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Friday, September 10
Tuesday, September 14
Wednesday, September 15
Saturday, October 9
Saturday, October 23
Wednesday, October 27
Saturday, November 6
Wednesday November 24, 10:30 A.M. to Monday, November 29, 8:30 A.M.
Saturday, December 11
Monday, December 13 through Saturday, December 18
Monday, January 3
Monday, January 3 through Saturday, January 29
Monday, February 7
Monday, March 21
Friday, March 25, 10:30 A.M. to Monday, April 4, 8:30 A.M.
Friday, May 6 through Thursday, May 19
Thursday, May 19
Friday, May 20
Monday, May 23 through Wednesday, June 1
Sunday, June 5

Freshman program begins
Upperclass registration
First classes
Parents weekend
Football game away; classes end 11:00
Midsemester
Homecoming Day; all classes omitted
Thanksgiving recess

Last classes of first semester
Semester examinations

First semester make-up examinations
January Program

First classes of second semester
Midsemester
Spring recess

Reading period for 300 and 400 courses

Last classes for 100 and 200 courses *
Comprehensive examinations *
Final examinations

Commencement

* Scheduled laboratory sessions will meet on Friday afternoon, May 20.
Inquiries to the college should be directed as follows:

**ADMISSION**
Harry R. Carroll, Dean of Admissions

**ADULT EDUCATION**
William A. Macomber, Director of Adult Education

**FINANCIAL**
Arthur W. Seepe, Treasurer

**HEALTH AND MEDICAL CARE**
Gilbert F. Loebs, Director of Health Services

**HOUSING**
George T. Nickerson, Dean of Men
Frances F. Seaman (Mrs.), Dean of Women

**RECORDS AND TRANSCRIPTS**
Gilbert F. Loebs, Registrar

**SCHOLARSHIPS AND EMPLOYMENT**
Earle A. McKeen, Director of Financial Aid

**SUMMER SCHOOL OF LANGUAGES**
Director of the Summer School of Languages

**VETERANS’ AFFAIRS**
E. Parker Johnson, Dean of Faculty

A booklet, A BOOKLET, WITH ILLUSTRATIVE MATERIAL, HAS BEEN PREPARED FOR PROSPECTIVE STUDENTS AND MAY BE OBTAINED FROM THE DEAN OF ADMISSIONS.
General Information
I GENERAL INFORMATION

8 COLBY YESTERDAY AND TODAY

14 THE ACADEMIC PROGRAM

29 THE LIBRARY

30 ADMISSION

35 FEES AND FINANCIAL AID

43 STUDENT LIFE AND ACTIVITIES

51 HONORS AND AWARDS

63 THE MAYFLOWER HILL CAMPUS
Colby College

The President and Trustees of Colby College

Chartered as Maine Literary and Theological Institution by the General Court of Massachusetts, February 27, 1813. First classes, 1818. Authorized to confer degrees by the first Legislature of Maine, June 19, 1820. First Commencement, 1822. Name changed to Waterville College, February 5, 1821; changed to Colby University, January 23, 1867; changed to Colby College, January 25, 1899.

Independent college of liberal arts for men and women (women first admitted, 1871); nonsectarian, founded under Baptist auspices.

Bachelor of Arts.

820 men, 578 women.

105 full and part time.

$14,800,000, approximate market value.

Over 215,000 volumes and periodicals, 30,000 pamphlets.

Accredited by the New England Association of Colleges and Secondary Schools. Member of the College Entrance Examination Board, the Association of American Colleges, the American Council on Education. Approved by the American Chemical Society, Association of American Medical Schools, American Association of University Women, the American Association of University Professors. The Colby chapter of Phi Beta Kappa was founded in 1895.

