIGION

Three-semester Program of Independent Study and Thesis
Required sequence courses,
Winter Study Project in Religion,
One semester of Independent Study in Religion, and
Religion H451-452 Senior Honors Thesis

101 Introduction to Religion
A phenomenological study of primitive and civilized religion in an attempt to arrive at adequate theories and definitions. Special attention given to Oriental religions in the second half of the semester.
(To receive credit for Religion 101 a student must also take in the following semesters, Religion 102 or any one of the listed 200 level courses.)

Freshman course.
Hours DE, MN

102 Development of the Christian Religious Consciousness in the West
A historical survey and phenomenological analysis of the distinctive themes that inform the Judaeo-Christian tradition from its biblical origins to the modern period.

Freshman course. No prerequisite.
Hours DE

*Religion 401 to be offered as Religion 328 in 1970-71
Religion

203 The Jewish Bible and the Christian Old Testament

A selective study of historical, wisdom, prophetic and revelatory literature from the Old Testament. Introduction to the techniques of literary and historical criticism. Consideration of the biblical tradition in relation to the individual and society.

Sophomore course. No prerequisite.

Hour GS

Petersen

204 Jesus and the Gospel Tradition

The formation of the gospel tradition and the movement from oral tradition to gospel literature, both canonical (Matthew, Mark, Luke, John) and non-canonical (e.g., the Gospel of Peter, the Gospel of Thomas). A consideration of the creative roles of Jesus and of the early church in the shaping of gospel literature.

Sophomore course. No prerequisite.

Hour GS

Petersen

206 The Hindu Tradition (To be offered as Religion 206 in 1970-71; thereafter to be Religion 207.)

A historical and phenomenological survey of Hinduism. The course will be divided into three parts: (1) Vedic religion and the formation of Brāhmanical Hindu religious culture in its literary, philosophical, and cultic expressions; (2) the rise of devotional (bhakti) religion; and (3) the “Hindu renaissance” and the practice of Hinduism in contemporary India. Insofar as possible, readings will be drawn from translations of primary sources.

Sophomore course. Prerequisite, Religion 101.

Hour DE

Courtright

208 Buddhism in India and Southeast Asia

A historical survey of the development of the Buddhist tradition in India and its spread into Southeast Asia. The course will focus on understandings of the Buddha, on Buddhist doctrines, and on the nature of the religious community. The formation of the Māhāyāna-Theravada schism, meditational techniques, and the practice of Buddhism in the context of its cultures in South and Southeast Asia today will also be considered.

Sophomore course. Prerequisite, Religion 101.

Hour FR

Courtright

209 (formerly 210) Religion and Modern Secularism

An inquiry into the religious background of and response to certain strains in modern secular thought. Various theories relating to the structure and dynamics of human culture, society and selfhood will be explored. Special attention to be
given to the thought of Tillich, Freud, Marx, Berger, Durkheim, Erikson, Cox and others.

**Sophomore course.** Prerequisite, Religion 101.

**Hours** GS, MN

213 (formerly 329) *Sources of the Chinese and Japanese Tradition* (same as History 329)

A discussion of the basic concepts of Chinese and Japanese thought in their historical context. Shinto, Confucianism, Buddhism, and Realism will be considered both as responses to the social and political needs of the time, and as systems of thought whose actual application underwent considerable change and modification.

**Sophomore course.** Prerequisite, History 101-102 or 101-104 or Religion 101.

**Hour** GS

**Eusden, Frost**

301 (formerly 211) *Psychology of Religion*

An examination of the relationship between religion and the various structures and functions of the psyche. Such an examination will lead to a characterization of experience, imagination, affectivity and cognition in their religious modality. Beginning with the classical approaches of James, Freud and Otto, the course will move toward an evaluation of modern tendencies in the psychology of religion as they are reflected in the writings of Allport, Goodenough, Homans, Erikson, May, Pruyser and Ruemke.

**Sophomore course.** Prerequisite, Religion 101 or Psychology 101 or 102 or Philosophy 101 or 102.

**Hour** PF

**Van Ouwerkerk**

302 (formerly 301) *Sociology of Religion*

An inquiry into the relationship between various religious interpretations of human experience, on the one hand, and patterns of cultural synthesis, social organization and personality integration, on the other. Special attention will be given to forms of the primitive religious consciousness and to the development of Western religious institutions and sensitivities. Conducted in the light of an intensive examination of the writings of Eliade, Freud, Durkheim, Weber, Troeltsch and others.

**Junior course.** Prerequisite, Religion 101 or Anthropology 201.

**Hour** MN

**Little**

304 (formerly 305) *Religion and Social Ethics*

An investigation of moral problems in contemporary society, pursued through an examination of: (1) normative alternatives presented by ethicists, theologians, and religious traditions; and (2) descriptive-analytical studies of social sciences. Among the problem areas of special consideration will be: (1) marriage and the family; (2) economic life; (3) political life; (4) race relations; (5) international relations.
Religion

**Junior course.** Prerequisite, Religion 101 or 102 or Philosophy 101 or 102 or Political Science 101 or 102.

**Hour** PF

Van Ouwerkerk

305 (formerly 306) **Modern Trends in Roman Catholicism**

A theological and phenomenological examination of the dimensions of change and renewal within recent Roman Catholic thought. The presuppositions and implications of the “mind” of Vatican II will be considered in connection with establishing a sense of the development from Vatican I to Vatican II. The course will explore various ethical and dogmatic ramifications of current Roman Catholic thinking about the relationship between Church and World. Readings will focus on Council documents and on the writings of some of the major modern Catholic theologians (e.g. Rahner, Küng, Schillebeeckx, Congar, etc.)

**Junior course.** Prerequisite, Religion 101 or 102 or History 101-102 or 101-104.

**Hour** FR

Van Ouwerkerk

312 **Religion in America**

An examination of the major movements and figures in the development of American religious life, e.g., the Puritans, Jonathan Edwards, Ralph Waldo Emerson, Henry David Thoreau, Walter Rauschenbusch, Reinhold Niebuhr. Considerable attention will be given to the historical background and emergence of certain contemporary religious phenomena such as problems of church-state relations, the religious significance of “group encounters”, and the interest in Zen and in other Oriental religions.

**Junior course.** Prerequisite, Religion 101 or History 203-204 or 205-206.

**Hour** GS

Eusden

313 **Paul of Tarsus and the Disengagement of Christianity from Judaism**

An examination of Paul’s thought and missionary activity, together with their antecedents and their role in the differentiation of Christianity from Judaism in the first two centuries A.D. A consideration of “orthodoxy” and “heresy” as socio-historical and intellectual distinctions.

**Junior course.** Prerequisite, Religion 102 or 203 or 204.

**Hour** QG

Petersen

[314 **Judaism from the Restoration (5th c. B.C.) to the Consolidation of Rabbinic Judaism (2nd c. A.D.)** (Not offered 1970-71.)

A study of intellectual and social trends in sectarian Judaism as seen in biblical and non-biblical texts (Palestinian and Hellenistic), Rabbinic literature, and the Dead Sea Scrolls (e.g., Ezra-Nehemiah, Tobit, Daniel, Maccabean literature, 1
Religion

Enoch, Wisdom of Solomon, Aristes, Josephus, Philo, Pirke Aboth, Shemoneh Esreh, the Manual of Discipline, War Scroll and Hymns from the Dead Sea Scrolls).

**Junior course.** Prerequisite, Religion 102 or 203.

**Hour QG**

328 Approaches to the Study of Religion (*To be offered in place of Religion 401 in 1970-71.*)

An examination of some of the current methodological options in the study of non-Western religions. The course will focus primarily on models drawn from phenomenology, structural anthropology, and communications theory.

**Senior course.** Required course in the major. Prerequisites, Religion 101, 102, 302 or permission of the department.

**Hour QG**

[401]-402 Basic Issues in the Study of Eastern and Western Religious Traditions (*401 is being offered as 328 in 1970-71.*)

**First semester:** An examination of some of the current methodological options in the study of non-Western religions. The course will focus primarily on models drawn from phenomenology, structural anthropology, and communications theory.

**Second semester:** An examination of some of the most recent results of theological investigation, with special attention being given to the category of “history”, as a crucial ingredient in contemporary theological method and understanding. The readings will focus on the Niebuhrs, Bultmann, Ogden, Harvey, Pannenberg and Moltmann.

**Senior course.** Required course in the major. Prerequisites, Religion 101, 102, 302.

**Hour PF**

**First semester: Courtright**

**Second semester: Little**

**HONORS COURSES**

**H451-452 Senior Honors Thesis**
ROMANIC LANGUAGES (Div. I)

DEPARTMENTAL STAFF FOR 1969-70

Chairman, Professor A. C. Piper

Professor Piper, Professor Savacool*, Professor Pistorius, Mrs. Smith**, Assistant Professor Henkels, Assistant Professor Orringer, Mr. Bélançe, Mrs. Crosman, Mrs. Orringer.

COURSES OF INSTRUCTION 1970-71

FRENCH (Div. I)

MAJOR PROGRAM

Sequence courses

French 109 Introduction to French Literature
French 110 Le Récit, Study of Genre (Continuation of introductory course)
French 201 Romanticism, Study of a Literary Movement
French 202 The Nineteenth Century Novel
French 301 Classical Theatre
French 302 Ideas and Doctrines, from Montaigne to the Romantics
French 401 A Study of a Single Author
French 402 Literary Theory

Electives:

(Students entering the major at the 109 level must elect one parallel course. Students entering the major at the 201 level must elect three parallel courses. Such students may, with the permission of the Department, substitute an approved course in Art, History, or Music for one of their three parallel courses.)

French 303 The Novel, from the Naturalists to Proust
French 304 The Novel, from Gide to Camus
French 305 Symbolism
French 306 Modern Theatre
French 307 Courtly Literature and Renaissance Poetry
French 308 French Poetry of the Twentieth Century
French 310 Stylistics

*On sabbatical leave 1969-70
**On leave second semester 1969-70
The French major, consisting of nine semester courses and one Winter Study Project, seeks to provide training in literary analysis and linguistic expression through the study of selected texts. Emphasis is placed on the changing styles of form and subject matter from the Renaissance to the modern era.

Students intending to major in French, and who are considering the possibility of taking their junior year in France, should discuss their program with a member of the department early in the sophomore year.

THE DEGREE WITH HONORS IN FRENCH

Candidates for the Degree with Honors in French are required to write a special Honors Thesis, in French, under the direction of a member of the Department. Honors candidates will normally register for French H352 in their junior year, and H451-452 in their senior year. Such candidates are permitted to omit one departmental elective. They may also substitute a program of independent study, involving thesis preparation, for the required Winter Study Project.

LANGUAGE COURSES

All incoming freshmen who register for any French course above the 102 level, regardless of their previous preparation, must take the CEEB French Achievement Test when it is administered at Williams at the opening of the fall semester. Freshmen with a score of less than 500 are placed in French 103-104. Freshmen with a score of 500 to 580 are placed in French 107, 108. Freshmen with a score of 580 or higher are placed in 109. Freshmen with Advanced Placement in French may, with the permission of the department, register for French 201.

(Division I distribution credit is granted for all French courses above the elementary level.)

101-W-102 Elementary French

Grammar, elementary composition, oral practice and reading of easy modern prose.

This course is conducted by the intensive oral method. The class meets five hours a week. In addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory. Credit granted only if both semesters are taken. Students electing Elementary French are also required to register for a sustaining French course meeting five hours a week during the Winter Study period. Candidates for the Degree with Honors may be exempted from the winter study sustaining course with the permission of the Department of Romanic Languages.

Freshman course. For students who have studied less than two years of French in secondary school.

Hour A and J Tu., Th.
French

103-104 Intermediate French

Continuation of French 101-102. Stress on the spoken language and extensive reading of modern prose in the second semester.

The class meets four hours a week. In addition, students are required to spend two half-hour periods every week in the Language Practice Laboratory. The two courses in this sequence constitute a year's program. A student may elect 104, without 103, only by special permission of the Department.

Freshman course. Prerequisite, French 101-102 or two years of French in secondary school.

Hours F and R or M and S

Smith, I. Crosman

310 Stylistics (Offered 1970-71; not to be offered 1971-72.)

Problems of style and translation. Conducted in French.

Junior course. Prerequisite, any 300-level course or permission of the department.

Hour PF

Smith

LITERATURE COURSES

107, 108 Textual Analysis

Work is based on close reading and explicating of extracts of representative prose from the classical period to modern times. Practice in oral and written French. Daily exercises and reading assignments. A student who does not receive an honors grade in this course may continue in French only by special permission of the department.

Freshman course. Prerequisite, French 103-104 or a score of 500 to 580 on the CEEB examination.

Hours B, G

Savacool, I. Crosman, Carter

109 Introduction to French Literature

An introduction to the methods used in the analysis of literature. A study of representative French fiction, poetry, and drama. Conducted in French.

Freshman course. Prerequisite, an honors grade in French 103-104 or a score of 580 or higher on the CEEB examination. Students who have taken French 107, 108 are not eligible for this course.

Hours C, G, L

Henkels, I. Crosman, Carter

110 Le Récit, Study of Genre (continuation of introductory course)

An examination of changing styles, concerns, and techniques in the genre from La Princesse de Clèves to L’Etranger. Conducted in French.

Freshman course. Prerequisite, French 109 or permission of the department.

Hours C, G

Henkels, I. Crosman
201 Romanticism, Study of a Literary Movement

A study of the romantic movement in nineteenth century France, with emphasis on the techniques of poetry and drama. Conducted in French.

Sophomore course. Prerequisite, French 110 (or French 107, 108 with an honors grade) or permission of the department.

Hour C

202 The Nineteenth Century Novel

A detailed study of novels by Stendhal, Balzac, Flaubert, and Zola. Lectures, readings, and written reports. Conducted in French.

Sophomore course. Prerequisite, French 201 or permission of the department.

Hour C

301 Classical Theatre

A detailed study of plays by Corneille, Racine, and Molière. Lectures, readings, and written reports. Conducted in French.

Junior course. Prerequisite, French 110 or 201 or 202.

Hour B

302 Ideas and Doctrines, from Montaigne to the Romantics

Theories, doctrines and speculations on the nature of man, society, and the arts as they are reflected in French writing from the time of Montaigne to the early romantics of the nineteenth century. Lectures, readings, written reports. Conducted in French.

Junior course. Prerequisite, French 202 or 301.

Hour B

303 The Novel, from the Naturalists to Proust (Offered 1970-71; not to be offered 1971-72.)

Readings of representative French fiction of the modern era leading to an introductory study of Proust. Conducted in French.

Junior course. Prerequisite, French 202.

Hour DE

304 The Novel, from Gide to Camus (Offered 1970-71; not to be offered 1971-72.)

A study of the existentialist theme as reflected in twentieth century French fiction. Conducted in French.

Junior course. Prerequisite, French 202.

Hour DE
French

305  Symbolism (Not offered 1970-71; to be offered 1971-72.)

Theories and doctrines of the symbolist movement as found in the poetry and criticism of Baudelaire, Rimbaud, Mallarmé, and Valéry.  Conducted in French.

Junior course.  Prerequisite, French 202.

Hour AB  I. Crosman

306  Modern Theatre (Not offered 1970-71; to be offered 1971-72.)

Representative French drama from 1900 to the present.  Includes the study of plays by Jarry, Cocteau, Claudel, Giraudoux, Sartre, Camus, Becket, and Genet.  Conducted in French.

Junior course.  Prerequisite, French 305 or permission of the department.

Hour AB  I. Crosman

307  Courtly Literature and Renaissance Poetry (Offered 1970-71; not to be offered 1971-72.)

Courtly literature of the Middle Ages, followed by an introductory study of sixteenth century poetry.  Conducted in French.

Junior course.  Prerequisite, French 202.

Hour JK  Carter

308  French Poetry of the Twentieth Century (Offered 1970-71; not to be offered 1971-72.)

Representative French poetry from 1900 to the present.  Includes the study of poems by Apollinaire, Supervielle, Char, and Ponge.  Conducted in French.

Junior course.  Prerequisite, any 300-level course or permission of the department.

Hour JK  Carter

401  A Study of a Single Author

A detailed study of a single major literary figure: his works, his milieu and his era, and how he has been evaluated by literary critics.  Conducted in French.

Senior course.  Open to non-majors who have taken any two 300-level courses.

Hour PF  Savacool

402  Literary Theory

A review of French literary doctrines from the Pléiade to the modern era, followed by a study of the aesthetic theories of the surrealists, the absurdists, and the new novelists.  Conducted in French.
Senior course. Required course in the major. Prerequisite, French 401 (302 for non-majors).

Hour PF

HONORS COURSES

H352 Junior Thesis Course

H451-452 Senior Thesis Course

SPANISH (Div. I)

MAJOR PROGRAM

Sequence courses:

Spanish 107 Introduction to Spanish Literature
Spanish 108 Twentieth Century Spanish Literature
*Spanish 201 Nineteenth Century Spanish Literature
*Spanish 202 Spanish Literature from 1898 to the Civil War
Spanish 301 Cervantes: Don Quijote
Spanish 302 Spanish Theater of the Golden Age
Spanish 401 Medieval and Renaissance Literature
Spanish 402 Main Currents of Spanish Literature

Electives

(Students entering the major at the “100” level must take one of the following. Students entering the major at the “200” level must take three of the following):

Spanish 105 Stylistics
Spanish 203 Introduction to Spanish American Literature
Spanish 204 Modern Spanish American Literature
Spanish 208 The Novels of Pérez Galdós
Spanish 304 Spanish Literature from the Civil War to the Present

*Spanish 201 and 202, if not offered in any given year, may be replaced by 203 and 204 as sequence courses.
Spanish

The Spanish major, consisting of nine semester courses and one Winter Study Project, seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students intending to major in Spanish, and who are considering the possibility of taking their junior year in Spain or Latin America, should discuss their program with a member of the department early in the sophomore year.

THE DEGREE WITH HONORS IN SPANISH

Candidates for the Degree with Honors in Spanish are required to write a special Honors Thesis, in Spanish, under the direction of a member of the department. Honors candidates will normally register for Spanish H352 in their junior year, and H451-452 in their senior year. Such candidates are permitted to omit the departmental elective. They may also substitute a program of independent study, involving thesis preparation, for the required Winter Study Project.

LANGUAGE COURSES

All incoming Freshmen who register for any Spanish course above the 102 level, regardless of their previous preparation, must take the CEEB Spanish Achievement Test when it is administered at Williams at the opening of the fall semester.

(Division I distribution credit is granted for all Spanish courses above the elementary level.)

101-W-102 Elementary Spanish

Grammar, elementary composition, practice in conversation and reading of easy modern prose.

This course is conducted by the intensive oral method. The class meets five hours a week. In addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory. Credit granted only if both semesters are taken. Students electing Elementary Spanish are also required to register for a sustaining Spanish course, meeting three hours a week, during the Winter Study period. Candidates for the Degree with Honors may be exempted from the winter study sustaining course with the permission of the Department of Romanic Languages.

Freshman course. For students who have studied less than two years of Spanish in secondary school.

Hour A and J Tu., Th.

First semester: GONZÁLEZ

Second semester: ORRINGER
103-104 Intermediate Spanish

Continuation of Spanish 101-102. Review of grammar. Stress on the spoken as well as the written tongue. Reading of literary selections of the modern period.

The class meets four hours a week. In addition, students are required to spend two half-hour periods every week in the Language Practice Laboratory. The two courses in this sequence normally constitute a year’s program. A student may elect 104, only by special permission of the department.

Freshman course. Prerequisite, Spanish 101-102 or two years of Spanish in secondary school.

Hour B and R, F Fri

First semester: Piper
Second semester: González

105 Stylistics

Close analysis of linguistic problems as revealed in the writings of representative Spanish and Spanish American authors. Frequent compositions based on Spanish literary models.

As part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory. Three hours of class meetings per week.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour L

Piper

LITERATURE COURSES

107 Introduction to Spanish Literature

An introduction to the main currents of Spanish literature through the analysis of representative authors from the Middle Ages through the nineteenth century. Lectures, class discussions, and written exercises. Conducted in Spanish.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour C

Orringer

108 Twentieth Century Spanish Literature

The study and analysis of representative writers and movements from the Generation of 1898 to the present. Lectures, class discussions, and written exercises. Conducted in Spanish.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour C

González
Spanish

201 Nineteenth Century Spanish Literature (Offered 1970-71; not to be offered 1971-72.)

The interpretation of romanticism and realism through a close study of the major representatives of these two movements. Lectures, class discussions, and written exercises. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour D

González

202 Spanish Literature from 1898 to the Civil War (Offered 1970-71; not to be offered 1971-72.)


Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour D

Orringer

[203 Introduction to Spanish American Literature (Not offered 1970-71; to be offered 1971-72.)