In 1813 a group of Baptist associations secured a charter from the Massachusetts Legislature authorizing the establishment of the Maine Literary and Theological Institution, but withholding from it the right to confer degrees. Financial stringency caused by the Embargo Act and the War of 1812 delayed the start of instruction. In 1815 the Agent for the Eastern lands assigned to the institution a township of land on the west side of the Penobscot River. When that location proved remote and unfeasible, the trustees were invited to select a site in Kennebec or Somerset counties. They chose Waterville, and in 1818 persuaded the Reverend Jeremiah Chaplin to come from Danvers, Massachusetts, with his family and his seven theological students.

During his first year Chaplin was the only teacher. He conducted classes in a farmhouse where the Elmwood Hotel now stands. In 1819 he was joined by the Reverend Avery Briggs as professor of languages. The institution had no president, each professor maintaining control over the separate theological and literary departments. Within a decade the former had been abolished and, since 1830, the college has been devoted strictly to undergraduate studies in liberal arts.

Soon after Chaplin's arrival, the trustees purchased a lot in Waterville, 80 rods along the Kennebec River and extending westward one mile. The first building was a two-storied frame house for Chaplin, in which he boarded students and held classes until the construction of the first that could be called truly a college building, South College, in 1822.

When Maine became a state in 1820, the new legislature granted the institution the right to confer degrees, and in 1821 changed the name to Waterville College. Chaplin then became its first president.

The Maine charter made it clear that the founders never intended that the institution be exclusively for Baptists. In fact several non-Baptists, notably Maine's first governor, William King, were on the original board of trustees. The Maine charter included a clause of which the college has always been proud:
No student shall be deprived of any privileges of said Institution, or be subject to the forfeiture of any aid which has been granted him by the Institution, or be denied the usual testimonials on closing his studies, or be denied admission to the Institution, on the ground that his interpretations of the scriptures differ from those which are contained in the articles of faith adopted, or to be adopted, by the Institution.

The college never adopted any "articles of faith," and it has for many years been independent and nondenominational. It is, however, proud of its liberal Baptist heritage and grateful to the many churches and individuals of that persuasion who nurtured the college through infancy and supported it for more than a century.

When the Civil War threatened to force closing of the college, the struggling institution was saved by a generous gift from Gardner Colby, a prominent Baptist layman of Newton Centre, Massachusetts, and in 1867 the grateful trustees changed the name to Colby University. In 1899, sensing that the college had never become a university in fact, the board changed the name to Colby College.

In the first class receiving degrees in 1822, was George Dana Boardman, pioneer of a long line of Colby missionaries to foreign lands. A graduate in 1826 was Elijah Parish Lovejoy, who suffered martyrdom for the cause of freedom of the press when his persistent anti-slavery articles led to his death at the hands of a mob in Alton, Illinois, at the age of thirty-four. Colby graduates through the years have been members of Congress, judges of state and federal courts, governors and legislators; have held high rank in the armed services; have been builders of railroads, telephone lines, and petroleum plants in far corners of the earth; have been prominent in business and finance, and have won distinction in the learned professions.

The college marked its first half century with a novel experiment by opening its doors to women; in 1871 Mary Low became the first, and for a time, the lone female student. By 1890 so many women had enrolled that President
Albion Woodbury Small proposed, and the trustees adopted, a system of coordination under which a women’s division was established with separate classes and administration. Although Colby still is, officially, a coordinate college, it has become truly coeducational, and separate classes have been abandoned.

During the early years the trustees were compelled to sell much of the college land in Waterville, with the result that after the first world war Colby found its campus confined to thirty crowded acres on which stood ten buildings and the athletic fields. A short distance away on the main thoroughfare were six buildings of the women’s division and two fraternity houses. With much of the physical plant obsolete, and with no room for expansion, the trustees voted in 1930 that the college be moved “as soon as feasible.”

For twenty anxious years after this decision, President Franklin Winslow Johnson led a valiant and finally successful campaign to move the college, despite the obstacles of a great depression and a second world war. Colby was gradually transferred, between 1943 and 1952, to its new site on Mayflower Hill, on land given by the citizens of Waterville.

Throughout his administration, 1942-1960, President J. Seelye Bixler continued the work so well begun by President Johnson and President Robert E. L. Strider has, in his turn, enforced these principles of achievement. As a result the new campus now consists of thirty-four modern buildings, most of Georgian colonial architecture, valued in excess of thirty million dollars.

The growth of Colby since its transition to Mayflower Hill has been striking. No longer is it a provincial New England college. The enrollment has doubled from 600 to over 1200, and the students come from more than two thirds of the states and many foreign countries. The faculty, numbering 56 in 1940, now exceeds 100. During the same years the endowment has increased from less than three million dollars (original cost) to more than ten million. Accompanying the physical expansion has been growth in variety and quality of the curriculum enabling an increas-
ing number of graduates to seek advanced degrees in the liberal arts and the professions at the leading universities.

In 1963, Colby College observed its one hundred and fiftieth anniversary with a distinguished series of events emphasizing the college's heritage and its responsibility for the future. That academic year was a milestone, but no event had more significance for the college than its selection by the Ford Foundation for development as a "regional center of excellence." Colby received in June, 1962 a challenge grant of $1.8 million in the Foundation's Special Program in Education, which was successfully matched on a two-to-one basis in three years. Officials of the Ford Foundation chose a select number of liberal arts colleges to be included in the program "because of the importance of the liberal arts—the humanities, natural sciences, and social sciences—in cultivating the thoughtful leadership and independent opinion essential in a free society." Funds contributed to the campaign exceeded the matching stipulations by $1 million.

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<tr>
<th>YEARS</th>
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<tr>
<td>1822-1833</td>
<td>Jeremiah Chaplin</td>
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<td>1833-1836</td>
<td>Rufus Babcock</td>
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<td>1836-1839</td>
<td>Robert Everett Pattison</td>
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<td>1841-1843</td>
<td>Eliphaaz Fay</td>
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<td>1843-1853</td>
<td>David Newton Sheldon</td>
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<td>1854-1857</td>
<td>Robert Everett Pattison</td>
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<td>1857-1873</td>
<td>James Tift Champlin</td>
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<td>1873-1882</td>
<td>Henry Ephraim Robins</td>
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<td>1882-1889</td>
<td>George Dana Boardman Pepper</td>
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<td>1889-1892</td>
<td>Albion Woodbury Small</td>
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<td>1892-1895</td>
<td>Beniah Longley Whitman</td>
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<td>1896-1901</td>
<td>Nathaniel Butler, Jr.</td>
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<td>1901-1908</td>
<td>Charles Lincoln White</td>
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<td>1908-1927</td>
<td>Arthur Jeremiah Roberts</td>
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<td>1929-1942</td>
<td>Franklin Winslow Johnson</td>
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<td>1942-1960</td>
<td>Julius Seelye Bixler</td>
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<tr>
<td>1960-</td>
<td>Robert Edward Lee Strider, II</td>
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Colby Today

Colby is a coeducational undergraduate college of liberal arts, "committed," to quote the inaugural address of President Strider, "to the belief that the best preparation for life in our world, and especially toward the professions that require further specialized study, is a broad acquaintance with human knowledge rather than narrowly concentrated training in limited areas. It is, in short, the pursuit of truth, free and unrestricted, for truth itself is almost infinitely various."

In addition to a comprehensive investigation of our heritage the Colby student is given an opportunity to explore thoroughly a major field of study. He is encouraged to choose a major which affords him the greatest intellectual stimulation, rather than one which he can necessarily "use" after graduation. Colby does not prepare a student for a particular vocation but rather for any vocation, as well as for a full and rewarding life in the contemporary world.

The coming generation of young adults will have to make difficult and fateful decisions. Technical knowledge alone will not be sufficient, for the problems we face are complex and full of uncertainties. To think them through, one must draw upon a capacity for judgment in the broadest sense — judgment involving not only material things but also the intangibles of the human spirit. Liberal education provides young men and women with a basis upon which a system of values can be built, reference to which can sharpen the power of judgment.