The study of representative authors from the colonial period to the end of the nineteenth century, with special emphasis on those writers who most clearly reflect the unique aspects of Spanish American civilization. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour M

González]

[204 Modern Spanish American Literature (Not offered 1970-71; to be offered 1971-72.)

The study of representative authors from the modernista movement to the present. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour M

González]

206 Latin American Literature in Translation (Offered 1970-71; not to be offered 1971-72.)

An introduction to the major cultural currents of Spanish and Portuguese America through the study in English translation of selected literary works of the nineteenth and twentieth centuries.

Sophomore course. Not open to students who have had Spanish 103-104 or higher.

Hour M

González

[208 The Novels of Pérez Galdós (Not offered 1970-71; to be offered 1971-72.)

An analytical survey of representative works of Galdós, with special emphasis on his unique role in the development of the modern Spanish novel. Conducted in Spanish.

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210 Empire, Utopia, and Mysticism in Hispanic Literature (in translation) (Offered 1970-71; not to be offered 1971-72.)

The ideals and failures of Counter-Reformation Spain and Portugal as reflected in Camões, Cervantes, and the mystic poets. After an initial study of the anonymous *Lazarillo de Tormes*, as the last major manifestation of the pre-Tridentine prose narrative, the course will concentrate on *The Lusiads* and the theme of Christian empire, *Don Quijote* and the theme of prudence versus folly, and the poetry of St. John of the Cross as an ascetic liberation from the imperfections of this world. *Conducted in English.*

Sophomore course. No Prerequisite.

Hour JK

301 Cervantes: Don Quijote

A critical study of Cervantes' immortal novel, with special reference to some of its traditional interpretations. *Conducted in Spanish.*

Junior course. Prerequisite, any “200” course.

Hour C

[302 Spanish Theater of the Golden Age (Not offered 1970-71; to be offered 1971-72.)


Junior course. Prerequisite, any “200” course.

Hour C

304 Spanish Literature from the Civil War to the Present (Offered 1970-71; not to be offered 1971-72.)

A study of the esthetics and the social criticism of contemporary Spain as reflected in the novels of Cela and Goytisolo, in the “uprooted poets” (Blas de Otero, José Hierro, and others), and in the works of writers living in exile (Sender, Ayala, etc.). *Conducted in Spanish.*

Junior course. Prerequisite, any “200” course.

Hour G

401 Medieval and Renaissance Literature

An examination of some major literary works of the Middle Ages and the Renais-
Spanish, Russian

sance, with special emphasis on the esthetic and didactic aspects of these works. Conducted in Spanish.
Senior course. Prerequisite, Spanish 302.
Hour DE

402 Main Currents of Spanish Literature
An examination of some recurrent themes in Spanish literature, with particular attention to those artistic traits which reflect the spirit of Spanish thought and sensitivity. Conducted in Spanish.
Senior course. Prerequisite, Spanish 401.
Hour DE

HONORS COURSES
H352 Junior Thesis Course
H451-452 Senior Thesis Course

RUSSIAN (Div. I)

DEPARTMENTAL STAFF FOR 1969-70
Chairman, Associate Professor N. Fersen
Associate Professor deKeyserlingk, Associate Professor Fersen, Mr. Sloane.

COURSES OF INSTRUCTION 1970-71

MAJOR PROGRAM in Russian (with Russian Area Studies)
Sequence courses
Russian 105-106 Advanced Russian
or
Russian 123-126 Intensive Intermediate and Advanced Russian
Russian 201-202 Readings in Russian Civilization
Russian 401-402 Studies in Russian Literature

Parallel courses
Any four semester courses from the following:
Russian 301, 302 Introduction to Russian Literature in Translation
The courses required in the departmental sequence are designed to acquaint the student with the Russian language, Russian culture, and the history of Russian literature. The parallel courses deepen his knowledge of Russia further through study of literary history and the historical, economic, and intellectual background.

THE DEGREE WITH HONORS IN RUSSIAN (with Russian Area Studies)

Eligible students majoring in Russian (with Russian Area Studies) who plan to become candidates for the degree with honors may do so by electing the following program of either four semester honors courses or two semester honors courses and the Russian honors thesis written in Russian, in addition to two semester courses from the list of parallel courses above.

**Junior year**

Russian 201-202 Readings in Russian Civilization

Two semester honors courses from the following:

1. Independent study in Russian Literature in Russian;
2. The Russian Area studies courses offered by other departments (listed as parallel courses above) for honors credit by prior arrangement with the instructor involved.

**Senior year**

Russian 401-402 Studies in Russian Literature

and either

Russian H451-452 Senior Honors Thesis

or

Two semester courses from the following:

1. Independent Study in Russian Literature in Russian;
2. the Russian Area studies courses given by other departments (listed above as parallel courses) for honors credit by prior arrangement with the instructor involved.
Russian

101-102  Elementary Russian
Grammar, oral use of the language, reading of graded prose.
The class meets three hours a week; but in addition, as part of their preparation, students are required to spend two scheduled half-hour periods every week in the Language Practice Laboratory. Credit granted only if both semesters are taken.
Students electing this course must take the sustaining introductory program in the Winter Study period. Candidates for the Degree with Honors may be exempted from the winter study sustaining course with the permission of the Russian Department.
Freshman course. For students who have studied less than two years of Russian in secondary school.
Hour B

103-104  Intermediate Russian
Continuation of Russian 101-102; grammar, oral and written use of the language. Reading of graded prose selections from Russian literature. Reading of scientific texts will be arranged for those students interested in preparing for graduate work in science.
The class meets three hours a week; but in addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory.
Freshman course. Prerequisite, Russian 101-102 or two years of Russian in secondary school.
Hour K

105-106  Advanced Russian
Continuation of Russian 103-104; a further study of oral and written Russian based on classical and contemporary texts and contemporary speech.
The class meets three hours a week; but in addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory.
Freshman course. Prerequisite, Russian 103-104 or three or more years of Russian in secondary school.
Hour C

123-126  Intensive Intermediate and Advanced Russian
Continuation of Russian 101-102; grammar, oral and written use of the language based on graded prose selections and contemporary speech. The class meets five hours a week; but in addition, as part of their preparation, students are required to spend three half-hour periods every week in the Language Practice Laboratory. Students electing this course are advised to take the intensive Russian course in the Winter Study period as their project.
Freshman course.  Prerequisite, Russian 101-102 or two years of Russian in secondary school.  

Hour CL

MRS. DEKEYSERLINGK

201-202 Readings in Russian Civilization  
A course in extensive Russian language readings designed to introduce the student to various aspects of the Russian scene. 

First semester: A study of the land, the people, their character and thought, as expressed by Russian writers, past and present. 

Second semester: A study of illustrative Soviet letters through articles, essays, and fiction.  

Conducted in Russian.  Class discussions, oral and written reports. 

Sophomore course.  Prerequisite, Russian 105-106 or Russian 123-126.  

Hour DE

SLOANE

[301, 302] Introduction to Russian Literature in Translation (Not offered 1970-71.)  
A study and interpretation of representative works from the early days to the October Revolution, with a brief survey of Soviet trends.  Reading and written exercises.  In English.  Collateral reading in Russian will be assigned to, and conferences held with, students preparing for more advanced work in Russian.  

Junior course.  Prerequisite, two semesters’ work in literature or, for students majoring in Russian, Russian 201-202.  Russian 301 is a prerequisite for Russian 302.  

Hour MN

FERSEN

303 The Great Age of Russian Realistic Prose  
Turgenev, Dostoevsky, and Tolstoy: an analysis of the works and of the literary and historical trends which led to their emergence.  Conducted in Russian. 

Junior course.  Prerequisite, Russian 201-202.  

Hour AB

KROCHTA

[304] Russian Poetry in the Twentieth Century (Not offered 1970-71.)  
How the great age of Realism ushered in the “Silver Age” of poetry that helped Russian letters survive the crucial years 1917-1925.  Russian poets in exile.  Contemporary poets in the USSR.  Conducted in Russian.  

Junior course.  Prerequisite, Russian 201-202.  

Hour GS

FERSEN

[305] The Russian Drama (Not offered 1970-71.)  
A study of representative works of Griboedov, Gogol, Turgenev, Ostrovsky, Chek-
Russian

hov and others in their relations to the historical and cultural background. Conducted in Russian.

**Junior course.** Prerequisite, Russian 201-202.

**Hour** GS

[306 **Russian Prose in the Twentieth Century in Translation (Not offered 1970-71.)**

The eve of the revolution: Chekhov and Gorki. The two paths of contemporary Russian literature: Soviet literature and Russian literature in exile. In English. Collateral reading in Russian will be assigned to, and conferences held with, students doing advanced work in the Russian language.

**Junior course.** Prerequisite, two semesters’ work in literature or, for students majoring, or wishing to take advanced work, in Russian literature, Russian 201-202.

**Hour** QG

307 **Russian Literature in Translation (To be offered 1970-71 only.)**

The birth of Russian Realism and its encounter with Christianity. How Pushkin made it technically possible: what Gogol discovered in this area; how Dostoevsky and Tolstoy struggled with their “accursed questions” using realistic prose as an idiom.

**Junior course.** Prerequisite, two semesters’ work in literature or, for students majoring in Russian, Russian 201-202.

**Hour** MN

308 **Russian Literature in Translation (To be offered 1970-71 only.)**

Realism meets Communism in Russia and tries to cope with: 1) The soil—Sholokhov’s *Don*; 2) Christianity—Pasternak’s *Zhivago*; 3) Politics—Solzhenitsyn’s *Circle.*

**Junior course.** Prerequisite, two semesters’ work in literature or, for students majoring in Russian, Russian 201-202.

**Hour** MN

401-402 **Studies in Russian Literature**

An intensive study of selected works in the fields of the drama, lyric and prose narrative representative of the basic character of Russian thought and of the major trends in the history of Russian literature. Critical analysis and integration of the reading with the work in the other departmental courses. Conducted in Russian.

**Senior course.** Required course in the major. Prerequisite, prior or (with departmental permission) concurrent study of Russian 303 or 305 and 304 or 306.

**Hour** DE

H451-452 **Senior Honors Thesis In Russian.**

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HONOR SYSTEM

All examinations at Williams are conducted under an honor system, established in 1896, which expresses confidence in the fundamental integrity of each student.

The presence of proctors in the examination room is dispensed with, and each student is placed on his honor. He is free during examinations to move about, to speak to his companions, and to leave the room at any time, provided that he does not disturb others.

The following statement is signed on any examination or other work written in the classroom: I have neither given nor received aid in this examination.

All cases of alleged infraction are dealt with by the Honor System and Discipline Committee. This committee has the power to decide on the question of guilt and to recommend to the faculty the penalty of dismissal from college in the case of a senior, junior, or sophomore, and suspension in the case of a freshman.

The details of the Honor System are to be found in the booklet, College Regulations, published annually.

Literary Honesty

The Williams definition of literary honesty is "to avoid both in appearance and in fact any intent to present as one's own work the words or ideas of another."

Plagiarism (literary dishonesty) renders a student liable to suspension or dismissal from college.

Careful observance of the following standards of literary honesty is required:

(a) A direct quotation must always be identified by quotation marks or by indenting and single-spacing or by reduced type-size of the quoted material. A note must be used to show the exact source. (A quoted passage may range from a single word—if it is a peculiarly pertinent one—to a phrase, sentence, paragraph or series of paragraphs.)

(b) A paraphrase of the work of another must be acknowledged as such by a note stating the source.

(c) Indebtedness to the specific ideas of others, or the summarizing of several pages, even though expressed in different words, must be acknowledged by a note specifying the source.
Students of the highest academic standing are elected to membership in the Phi Beta Kappa Society. The Williams, or Gamma of Massachusetts, chapter of Phi Beta Kappa was established July 21, 1864.

**Eligibility for Election to Membership**

(1) The requirements for election to membership shall be a grade average of 9.0 and a “pass” in all required Winter Study Projects. At the end of junior year, the highest 7 per cent of the junior class, ranked by cumulative grade average, shall be elected to membership provided that they have attained the required average. Juniors elected to Phi Beta Kappa shall have completed enough courses to be considered candidates for the B.A. degree in the following year.

(2) In the senior year there shall be two elections to membership. Such members of the senior class as have a 9.0 average at the end of the first semester and Winter Study Project, counting all freshman grades, shall be elected to membership at that time. A final election of seniors shall be held in June, the required average being arrived at with or without counting freshman grades. Any undergraduate who leaves Williams at the end of his junior year to attend graduate school may be elected under the normal membership provisions, but counting all freshman grades.

(3) No one shall be elected to membership who has not been a student in Williams College for at least two years.

(4) Any student who has taken college work elsewhere, at an institution that has a chapter of Phi Beta Kappa or Sigma Xi, and who has completed at least two years of courses toward graduation at Williams College shall have all his grades count towards membership in Phi Beta Kappa, provided that a candidate who has been a student at Williams for two years or three years shall have maintained an average of 9.0 during that time.

(5) Honorary members may be elected from distinguished alumni of at least twenty years standing. No more than one such member shall be elected each year.
(6) Any student who shall have gained his rank by unfair means or who is not of good moral character is ineligible to election.

(7) The name of a member elect shall not be entered on the roll until he has accepted the election and has paid to the Treasurer the regular entrance fee.

(8) Any immediate member who withdraws from the College before graduation or who falls short of the minimum Phi Beta Kappa scholastic standing may, upon a two-thirds vote of the members present at the annual meeting, be deprived of his membership in the Society.

(9) Any immediate member who is expelled from college shall be deprived of his membership in the Society.

(10) While connected with Williams College as an officer of instruction or administration, any alumnus of Williams College who is a member of another chapter of Phi Beta Kappa shall be considered a regular member of the Williams chapter.

(11) While connected with Williams College as professor, associate professor or assistant professor, any member of another chapter of Phi Beta Kappa shall have all the privileges of the Williams Chapter, including holding office and voting. While connected with Williams College, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams Chapter, except holding office and voting.
ACADEMIC STANDARDS
AND REGULATIONS

Registration
Registration for the fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. Students who do not complete their registration at these times are charged the following fees:

- $5.00 for course changes made at any time except during the week of spring registration
- $10.00 for late registration
- $25.00 for failure to register by the end of the fall or spring semesters.

Attendance
In order to give each student a larger share of responsibility for his own education, Williams College does not administer a general system of required classroom attendance. The College expects students to make full use of their educational opportunities by regular class attendance and to assume the academic risks incurred by absences.

Although no formal system of class attendance will be maintained by the College, an instructor may set such standards of attendance as he feels are necessary for the satisfactory conduct of his course. Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence will result in their being dropped from that course. Attendance will continue to be required at announced tests and final examinations unless specifically excused. Successful completion of the physical education program will continue to be a requirement for the degree except for students excused by the Medical Department or the Dean.

Grading System and Records
The following grade system is used: A, excellent; B, good; C, fair; D, passing; E, failing. These letters with plus and minus value have the following numerical equivalents in calculating grade averages:

- A+ = 12
- B+ = 9
- C+ = 6
- D+ = 3
- A = 11
- B = 8
- C = 5
- D = 2
- E = -1
- A- = 10
- B- = 7
- C- = 4
- D- = 1
A report of scholarship is sent by the Registrar to every student’s parents or guardian at the close of each semester. A permanent record of each student’s scholarship is kept, and by this record his promotion and graduation are determined.

Mid-Semester Warnings for Freshmen

In the middle of each semester, instructors report to the Registrar those Freshmen whose grades, as estimated at that time, are below C minus. Official notice is sent to each such student. A notice will be sent to the parents or guardian of a Freshman who receives two or more warning grades.

Completion of Courses

Students are required to take and complete four courses each semester. Exceptions to this rule may only be made by special permission of the Committee on Academic Standing upon the recommendation of the department concerned. A grade of E will be assigned to any course dropped after the beginning of the semester. No course changes may be made in a student’s schedule after the second week of the semester without the approval of the Committee on Academic Standing.

A student must secure a passing grade in the class work of a course in order to be admitted to the final examination. A course is considered completed for any semester when the student has obtained a grade as high as D minus, based on both the daily work and the final examination. If he fails to do this, he must cancel the deficiency in one of these ways:

1. repeat the course and attain a grade of D minus or higher in addition to the normal course load;
2. take an extra semester course to make up the credit;
3. in case of a first semester failure in certain courses, obtain a grade as high as C minus in the work of the second semester;
4. in the case of a failure in the first semester of senior year, pass an extra course the second semester to make up this deficiency. This does not apply, however, to a failure in the first semester of a required major course. In this case, the senior may be dropped from college at midyear.

If a failure occurs in the first semester of a full-year course the student may, with the consent of the instructor, continue the course. If a failure occurs in the second semester of a full-year course, credit for passing the first semester may be retained only upon the recommendation of the department concerned and with the approval of the Committee on Academic Standing.
Academic Standards and Regulations

Winter Study Project

Students must take and pass a Winter Study Project in each of their four years unless excused by the Committee on Academic Standing. A student who fails his Winter Study Project may be required by the Committee on Academic Standing to make up the deficiency in a manner determined by the Committee. Possible means include, but are not limited to, taking a fifth course in the spring semester or participating in a substitute project during a four-week period beginning around June 1. Students who fail through gross neglect of work may be required to resign.

Pass-Fail Option

A student may take a fifth course on a pass-fail basis by stating his intention to do so at Registration. After the semester has begun, he may not change the course to a graded basis. A pass-fail course may be dropped within the first seven weeks of the term without a grade only by permission of the Dean. Such a course may not be used to make up a previous or anticipated deficiency.

Admission to Final Examinations

A student who does not have a passing grade in a course at the end of class meetings may not take the final examination and will be given a grade of E deficiency for the course.

If a student has not completed, on the last day of classes, all work necessary for a passing grade, he must apply to the Dean for an extension of time. Otherwise he will not be permitted to take the final examination. No extensions will be granted beyond the time of the final examination, except in cases of serious illness.

Completion of Courses without Examinations and Winter Study Projects

In courses without examinations (independent study and some honors seminars) all written work must be submitted by the last day of classes for that semester. Extensions may be granted only by the Dean. No extensions will be granted beyond the end of the examination period except in cases of serious illness. Winter Study Projects must be submitted by the last day of the Winter Study Program. Projects will be accepted after this date only upon recommendation of the department concerned and the approval of the Winter Study Program Committee.
Eligibility for and Completion of Majors

To be eligible for any major, a student must have received grades of C minus or better in each semester of the prerequisite course and in any other course taken in the sophomore year which is required in the major, and a Pass on any Winter Study Project he has taken in that department. A student who falls below this standard may major in this subject only with the approval of the Committee on Academic Standing in consultation with the chairman of the department.

In addition to the passing of each major course and of a major Winter Study Project, the student must obtain a major grade of 4.0 or higher. If it so desires, a department may also require a student to pass a major examination. The major grade is determined by combining the grades of all major courses, and, where applicable, the grade attained in the major examination. The latter should count for no more than one fifth of the total. A student who receives a grade of E in the first semester of a required major course in his senior year may be dropped from college at midyear. Seniors who have an average of less than 4.0 in the major field may also be dropped or allowed to resign at midyear.

Eligibility for the Honors Program

To qualify for admission to the honors program a student must meet certain grade requirements, and he must be recommended by his major department as having demonstrated an interest and an initiative which will make his participation in the program rewarding to himself and to his fellow students. During the last two semesters in which he has taken courses in his major, the candidate for honors must have achieved an average grade of B (8.0) or higher in all such courses; in addition, during the two semesters immediately preceding admission to the honors program he must have achieved among all his courses a total of at least five grades of B minus (7.0) or higher. Subject to the department’s approval of his candidacy the student enrolls in honors courses when he registers. A student who is eligible for admission to honors may be permitted by his department to register for less than the full complement of honors work, although he will not thereby qualify for the honors degree. A student whose grades do not conform to honors standards may enroll in honors courses only upon the written recommendation of his department and with the consent of the Committee on Academic Standing.

Students admitted to the honors program are required, as a condition for remaining in the program, to maintain average grades each semester of B
Academic Standards and Regulations

(8.0) or higher in honors courses and sequence courses. Continued participation in the honors program requires approval of the department as well as fulfillment of the grade requirements. A student who has been dropped from the program can be reinstated as an honors degree candidate only by action of the Committee on Academic Standing following a formal written request for reinstatement from the department concerned. No student can take the honors examination (or have a thesis accepted for honors degree credit) unless he is accepted by the Committee as an honors degree candidate prior to May 15th of his senior year.

Admission of Sophomores to Honors Courses

Any student who attains six grades of B (8.0) or higher during his freshman year, including two in the prerequisite to any major, may apply through his department to the Committee on Academic Standing for admission to an honors course as a second semester elective in his sophomore year. Admission will be contingent upon his achieving three grades of B minus (7.0) or higher during the first semester of his sophomore year, including a grade of B (8.0) in any course in the field of his prospective major.

Examinations in the Honors Program

Each honors course requires an appropriate evaluation of the student’s work by means of a final examination, a series of oral or written reports, a term paper or some combination of these.

Students who have taken honors courses and who have not written an honors thesis take a terminal honors-major examination. This examination (if written) is not less than four and not more than six hours in length. The honors-major examination can be completely different from the regular major examination or, at the option of departments, only partially different. Individual oral examinations may be substituted for part of the written examination on the basis that one hour of oral examination is to be equivalent to two hours of written examination. These examinations, not necessarily restricted to the content of the honors courses, will provide the student with the opportunity for a culminating demonstration of ability in his field. Students who have written an honors thesis take the major examination given to non-honors seniors; each department at its discretion may require such students to take an oral examination, not to exceed one hour in length, on the thesis. The honors thesis must be submitted, in a form acceptable to the department, not later than one week preceding the beginning of the final examination period.
Eligibility for Extracurricular Activities

A student is eligible to represent the College in any athletic, dramatic, literary, musical, or other organization as a member, substitute, or officer unless:

1. He is on Probation for disciplinary reasons;
2. He is made ineligible by vote of the Committee on Academic Standing because of a dangerously low record.

Freshmen are normally not eligible for intercollegiate varsity competition.

No student who enters by transfer from another college shall be eligible to represent the College in any intercollegiate contest for a period of two semesters after his entrance.

All competitors for college organizations are subject to the same eligibility rules as officers or other members of these organizations.

Withdrawal from College

A student wishing to leave College should discuss his plans with the Dean before departure and submit a letter requesting permission to withdraw. He must pay all College bills to the Treasurer’s Office before his departure will be approved.

No student may voluntarily withdraw from college in good academic standing after the seventh week of each semester. After that date, a student is expected to complete the work of the semester, and grades will be recorded for each course in which he is enrolled.

Separation for Low Scholarship

It is the policy of Williams College not to permit a student to remain in residence after it has become evident that he is either unable or unwilling to maintain reasonable standards of achievement. At the end of each semester the Committee on Academic Standing will review all academic records which fail to meet the following minimum academic requirements.

For Freshmen: three passing grades including two grades of C minus or better in each semester
six passing grades including four grades of C minus or better for the year
Pass on the Winter Study Project

For Upperclassmen: Three grades of C minus or better each semester
six passing grades including five grades of C minus or better for the year
Pass on the Winter Study Project
Academic Standards and Regulations

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress (including the accumulation of three deficiencies) may be placed on academic probation or required to resign.

Dean’s List

All students who have attained a semester average of 8.00 or higher in the preceding semester, are elected to the Dean’s List.

Phi Beta Kappa

The standards for election to the Phi Beta Kappa Society are established by the Society and are given on page 266.

Awarding of Degrees

To be eligible for the Bachelor of Arts degree a student must pass 32 semester courses with grades of C minus or higher in at least 19 semester courses, pass four Winter Study Projects (unless excused from one by the Committee on Academic Standing), and attain a major grade of C minus.

By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the faculty, have paid to the treasurer all college dues and other college charges, and have returned all books belonging to the library.

Graduation with Honors or Highest Honors

To be considered for the degree with honors, the candidate must meet these requirements:

1. An average of at least B (8.0) for all honors courses (including thesis and independent study courses) and required junior and senior sequence courses;*
2. An average of at least B minus (7.0) for all sophomore, junior, and senior courses, taken together;
3. A grade of B minus or higher for his honors examination; and,
4. For thesis candidates a grade of B minus or higher for the thesis.

*These grade requirements do not apply, however, to “outside” honors courses or independent study, freely elected by the student, which are not offered within the departmental honors program.
A candidate qualifies for the degree with highest honors if, in addition to meeting the four requirements above, he attains a major grade of A minus (10.0) or higher.

A candidate who fails to meet any of these requirements or who resigns from the honors program is immediately transferred to candidacy for the regular degree and is subject to its requirements. He is entitled, however, to substitute two semester courses in honors for two parallel semester courses.

**Graduation with Distinction**

The faculty will recommend to the trustees that the degree of Bachelor of Arts with certain distinctions be conferred upon those members of the graduating class who have met the following standards.

Students who have passed all required Winter Study Projects and have obtained a four year grade average of:

- 8.00 to 9.24—Bachelor of Arts *cum laude*.
- 9.25 to 10.24—Bachelor of Arts *magna cum laude*.
- 10.25 or higher—Bachelor of Arts *summa cum laude*.

For requirements for the degree with honors or highest honors, see above.
PRIZES AND FELLOWSHIPS

The names of persons to whom awards have been made in 1968-69 are given in the back of this catalog.

Prizes in Special Studies

JOHN SABIN ADRIANCE PRIZE IN CHEMISTRY. From a fund given by John Sabin Adriance, 1882, a prize of $85 is given to the student who has maintained the highest rank in all courses offered by the department of chemistry.

BENEDICT PRIZES. From a sum of money given by Erastus C. Benedict, 1821, once an instructor in the College, first ($40) and second ($20) prizes are awarded for excellence in biology, French, German, Latin, Greek, history, and mathematics.

KENNETH L. BROWN, CLASS OF 1947, AWARD IN AMERICAN STUDIES. From a fund established by his parents in memory of Kenneth L. Brown, $75 is awarded annually, at the end of his junior year, to a student specializing in some area of American studies, with preference given to students majoring in American history and literature and to candidates for the degree with honors.

DAVID TAGGART CLARK PRIZE. Established by a bequest from the estate of David Taggart Clark. $50 is awarded annually to a sophomore or freshman who excels in Latin declaration or recitation.

CONANT-HARRINGTON PRIZE IN BIOLOGY. A prize of $50 founded by the class of 1893 in memory of two of their classmates is awarded upon the recommendation of the chairman of the department of biology for outstanding work done in biology.

GARRETT WRIGHT DE VRIES MEMORIAL PRIZE. From a fund in memory of Garrett Wright De Vries ’32, given by his father, Dr. Joseph C. De Vries, a prize of $15 is awarded annually on recommendation of the department of Romanic Languages for excellence in Spanish.

SHERWOOD O. DICKERMAN MEMORIAL PRIZE. In memory of Sherwood O. Dickerman, professor of Greek at Williams College, friends of Williams College and of the Classics donate annually a prize to a sophomore or freshman who has distinguished himself in his Greek studies.
Dwight Botanical Prize. A fund created by the bequest of Nellie A. Dwight to establish a prize in memory of her father, Henry A. Dwight, 1829. A sum of $50 is awarded annually to the student who maintains the highest standing in botany during the year.

Gilbert W. Gabriel Memorial Award in Drama. From a fund established in 1953 by a group of friends in memory of Gilbert W. Gabriel ’12, a cash prize is awarded to that senior who, during his four years, has made the most notable contribution to the advancement of theatre at Williams College. The committee of award includes the director of the Adams Memorial Theatre, one other faculty member, and the president of the Gargoyle Society.

Arthur C. Kaufmann Prize in English. In memory of Arthur C. Kaufmann ’99, a fund has been established by his fellow workers for a book prize awarded annually on the recommendation of the English department for excellence in English.

Leverett Mears Prize in Chemistry. From a fund established by a member of the class of 1906. A prize of $75 is awarded to that senior majoring in chemistry who has been admitted to graduate study in the medical sciences or to medical school, and who, in the opinion of the members of the Chemistry Department, has had a distinguished record in chemistry and shows outstanding promise.

John W. Miller Prize in Philosophy. A group of grateful alumni who studied under Professor John W. Miller have established a fund as a continuing symbol of their appreciation of his teaching. The income shall be used to purchase a book prize to be awarded to the individual selected by the chairman of the philosophy department as the outstanding philosophy student for that year.

Richard Ager Newhall Book Prize in European History. In honor of Richard Ager Newhall, distinguished historian and teacher of history at Williams College, 1924-1956, the department of history awards a book to the freshman who writes the best essay in History 101-102 or 101-104.

Rice Prizes. Bequest of James Lathrop Rice for the encouragement of Latin and Greek scholarship. A prize of $150 is awarded to a junior or senior who has distinguished himself in Latin studies. A similar prize is awarded for distinguished work in Greek.

Lawrence Robson Memorial Prize in Chemistry. Given in memory of Lawrence Robson ’59 who died during his college career, a prize of $400 is awarded annually to the most outstanding and deserving student majoring
Prizes and Fellowships

in chemistry. The selection is made by a committee of three members of the department of chemistry, one of whom shall be the chairman of that department.

**Bruce Sanderson Award for Excellence in Architecture.** From a fund established by the friends, family, and classmates in memory of Bruce Sanderson, Class of 1956, who died while serving in the United States Navy. Since Bruce Sanderson found his special interest at Williams and at graduate school in architecture, this award of cash is given each year to the senior who, in the opinion of the faculty members who teach architecture, shows the greatest achievement and promise in this field.

**Edward Gould Shumway Prize in English.** In memory of Edward Gould Shumway, 1871, a fund has been established by his daughter, Mary Shumway Adams, from which a prize of $75 is awarded annually to a senior majoring in English who has, in the judgment of the English department, done the most distinguished work in English literature and composition.

**Theodore Clarke Smith Book Prize in American History.** In honor of Theodore Clarke Smith, distinguished historian and teacher of history at Williams College, 1903-1938 and 1943-44, the department of history awards a book to the sophomore who writes the best essay in History 203-204 or 205-206.

**Karl E. Weston Prize for Distinction in Art.** In appreciation of Karl Weston’s great service to Williams College as teacher and as Director of the Lawrence Art Museum, a book prize is awarded each year at commencement to a senior majoring in art whose work has shown unusual brilliance, imagination and industry.

Essay Prizes

**Academy of American Poets Prize.** A prize of $100 awarded by the department of English for the best poem or group of poems by an undergraduate. The prize was made possible originally by a bequest of Mrs. Mary Cummings Eudy, a former member of the Academy, and is now continued through the generosity of an anonymous donor. Twenty-four colleges and universities in various parts of the United States participate.

**Henry Rutgers Conger Memorial Literary Prize.** Fund established by members of the class of 1899 for a prize of $85 awarded annually in memory of their classmate, Henry Rutgers Conger, for the best contribution of prose or poetry submitted to a literary magazine published by the undergraduates of the College, as judged by a committee from the department of English.
Prizes and Fellowships

ARTHUR B. GRAVES FUND. Established by Arthur B. Graves, 1858, for six prizes of $25 each for the best six essays prepared by seniors on subjects assigned by the following departments: art, economics, history, philosophy, political science, religion. A further prize of $80 is awarded to the student "who shall deliver his essay in the most effective manner before a public audience."

C. DAVID HARRIS JR. BOOK PRIZE IN POLITICAL SCIENCE. In memory of C. David Harris Jr., 1963, who died during his college career, a book is awarded annually to the Political Science major who writes the best essay in Political Science 301, 302. The prize was donated by his classmates through the Williams College Social Council of which David was a member, and the winner is selected by the Political Science Department.

LATHERS PRIZE AND MEDAL. From a fund given by Richard Lathers, a cash prize of $100 and also a bronze medal, offered to the senior who writes the best essay of not less than one thousand words on the duty or relation of citizens to the government. The winning essay is sent to the Springfield Republican and a Pittsfield journal for publication.

SENTINELS OF THE REPUBLIC PRIZE. From a gift of the Sentinels of the Republic, an organization established in 1922 in Boston. A substantial prize is offered for the best essay on a subject relating to the American Federal system of government, civil liberties, or free enterprise.

WILLIAM BRADFORD TURNER PRIZE IN HISTORY. From the income of a fund given by the family of William Bradford Turner '14, who was killed in action in France in September, 1918, a prize of $150. Awarded for the best thesis or essay in the field of American history or institutions.

DAVID A. WELLS PRIZE. From a bequest of David A. Wells, 1847, a prize of $500 may be awarded for an essay upon a subject in political economy. Competition is limited to seniors and to graduates of not more than three years' standing. A successful essay is printed and circulated by the College out of the residual income of the fund.

General Prizes

GROSVENOR MEMORIAL CUP. Given by the members of the Interfraternity Council of 1931 in memory of their fellow member, Allan Livingston Grosvenor. Awarded annually for one year to the junior who best exemplified the traditions of Williams. The committee of award consists of the chairman and the secretary of the College Council and three other members selected by the Council.
Prizes and Fellowships

Carl T. Naumburg Student Book Collection Prize. An annual prize of $100 made possible through the generosity of Carl T. Naumburg ’11. The contest is open to all undergraduates regularly enrolled at Williams College, and will be held in the Spring of each year. The rules of the contest and other information may be obtained from the Custodian of the Chapin Library in Stetson Hall.

Albert P. Newell Prize for Clear Thinking. Bequest of the late Albert P. Newell ’05, who founded the Williams Record and was its first editor. A prize of $100 awarded to that senior “who has best demonstrated his ability to think clearly, and to express his thoughts clearly and concisely, whether verbally or in writing.” The faculty prize committee will consider recommendations by the editor of the Record.

James C. Rogerson Cup and Medal. Presented by Mrs. James C. Rogerson and the class of 1892 in memory of Mr. Rogerson, a member of that class. The cup, a permanent possession of the College, is awarded annually for one year by the President of the College to an alumnus or to a senior for service and loyalty to the College and for distinction in any field of endeavor; a bronze medal is awarded for permanent possession of the recipient.

Scholarship Trophy. Awarded annually by the Faculty Club of Williams College to the Residential House of highest scholastic rank. The permanent plaque is kept in Baxter Hall while an individual trophy is awarded each year to the ranking group.

William Bradford Turner Citizenship Prize. From a fund established in memory of William Bradford Turner ’14, who was killed in action in France in September, 1918, a prize of $250, with a bronze medal, is awarded to the member of the graduating class who, in the judgment of the faculty and of the graduating class, has best fulfilled during his course his obligations to the College, his fellow students, and himself. The committee of award, appointed by the President of the College, is composed jointly of faculty members and members of the graduating class.

Rhetorical Prizes

Dewey Prize. A prize of $50, founded by Francis Henshaw Dewey, 1840, and awarded to the member of the graduating class who presents the most creditable oration in point of composition and delivery at the commencement exercises.

Graves Prize for Delivery of Essay. To the winner of the Graves essay prize who delivers his essay in the most effective manner, a prize of $80 is awarded.
Prizes and Fellowships

Elizur Smith Speaking Prize. Established in the year 1866, this prize of $65 is awarded each year to encourage excellence in public speaking.

Van Vechten Prize. A prize of $65, established by A. V. W. Van Vechten, 1847, awarded for impromptu speaking. The assignment of this prize is made by a committee of the faculty on the basis of a public competition.

Athletic Prizes

Francis E. Bowker, Jr., Swimming Prize. A cup given by the late Francis E. Bowker, Jr. ’08, on which is engraved year by year the name of the winner of a meet open to all students who are not members of the college swimming team.

Belvidere Brooks Memorial Medal. Purchased from a fund established by alumni of the College, friends of Captain Belvidere Brooks ’10, who was killed in action at Villesavoye, France, August 21, 1918. This medal is presented at the close of the football season by the President of the College to the member of the team whose playing during the season has been of the greatest credit to the College. No person shall receive the medal more than once. Awarded by the committee made up of the chairman of the faculty committee on athletics, the head coach, and the manager of the team.

J. Edwin Bullock Wrestling Trophy. Presented in 1960 by his fellow coaches and awarded annually to that varsity wrestler who because of his superior performance, courage, and loyalty has been of credit to his college. The Committee on Selection consists of the Director of Athletics, the varsity wrestling coach, and the varsity wrestling manager.

Canby Athletic Scholarship Prize. A prize of $50, established by W. Marriott Canby, 1891, and awarded at commencement to the senior who has attained the highest average standing in scholarship during his course. The recipient must have been in college since the beginning of his junior year, and must have represented the College in a recognized intercollegiate athletic contest.

Fox Memorial Soccer Trophy. A perpetual trophy in tribute to the inspiring qualities of leadership and integrity which distinguished Myles Fox ’40, Williams soccer captain, killed in action on Tulagi while serving with the United States Marine Corps. Each year there shall be inscribed on the trophy the name of the soccer player whose achievements of character and sportsmanship best typify those of the “Skipper.” The trophy was awarded anonymously by a Williams alumnus in 1953. The committee on selection consists of the Director of Athletics, the Coach, and the Manager of the soccer team.
Prizes and Fellowships

Golf Trophy. A silver bowl presented in 1952 on the fiftieth anniversary of the first Williams golf team by four members of that team; Richard H. Doughty '03, Richard W. Northup '04, E. Donaldson Clapp '04, and Edward A. Clapp '06. On this trophy is inscribed each year the name of the winner of the annual college golf tournament, who also receives a smaller trophy for his permanent possession.

Willard E. Hoyt, Jr. '23 Memorial Award. Presented to the College by the Alpha Delta Phi Class of 1960 in memory of Willard E. Hoyt, Jr. '23. Awarded annually to that senior letterman whose spirit and superior efforts on behalf of Williams athletics have been combined with a genuine academic interest. The winner's name will be inscribed on the permanent trophy and he will receive a small replica for his possession. The selection committee consists of the Dean, a varsity coach named each year by the Director of Athletics, the President of the Purple Key Society, the Chairman of the Faculty Committee on Athletics, and the Director of Athletics.

Robert W. Johnston Memorial Trophy. Presented by the members of Delta Kappa Epsilon in memory of Robert Woodall Johnston '49. Awarded annually to the most valuable varsity baseball player, whose name is inscribed on the trophy. The choice of the most valuable player is made by the Athletic Director, the Coach, and the Manager of varsity baseball.

Lacrosse Award. A silver plaque presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding varsity lacrosse player. The winner, who is selected by the Director of Athletics and the Coach and Manager of lacrosse, will receive a miniature replica of the plaque for his possession.

Lehman Cup Track Competition. Cups presented by Herbert H. Lehman '99 as prizes at the track meet conducted each spring.

Robert B. Muir Swimming Trophy. Presented in 1960 by Mr. and Mrs. George S. Dively, parents of Michael A. Dively '61. Awarded annually to the outstanding varsity swimmer on the basis of performance, leadership, and sportsmanship. The committee on selection consists of the Director of Athletics, the Coach, and the Manager of the swimming team.

Franklin F. Olmsted Memorial Award. Given in 1963 by Mrs. Franklin F. Olmsted in memory of her husband, of the Class of 1914, who was a member of the first Williams cross country team. Awarded annually to a member of the cross country team on the basis of character, perseverance, and sportsmanship. On the trophy will be inscribed the name and class of the winner, who will receive a small replica of the trophy for his
permanent possession. The committee on selection shall consist of the Director of Athletics, the coach and the manager of the team, unless the President in his discretion shall otherwise direct. In any year in which cross country is not a varsity sport this trophy shall be awarded to a member of some varsity team who outstandingly exemplifies the above qualities.

**Anthony Plansky Award.** Given in 1953 by George M. Steinbrenner, III '52, and awarded annually to the best varsity track athlete on the basis of performance, leadership, and sportsmanship. On the trophy will be inscribed the name of the winner, who will also receive a smaller trophy for his possession. The committee on selection consists of the Director of Athletics, the head coach of track, and the athletic equipment manager.

**Leonard S. Prince Memorial Swimming Prize.** In memory of Leonard Sidney Prince '14, donated by his father, S. S. Prince. Presented to the member or members of the freshman class who are successful in a swimming and diving meet open to all freshmen and held prior to the selection of the college swimming team.