The student who comes to Colby should be endowed with a high degree of intellectual curiosity; he should have the energy and the ambition to pursue his academic objectives with vigor and concentration, and to take a healthy and constructive part in a limited number of those extra-curricular activities which supplement the academic program. These include student government, student publications, athletics (intercollegiate and intramural), music, drama, dance, debating, religious groups and social organizations.

It is the philosophy of the college that responsibility be given the students: in the regulation of social life and daily
living and in the academic program. Toward this end advising, guidance, and counseling are available. Colby hopes that during the college years the student will mature socially and intellectually, and every opportunity is given him to do so.

One distinctive feature of a Colby education bears out this philosophy directly. The college's *January Program of Independent Study* has as its purpose the encouragement of the student to acquire the habit of exploring a particular field of knowledge on his own, a habit which can be carried over beyond graduation and through life. Colby students are introduced to independent work even before they reach the campus, for in the summer preceding the freshman year all are given a reading assignment chosen from classics of literature and philosophy to be completed before matriculation.

Students at the college are strongly advised to consider further graduate study in preparation for the professions. Each year an increasing number of Colby graduates enters medical, law, and divinity school, graduate schools of education, engineering, and business, graduate schools of arts and sciences. Though the major the student selects is often specifically aimed toward graduate study, it does not have to be. Most pre-medical students elect to major in chemistry or biology; most pre-legal students in history, government, or economics; most pre-engineering students in mathematics or physics; most pre-theological students in philosophy or religion. And yet it is quite possible for students majoring in such subjects as classics, English, or history to go to medical schools, provided, of course, that pre-medical requirements are met and a scientific aptitude is evident; and for students majoring in such fields as mathematics or French to go to law schools. Through a carefully planned system of academic advising the student is assisted in the selection of the program best suited to his talents and his future aspirations.
The Academic Program

DIVISIONS OF INSTRUCTION

The subjects in the curriculum are classified in five divisions. In the Division of Humanities are classics, English, art, music, and modern foreign languages. The Division of Social Sciences includes business administration, economics, sociology, education, psychology, history, government, philosophy and religion. In the Division of Natural Sciences are biology, chemistry, geology, mathematics, physics and astronomy. The Division of Physical Education and Athletics, besides offering courses, administers the intercollegiate athletic program and intramural sports. The Division of Aerospace Studies administers the program for students in the Air Force Reserve Officers' Training Corps.

Certain interdepartmental courses take content and staff from more than one department, sometimes from more than one division.

THE STUDENT'S PROGRAM

In each of his eight semesters at Colby the student takes five subjects, to which he adds physical education for his first two years. To assure distribution among the several divisions mentioned above, every freshman must take English composition, a foreign language (unless covered by an achievement examination), and mathematics or a science. A social science is usual as the fourth course; the fifth is a free elective or, for prospective science majors, a second science course.

In the sophomore year the requirements include a course in English and American literature; other subjects usually taken include a foreign language—unless that requirement has been previously met—science or mathematics, a second social science, and another elective. One of the subjects must be in the field in which the student expects to major.

Each freshman is assigned to a member of the faculty who advises him during the first year; at the end of that year he is assigned a new adviser from the department in which he has elected to major.
Prospective students frequently ask what subjects they will study — especially in the freshman year. It would be misleading to present any specific pattern of courses for either of the first two years; though certain requirements must be fulfilled, the programs of individual students differ. The student preparing for a scientific career or the study of medicine will begin taking the scientific subjects at once. Those interested in other areas of study have a wider choice of subject matter. Whenever any choice is to be made, the student should discuss this matter, in terms of his individual needs, with his adviser. All students must note carefully the requirements for the major in which they are interested.

To emphasize the fixed requirements, however, general programs for the freshman and sophomore years are outlined below. To understand why certain items appear, please note the graduation requirements on page 16.