**Purple Key Trophy.** A trophy, awarded for the first time in 1958, for the senior letter-winner who best exemplifies leadership, team spirit, ability, and character. Chosen by the director of athletics, president of the Purple Key, two members of the Athletic Department, and one faculty member chosen by the Purple Key.

**Michael D. Rakov Memorial Award.** Presented in 1957 by the members of Alpha Delta Phi, to be awarded annually to the member of the varsity football team who, in the opinion of his coaches, is the most improved lineman, and who possesses superior qualities of leadership, aggressiveness, and determination.

**Paul B. Richardson Swimming Trophy.** A permanent trophy of bronze presented by Mr. Paul B. Richardson of Belmont, on which is recorded each year the name of the swimmer or diver winning the greatest number of points in dual collegiate meets during the swimming season.

**Rockwood Tennis Cup Prize.** In memory of Lieutenant Richard Burton Rockwood '16, who was killed in action in France, his mother, Mrs. R. L. Rockwood, has given a fund to provide a cup to be awarded annually to the winner of the singles in the fall tennis tournament.

**Charles Dewoody Salmon Award.** Presented in 1960 by his former teammates in memory of Captain Charles D. Salmon, USAF, former Little All-American guard and captain of the 1951 Williams College football team, killed in the service of his country. Awarded to that sophomore member
Prizes and Fellowships

of the varsity football squad who, in the opinion of the coaching staff, has made the most significant contribution to the varsity football team in his first year of eligibility. Presented by the team of 1951 in the sincere hope that it will serve to inspire the recipients in the years to follow to seek the same supreme qualities of performance and leadership which Chuck Salmon exemplified.

Scribner Memorial Tennis Trophy. A plaque presented in 1954 by his friends in memory of Frederick M. Scribner, Jr., class of '49, killed in action in Korea on February 20, 1953. This trophy is awarded annually to the member of the varsity tennis team who best combines sportsmanship, team spirit, and character. The committee on selection consists of the Director of Athletics, the varsity tennis Coach, and the varsity tennis Manager.

Squash Racquets Prizes. A silver cup presented by the donors of the squash racquets building, Clark Williams, 1892, John P. Wilson '00, and Quincy Bent '01, as a permanent trophy to be competed for in an annual elimination tournament for students. The names of the winner and the runner-up are added to the trophy each year. The former receives a miniature silver replica of the cup and the latter a silver tray.

Oswald Tower Award. A plaque in honor of the contribution of Oswald Tower '07 to basketball, as editor of the Basketball Rules for forty-four years and as a basketball rules interpreter. Presented in 1960, by former Williams players, to the most valuable player of the Williams basketball team in the opinion of the coaches and manager. A smaller plaque will be presented each year for permanent possession.

Ralph J. Townsend Ski Trophy. Presented in 1959 by former members of Williams skiing teams for the varsity skier who best exhibits the qualities of sportsmanship, competition, and team spirit associated with Williams and skiing. The Committee on Selection consists of the Director of Athletics and the varsity ski coach.

Young-Jay Hockey Trophy. Presented by George G. Young '38 and John C. Jay '38. A silver cup on which is inscribed annually the name of a member of the Williams varsity hockey team notable for loyalty and devotion to the interests of Williams hockey; courage, self-control, and modesty; perseverance under discouraging circumstances; and a sense of fair play towards his teammates and his opponents. Committee on selection consists of the director of health, the director of athletics, the head coach, and the manager of the team.
George J. Mead Fund

In 1951 Williams College received a substantial gift from the Estate of George J. Mead. Mr. Mead expressed in his will an intention “that this gift shall be used to improve the quality of leadership and service in all branches of government, whether Federal, State or municipal, by encouraging young men of reliability, good sense and high purpose to enter with adequate preparation those fields of politics and constitutional government upon which must rest the future of this nation.”

A portion of this gift constitutes a Revolving Fund that directly assists promising students with inadequate means who are pursuing courses in political science, history, or economics. The remaining portion, or Special Fund, is intended “to stimulate all students at Williams College in the fields of Government, history and economics in their best possible efforts through suitable prizes, talks by authorities in their chosen field, and in such other ways as the committee may deem best calculated to accomplish that purpose.”

The Special Fund has sponsored student trips to Washington, during which selected seniors conduct a careful examination of a certain aspect of government policy or operation. The Special Fund has also financed campus visits by persons prominent in government, State or municipal work. These visits have taken the form of public lectures as well as seminar or conference meetings with students majoring in the fields of political science, history, or economics.

A summer intern program in government involving selected juniors is the most extensive undertaking of the Mead Fund.

Fellowships and Prizes for Graduate Study

The Faculty Committee on Prizes and Graduate Fellowships examines candidates from the senior class for the graduate awards listed below. Application must be made at the Office of Financial Aid not later than January 15. Announcement of awards will be made early in February.

Horace F. Clark Prize Fellowships. Established in 1894 under the provisions of the will of Madame Marie Louise Souberbeille in memory of her father, Williams 1833. Two awards to members of the senior class chosen on the basis of superior scholarship, general ability, and interest in scholarly research.

Francis Sessions Hutchins '00, Memorial Fellowship. Established in 1931 by friends of Mr. Francis Sessions Hutchins. To assist students in
Prizes and Fellowships

continuing and completing their college course and in obtaining a start in business or professions in the early years following their graduation, the selection to be made by the President. “To be exercised so far as possible in favor of men, situated as Hutchins himself was when in college... but giving promise... of becoming, as he did, a useful, worthy, and lovable citizen.”

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Professor of Romanic Languages, Emeritus

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Samuel Fessenden Clarke Professor of Biology, Emeritus

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Professor of Romanic Languages, Emeritus

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Massachusetts Professor of Latin, Emeritus

Franzo Hazlett Crawford, B.A. (Oxon) Ph.D.  Interlachen, Florida
Thomas T. Read Professor of Physics, Emeritus

*Arranged in order of appointment to rank.
Faculty

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*Frederick Latimer Wells Professor of Mathematics, Emeritus*
Sweet Brook Road

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*Director of Health, Emeritus*
Baxter Road

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*Professor of Psychology, Emeritus*
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Pownal Center, Vermont

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*Professor of Public Speaking, Emeritus*
Annapolis, Maryland

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*Edward Brust Professor of Geology and Mineralogy, Emeritus*
Chatham

Wyllis Eaton Wright, M.A., B.S.  
*Librarian, Emeritus*
Palo Alto, California

Frederick L. Schuman, Ph.D.  
*Woodrow Wilson Professor of Government, Emeritus*
Portland, Oregon

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*Samuel Fessenden Clarke Professor of Biology*
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*Amos Lawrence Professor of Art and Director of Williams College Museum of Art*
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*Orin Sage Professor of Economics*
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*Field Memorial Professor of Astronomy and Director of the Hopkins Observatory – Milham Planetarium*
25 School Street

Robert J. Allen, Ph.D.  
*John Hawley Roberts Professor of English*
Cluett Drive

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*Chairman Department of Physical Education and Intercollegiate Athletics, and Director of Athletics*
81 Park Street
Faculty

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LAWRENCE W. BEALS, Ph.D. Professor of Philosophy Jerome Drive

LUTHER S. MANSFIELD, Ph.D. Professor of American History and Literature Stetson Court

WHITNEY S. STODDARD, Ph.D. Professor of Art Gale Road

ROBERT C. L. SCOTT, Ph.D. J. Leland Miller Professor of American History, Literature, and Eloquence Cluett Drive

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*On leave second semester 1969-70
**On leave 1969-70
***On sabbatical leave 1969-70
****On sabbatical leave second semester 1969-70

- 289 -
Faculty

Fred Greene, Ph.D.  A. Barton Hepburn Professor of Government  54 South Street

*Philip K. Hastings, Ph.D.  Professor of Psychology and Political Science and  Director of the Roper Public Opinion Research Center  Bulkley Street

H. William Oliver, Ph.D.  Professor of Mathematics  245 Main Street

Anson C. Piper, Ph.D.  William Dwight Whitney Professor of Romanic Languages  Baxter Road

Frederick Rudolph, Ph.D.  Mark Hopkins Professor of History  Ide Road

Richard O. Rouse, Jr., Ph.D.  Professor of Psychology  Harmon Pond Road

Irwin Shainman, M.A., Premier Prix, Conservatoire de Paris  Professor of Music and Curator of the Whiteman Collection  Baxter Road

Guilford L. Spencer, II, Ph.D.  Frederick Latimer Wells Professor of Mathematics  Berkshire Drive

**John K. Savacool, B.A.  Professor of Romanic Languages  12 Woodlawn Drive

**Harold H. Warren, Ph.D.  Professor of Chemistry  144 Main Street

***Russell H. Bastert, Ph.D.  Stanfield Professor of History  124 Park Street

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John D. Eusden, Ph.D.  Professor of Religion and Chaplain  College Place

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Dudley W. R. Bahlman, Ph.D.  Professor of History and Dean of the Faculty  Sabin Drive

*On sabbatical leave first semester 1969-70
**On sabbatical leave 1969-70
***On sabbatical leave second semester 1969-70
****On leave second semester 1969-70
FIELDING BROWN, Ph.D.  
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89 South Street

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Professor of Religion  
Stetson Court

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Syndicate Road

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Professor of Romanic Languages  
Cluett Drive

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Librarian  
Cluett Drive

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Professor of Psychology  
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JOSEPH E. HARRIS, Ph.D.  
Professor of History  
Gale Road

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Margaret Bundy Scott Visiting Professor of Literature  
260 West Main Street

***MARTIN ESHLEMAN, Ph.D.  
Visiting Professor of Philosophy  
Stetson Road

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Visiting Robert Sterling Clark Professor of Art  
Williams Inn

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Visiting Professor of Music  
Faculty Club

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Associate Professor of Political Science  
68 South Street

H. LEE HIRSCH, B.F.A.  
Associate Professor of Art  
Gale Road

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Associate Professor of Political Science  
Whitman Street

*On sabbatical leave second semester 1969-70
**On sabbatical leave 1969-70
***First semester 1969-70
****Winter Study Period 1969-70
Faculty

THOMAS J. PRICE, JR., PH.D.
Associate Professor of Anthropology
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Pownal Center, Vermont

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Custodian of Chapin Library and Lecturer in the Graphic Arts
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Broad Hill Road, Leverett
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31 Glen Street
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**EUNICE C. SMITH, PH.D.
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Jerome Drive

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1 Southworth Street

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19 Moorland Street
Coordinator of the Bronfman Science Center

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260 Main Street

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133 Candlewood Drive

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Associate Professor of Economics and Provost of the College
14 Grandview Drive

*On sabbatical leave 1969-70
**On leave second semester 1969-70
***On leave first semester 1969-70
Faculty

John F. Reichert, Ph.D.  
Associate Professor of English  
Grace Court

John J. von Szelski, Ph.D.  
Associate Professor of Drama and Director of Adams Memorial Theatre  
The Knolls

Charles T. Samuels, Ph.D.  
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**Thomas J. McCormick, M.F.A.  
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Assistant Professor of Physical Education  
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and Director of Intramural Sports  
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35 Walden Street

James A. Holt, Ph.D.  
Assistant Professor of Chemistry  
13 Park Street

*On leave 1969-70  
**First semester 1969-70
Faculty

*Robert C. Williams, Ph.D.  
Assistant Professor of History and Assistant to the Provost  
Green River Road

Peter K. Frost, Ph.D.  
Assistant Professor of History and Associate Dean  
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William A. Glasser, Ph.D.  
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Green River Road

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31 School Street

Edward H. Moscovitch, Ph.D.  
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3 Chapin Court

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Peter Berek, Ph.D.  
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37 Southworth Street

David F. Bright, Ph.D.  
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21 South Street

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***Theodore R. Lane, Ph.D.  
Assistant Professor of German  
10 Grandview Drive

*On leave first semester 1969-70
**On leave 1969-70
***First semester 1969-70
Claud R. Sutcliffe, M.A.  
Assistant Professor of Political Science

Roger M. Tarpy, Jr., Ph.D.  
Assistant Professor of Psychology

Steve Travis, Ph.D.  
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George E. Marcus, Ph.D.  
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Assistant Professor of Biology

William W. Bevis, Ph.D.  
Assistant Professor of English

Lawrence R. Catuzzi, M.S.  
Head Coach of Football and  
Assistant Professor of Physical Education

Raymond Chang, Ph.D.  
Assistant Professor of Chemistry

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Joseph M. Dailey, M.S.  
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Assistant Professor of History

Richard G. Hendrix, M.A.  
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**David H. Tabb, Ph.D.**
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Lynde Lane

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and Director of the Karl E. Weston Language Laboratory
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Associate Director of Admissions and Part-time Instructor in History
Buxton Hill

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85 Park Street

*Winter Study Period 1969-70
**First semester 1969-70
***Second semester 1969-70
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*Anne R. Skinner, Ph.D.
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  4 Birchwood Terrace, North Adams

Terrance B. Tripp, Ph.D.
  Part-time Visiting Instructor in Chemistry
  Benlise Drive

Dennis Fryzel, B.A.
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  Stetson Road

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*J. Susan Johns, B.A.
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  184 Main Street

ATHLETIC COACHES

Anthony Plansky, B.Ed., M.A.
  Part-time Coach, Varsity and Freshman Cross Country
  Pownal Center, Vermont

Clarence C. Chaffee, M.A.
  Varsity Soccer, Varsity and Freshman Squash,
  Varsity and Freshman Tennis
  20 Glen Street

*First semester 1969-70
Athletic Coaches, Libraries

RAYMOND F. COOMBS, B.A.  2 Mt. Williams Drive
   Freshman Football, Freshman Basketball, Varsity Baseball
ALEX J. SHAW, M.A.  Baxter Road
   Varsity Football, Varsity Basketball
RALPH J. TOWNSEND, M.S.  Cluett Drive
   Varsity and Freshman Skiing, Supervisor of the Williams Outing Club
WILLIAM E. MCCORMICK, M.A.  Cluett Drive
   Varsity Soccer, Varsity Hockey, Freshman Golf
HENRY N. FLYNT, JR., B.A.  83 South Street
   Freshman Soccer
JAMES W. ELLINGWOOD, B.S.  Green River Road
   Freshman Hockey, Freshman Lacrosse, Assistant Trainer
RUDY GOFF  Stone Hill Road
   Part-time College Golf Coach
CARL T. SAMUELSON, M.S.  Denison Park
   Varsity and Freshman Swimming
LAWRENCE R. CATUZZI, M.S.  Southworth Street
   Varsity Football
CARL J. FALIVENE, B.A.  Southworth Street
   Varsity Football, Freshman Baseball
RENZIE W. LAMB, B.A.  11 Park Street
   Freshman Football, Varsity Lacrosse
JOSEPH M. DAILEY, M.A.  North Hoosac Road
   Varsity Football, Varsity and Freshman Wrestling
DENNIS T. FRYZEL, B.A.  Stetson Road
   Varsity Football, Varsity and Freshman Track
RONALD A. STANT  North Hoosac Road
   Trainer
JONATHAN L. HEALY  Gale Road
   Varsity Soccer, Freshman Basketball
ALLEN W. T. HART  South Williamstown
   Associate in Physical Education

LIBRARIES

Stetson Library

LAWRENCE E. Wikander, B.S. in L.S., M.A.  Cluett Drive
   College Librarian
HERMAN ELSTEIN, M.L.S.  22 Hoxsey Street
   Assistant College Librarian
MARY C. MCINERNEY, B.S.  Stetson Road
   Catalog Librarian
JUANITA TERRY, M.A., M.S.  71 Spring Street
   Reference Librarian
MARIE PISTORIUS, Dipl. in LS (Prague), Cert. UFOD (Paris)  Cluett Drive
   Art Librarian
Libraries

BYRON N. SCOTT
  Circulation Librarian-Collections  119 Summer Street, Lanesboro
  Circulation Librarian-Lending

ANNE H. F. ITZ, M.A., M.S.
  Assistant Reference Librarian

SARAH C. MCFARLAND, M.L.S.
  Assistant Reference Librarian

ELIZABETH O. BEALS
  Library Assistant-Order

THEODORA B. BRATTON
  Library Assistant-Order

NANCY N. CLARK
  Library Assistant-Serials

MARY E. DALTON
  Library Assistant-Catalog  178 Kemp Avenue, North Adams

NANCY G. MACFADYEN
  Library Assistant-Interlibrary Loan

EDITH P. SCOTT, B.S.
  Library Assistant-Order

Chapin Library

H. RICHARD ARCHER, PH.D.
  Custodian of Chapin Library and Lecturer in the Graphic Arts

DONNA DIMALEO
  Assistant in the Chapin Library  29 Valley Street, Adams
OFFICERS OF ADMINISTRATION 1969-1970

Office of the President
President

Kathleen A. O'Connell, B.A.
Secretary to the President

Office of the Provost
Stephen R. Lewis, Jr., Ph.D., Provost
David A. Booth, M.A., Coordinator of Special Programs and Assistant Provost
*Robert C. Williams, Ph.D., Assistant to the Provost
Lawrence E. Wright, M.A., Director of Computer Services

Office of the Dean of the Faculty
Dudley W. R. Bahlman, Ph.D., Dean

Office of the Deans
John M. Hyde, Ph.D., Dean
Henry N. Flynt, Jr., B.A., Assistant Dean and Director of Financial Aid
James R. Kolster, M.Ed., Dean of Freshmen and Registrar
Peter K. Frost, Ph.D., Associate Dean
Lauren R. Stevens, M.A., Associate Dean
Curtis L. Manns, M.Ed., Assistant Dean and Director of ABC Programs
Elizabeth B. Urmy, Assistant to the Dean

Office of the Registrar
James R. Kolster, M.Ed., Registrar and Dean of Freshmen
Catherine E. Winn, Assistant Registrar

Office of Admissions
Frederick C. Copeland, Ph.D., Director of Admissions
Philip F. Smith, M.A.T., Associate Director of Admissions

*Second semester 1969-70
Officers of Administration

PHILIP G. WICK, B.A., Assistant Director of Admissions and Freshman Financial Aid
ROBERT W. SHUFORD, M.A., Assistant Director of Admissions

Office of the Treasurer
CHARLES ALLEN FOEHL, JR., LL.B.
Vice-President for Administration and Treasurer
GEORGE C. HOWARD, LL.B., M.A.
Business Manager and Director of Data Processing
PHYLLIS D. WILES, Comptroller

Office of Grounds and Buildings
PETER WELANETZ, B.S., Director of Physical Plant
WINTHROP M. WASSENAR, M.S., Assistant Director of Physical Plant
CHARLES M. JANKEY, B.A., Director of Student Housing
WALTER O'BRIEN, Director of College Security

Office of Development
SAMUEL C. BROWN, Vice-President—Finance and Development
WILLARD D. DICKERSON, B.A., Director
GARY A. SHORTLIDGE, B.A., Assistant Director of Development

Office of the Chaplain
JOHN D. EUSDEN, PH.D., Chaplain

Office of Athletics
FRANK R. THOMS, JR., B.A., M.B.A., Director of Athletics

Office of Financial Aid
HENRY N. FLYNT, JR., B.A., Director and Assistant Dean

Office of Health
ROBERT A. GOODELL, JR., M.D., Director of Health
ROBERT K. DAVIS, M.D., Physician
*H. COLLIER WRIGHT, M.D., Physician
JOHN G. MERSELS, JR., M.D., Physician
EDWARD J. COUGHLIN, M.D., Orthopedic Surgeon
ARTHUR E. ELLISON, M.D., Assistant Orthopedic Surgeon
LAURENCE N. MAMLET, M.D., Psychiatrist
EUGENE TALBOT, PH.D., Clinical Psychologist
KENNETH T. ROGERS, Physiotherapist
CAROLYN E. HALL, Chief Nurse

*Deceased October 26, 1969
Williams College Museum of Art
S. Lane Faison, Jr., M.A., M.F.S., Director
Stephen McNicol, Assistant to the Director

Adams Memorial Theatre
John J. von Szeliski, Ph.D., Director
Steve Travis, Ph.D., Assistant Director
John R. Watson, Jr., B.B.A., Technical Director

Alumni Office
John P. English, M.B.A., Director of Alumni Relations
James R. Briggs, B.A., Assistant Director of Alumni Relations
Thomas W. Bleezarde, B.S., Editor of Alumni Publications

Office of Career Counseling
Manton Copeland, Jr., B.A., Director

Office of Public Information
John P. English, M.B.A., Director of Public Information
William H. Tague, Jr., B.S., News Director
Lawrence F. Jacobs, M.Ed., Assistant New Director

Dining Halls
Sydney M. Chisholm, Director
David R. Woodruff, B.S., Assistant Director
Robert Karasek, Comptroller of Dining Halls

The Roper Public Opinion Research Center
Philip K. Hastings, Ph.D., Director

The Center for Development Economics
Paul G. Clark, Ph.D.
Chairman of the Center for Development Economics
Henry J. Bruton, Ph.D.
Director of Graduate Study in Development Economics
Gordon C. Winston, Ph.D.
Director of Research in Development Economics
Gene M. Tidrick, M.A.
Director of Admissions in Development Economics
Catherine French
Assistant to the Chairman

Center for Environmental Studies
Andrew J. W. Scheffey, Ph.D., Director
Carl H. Reidel, Ph.D., Assistant Director
Charles A. Schweighauser, M.A., Research Associate

Officers of Administration
Officers of Administration, Faculty Committees

Weston Language Center
NINA FERSEN, Director

Emeriti

WILLIAM O. WYCKOFF, B.A., Director of Placement, Emeritus
*EARLE O. BROWN, Assistant Treasurer, Emeritus
CHARLES B. HALL, B.A., L.H.D.
Secretary of the Society of Alumni, Emeritus
Executive Secretary of the Alumni Fund, Emeritus

Weston Science Center
Baxter Road
Saulnier Drive
Grace Court

FACULTY COMMITTEES FOR 1969-70

ROBERT M. KOZELKA, Secretary of the Faculty

ACADEMIC STANDING: Robert C. L. Scott, Chairman; The Dean, Secretary; Peter P. Andre, David F. Bright, MacAlister Brown, Andrew B. Crider, James R. Kolster, Theodore G. Mehlin, Fred H. Stocking, G. Lawrence Vankin, John J. Von Szeliski, Frederick C. Copeland, ex officio.