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<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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<td>English composition</td>
<td>Survey of literature</td>
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<td>Foreign language, unless requirement already met</td>
<td>Foreign language, unless requirement is met</td>
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<tr>
<td>A course in science or mathematics¹</td>
<td>A course in science or mathematics</td>
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<tr>
<td>A course in social sciences or humanities</td>
<td>A course in social sciences or humanities</td>
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<tr>
<td>Elective (aerospace studies available for men)</td>
<td>Elective (aerospace studies available for men)</td>
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<tr>
<td>Physical education (without academic credit)</td>
<td>Physical education (without academic credit)</td>
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¹Prospective majors in departments requiring mathematics usually elect mathematics in the freshman year. Prospective majors in biology, chemistry, geology, or physics take both mathematics and a science.
To qualify for the degree of bachelor of arts a candidate must meet specifications in quantity, quality, distribution and concentration (see major on page 19). He must also participate satisfactorily in the January Program (page 21).

**Quantity**
Forty semester courses or their equivalent in year courses.

**Quality**
A total of 72 points obtained in 40 semester courses. For each semester course a mark of A entitles the student to four points, a mark of B to three points, a mark of C to two points, and a mark of D to one point. No points are given for marks below D.

**Distribution Requirements**

### ALL COLLEGE REQUIREMENTS:

**A. English Composition and Literature:** four semesters (three for those who show suitable proficiency). This requirement will be met by English 121, 221, and 222. Students for whom four terms are required take English 122. (See note on remedial English, p. 69.)

**B. Foreign Language:** A basic knowledge of one ancient or modern foreign language. This requirement may be met in one of four ways:

1. Giving evidence of satisfactory achievement in a foreign language taught at Colby by (a) attaining before entrance a sufficiently high score in the College Entrance Examination Board foreign language achievement test, or (b) passing an achievement examination testing ability to read the language proficiently.

2. Successful completion of any year-course numbered above 101, 102 in an ancient or modern foreign language offered at Colby College, beginning in freshman year and pursued in sequence until the requirement is fulfilled.

3. For a transfer student who has studied a foreign language not taught at Colby, the requirement will be fulfilled if he has completed at an accredited institution the equivalent of two years of that language at the college level with marks high enough to make the work acceptable toward the Colby degree. (See note on page 32 regarding selection of language courses.)
(4) For a foreign student whose native language is not English, knowledge of his native language will be recognized as fulfillment of the language requirement, subject to the approval of, and possible testing by, the department of modern foreign languages.

II AREA REQUIREMENTS:

A. *Four* semester courses in each of the areas (described in III below) into which the student's major does not fall.

(1) Not more than two semester courses in any one subject may be counted toward the requirement in any one area. Combined subjects listed in the areas in III below (such as philosophy and religion) are here considered to be one subject.

(2) Among the social sciences no more than two semester courses at the 100-level may be counted toward the requirement.

(3) Among the sciences at least two of the semester courses must involve laboratory, and the four must be chosen from no more than three subjects.

(4) English 222, required for all students, counts as one semester course toward the humanities requirement.

(5) Students enrolled in combined majors which overlap two areas (for example: philosophy-mathematics) must satisfy area requirements in all three areas: humanities, sciences, and social sciences.

B. Students admitted to the course in creative thinking (Humanities 101-102) and who pass it with a grade of *B* or better may be exempted from any two terms of any area requirement.

C. Courses in aerospace studies which have alternate designations in other departments (as indicated in course descriptions) fulfill the same area requirements as the designated courses.