APPOINTMENTS AND PROMOTIONS: Charles D. Compton, William B. Gates, Jr., Anson C. Piper, (The President, the Provost, and the Dean of the Faculty are ex officio members of this Committee).

AREA STUDIES COMMITTEE: Paul G. Clark, Chairman; Nicholas Fersen, Robert L. Gaudino, Curtis E. Huff, Anson C. Piper, Gordon C. Winston.

ATHLETICS: Whitney S. Stoddard, Chairman; Stuart J. B. Crampton, Robert A. Goodell, Jr., M.D., George E. Marcus, Nicholas S. Perna, Frank R. Thoms, Jr.

CALENDAR AND SCHEDULE: J. Clay Hunt, Chairman; The Dean, Neil R. Grabois, Jack M. Holl, F. Landis Markley, Kenneth C. Roberts, Jr., Frank R. Thoms, Jr., (Manton Copeland, Jr., George C. Howard, James R. Kolster are ex officio members of this Committee).

CHAPIN LIBRARY: Robert J. Allen, Chairman; H. Richard Archer, Executive Secretary; Arthur J. Carr, Everett F. Harrison, Michael S. Steinberg, Lawrence E. Wikander.


*Deceased February 22, 1970
Faculty Committees

Computer Services: Guilford L. Spencer, II, Chairman; Lawrence E. Wright, Secretary; The Provost, Edwin H. Clark, William T. Fox, George C. Howard, James R. Kolster, Patricia A. Labine, George E. Marcus, Richard L. Rosch, Roger Tarpy.


Graduate Study: Ralph P. Winch, Chairman; Raymond Chang, John R. Eriksson, S. Lane Faison, Jr., Frederick Rudolph, Kenneth J. Wilz.

Honor System: Lawrence W. Beals, Chairman; Fielding Brown, William B. Gates, Jr.

Honorary Degrees: S. Lane Faison, Jr., Chairman; James M. Burns, William G. Grant, Jr.


Library: Don C. Gifford, Chairman; Lawrence E. Wikander, Executive Secretary; The Provost, *Russell H. Bastert, Charles Fuqua, Robert C. L. Scott, James F. Skinner, Whitney S. Stoddard, Roger Tarpy.

Pre-Medical: Charles D. Compton, Chairman; William C. Grant, Jr., Michael S. Steinberg, Fred H. Stocking, Edward G. Taylor, G. Lawrence Vankin.

Prizes and Graduate Fellowships: S. Lane Faison, Jr., Chairman; Henry N. Flynt, Jr., Executive Secretary; The President, The Dean of the Faculty, The Dean, Robert G. Barrow, Arthur J. Carr, Charles D. Compton, Charles Fuqua, Fred Greene, Nathaniel M. Lawrence, H. Ganse Little, Jr., Anson C. Piper, Robert G. L. Waite, Gordon C. Winston.


Undergraduate Life: John F. Reichert, Chairman; Peter K. Frost, James F. Halstead, H. Ganse Little, Jr., H. William Oliver.

Winter Study: Henry J. Bruton, Chairman; Christopher Breiseth, H. William Oliver, Laszlo G. Versenyi.

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*On sabbatical leave second semester 1969-70
SCHOLARSHIPS AND FELLOWSHIPS 1969-70

Special Scholarships

Gilles David Adams '67 Memorial. Martin T. Shealey '70.
Cornelia Aldis Memorial. Bruce E. Camp '71, John B. Clemmons '71.
Cameron Baird. James P. Hewitt '70, Mark R. Siegel '71.
James P. Baxter, 3rd, Honor. Matthias B. Bowman '70.
Elmer H. Bobst. John M. Booth '70, Kieron Kramer '70, Donald B. Macartney '71.
James Beebee Brinsmade. No award.
Joseph W. Brooks '73. Emilio E. Gonzalez, Jr. '70.
R. A. Burget. John C. Therrien '70.
Lansing Chapman '70. Randy G. Knispel '70, Rodney A. Brown '71.
Chi Psi. Terry G. Baker '70, George L. Robinson, Jr. '70, Richard W. Maxwell, Jr. '71, Gerard Caprio, Jr. '72, John P. Clarke '72, Jack F. Raineault '72.
Cadwallader Evans, III Memorial. John G. Sweeney, III '71.
Irving D. Fish '12 Memorial Fund. Paul J. Morello '72.
Garfield Scholarship. Charles Waigi '72.
General Motors. Robert H. Lee '70, Francis D. Collins '71, David L. Jones '73.
David Harris Memorial. Peter H. Kinney '70.
John Houghton Harris Memorial. Kevin R. Jones '72, Wilson M. Ben '73, Peter Wright, III '73.
Haystack Memorial. Mom Arou, Ronald Chan, Julio del Carpio '70, Nicholas Durich, Gabremichael Fantaye, Syrous Marivani '72, Andrews Mtejwa, Claude Pezet '72, Dalha Usman.
Scholarships and Fellowships

Mark Walton Maclay. John D. Cunningham, III ’70.

National Merit. Philip L. Camp, Jr. ’71 (General Dynamics), William L. Cummings ’71 (Air Force), Joseph T. Maleson ’71 (Field Enterprises), Kent E. Rude ’71, Rudy S. Spraycar ’71, Charles R. Hannum ’72 (Atlantic Richfield), Charles E. Hewett ’72, Paul D. Krapfel ’72, Brad W. Parks ’72 (Olin Mathieson Charitable Trust), Mark A. Andruss ’73 (Western Electric), Peter K. Farwell ’73, Howard R. Perry ’73 (Union Oil of Calif.).


Albert P. Newell ’05 Memorial. Robert W. Bourdon, III ’71.

Edward DeLancey Palmer, III. Harold L. Holman ’70.


Ralph Perkins ’09. Nathan A. Fox ’70, Bruce E. McNutt ’70, Jeffrey L. Schulte ’71, James E. Dutt ’72, John A. Olson ’72.

Gustavus and Louis Pfeiffer. Marvin T. Boyd ’70.

Procter and Gamble. Kelly P. Corr ’70, John J. Murray ’70, John E. Nelson, III ’70, Robert C. Eyre ’71, Lindsay A. Beaman ’72, Scott L. Hopkins ’73.

Thomas Roberts. William D. Romaine ’70, Bruce G. Lindsey ’71.


Francis Lynde Stetson. Kevin L. Austin ’70, Craig E. Blum ’71, John A. Chambers ’71, Paul W. Hannan ’71, Mark D. Blundell ’72, Thomas J. Cesarz ’72, David L. Farrer ’72, William H. Pinakiewicz ’72, Robert Rutkowski ’72, Lewis F. Steele ’72, Calvin L. Astry ’73, Paul M. Begley ’73, Timothy R. Burns ’73, Stephen J. Creahan ’73, Edward M. D’Arata, Jr. ’73, Mark J. Lesniowski ’73.

Beatrice H. Stone. No award.


Scholarships and Fellowships, Prizes

Salvatore J. Basta '72, Ronald S. Bushner '72, Stephen L. Carr '72, James H. Drew '72, James F. Heiberg '72, Charles E. Hewett '72, Mark C. Livingston '72, Christopher R. West '72, Mark A. Andruss '73, James S. England, Jr. '73, John N. Hurley '73, Henry G. James, III '73, James M. Jerge '73, Thomas H. Lee, II '73, Richard E. Parker '73, Paul R. Peterson '73, Mark K. Walsh '73.

Karl E. Weston Memorial. James A. Bergquist '70, S. Craig Miller '70, Forrest W. Jones '71, Scott P. Simundza '71, James F. Skyrms '72.

Thomas Jefferson Williams and Ana King Williams. Claude Pezet.

Williams Sideline Quarterback Club. John G. Hitchins, Jr. '70.

Scholarships Given by Williams Alumni Groups

Buffalo. Stephen J. Creahan '73.
Class of 1914. Christopher C. Baker '70.
Class of 1944. Stephen M. Parker '72.
Cleveland-Northeastern Ohio. No award.
Detroit. No award.
Gargoyle. John G. Hitchins, Jr. '70.
Hartford. Thomas E. Geissler '73.
Westchester County. Mark F. Donahue '73, Jonathan K. Lawson '73.

Fellowships for Graduate Study

Horace F. Clark Prize Fellowships. Barry A. Bartrum '69.
Francis Sessions Hutchins '00 Memorial. Johan L. Hinderlie '69.
Hubbard Hutchinson Memorial Fellowship. Samuel B. Bruskin '69, Burton E. Cohen '68, John deMarco '68.
Charles Bridgen Lansing Fellowship in Latin and Greek. J. Clayton Fant '69.
Carroll A. Wilson Fellowship. David N. Redman '68, Frederick Gramlich '69.

Prizes Awarded for 1968-69

Prizes in Special Studies

John Sabin Adriaance Prize in Chemistry. William P. Homan '69.
Prize Awards


Garrett Wright DeVries Memorial Prize in Spanish. Brendan A. Burns, III '69.

Sherwood O. Dickerman Prize in Greek. No award.

Dwight Botanical Prize. No award.

Gilbert W. Gabriel Memorial Award in Drama. Martin C. Lafferty '69.

Arthur C. Kaufman Prize in English. Thomas E. Foster, III '69.

Leverett Mears Prize in Chemistry. Jeffrey M. Piehler '69.

John W. Miller Prize in Philosophy. Richard J. Leader '69.


Rice Prizes. (Greek) J. Clayton Fant '69. (Latin) F. Joseph Sensenbrenner '70.

Lawrence Robson Memorial Prize in Chemistry. Frederic J. Vinick '69.

Bruce Sanderson Award for Excellence in Architecture. No award.


Theodore Clarke Smith Book Prize in American History. No award.

Karl E. Weston Prize for Distinction in Art. David M. Ebitz '69.

Essay Prizes

Academy of American Poets Prize. William E. Carney '70. Honorable Mention:
Michael G. West '69, David B. Coplan '70.

Henry Rutgers Conger Memorial Literary Prize. Ronald X. Massa '70.


C. David Harris, Jr. Prize in Political Science. No award.

Lathers Prize and Medal. No award.


Sentinels of the Republic Prize. No award.

David A. Wells Prize. No award.

General Prizes

Grosvenor Memorial Cup. No award.

Carl T. Naumburg Student Book Collection Prize. Philip B. Cubeta '72.

Albert P. Newell Prize for Clear Thinking. Michael J. Himowitz '69, David L. Reid '69.


Scholarship Trophy. John Bascom House.


Rhetorical Prizes

Dewey Prize. Aaron J. Owens '69.

Prize Awards

Athletic Prizes

FRANCIS E. BOWKER, JR., SWIMMING PRIZE. Timothy J. Otto '72.
BELVIDERE BROOKS MEMORIAL MEDAL. Ross A. Wilson '69.
J. EDWIN BULLOCK WRESTLING TROPHY. Stephen J. Poindexter '69.
CANBY ATHLETIC SCHOLARSHIP PRIZE. Richard A. Peinert '69.
FOX MEMORIAL SOCCER TROPHY. Lyle W. Johnson '69.
GOLF TROPHY. Thomas H. Jamison '70.
WILLARD E. HOYT, JR. '23 MEMORIAL AWARD. John E. Demos '69.
ROBERT W. JOHNSTON MEMORIAL TROPHY. Robert H. Quinn '69.
LACROSSE AWARD. W. James Anderson, Jr. '70.
LEHMAN CUP TRACK COMPETITION. James T. Slade '70, Donald B. Potter, Jr. '70,
   Fred Kosnitsky '70, Richard H. Travers '70, J. Robert Seebacher '72.
ROBERT B. MUIR SWIMMING TROPHY. Leland P. Maxwell, Jr. '69.
FRANKLIN F. OLMSTED MEMORIAL AWARD. George W. Scarola '69.
ANTHONY PLENSKY AWARD. John F. Teichgraeber '70.
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. James H. Cornell '72.
PURPLE KEY TROPHY. Robert H. Quinn '69.
MICHAEL D. RAKOV MEMORIAL AWARD. James A. Lapierre '69.
PAUL B. RICHARDSON SWIMMING TROPHY. Richard A. Ryley '71.
ROCKWOOD TENNIS CUP PRIZE. Not completed.
CHARLES DEWOODY SALMON AWARD. Robert D. Farnham '71.
SCRIBNER MEMORIAL TENNIS TROPHY. Patrick J. Matthews '70.
SQUASH RACQUETS PRIZE. William C. MacMillen '69 (winner), David C. Johnson,
   III '71 (runner-up)
OSWALD TOWER AWARD. Charles G. Knox '70.
RALPH J. TOWNSEND SKI TROPHY. Charles J. Wolcott, II '69.
YOUNG-JAY HOCKEY TROPHY. Charles W. Gordon '69.

SUMMER PROGRAMS - 1969

Mead Government Interns. William T. Coyle '70, James I. Deutsch '70, William M.
   Farver '70, Jeffrey B. Freyman '70, W. Lawrence Hollar '70, Raymond J. Kimball
   '70, John J. Murray, III '70, James A. Rubenstein '70, F. Joseph Sensenbrenner
   '70, Douglas F. Sherman '70, Wynne S. Carvill '71, Francis J. Murray, Jr. '71,
   Nicholas J. Tortorello '71.

Williams-in-Hong Kong. Johan L. Hinderlie '69, William B. Hoffman '69, Hugh D.
   McCormick, Jr. '69, Charles J. Wolcott '69, Christopher C. Baker '70, Patrick J.
   Matthews '70.
DEGREES CONFERRED IN JUNE, 1969

Bachelor of Arts

Majok Ayuen
Frederick John Bailey, III
James Fleming Barns, Jr.
Alfred Clarke Bedford, III
Kenneth Arthur Bell
James Allen Bunes
Clarence William Bennett, Jr.
Frederick Harry Black, III, with Honors
in Economics
Jotham Thompson Blodgett
R. Morton Bolman, III
Gregory Douglas Bone
William Dan Boone
Beverley Randolph Boyd
Grenville Chapin Braman, Jr.
Austin Broadhurst, Jr.
Richard Marc Brockman
Robert William Brokaw, Jr.
William Roberts Browning
Gordon Weymouth Bryson
Alister Bruce Campbell, with Highest
Honors in Psychology
Dennis Cutler Chapman
Archibald Fletcher Clark, III
James Michael Claypool, with Honors
in History
Charles Miller Collins, with Honors
in Art
Henry Walker Comstock, Jr.
William Douglas Conrad, Jr.
Peter Bartram Cornog
Frederic William Corwin, Jr.
Bruce Alan Crane
Robert Neil Cronin
Arthur Bruce Cummings
Edward Gould Cunningham
Keith Higgs Cunningham
David Halsey Desloge

William Hugus Dickey, Jr.
Thomas Harper Downey
Douglas Charles Downing
James Joseph Dunn, Jr.
Patrick Winston Dunn
Eric Richard Durant
Wayne D. Eckerling, with Honors
in Economics
Keith Robert Edwards, with Honors
in Chemistry
Richard Phillips Eide, Jr.
Charles Todd Elias
Gary Douglas Elion, with Honors
in History
Alder Ellis, III, with Honors in Art
John Clayton Fant, with Honors
in Classics
Roger Paul Fega
Franklyn Sayre Ferry, Jr.
Henry Alexis Flint, with Honors
in Geology
Charles Barco Fruit
Thomas Austin Gardner
Anthony Philip Glascock
Michael Pim Goodbody
Thomas Bardon Goodbody, with Honors
in History
Charles Washburn Gordon
David Jonathan Grant, with Honors
in Geology
Theodore Francis Green
Peter Hull Greenwood
Lockwood Perry Griffin
Forrest Lee Griffith, III
Keith Sanford Grimson, Jr.
William Skinner Guenzel
Richard Patrick Gulla
Roy Chalmers Gunter, III
Degrees Conferred

Benjamin Walter Guy, III, with Honors in History
David Hadden, Jr.
John Richard Halbrooks
Michael Cedric Hall, III
Jeremy Richard Hamm, with Honors in Art
Michael Wilder Hand
Paul Arthur Harsch
Curtis Price Hartman
Richard John Hassinger
David Bruce Haumesser
John Carney Hayes, Jr.
David William Head
John Hubbard Hecksher
Robert Pearsall Helms
Stephen Sherrard Hicks
Michael Jay Himowitz
Johan Luther Hinderlie
James William Hodgson
John Charles Hotchkiss
Wesley Brandt Howard, Jr.
Neville Crews Hughes
Shirley Clark Hulse, III
Noboru Iue
Michael Reynolds Jencks, with Honors in Psychology
Lyle William Johnson
Robert Alan Kandel, with Honors in History
Milton Robert Katzenberg
Eric Damian Kelly, with Honors in Political Economy
Alan Richard Kelsey
Christopher Sproule Kinnell
Kent Alan Kirchner, with Honors in Biology
John Scott Kitchen
John Christopher Knight
John Joseph Korbel
Thomas Krens, with Honors in Political Economy
Martin Currie Lafferty, with Honors in English
Anthony Brooks Lamb
John Kendall Lambert
Henry Peter Lammerts
Arthur Bruce Lande
James Arnold Lapierre
Rikk Irgens Larsen
Peter Saalfield Lineberger
Allan Little, III
Paul Little, III
Paul Edward Loewenstein
Frank Whitaker Louis
Clifford Orne Low
David Thompson Low
Barry Norton Lundquist
Robert Otis Lunn, Jr.
Dorsey Henry Lynch, with Honors in Economics
Andrew Joseph Lynn, with Honors in History
William Charles MacMillen, III
Carl Frederick Manthei
David Kendall Martin
John Willard Meyer, with Honors in Physics
Salvatore J. Mollica, Jr.
Jonathon Robert Moore
Andrew Turner Morehead
Michael Brien Morrison
Dennis Joseph Murphy
Scott Lawrence Murphy, with Honors in Psychology
Peter Lewis Nash
David Wilson Nebel
Thomas Capen Nye
William Henry Oliver, Jr.
Stanley Scott Paist, III
Terry Michael Palmer
Forrest Eron Paradise
John James Pascoe, Jr.
Gary Duane Paulson
James Garland Peek
David Perry, with Honors in Political Science
Jonathan Petke
Bruce Mero Plenk
Degrees Conferred

John Franklin Plummer, III, with Honors in Chemistry
Stephen John Poindexter
William Wendell Porter
William McKinley Preston, III
Robert Herold Quinn
Walter Byron Riley, 3rd
Marc Randolph Rogers
Macey Herschel Rosenthal, Jr.
Julius Rosenwald, III
John Renfrew Rowland
Michael Gordon Sabbeth
Emanuel Santa-Donato, III
John Michael Sarvey
George William Scarola
Thomas Michael Sipkins
Thomas Clinton Small
Eric Jensen Smith
Lowell Sanborn Smith
Mark Lawrence Smith
Robert Lewis Smith
Donald Allison Spaeth
George Russell Sparling
Raymond Sprague, II
Richard Watkins Starbuck
Richard Anson Steinberg
Mark Lane Stilphen
Jonathan Morris Storm
Richard Oakley Stout
Richard Frank Stovall
Brian Winsor Swett
David Adler Thanhauser

Bachelor of Arts, Cum Laude

Frederick Joseph Bashour, with Highest Honors in Music
William Huntley Beyer, with Highest Honors in Music
Jerry Lynn Bobo
Robert Squire Bower, with Honors in History
*Steven Alexander Brick, with Highest Honors in History
Brendan Austin Burns, III
Peter Anthony Capodilupo, with Honors in English

*Elected to Phi Beta Kappa
Degrees Conferred

*David Bancroft Cass, with Highest Honors in Art
Daniel Ralph Cianfarini
Lloyd Edward Constantine, with Honors in Political Science
*Samuel Ray Cutler, Jr., with Honors in History
*John Emery Demos
Joseph Mark Dempsey
Charles Melbern Dunn, III, with Honors in Art
Philip Julian Dunn
Gregory Neil Entis, with Honors in Political Science
*James David Ferrucci, with Highest Honors in Political Science
William Samuel Fitzpatrick, III
*Thomas Eldredge Foster, III, with Highest Honors in English
John Wellford Freeman, with Honors in Chemistry
Robert Mitchell Grace, Jr., with Highest Honors in Economics
*Frederick Wales Gramlich, with Highest Honors in Political Economy
Robert Irwin Hallem, with Honors in Chemistry
John Christopher Hastings
*George Wright Helmer, with Honors in Economics
William Buroker Hoffman
B Smith Hopkins III
Thomas Carroll Howell, with Honors in History
Guy Horton Hunt, III
Jack David Jacobs
Charles Dana Jeffrey, with Honors in Economics
*Paul Richard Kessler
Richard Joel Leader, with Highest Honors in Philosophy
Robert Albert Lee, with Honors in History
*Robert Donald MacDougall, Jr., with Highest Honors in History
James Sidney Marks, with Highest Honors in Psychology
Leland Powers Maxwell, Jr., with Honors in History
Hugh DeWitt McCormick, Jr., with Honors in Political Science
Laurence Bernard McCullough, with Honors in Art
*Walter Lincoln Merwin, III, with Highest Honors in Art
David Poe Mitzel, with Honors in History
Eric Cleveland Moore, with Honors in French
Francis Joseph Moriarty
Herbert Gouverneur Ogden, Jr.
Thomas Harlow Parker, with Honors in American Civilization
Douglas Roy Peterson, with Honors in History
Jeffrey Manning Pichler, with Highest Honors in Chemistry
Richard Pollet, with Honors in Political Science
Kinley Tener Reddy, with Honors in Biology
*David Longstreet Reid, with Honors in History

*Elected to Phi Beta Kappa
Degrees Conferred

Richard Kemp Renner, *with Honors in Political Science*
Steven Roger Rensch, *with Honors in History*
Stephen Gary Rosenbaum, *with Highest Honors in History*
Glenn Elliott Shealey, *with Highest Honors in History*
Paul Davis Shullenberger
James Nicholas Sicks
Paul Anthony Stach, *with Honors in Economics*
Theodore Clifford Standish, Jr., *with Honors in Physics*
Fitzhugh Dudley Staples, Jr., *with Honors in History*
Bryan Richard Sullivan, *with Honors in Political Economy*
David Shupp Tower
Craig Arthur Townsend, *with Honors in Chemistry*
Jorge Enrique Tristani, Jr.
Lawrence Ramsay Weit, *with Honors in Political Economy*
Chaiyawat Wibulswasdi
*Robert Claringbold Young

*Bachelor of Arts, Magna Cum Laude*

*Barry Allan Bartrum, with Highest Honors in English*
*Samuel Benjamin Bruskin, with Highest Honors in English and Highest Honors in Music*
*Alan Bruce Dittrich, with Highest Honors in English and Honors in Mathematics*
*Emmett Henry Fremaux, Jr., with Highest Honors in English*
*Thomas Alton Gustafson, with Highest Honors in Economics*
*William Peden Homan, with Highest Honors in Chemistry*
*Gregory Kenneth Marks, with Highest Honors in History*
*David Hout Mason, Jr.*
*John Fielding McKenzie, with Highest Honors in History*
*Richard Allan Peinert, with Highest Honors in Biology*
*Jack David Scudder, with Highest Honors in Physics*
*James Vincent Stepleton, with Highest Honors in History*
*Frederic James Vinick, with Highest Honors in Chemistry*
*Henry MacKay Walker, with Highest Honors in Mathematics*
*Joseph Taggart Williams, with Highest Honors in Economics*

*Bachelor of Arts, Summa Cum Laude*

*David MacKinnon Ebitz, with Highest Honors in Art*
*Aaron James Owens, with Highest Honors in Physics*

*Master of Arts or Certificate in Development Economics*

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Titus Oladipo Adeboye, Nigeria
Muzaffar Ahmad, Pakistan
Eduardo Raul Conesa, Argentina

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Arunkant Shah, Kenya
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John Philip Maher
John A. Newman

Master of Arts
Joseph Edward Butler, Jr.

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Galo Plaza
John Sloan Dickey
Edward Moore Kennedy

Doctor of Humane Letters
Lessing Julius Rosenwald
Herbert Lawrence Block

Doctor of Letters
Bernard Bailyn
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Coyle, William Thomas '70
Crain, Thomas Allen '73
Cramer, Stephen Paul '73
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<td>Crampton, John Slayton</td>
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Directory of Students

Emerson, Christopher Jones '70
Emery, Daniel Washburn '72
Engasser, Mark Charles '71
England, James Sylvester, Jr. '73
Enteman, John Harrison Finley '72
Epstein, Lloyd Alan '73
Ertel, Richard Ray '71
Ervin, William Charles '71
Espinoza, Miguel Adolfo '70
Estes, George Lawton, III '71
Evans, Joseph Lee '72
Eyre, Robert Carnes '71
Eyre, William Hudson, Jr. '73

Fahn, Jay '71
Farley, Daniel Hugh '72
Farnham, Robert Donald '71
Farren, David Lavington '72
Farver, William Mace '70
Farwell, Peter Kaempfer '73
Favrot, Gervais Freret, Jr. '70
Feder, Barnaby Jay '72
Ferguson, David Lee, Jr. '71
Ferraro, Lawrence Anthony '71
Ferrell, Henry Haskins, III '72
Fierstein, Ian Geffry '71
Filley, Christopher Mark '73
Finkbeiner, Peter John '72
Finlay, John Richard '73
Finnerty, John Dudley '71
Fisher, Thomas Gregson '72
Fitter, James Carsten, Jr. '71
Fitzgerald, Arthur Eugene, Jr. '70
Fitzgerald, Joseph Michael, III '71
Fitzgerald, Michael Edward '73
Fleming, Andrew Elliot '71
Flower, Donald Albert '73
Flowers, Thomas Edward '72
Foley, Michael Andrew '71
Foot, William Hawley '73
Foote, William Chapin '73
Ford, Edward Thomas '73
Ford, Eugene Wilmer, III '71
Forrest, Glenn '71
Forssell, Peter Lee '71

Boston
Eggertsville, New York
Buffalo, New York
Houston, Texas
Chester, New Jersey
Brooklyn, New York
Thiensville, Wisconsin
Jamestown, New York
Antofagasta, Chile
West Hartford, Connecticut
Akron, Ohio
Islip, New York
New York, New York

Atlanta, Georgia
Garden City, L. I., New York
Brattleboro, Vermont
Rochester, New York
Cambridge, Maryland
Northbrook, Illinois
New Orleans, Louisiana
Hillsborough, California
Edina, Minnesota
Clifton, New Jersey
Alexandria, Virginia
Scarsdale, New York
Denver, Colorado
New York, New York
Manchester, Vermont
West Caldwell, New Jersey
Litchfield, Connecticut
Panama 9A, Republic of Panama
Lexington
Glen Ridge, New Jersey
Hanover, New Hampshire
Hopkins, Minnesota
Kent, Ohio
Port Washington, New York
Armonk, New York
Red Wing, Minnesota
Milwaukee, Wisconsin
Lynn
Rye, New York
New York, New York
Laconia, New Hampshire
Foster, Richard MacDonald, Jr. ’70
Foulk, Theodore Griffith ’71
Fox, Charles Edward ’73
Fox, Nathan A. ’70
Francis, Raymond Lovell ’72
Franklin, Peter Butler ’73
Fraser Darling, James Ronan Morley ’72
Fratkin, David Dorin ’73
Frazier, Andrew Patrick ’71
Freeman, Leigh Morrison ’72
Freyman, Jeffrey Bruce ’70
Friedman, Carl Seth ’72
Frost, Daniel Blackburn ’70
Frost, John Christopher ’70
Fry, George Dietz, Jr. ’70
Fullerton, Walter Atherton, III ’72
Futransky, David George ’73
Fuzak, Mark John ’73

Gale, Edward Rannells ’70
Galinsky, Claude Merzon ’72
Gallagher, John Joseph, Jr. ’73
Galletly, Donald Robert ’73
Gamble, Brian Everitt ’70
Gardner, William Austin, Jr. ’71
Garfield, Newell, III ’72
Geier, Philip Otto, III ’70
Geiss, James Peter ’72
Geissler, Thomas Edward ’73
Geller, Jeffrey Lee ’70
George, Thomas Miller ’72
George, Thomas Shearer ’73
Gero, Andrew John ’70
Gerra, Ralph Alexander, Jr. ’70
Getman, William Howard ’73
Gibb, Henry Forrest ’71
Gibbs, Benjamin Simons ’71
Gillilan, John Vincent ’70
Ginn, Richard Taylor ’70
Gleason, Wilder Gutterson ’72
Glennery, James Randolph ’71
Goldenberg, David Alan ’70
González, Emilio Enrique, Jr. ’70
Goode, Steven Jeffrey ’72
Goodrich, Frederick Fbst, III ’73

Directory of Students

Short Hills, New Jersey
Flourtown, Pennsylvania
Fort Worth, Texas
Farmingdale, New Jersey
Fulham, New York
Noroton, Connecticut
Newbury, Berkshire, U. K.
Brooklyn, New York
Burlington, Vermont
Ridgewood, New Jersey
Washington, D. C.
Mount Vernon, New York
Santa Barbara, California
Minneapolis, Minnesota
Ithaca, New York
St. Petersburg, Florida
Evanston, Illinois
Kenmore, New York
Wellesley
Cold Spring Harbor, New York
Plymouth Meeting, Pennsylvania
Rockville Centre, New York
Port Washington, New York
Louisville, Kentucky
North Branford, Connecticut
Cincinnati, Ohio
Morristown, New Jersey
Willimantic, Connecticut
New York, New York
Chagrin Falls, Ohio
Wilmington, Delaware
Wallingford, Pennsylvania
Bethlehem, Pennsylvania
Ithion, New York
Middlebury, Vermont
Charleston, South Carolina
Pittsburgh, Pennsylvania
Richmond, Indiana
Willton, Connecticut
Houston, Texas
Brooklyn, New York
New York, New York
Bayside, New York
Garrett Park, Maryland

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Goodwin, James Alton, Jr. ’71
Goodwin, Morris, Jr. ’73
Gordon, Blair Macleod ’71
Gordon, Robert ’72
Gorman, Mark Scott ’73
Gowans, Bruce Henry ’72
Graham, Alfred Snowden ’71
Gramse, Richard Reed ’70
Gray, Charles Douglas ’73
Grayson, Robert Bruce ’71
Greason, Randall Mark ’70
Greenberg, David Wolfe ’73
Greene, Gordon Mather ’72
Greenland, Philip ’70
Grenfell, Milton Wilfred ’73
Griffin, Gregory James ’71
Griffin, John Tyler, Jr. ’72
Griffin, Michael George ’72
Griffinger, Theodore Armstrong, Jr. ’72
Groban, Robert Sidney, Jr. ’70
Grobleswski, Casimir Romeyn ’72
Groden, Lewis Richard ’73
Grogan, Paul Stanley ’72
Gross, Robert Marc ’73
Grossberg, Paul Arnold ’72
Groth, John Charles ’70
Groves, Gregory ’73
Grunwald, Andrew Michael ’72
Gunn, Robert Ward ’70
Gutman, Paul Jerome ’70

Haas, Albert, III ’73
Hagedorn, Frederick Cleveland, Jr. ’71
Haklisch, Paul Robert ’72
Hall, David Kendall ’70
Hamilton, Joseph Lee ’73
Hamilton, William Bruce, Jr. ’70
Hammond, Garretson Humphreys ’71
Hanes, Jeffrey Eldon ’73
Hanley, Daniel Francis ’71
Hannan, Paul William ’71
Hanni, David William ’70
Hannum, Charles Richard ’72
Hansen, Alexander Emil ’70
Hansen, Eric Rolf ’73

West Hartford, Connecticut
Minneapolis, Minnesota
Ithaca, New York
Fair Lawn, New Jersey
Kensington, Maryland
Palo Alto, California
Birmingham, Michigan
Longmeadow
Deansboro, New York
Millburn, New Jersey
Brunswick, Maine
Toledo, Ohio
Aurora, Illinois
Cincinnati, Ohio
Jackson, Mississippi
Waterbury, Connecticut
Devon, Pennsylvania
Haverhill
San Francisco, California
Scarsdale, New York
Brookline
Westbury, New York
Clinton, New York
Washington, D. C.
Berkeley, California
Rochester, New York
Cleveland, Ohio
Flushing, New York
Grand Rapids, Michigan
Elkins Park, Pennsylvania
San Francisco, California
West Hartford, Connecticut
Rye, New York
Parkersburg, West Virginia
Louisville, Kentucky
Louisville, Kentucky
Columbus, Ohio
Huntington, New York
Brunswick, Maine
Delmar, New York
Elmhurst, Illinois
Malvern, Pennsylvania
Toledo, Ohio
Los Altos Hills, California
Harding, William Elliot, Jr. '73
Hardy, Henry James '73
Harnik, Peter Louis '73
Harper, Andrew Sherwood '73
Harrington, Don Charles '71
Harris, Bradley Rennie '72
Harris, Frederick Sanford '73
Hartman, John Ellsworth '72
Hartshorn, Kevan Leighton '70
Harty, William Stephen '73
Harvey, Marshall Leland '72
Hastings, Hill '70
Hatch, Willard Cook, III '70
Hatcher, Drew Walton '71
Hauck, John Wesche '73
Haug, John Blanchard '73
Hauge, Stephen Burnet '73
Hawkins, Harold Hughes, Jr. '71
Hawn, Gates Helms '70
Hazen, Robert Dana '71
Hazzard, David Coles '71
Healy, Dwight Alexander '72
Hearty, James Bowe '73
Hedin, Perry Mitchell '72
Heekin, James Robson, III '71
Heiberg, James Frederic '72
Heiges, Lawrence Eugene '73
Hemingway, Richard Ira '71
Hemphill, Wylie Gibson '72
Henry, Harry William, III '73
Hermann, Robert Dean '72
Herdon, Charles Thaddeus, IV '71
Herr, Douglas VanGeem '72
Herseth, Charles Frederick '72
Hershey, Frantz Robertson '70
Hetsko, Jeffrey Francis '72
Hewett, Charles Earle '72
Hewitt, James Prentice '70
Hibbard, Scott Goodwill '73
Hildes, David '73
Hill, David Russell '73
Hill, Lon Carrington, IV '71
Hindert, Daniel Werner '71
Hipp, Edward Reginald '70
Hitchins, John Green, Jr. '70

Directory of Students

Danvers
Cleveland, Ohio

Old Greenwich, Connecticut

Port Washington, New York

Rochester, New York

Seattle, Washington

New Rochelle, New York

Pottstown, Pennsylvania

Hollis, New York

Morristown, New Jersey

Springfield, Pennsylvania

Los Angeles, California

Seattle, Washington

Scarsdale, New York

Cincinnati, Ohio

Marblehead

New York, New York

Galesburg, Illinois

Cooperstown, New York

Watertown, Connecticut

Warrington, Pennsylvania

Glen Rock, New Jersey

Marblehead

San Anselmo, California

Summit, New Jersey

Willmar, Minnesota

Drexel Hill, Pennsylvania

Simsbury, Connecticut

Seattle, Washington

St. Louis, Missouri

San Rafael, California

Johnson City, Tennessee

Summit, New Jersey

Oak Park, Illinois

Richmond, Virginia

Ridgewood, New Jersey

Winthrop, Maine

Lewiston, New York

Helena, Montana

Levittown, New York

Bedford, New York

Farmington, Connecticut

Kalamazoo, Michigan

Charlotte, North Carolina

Springfield, New Jersey
Directory of Students

Hixon, Robert Brooks '70
Hobart, David Roswell '71
Hobbs, J. Kimball '71
Hobbs, Stephen James '73
Hochberg, Kent Martin '70
Hodas, David Robert '73
Hoff, Joel Allen '70
Hoffman, Kent Briscoe '73
Hole, Richard Witherspoon, Jr. '70
Hollar, William Lawrence '70
Holman, Harold Lee '70
Holmyard, Harold Roy, III '73
Hoover, Peter Randall '73
Hopkins, Scott Linn '73
Horn, Howard William '71
Horne, Chevis Ferber, Jr. '73
Horne, Philip Field '73
Horton, Marvin Sylvester '73
Howard, Samuel Johnson '73
Howland, John Gaudin '72
Howley, Thomas Richard '72
Hubbell, John Platt, III '71
Hudspeth, Thomas Richard '70
Hulin, Charles Clay '71
Hull, Jonathan Cooper '73
Hull, Robert Bowen '73
Hunt, Daniel Kilner '71
Huntington, Charles Gardiner, III '71
Hurley, John Neal '73
Hurst, Keith Andrew '72
Hutchison, William Gibson '71
Hyle, Charles Stephen '72
Hyndman, Thomas McCaughrin, III '73

Ings, David Marshman '73
Irvine, Bruce Yoder '71
Irwin, Robert Warren '70
Issac, Paul Jerome '72
Isaacs, John David '72
Iverson, Maynard Bradley '73

Jackson, Jonathan Micah '72
Jackson, Thomas Humphrey '72
Jacobs, Ronald William '72
Jacobson, Jerald Bruce '73

Evergreen, Colorado
Fanwood, New Jersey
Hingham
Lafayette, California
New Shrewsbury, New Jersey
Poughkeepsie, New York
Guilford, Connecticut
Oklahoma City, Oklahoma
Devon, Pennsylvania
Rexford, New York
Verona, Pennsylvania
Palm Beach, Florida
North Canton, Ohio
Aurora, New York
North Adams
Martinsville, Virginia
Valhalla, New York
Memphis, Tennessee
Raleigh, North Carolina
Shaker Heights, Ohio
Vermilion, Ohio
Chestnut Hill
Houston, Texas
Weston, Connecticut
Danbury, Connecticut
Malvern, Pennsylvania
Pittsburgh, Pennsylvania
Rye, New York
Armonk, New York
Portland, Oregon
West Grove, Pennsylvania
Pittsburgh, Pennsylvania
Philadelphia, Pennsylvania

New York, New York
Los Angeles, California
Spokane, Washington
Eastchester, New York
Armonk, New York
Minneapolis, Minnesota