III AREAS:

A. **HUMANITIES**  
   Art  
   Music  
   Classics  
   English (except for 121, 122, 221, 131d, and 253)
Modern Languages (except 101, 102, 103, 104 courses)  
Philosophy and Religion (certain courses: Religion 213, 214; 314, 315; Philosophy 314, 318, 372 and Indian Thought)

B. SCIENCES
Biology  
Chemistry  
Geology  
Mathematics  
Physics and Astronomy

C. SOCIAL SCIENCES
Business Administration  
Economics  
Education  
Government  
History  
Philosophy and Religion (except courses listed among the humanities)  
Psychology  
Social Science 121, 122  
Sociology

RESIDENCE  Candidates for the degree must have completed twenty semester courses at Colby, and must have been resident students at Colby for at least two years. One of these must be the senior year.

EXEMPTION BY EXAMINATION  When appropriate, either all college or area requirements, as well as certain requirements for the major, may be absolved by examination without course enrollment, at the discretion of the department concerned.

OPTION FOR CERTAIN STUDENTS  A student returning to college after an absence must meet any new requirements for graduation if he still needs more than one-half of the total number of course credits required for graduation. If he still needs not more than one-half of the total number he may meet either the new requirement or that in effect when he first enrolled.
Near the end of the freshman year each student elects a tentative major in which he wishes to concentrate. The major may be chosen in a single subject or in one of a number of designated combinations. At the end of the sophomore year the student confirms the tentative major as permanent or elects a different one.

The respective academic departments specify the courses constituting a major in each department. Before selecting a major the student should acquaint himself thoroughly with the requirements detailed in the section on Divisions, Departments and Courses of Study (page 67 ff.).

Three-fifths of a student’s program in the junior and senior years may be determined by his major department, but need not consist wholly of courses offered by that department.

Any student whose cumulative points in courses completed toward the major fall below a certain scale loses his right to continue with that major. The required scale is as follows: first two semester courses, 3 points; 2 points for each semester course thereafter.

Each department designates the courses to which the point-scale applies for a major in that department. A student below the point-scale may, with the consent of the department concerned, be accepted or retained for one semester as a probationary major.

A student may change his major at the end of the junior year if he has completed, with the required points, the equivalent of two year courses toward the fulfillment of the new major. If, at the end of his junior year, a student finds no department in which he can be accepted as a major, he cannot continue in college. If, in the senior year, the cumulative points in courses completed toward the major fall below the required number, the major requirement is not fulfilled and the degree cannot be awarded.

A combined major in two subjects consists of a minimum of three year courses or their equivalent in semester courses in each of the two subjects. A combined major in more than two subjects consists of a minimum of eight year
courses or their equivalent in semester courses, at least three of them being in one subject.

The following combined majors are offered:
- American Civilization
- Geology-Chemistry
- Classics-English
- Philosophy-Mathematics
- Classics-Philosophy
- Philosophy-Religion

Each senior takes a comprehensive examination in his major field toward the end of the final semester. The length of the examination is at least six hours. At the discretion of the department, part of this may be oral. The examination is graded honors, pass or fail. Students who fail may retake the examination in the fall, after September 1, or at the time of the comprehensive examinations the following year. The examination must be passed before the degree can be conferred. Students who expect to complete graduation requirements at mid-year may take the comprehensive examinations at an agreed time in January.

During the two weeks preceding the final examinations at the close of the second semester, a special reading period is scheduled for many courses numbered in the 300's and 400's. Not a time for review, this period frees the student from the routine of class meetings so that he may devote full time to independent study of freshly assigned reading or laboratory work. Although classes do not meet, instructors are available for consultation. Reading period assignments are tested in the final examinations to a maximum of one third of the examination time.

Whether to have a reading period is decided by each instructor, who informs students whether classes are to continue meeting during the two weeks. Reading periods are not held in courses exempted from final examinations.
JANUARY PROGRAM OF INDEPENDENT STUDY

In the academic year 1961-62 Colby introduced an educational experiment with its January Program of Independent Study. The work of the first semester takes place entirely between Labor Day and the beginning of Christmas vacation, and January is devoted to work distinct from the formal course of study of the first and second semesters.