Valley Stream, New York
Kalamazoo, Michigan
Hudson
Moran, Wyoming
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<td>Jones, Wesley Leo, Jr.</td>
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<td>Joyce, Marc Edward</td>
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<td>Joyce, Stephen Hewette</td>
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<td>Kamihachi, James Dennis</td>
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<td>Kane, Richard James</td>
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<td>Bellevue, Washington</td>
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<td>II '72</td>
<td>Bellows Falls, Vermont</td>
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<td>Kett, Robert Jonathan</td>
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<td>Manchester, New Hampshire</td>
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<td>Goshen, New York</td>
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<td>Kaufman, Roger Tom</td>
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<td>Huntington Woods, Michigan</td>
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<td>Keating, Thomas Sheridan</td>
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<td>Bridgeport, Connecticut</td>
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<td>Kehoe, William Ralph</td>
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<td>Wayzata, Minnesota</td>
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<td>Kehres, David George</td>
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<td>Davenport, Iowa</td>
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<td>Keir, John Curtis</td>
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<td>Shaker Heights, Ohio</td>
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<td>Keller, Thomas Collins Stevenson</td>
<td>III '72</td>
<td>Wayne, Pennsylvania</td>
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<td>Kellogg, Myron</td>
<td>'73</td>
<td>Swarthmore, Pennsylvania</td>
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<td>Kelly, Kevin Vincent</td>
<td>'72</td>
<td>Monroe, New York</td>
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<td>Kelton, Franklin Crothers, Jr.</td>
<td>'70</td>
<td>Convent Station, New Jersey</td>
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<td>Kendrick, Stephen Hayes</td>
<td>'72</td>
<td>Ambler, Pennsylvania</td>
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<td>Kennedy, Bradford Day</td>
<td>'71</td>
<td>Atherton, California</td>
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<td>Little Rock, Arkansas</td>
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</tbody>
</table>
Directory of Students

Kennedy, John Robinson '71
Kennelly, Jerry Martin '72
Kerr, Thomas Ferguson '72
Keyes, Allan Robinson '70
Kieler, Charles Bayard '73
Kimball, Raymond Joel '70
Kimberley, Stephen Langton '73
Knidaloe, John Marshall '72
King, David Henry '73
King, Douglas Ashley '73
King, John Joseph, III '72
King, Ronald Nelson '72
Kingston, Paul William '73
Kinney, Peter Hamilton '70
Kirkland, James Muntz '70
Kirkland, Stephen Curtis '72
Kistler, Daniel Rives '71
Klein, Allen Fred '70
Klejna, Peter Blair '73
Knapp, Alfred John, Jr. '73
Knapp, Charles Whittemore, III '70
Knispel, Randy George '70
Knowlton, Joseph Lippincott, III '72
Knox, Charles Graham '70
Koegel, Robert Bartlett '73
Kolesar, James Gregory '72
Kono, Lawrence Hiroshi '70
Kopp, Kenneth Lee '71
Korobkin, Barry Jay '71
Kosnitsky, Fred '70
Koster, Eric David '70
Kotkins, Henry Louis, Jr. '70
Krakauer, Rex Riegger '72
Krall, Michael Louis '71
Kramer, Charles Russell, Jr. '70
Kramer, Kieron '70
Kramer, Neil '70
Krapfel, Paul Dale '72
Kriete, Roger Martin '73
Kronenberg, Peter Fletcher '70
Krull, Jeffrey Robert '70
Kruce, John Arthur '72
Kubic, David Wilson '71
Kuh, Peter Michael '73
Kunstadter, John Weil, Jr. '72
Litchfield, Connecticut
Kent, Washington
Franklin, Michigan
Rutland, Vermont
Cooperstown, New York
Walden, New York
Portland, Oregon
Detroit, Michigan
Philadelphia, Pennsylvania
Wayne, Pennsylvania
Hingham
Sylvania, Georgia
West Hartford, Connecticut
Darien, Connecticut
Elgin, Illinois
Concord
Pleasant Garden, North Carolina
Springfield
Houston, Texas
Greenwich, Connecticut
Chatham, New Jersey
Weston
Erie, Pennsylvania
Scarsdale, New York
Fairview Park, Ohio
Hilo, Hawaii
Cleveland, Ohio
Port Washington, New York
Jericho, New York
Wantagh, New York
Seattle, Washington
Kansas City, Missouri
Valley Stream, New York
Chatham, New Jersey
New York, New York
Livingston, New Jersey
Walla Walla, Washington
Chatham, New Jersey
Weston
North Tonawanda, New York
Tuxedo, New York
Scarsdale, New York
Washington, D. C.
New York, New York
Kurlinski, John Parker '70
Laidlaw, David William '73
Laird, Angus Stevens '73
Lamb, Philip Henderson '71
Lamb, Richard Charles '71
Lambert, Peter Christin '73
Lammert, Richard Thompson '73
LaPann, John Robert, Jr. '72
Latham, Stephen Blair '71
LaVigne, James Craig '71
Lavine, Jim '71
Law, Charles William '71
Lawson, Jonathan Kemble '73
Lawson, Stephen Robert '71
Lawson, William Vaughan, III '70
Lecky, Donald Douglas '72
Lee, Chong Woong '73
Lee, David Benjamin '71
Lee, Robert Horton '70
Lee, Steven Merriam '72
Lee, Thomas Henry '73
LeFevre, Adam Andre '72
Lehman, Michael Partridge '72
Leiter, Jeffrey Carl '70
Lejeune, Patrick Carleton '73
Lerchen, Norman Anderson '73
Lesniowski, Mark James '73
Lesny, Daniel Simon '73
Lester, Thomas Hayden '72
Levin, Harvey Alan '70
Levine, Steven Roy '73
Levy, Jonathan Louis '73
Lieberman, Paul Joseph '71
Lillie, Richard Horace, Jr. '72
Lindeke, Craig Emle '71
Lindley, Daniel Field '72
Lindsay, Harold David '72
Lindsey, Bruce Gilbert '71
Linen, Christopher Tuthill '70
Linen, Worthington Warren '73
Lipkin, Edward Walter '71
Liu, Kenneth Sheakin '72
Liu, Robin David '72
Livingston, Mark Chester '72

Directory of Students

Kingsville, Maryland

Miami, Florida
West Hartford, Connecticut
Cleveland Heights, Ohio
North Adams
Woodside, California
St. Louis, Missouri
Glens Falls, New York
Garden City, New York
Carmel, New York
Warren, Ohio
Brooksville, Maine
Rye, New York
Rye, New York
New York, New York
Richmond, Virginia
Islamabad, Pakistan
Honolulu, Hawaii
Marion Center, Pennsylvania
Bryn Mawr, Pennsylvania
Philadelphia, Pennsylvania
Cohynsom, New York
McLean, Virginia
Cincinnati, Ohio
South Pasadena, California
Birmingham, Michigan
Williamsville, New York
Bronx, New York
Springfield, New Jersey
Seewickley, Pennsylvania
Woodmere, New York
Kingston, Pennsylvania
Scarsdale, New York
Milwaukee, Wisconsin
Bessemer City, North Carolina
Wilmington, Delaware
Boston
Northford, Connecticut
Greenwich, Connecticut
Greenwich, Connecticut
Clayton, Missouri
Chicago, Illinois
Honolulu, Hawaii
New Rochelle, New York
Directory of Students

Livingston, Randall Murch '71
Lobe, James Richard '70
Loeffler, John Randall '73
Longenecker, Mark Hershey, Jr. '73
Loomis, David Vicario '73
Loomis, George Albert, III '70
Loomis, Robert Delgado '72
Loomis, William Ray, Jr. '71
Lowe, John Adams, III '73
Lowry, Paul Shafer '73
Luchs, Roger David '73
Lukingbeal, Eric '71
LuValle, John Vernon '72
Lyman, Timothy Hoff '71
Lynde, Charles Macgill, Jr. '72
Lyon, Mark Eliot '70
Lyon, Thomas Matthew '72

MacAllister, John Harvey '71
Macartney, Donald Baird '71
MacAusland, Stephen Brayton '72
MacDonald, Bruce Faber '73
MacDonnell, Russell Robert '70
Machata, Karl Francis '73
Machauer, Robert Jay '70
Mackey, Craig Best '72
MacKinnon, John Alexander '71
MacKinnon, Larry Donald '71
Maclay, William Thayer '70
MacNelly, James Bruce '71
MacWilliams, Andrew Phelps '71
Mahony, William Kalley '73
Maier, Andrew II '71
Maimin, Henry Charles '72
Maitland, John Frederick '70
Malanson, George Patrick '72
Malcolm, John William '72
Malkmes, Jon Conrad '71
Manley, Vernon Christopher '72
Marivani, Syrous '72
Markowitz, James Fred '73
Maroney, Denman Fowler '71
Marsh, David Raymond '71
Marshall, John Foster '70

Kensington, Connecticut
Seattle, Washington
Carlisle, Pennsylvania
Akron, Ohio
Rancho Santa Fe, California
Wethersfield, Connecticut
Rancho Santa Fe, California
Rockville, Maryland
Needham
Norman, Oklahoma
Washington, D. C.
New Canaan, Connecticut
Palo Alto, California
Caldwell, New Jersey
Winnetka, Illinois
Oklahoma City, Oklahoma
Trenton, New Jersey

Syracuse, New York
San Bruno, California
Dedham
Darien, Connecticut
Rockford, New York
Highland Park, New Jersey
Malvern, Pennsylvania
Alexandria, Virginia
Mountain Lakes, New Jersey
Darien, Connecticut
Cedarhurst, L. I., New York
Sewickley, Pennsylvania
Denver, Colorado
Wyomissing, Pennsylvania
White Plains, New York
Fort Lauderdale, Florida
Clinton
Jericho, New York
Stony Brook, New York
Jersey City, New Jersey
Richmond, Virginia
Tehran, Iran
Valley Stream, New York
Summit, New Jersey
Boxford
Needham
Marston, Henry Ward, 4th '73
Martin, David Stuart '72
Marver, James Douglas '72
Masback, Harold Elmer, III '73
Mason, James Edwin '71
Massa, Ronald Xaviar '70
Massengale, William Fitzhugh Williams '71
Massimiano, Anthony Gerald '72
Mathieson, John Andrew '71
Mathieu, James Calvin '72
Matthews, Patrick Joseph '70
Matthiesen, William Wade '70
Max, Richard Jay '73
Maxwell, Richard William, Jr. '71
May, Edwin Hyland, III '70
May, Peter Conrad '73
McArthur, Scott Lawrence '70
McBroom, Jackson Tate, Jr. '70
McCaslin, Robert Bagley '73
McClure, Archibald, III '72
McClure, John Van Norden '73
McColm, Robert Bruce '72
McCrea, Christopher Charles '71
McCurdy, Gilbert Kennedy '70
McCurdy, Joseph Robert, Jr. '70
McDermott, Philip Alan '73
McEniry, David Winters '73
McGill, Donald Forbes, Jr. '73
McGill, John William '71
McGraime, Kenneth Victor '72
McGraw, William Francis '72
McHendrie, Andrew Graig '70
McInerney, Thomas Haven '73
McKee, Dwight List '70
McKenna, James Francis, III '70
McLeod, Roderick Anthony, VIII '70
McManus, Randolph Quaile '72
McNutt, Bruce Edward '70
McPhillips, David Dixon '70
Means, George Neil '70
Meek, Bert Bookham, III '73
Meese, William Eric '71
Mellin, Thomas Gilbert '70
Meltzer, Michael William '70
Menard, Michael Paul '70

Directory of Students

Strafford, Wayne, Pennsylvania
Weston
San Marino, California
White Plains, New York
Melville, New York
Williamstown
Chapel Hill, North Carolina
Pittsfield
Greenville, Pennsylvania
Pasadena, California
Stikeen, Missouri
Phoenix, Arizona
West Orange, New Jersey
North Branford, Connecticut
Wethersfield, Connecticut
Wellesley
Portland, Oregon
Roanoke, Virginia
Cincinnati, Ohio
Kenilworth, Illinois
Kenilworth, Illinois
Asbury Park, New Jersey
Laguna Beach, California
Rochester, New York
Scarsdale, New York
Kansas City, Missouri
Scarsdale, New York
Darien, Connecticut
Burlington, Vermont
Tuxedo Park, New York
Rochester, New York
Denver, Colorado
Sayville, New York
Chagrin Falls, Ohio
Pittsburgh, Pennsylvania
San Francisco, California
Corpus Christi, Texas
Cincinnati, Ohio
Alexandria, Virginia
Gibson Island, Maryland
White Plains, Maryland
Wayne, New Jersey
New Orleans, Louisiana
Brooklyn, New York
Cincinnati, Ohio
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Mender, Donald Matthew ’71
Mensh, Ronald Stephen ’72
Mertz, Karl Anton, Jr. ’72
Messing, Mark Paul ’70
Metzger, Alfred Richard, Jr. ’71
Metzroth, Veit-Thomas Edzard ’73
Michaels, Thomas Frost ’70
Michelson, Bruce Frederic ’70
Michenberg, Ira ’72
Miller, Franklin Carroll ’72
Miller, Gary Stephen ’70
Miller, Henry Scott ’71
Miller, James Lawrence ’70
Miller, Paul Baron ’71
Miller, Peter Paul, III ’70
Miller, Peter Robinson ’72
Miller, Robert Hanson ’70
Miller, Robert Lyman ’71
Miller, Scott Harvey ’71
Miller, Stephan Craig ’70
Miller, William Arthur ’73
Miller, William Edward ’71
Minifie, Jonathan ’72
Mitchell, Wylie Lee ’73
Mitsis, Phillip Thomas ’72
Monsell, Edwin Moreland, III ’71
Montgomery, Kim Roderick ’70
Moore, Stephen Gates, Jr. ’70
Moreau, Marcel Gilbert ’72
Moreland, Peter Scott ’73
Morello, Paul John ’72
Morgan, James Tarleton ’73
Morgan, John Irwin, III ’70
Moriyama, Halley Isao ’70
Morrell, Douglas Allen ’73
Morris, James Lind ’72
Morrow, Thomas Christopher ’72
Morrow, Thomas Ramsey ’71
Morton, Allen Salisbury ’73
Moss, Samuel Parker ’72
Muglia, Richard Lawrence ’73
Muller, Robert Wisour ’73
Munroe, James Granger ’72
Murnane, Timothy Edward ’71
Murphy, William Francis, III ’73

Fair Lawn, New Jersey
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Hillsborough, California
Wellesley Hills
Bethlehem, Pennsylvania
Greenfield
Greenwich, Connecticut
West Orange, New Jersey
Brooklyn, New York
New York, New York
Dover
Merion Station, Pennsylvania
Evanston, Illinois
Plymouth
Swarthmore, Pennsylvania
Califon, New Jersey
Baltimore, Maryland
New York, New York
Brooklyn, New York
Westfield, New Jersey
New Hartford, New York
Rehoboth, New York
New York, New York
Kansas City, Missouri
Denver, Colorado
Schneckey, New York
Morris Plains, New Jersey
Charlotte, Vermont
Westbrook, Maine
Burlington, Vermont
Greenwich, Connecticut
Wilmington, Delaware
Farmville, North Carolina
Alexandria, Virginia
Brunswick, Maine
Stamford, Connecticut
Garden City, New York
Winnetka, Illinois
Casper, Wyoming
Potomac, Maryland
North Plainfield, New Jersey
Wyomissing, Pennsylvania
Andover
Danbury, Connecticut
Sands Point, New York

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Murray, David Gregory '71
Murray, Donald Roy '72
Murray, Francis Joseph, Jr. '71
Murray, John Carroll '72
Murray, John Joseph, III '70
Murray, Marshall Bertram '73

Napier, Arthur Howell, III '70
Nathan, Arthur Edgar '73
Nation, Robert Joseph '71
Naugle, Louis Alfred '72
Navins, Peter Lewis '70
Nawrocki, Jay Andrew '72
Neikirk, John Orr, Jr. '73
Nelson, Edward Percy '72
Nelson, Jeffrey Bernard '70
Nelson, John Eugene, III '70
Nelson, John William, III '70
Nelson, Robert Eric '72
Nelson, Walter John, Jr. '71
Newcomb, Winthrop Holbrook '70
Newquist, Scott Crawford '70
Newton, David Irwin '71
Niemitz, Jeffrey William '72
Noel, James Latane, III '71
Norris, Davidson '70
Norris, Jay Michael '73
Norton, John Hancock, Jr. '70
Nourse, James Hallet '72
Nowlan, Robert Stephen '70
Nuzzolo, John Eugene, III '73
Nycum, Robert Scott, Jr. '71

Obourn, John Lewis '70
O'Connell, Robert Stephen '70
O'Connor, Thomas Edward '73
Ogilvie, Peter Preston '70
O'Grady, Stephen Gilman '71
Oldshue, Paul Frederick '71
Olson, David Conrad '71
Olson, John Allen '72
O'Rourke, Michael David '72
Osborne, William Walter, Jr. '71
Osmun, Andrew Gilbert '71
Otto, Timothy James '72
Ouimette, Robert Alan '72

Directory of Students

Rye, New York
Barrington, Rhode Island
Oshkosh, Wisconsin
Reynolds ville, Pennsylvania
Cedar Rapids, Iowa
Baltimore, Maryland
Flourtown, Pennsylvania
New York, New York
Pasadena, California
Livingston, New Jersey
Byfield
Chicago, Illinois
Riverside, Connecticut
Waban
Geneva, Switzerland
Houston, Texas
North Hornell, New York
Tulsa, Oklahoma
Middlebury, Vermont
West Boxford
Scarsdale, New York
North Haven, Connecticut
Maplewood, New Jersey
Houston, Texas
Norfolk, Virginia
Topsfield
Plainville, Connecticut
South Hamilton
West Springfield
Everett
Summit, New Jersey

East Rochester, New York
Darien, Connecticut
Rochester, New York
Ridgefield, Connecticut
Bloomfield Hills, Michigan
Rochester, New York
Lyndhurst, Ohio
Oklahoma City, Oklahoma
Tacoma, Washington
Skaneateles, New York
Fairfax, Virginia
San Jose, California
Pleasant Valley, New York
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<td>Perry, Howard Randolph '73</td>
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<td>Pepper Pike, Ohio</td>
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<td>Peterson, Paul Roland '73</td>
<td>Excelsior, Minnesota</td>
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<td>Pezet, Claude '72</td>
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<td>Phelan, Jeremy DuPont '72</td>
<td>Buenos Aires, Argentina</td>
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<td>Philhower, Mark Stephen '72</td>
<td>Davenport, Iowa</td>
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<td>Phillips, James McKinney '71</td>
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<td>Phillips, Paul Leslie '73</td>
<td>Denver, Colorado</td>
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<td>Piccione, Gary Joseph '71</td>
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<td>Pickard, Douglas Brown '71</td>
<td>Manhasset, New York</td>
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<td>Pierce, Reginald Franklin, III '72</td>
<td>East Greenwich, Rhode Island</td>
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<tr>
<td>Pierson, Paul Hamilton '73</td>
<td>Greenwich, Connecticut</td>
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<td>Pottstown, Pennsylvania</td>
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Pinakiewicz, William Henry ’72
Pinello, Daniel Ray ’72
Pitcher, John David ’71
Pitcher, William Michael ’72
Pitt, Christopher Selden ’73
Place, Donald Gordon ’73
Platoff, John Belford ’73
Plott, Thomas Michael ’72
Podore, Peter Charles ’73
Polk, David Edgar ’73
Pollock, Roy Van Horn ’72
Pomeroy, David Phipps ’71
Pommer, Russell Edwin ’72
Ponds, Richard Ervin ’72
Potter, Donald Brandreth, Jr. ’70
Potts, Arthur Gerard, Jr. ’71
Powers, Hugh James ’71
Pozarek, Stephen Joseph ’71
Prendergast, Jay Scott ’72
Prentice, Theodore Clark, Jr. ’71
Price, Richard Pearsall ’70
Price, William Jones ’73
Prigoff, Michael Lebson ’72
Prouty, David Russell ’70
Pschick, Paul ’71
Pulliam, Russell Bleecher ’71
Quattlebaum, Joseph Merritt ’71
Quay, James Dunn ’71
Quayle, Dwight Wingate ’73
Rabjohn, James Norman ’70
Raczynski, James Malcolm ’72
Rade, Michael Paul ’71
Rahl, James Andrew, Jr. ’70
Raineault, Jack Francis ’72
Rapoport, Mitchell Jay ’72
Raskopf, Vincent Joseph, Jr. ’72
Rasmussen, John Flemming ’73
Rathke, Stephen Wade ’71
Ratner, Ian Mark ’73
Rauh, Thomas Richard ’71
Ravlin, Mark Morrow ’71
Rea, Thomas Howe Childs ’72
Reed, George Sullivan, Jr. ’70
Reckman, Richard Fred ’73