To freshmen and sophomores various programs are offered. Methods of conducting these programs differ from instructor to instructor, but each student works on a single project or problem, under the guidance of a single instructor, throughout the period. Free from the conflicting demands of the usual five course schedule, he may pursue his thoughts and researches single-mindedly, or at least with a minimum of interference. Every attempt is made to assign students in accordance with their choices from among the topics or problems available.

The program for juniors and seniors is directed by the major departments but emphasis remains on the basic unity of each student's program.

This is, in effect, not one experiment but many. Individual departments and instructors have a free hand to explore types of programs and methods of presentation.

Work carried out in January is graded honors, pass or fail. Each student must participate successfully in the January Program to be eligible for graduation.

SENIOR SCHOLARS

A limited number of Senior Scholars, selected by a faculty committee, devote a major part of their time to approved scholarly subjects. Each Senior Scholar pursues this work under the guidance of a faculty member, and to allow sufficient time for it he or she may be excused from either two or three of the usual number of five courses as the committee shall determine.
Permission to study abroad during the junior year, either under such programs as those of Sweet Briar, Hamilton and Smith Colleges or under an independent plan, rests with the committee on foreign students and foreign study. Students must apply, on forms provided by the committee, before or immediately after the mid-year examination period of their sophomore year, and only after having arranged details of their plan with their major advisers. Committee approval presupposes an academic record for the first three semesters high enough to give promise that the student will complete his program of foreign study with credit to himself and to the college.

A student exchange program was begun in 1960-61 between Colby College and Fisk University. Each student pays regular tuition and board and room charges at his home college, though residing and studying at the other institution. The only major added expense is for travel. A similar exchange program has been established with Robert College, Istanbul, Turkey. Ordinarily exchanges are arranged for a single semester of the junior year. Students may obtain further information from the dean of men or the dean of women.

Colby has traditionally encouraged the enrollment of students from other countries, and is actively engaged in programs of international cooperation and exchange. Colby is a participant college in both the African Scholarship Program of American Universities and the Latin American Scholarship Program of American Universities. Students from foreign countries who do not require financial aid should apply to the Dean of Admissions.

All financial aid to foreign students is granted only to students who have been processed and recommended by one of the above mentioned organizations, or by the Institute of International Education in New York City. All
candidates for financial aid not eligible to participate in one of the previously described programs should apply to the nearest representative of the Institute of International Education. At the time of application the student should request that his completed papers be forwarded to Colby College.

**REGISTRATION**

Students must register on assigned days at the beginning of each semester and at any other time of original entrance. A fine of five dollars for each day of delay is charged on the student’s semester bill for registration later than the date specified.

No student will be permitted to register later than the seventh class day of the semester, unless the dean of men or the dean of women certifies in writing that exceptional circumstances justify such action.

Before registration for any year, each student must secure from the treasurer’s office a receipt for the tuition fee and any other required advance payments, and must present these at the registrar’s office.

The treasurer is not authorized to permit deferred payment of any fees that the board of trustees requires to be paid in advance of registration. It is important that students understand the distinction between payment of fees and registration. Each student must complete the financial procedures specified by the treasurer before he can register.

**ELECTION OF COURSES**

Each spring, with the approval of their advisers, students elect programs of study for the ensuing year; these elections, with approved revisions, are confirmed during the fall registration period. A student’s academic program must bear his adviser’s approval and be properly filed with the registrar; credit will be suspended for work in a course for which a student is not correctly registered. A continuing student registering in the fall is fined two dollars per course if he fails to make spring election.
With the approval of the adviser, voluntary changes in a student's program may be made during the first five class days of a semester, the first day of classes being considered the first day of the semester. A fee of two dollars is charged on the semester bill for each such voluntary change. After the fifth day no students are permitted voluntarily to change from one course or section to another.

Changes of section, within a course, must be approved by the department or course chairman.