Blasdell, New York
Denver, Colorado
East Norwich, New York
East Norwich, New York
St. Davids, Pennsylvania
Marblehead
Englewood, New Jersey
Davidson, North Carolina
Cincinnati, Ohio
Wellesley Hills
Detroit, Michigan
Collinsville, Connecticut
Port Washington, New York
Washington, D. C.
Clinton, New York
Danbury, Connecticut
Saugus
Cranford, New Jersey
Larchmont, New York
Buffalo, New York
Arlington Heights, Illinois
Arlington Heights, Illinois
Alpine, New Jersey
Tucson, Arizona
Maple Glen, Pennsylvania
Indianapolis, Indiana
Woodstown, New Jersey
Lancaster, New Hampshire
Marblehead
Cambridge
Wayland
Hamburg, New York
Evanston, Illinois
Fairfield, Connecticut
Harrington Park, New Jersey
Garden City, New York
Mamaroneck, New York
New Orleans, Louisiana
Weston
Cincinnati, Ohio
Louisville, Kentucky
Pittsburgh, Pennsylvania
Grosse Pointe, Michigan
Cincinnati, Ohio
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Reddicliffe, Harold Arthur, Jr. '70
Redline, Richard Charles '73
Reed, John Irving '73
Reeves, Charles Eric '72
Reichert, William Warren '71
Reigeluth, George Applegate '71
Resor, John Lawler '71
Rhame, Frederick Taylor '70
Rhoads, Carroll Brewster, III '73
Rice, Timothy Parsons '73
Richards, Bruce Tilton '73
Richards, Victor Frederick Whitham '70
Richardson, Henry Hobson, Jr. '71
Richardson, Kennedy Park '71
Richtsmeier, Jack LeRoy '71
Riehl, Dale Parke '72
Rimsky, Douglas Jay '70
Rives, William Cabell '71
Robins, Anthony Wayne '72
Robinson, Clifford Garfield '70
Robinson, George Lee, Jr. '70
Robinson, Nelson Winthrop '70
Roby, Daniel Dulany '73
Rock, Charles Patrick '70
Romaine, William Demarest '70
Rooney, James Patrick, Jr. '73
Rose, Henry Steven '71
Rosen, Andrew Steven '72
Rosenquest, John Butler, III '71
Rosenthal, Norton Stewart '73
Ross, Ronald George '71
Rowley, Charles Bacon, III '73
Rubenstein, James Arthur '70
Rubin, Charles Jules '72
Rubin, Irwin Barry '71
Rubinstein, Mark David '71
Ruchman, Mark Charles '71
Rude, Kent Eugene '71
Ruf, Frederick John '73
Russell, Thaddeus Duane '72
Ruth, Joseph Frank '70
Rutkowski, Robert '72
Rutledge, David Boyd '73
Ryley, Richard Alvin Walter '71
Sale, Scott Ritchey '72

Houston, Texas
Bethlehem, Pennsylvania
Delhi, New York
South Pasadena, California
Catonsville, Maryland
New Haven, Connecticut
Washington, D. C.
Waltham
Huntingdon Valley, Pennsylvania
Wallingford, Connecticut
Westport, Connecticut
San Francisco, California
Brookline
Wayland
Denver, Colorado
Port Chester, New York
Sands Point, New York
Coham, Virginia
New York, New York
New York, New York
Washington, D. C.
Houston, Texas
Philadelphia, Pennsylvania
Silver Spring, Maryland
Dobbs Ferry, New York
Huntingdon Valley, Pennsylvania
Tenafly, New Jersey
Port Chester, New York
New Canaan, Connecticut
Fort Worth, Texas
Brooklyn, New York
Lexington
Westport, Connecticut
Rye, New York
Brooklyn, New York
Arlington, Virginia
East Rockaway, New York
Denver, Colorado
Glen Head, New York
Lakeville, Connecticut
Washington, D. C.
Tonawanda, New York
Fort Worth, Texas
Sylvania, Ohio
St. Louis, Missouri

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<tr>
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<th>Year</th>
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<tr>
<td>Sammons, William Austin Haffner</td>
<td>’70</td>
<td>Syracuse, New York</td>
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<td>Sanchez, William Ducret</td>
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<td>New York, New York</td>
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<td>Sands, Oliver Jackson, III</td>
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<td>Richmond, Virginia</td>
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<td>Sayles, John Thomas</td>
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Skyrms, James Frederick '72
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Smith, Bruce McGregor '71
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Smith, Budge Harter '73
Smith, Craig Richey, Jr. '70
Smith, David Shiverick, Jr. '71
Smith, Elton Everett, III '73
Smith, Ernest Richard '72
Smith, Evans Lansing '72
Smith, Putnam Clark '73
Smith, William Hutchins, III '73
Smith, William Joseph '73
Sobel, David Thompson '71
Soss, Neal Martin '70
Spadafora, David Charles '72
Spencer, Jeffrey Clark '70
Spencer, Robin Whitney '73
Spevak, Philip Joel '73
Spiegelman, Richard David '70
Spitzer, Lyman Franklin '71
Spraycar, Rudy Steve '71
Spurrier, Robert Dunlap '70
Squires, Stephen Taylor '70
Sredl, Joseph Francis, Jr. '72

West Yarmouth
Portland, Oregon
Bronx, New York
Philadelphia, Pennsylvania
Swansea
Richmond, Virginia
Paoli, Pennsylvania
Buffalo, New York
Massapequa, New York
Pittsfield
Highland Park, Illinois
Summit, New Jersey
Clarendon Hills, Illinois
Scarsdale, New York
Louisville, Kentucky
Kenilworth, Illinois
Brooklyn, New York
Amherst
Freeport, Illinois
Chatham, New Jersey
Worcester
Parma, Ohio
Milwaukee, Wisconsin
Port Washington, New York
San Francisco, California
Chagrin Falls, Ohio
Greenwich, Connecticut
Kilmarnock, Virginia
Framingham
Baltimore, Maryland
Easton, Connecticut
Boydton, Virginia
Lenox
Westport, Connecticut
Williamstown
Middletown, Ohio
Wilton, Connecticut
Wilton, Connecticut
Des Moines, Iowa
Philadelphia, Pennsylvania
Toledo, Ohio
Anaconda, Montana
Middletown, Connecticut
Storrs, Connecticut
Glen Rock, New Jersey
Directory of Students

Stakes, John Wilbur, III '71
Standart, Joseph Gardner, III '73
Stanton, Peter Derwent '73
Staver, Allen William '73
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Sutton, Fleming Darnell '72
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Sweeney, William Homer, III '71
Szklanka, Eli '72

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Taft, Thomas Dudley '72
Talbert, William Pike '71
Talbot, Herbert Cooper, Jr. '73
Tam, James Kellet '71

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Katonah, New York
Denver, Colorado
Short Hills, New Jersey
Upper Montclair, New Jersey
Vermillion, South Dakota
Niagara Falls, New York
Waterbury, Connecticut
Hewlett, New York
Cleveland, Ohio
White Salmon, Washington
White Salmon, Washington
Lincoln, Nebraska
Glencoe, Illinois
Holyoke
Atlanta, Georgia
St. Paul, Minnesota
Denver, Colorado
Shaker Heights, Ohio
Lake George, New York
San Anselma, California
Buffalo, New York
Tucson, Arizona
Tulsa, Oklahoma
St. Paul, Minnesota
Huntington, New York
Andover
Toledo, Ohio
Hyannis
Hyannis
Palo Alto, California
Washington, D. C.
Orchard Park, New York
Cleveland Heights, Ohio
Saratoga Springs, New York
Ridgefield Park, New Jersey
Concord
Bronx, New York

Erie, Pennsylvania
Exeter, New Hampshire
New York, New York
Westwood
Maui, Hawaii
Directory of Students

Tanaka, Gregory Kazuo '70
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Tasker, Joseph Dean '73
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Taylor, John Timberlake '71
Taylor, Michael Frederick '71
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Travis, Elliot Ross '72
Trian, Kenneth Christopher '71
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Tucker, Paul Hayes '72
Tucker, Robert Carl '73
Turk, Ted Robert '70
Turner, George William '70
Tuttle, John Tyler, Jr. '70
Twaits, Alan Richard '70
Tyler, Robert Langdon '71

Udall, Mark Emery '72

South Pasadena, California
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Finksburg, Maryland
Lake Bluff, Illinois
North Adams
Moore, South Carolina
Dayton, Ohio
Auburn, New York
San Marino, California
Houston, Texas
Honolulu, Hawaii
Port Washington, New York
Washington, D. C.
Baltimore, Maryland
Williamstown
Sparta, New Jersey
Scarsdale, New York
Amityville, L. I., New York
Washington, D. C.
Wayzata, Minnesota
Winchester
Sudbury
New Vernon, New Jersey
Auburn, New York
St. Paul, Minnesota
Kalamazoo, Michigan
Elkridge, Maryland
Oakland, California
Laurelton, New York
Riverside, Connecticut
Springfield
Pittsfield
Naples, Florida
Weston
Bronxville, New York
Chicago, Illinois
Pelham, New York
Moreland Hills, Ohio
Palm Beach, Florida
Swampscott
Sherrill, New York
Chatham Township, New Jersey
Littleton, Colorado

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Directory of Students

Murray Hill, New Jersey
Tenafly, New Jersey

Denver, Colorado
Bronx, New York
Danville, Virginia
El Dorado, Arkansas
Brooklyn, New York
Maumee, Ohio
Waverly, Pennsylvania
Honolulu, Hawaii
Somerville, New Jersey
Rye, New York

Short Hills, New Jersey
Bethesda, Maryland

Somerset
Limuru, Kenya

Chevy Chase, Maryland
Wyckoff, New Jersey
Chappaqua, New York
Gainesville, Florida
New York, New York
Sewickley, Pennsylvania
Stony Brook, New York

Dedham
Fairfield, Connecticut
Montpelier, Vermont
Midland, Michigan
Abington, Pennsylvania
Greenwich, Connecticut

North Bellmore, L. I., New York
Bronx, New York
Woodridge, New York

Needham
Forest Hills, New York
Kansas City, Missouri
Montevallo, Alabama

Gig Harbor, Washington
Toledo, Ohio

Toledo, Ohio
Winnetka, Illinois

Prairie Village, Kansas

East Grand Rapids, Michigan
East Longmeadow
Weihman, Edward Alan '71
Weinstein, Peter Adam '71
Weiss, William Maitland '72
Welborn, Joe Briney '70
Welling, Peter Terhune '73
Wellington, Laurence Charles, II '70
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Werbe, Stephen France '73
Werble, Cole Palmer '73
Wesloski, William Thomas, Jr. '71
West, Christopher Read '72
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West, Ernest Lee, Jr. '71
West, Peter Hill '71
Westbrook, David Lawrence '72
Westley, Glenn Douglas '72
Westly, Stephen Kottemann '71
Whatmore, John Alvin '72
Wheelock, Jerry Lawrence '71
Whitaker, Edward Anthony, Jr. '73
Whitbeck, Carl Gifford, Jr. '70
White, Alan Scott '73
White, Condy Jefferson '73
White, Melvin Sylvester '73
Wick, William Shaw '72
Wickes, Richard Paul '70
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Widmer, Roger Clair '71
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Wilkinson, James Hamilton '73
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Willmott, Thomas Hatton '70
Willoughby, Thomas Earl, Jr. '71
Wilson, David Heaton, Jr. '71
Wilson, John Denniston, Jr. '72
Wilson, John McNeal '71
Wilson, Timothy Decamp '73

Pelham Manor, New York
West Barrington, Rhode Island
Hudson, New York
New York, New York
New York, New York
Lincoln
Bloomfield, Missouri
Kennedy Square, Pennsylvania
Framingham
Hamden, Connecticut
Cedar Rapids, Iowa
Pully, Switzerland
Bethesda, Maryland
Chicopee
Baltimore, Maryland
Gladwyne, Pennsylvania
Pittsfield
Geneva, Switzerland
Canandaigua, New York
West Hartford, Connecticut
Mason City, Iowa
Milford, New Hampshire
Uxbridge

Hackettsown, New Jersey
Devon, Pennsylvania
Richmond, Virginia
Short Hills, Pennsylvania
Wilmington, Delaware
Los Angeles, California
Pittsburgh, Pennsylvania
Watertown, New York
White Plains, New York
Oklahoma City, Oklahoma
Weston
Chattanooga, Tennessee
Philadelphia, Pennsylvania
Wilson, William Robert, Jr. '71
Wolfe, Ernest Ervin, III '72
Wong, Deen Lee '73
Wood, Hamilton Brooks, III '72
Wood, Thomas Richard '71
Woodruff, John Worth '71
Woodruff, Theodore Sherman '70
Woodward, James Mark '72
Wright, Kelly '71
Wright, Peter, III '73

Yard, Raymond Richard, Jr. '70
Yokum, Geoffrey Eric '73
Youderian, Philip Allen '72
Young, Paul Michael '70
Young, Robert Hugh '72

Zarcos, Raymond John '73
Zients, Michael Robert '73
Zimmerman, Louis Seymour '71
Zook, Christopher James '73

Graduate Students

Candidates for Degree of Master of Arts

Gregory Banister Currier
Janet Susan Johns
Charles Joseph Masenas

Candidates for Degree of Master of Arts in Development Economics

Manasseh Amoako-Atta
Aris Othman
Emmanuel Asumang
Jacob Brodsky
Luis De Pablo
Ramon Downey
Uroš Dujšin
Rashidur Faruquee
Ertugrul Ibrahimoglu
Nihar Ranjan Hota
Hernando Jimenez
Sarshar A. Khan
Frederick A. Moses
Directory of Students

Aeneas Mukiibi
Lutfu Nalkesen
Bandele I. Olumilua
Harry Pasimio
Rolando M. de la Paz
Philippou Wolde-Mariam
Abubakar Sadauki
Sudchit Nimitgul
Suphot Kitisuwan

Uganda
Turkey
Nigeria
Philippines
Philippines
Ethiopia
Nigeria
Thailand
England

Candidates for Degree of Master of Science

Andrew Eugene Dequasie
Franz S. Dunkl
Leonid Fedotowsky
Robert Herman Maher
Matthew Wilson McNeary
John L. Moresi

North Adams
Williamstown
North Adams
North Adams
North Adams
North Adams

Sprague Employee Special Graduate Student

William Steve Goruk

Williamstown

ENROLLMENT BY CLASSES, SEPTEMBER 1969

Graduate Students.................................................... 32
Seniors.................................................................. 298
Juniors.................................................................. 305
Sophomores................................................................ 338
Freshmen.................................................................. 334

Total........................................................................ 1307

ENROLLMENT BY CLASSES, FEBRUARY 1970

Graduate Students.................................................... 25
Seniors.................................................................. 297
Juniors.................................................................. 304
Sophomores................................................................ 335
Freshmen.................................................................. 330

Total........................................................................ 1291
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Directory of Students

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Total: 1325
SOCIETY OF ALUMNI 1969-70

OFFICERS

President—Shelby V. Timberlake, Jr. ’42, Pelham Manor, N.Y.
Vice President—Gordon T. Getsinger ’43, Pound Ridge, N.Y.
Assistant Secretary—James R. Briggs ’60, Williamstown, Mass.
Secretary, Emeritus—Charles B. Hall ’15, Williamstown, Mass.

EXECUTIVE COMMITTEE

Retiring 1970:
Bruce McClellan ’45, Lawrenceville, N. J.
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THE WILLIAMS ALUMNI REVIEW

Thomas W. Bleazarde, Editor, Williamstown, Mass.

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Williams College
Williamstown, Mass. 01267
Founded 1793

A privately endowed, four-year liberal arts college, Williams was founded with funds bequeathed by Colonel Ephraim Williams, a Colonial soldier killed in 1755 during the French and Indian Wars. From its founding, Williams was a men's college until 1970 when it became coeducational. It has an enrollment of about 1,300 undergraduates who are candidates for the Bachelor of Arts degree. Among its many distinguished alumni have been James A. Garfield, the 20th president of the United States, Herbert H. Lehman, United States senator and governor of New York, and Mark Hopkins, the famed educational reformer, all of Williams.
Map of the Williamstown area showing connections with main transportation arteries.
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FORMS OF GIFTS OR BEQUESTS

From the beginning private gifts and bequests have made possible the growth and strength of such independent institutions of higher education as Williams College. For those who would like in a most meaningful way to aid the College in its continuing purposes, the following forms of gifts or bequests are suggested, with the first form that which historical experience most strongly recommends.

UNRESTRICTED GIFT OR BEQUEST

I hereby give and bequeath to THE PRESIDENT AND TRUSTEES OF WILLIAMS COLLEGE, a corporation organized and existing under the laws of the Commonwealth of Massachusetts, the sum of $.................

GIFT OR BEQUEST RESTRICTED AS TO PURPOSE

I hereby give and bequeath to THE PRESIDENT AND TRUSTEES OF WILLIAMS COLLEGE, a corporation organized and existing under the laws of the Commonwealth of Massachusetts, the sum of $.............., the income or principal or both to be used for the following purpose:—

GIFT OR BEQUEST WITH INCOME ONLY TO BE USED FOR STATED PURPOSE

I hereby give and bequeath to THE PRESIDENT AND TRUSTEES OF WILLIAMS COLLEGE, a corporation organized and existing under the laws of the Commonwealth of Massachusetts, the sum of $................., to establish the....... Fund, the net income only to be used as follows:—
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<td>Sept. 13-15</td>
<td>Sunday through Tuesday, Freshman days</td>
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<td>Monday, 8:30 a.m. – 12 m., Freshmen meet with Faculty Advisers</td>
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<td>Tuesday, 2 p.m., Enrollment</td>
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<td>Sept. 16</td>
<td>Wednesday, 8 a.m., Classes begin</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>Sunday, College Convocation</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Saturday, Freshman Parents’ Day</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Saturday, Warnings due – Freshmen only</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Saturday, College Holiday (Wesleyan Game–home)</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Wednesday, 12:15 p.m., Friday a.m. classes cancelled, Sat., a.m. classes on Friday a.m.</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Monday, 8 a.m.</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Friday, 5 p.m.</td>
</tr>
<tr>
<td>Dec. 12-13</td>
<td>Saturday and Sunday, Thanksgiving recess begins</td>
</tr>
<tr>
<td>Dec. 14-21</td>
<td>Monday through Monday, Thanksgiving recess ends</td>
</tr>
<tr>
<td>Dec. 21</td>
<td>Monday, 6 p.m.</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Wednesday, 12:15 p.m.</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Friday, 5 p.m.</td>
</tr>
<tr>
<td>Jan. 4</td>
<td>Monday, 8 a.m.</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Friday, 5 p.m.</td>
</tr>
<tr>
<td>Jan. 30-Feb. 2</td>
<td>Saturday through Tuesday, Winter Study Program begins</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Wednesday, 8 a.m.</td>
</tr>
<tr>
<td>Feb. 19-20</td>
<td>Friday and Saturday, Mid-Winter recess</td>
</tr>
<tr>
<td>March 20</td>
<td>Saturday, 12:15 p.m.</td>
</tr>
<tr>
<td>March 20</td>
<td>Monday, 8 a.m.</td>
</tr>
<tr>
<td>April 5</td>
<td>Saturday, Spring recess begins</td>
</tr>
<tr>
<td>May 1</td>
<td>Saturday, Spring recess ends</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday, 12:15 p.m.</td>
</tr>
<tr>
<td>May 16-18</td>
<td>Sunday through Tuesday, Second semester classes end</td>
</tr>
<tr>
<td>May 19-27</td>
<td>Wednesday through Thursday, Reading Period</td>
</tr>
<tr>
<td>May 28</td>
<td>Friday, Final examinations</td>
</tr>
<tr>
<td>May 29-31</td>
<td>Saturday and Monday, Free day</td>
</tr>
<tr>
<td>June 5</td>
<td>Saturday, Senior examinations</td>
</tr>
<tr>
<td>June 6</td>
<td>Sunday, Class Day</td>
</tr>
<tr>
<td>June 6</td>
<td>Saturday, Baccalaureate Sermon</td>
</tr>
<tr>
<td>June 12</td>
<td>Sunday, Commencement</td>
</tr>
<tr>
<td>June 12</td>
<td>Saturday, Alumni Meeting</td>
</tr>
</tbody>
</table>