A student whose over-all average in all courses taken in the previous semester is at least nine points in five courses may, with the consent of his adviser, elect one, but only one, course in excess of the usual five. The only exception is that a student who, by this rule, would not be eligible, but who must have the extra course to complete his degree requirements, may elect a sixth course in one semester of his senior year, but not in both semesters.

Colby students may register to audit courses (not for credit) by obtaining written consent of the instructor and their adviser. They are not charged an auditing fee.

Adults who are not students of the college may register to audit courses at a fee of five dollars each semester for each course, provided they obtain written consent of the instructor and of the dean of the faculty. Members of the college staff and their families may register to audit courses, and take for credit one course, without charge. Permission to audit will be withheld if the class is already too large and if auditing applications for it are numerous.

An auditor is not permitted to submit papers or perform any other function for which course credit is usually given. For this reason, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and criticism. Under no circumstances can academic credit be given an auditor, nor can he later convert an audited course into an accredited course merely.
by paying the regular course fee. The decision whether the course is to be audited or taken for credit must be made at entry.

**EXAMINATIONS**

At the close of each semester a period of days is set aside for examinations in all courses except those which the committee on examinations has specifically exempted. The time and place of semester examinations are fixed by the registrar. The mark for the examination may constitute up to half of the total course mark.

No student may be excused from any semester examination, except for illness or emergency so grave as to justify excuse in the judgment of the dean of men or dean of women. An excused student may be examined at a later date convenient to the instructor. Under no circumstances may a student be permitted to take a semester examination earlier than the date on which it is scheduled. A student is entitled to only one semester examination in any course; failed examinations cannot be repeated.

With the consent of the dean of men or dean of women a student may for unusual reason accept, in lieu of semester examination, a mark for the course equal to 75 per cent of his average without examination. Because this procedure is costly in reduction of final mark few request it.

Hour examinations and shorter quizzes are given as the individual instructor decides. Short quizzes may be scheduled without notice, but each instructor is expected to give one week’s notice of any hour examination.

Dishonesty in an examination is a serious offense. The instructor may dismiss the offender from the course with a mark of zero or refer the case to the dean of men or the dean of women for more drastic action.

**ACADEMIC STANDING**

A student’s class standing is determined by the number of semester courses he has passed. Freshman standing, fewer than eight semester courses; sophomore, from eight to seventeen; junior, from eighteen to twenty-seven; senior, more than twenty-seven.
At the end of the first half of each semester the faculty issues mid-semester warnings through the registrar's office. A major warning means that a student's standing at that time is below passing; a minor warning that, though passing, standing is so low that failure of the course is likely.

Official marks in letter grades of A, B, C, D, E, F are issued to students at the end of the first semester; at the end of the second semester marks are mailed to students' homes by the registrar. In practice a student often obtains his mark directly from the instructor, but the only official record is that in the registrar's office. At the time of mid­-semester warnings the deans of men and women ask instructors for an informal estimate of the standing of freshmen in order to review their progress. Mid-semester statements are not official marks and are not recorded.

In a course designated as a year course, the tentative mark, showing progress at the end of the first semester, carries no credit toward graduation. For such year courses no credit is given until the completion of the full year's work. A student who has failed a year course may not secure credit by repeating merely the second semester even if his tentative mark at the end of the first semester is passing; he must repeat the entire year to obtain credit.

A mark below D, except in courses referred to in the next paragraph, indicates that a course has been failed and that credit thus lost must be made up by an additional course taken in a subsequent semester. If the failed course is specifically required for graduation, it must be repeated.

A mark of E is given only in specifically designated first semester courses. The mark E signifies temporary failure which may be made up by improved work in the sequentially related course during the second semester. Passing the second semester in such a course entitles the student to a change of the first semester mark from an E to a passing mark, as determined by the department concerned.

A mark of Abs. indicates that a student has been absent from final examinations. A mark of Inc. indicates a course not finished for some reason other than failure to take the
final examinations. Grades of Abs. or Inc. must be made up within limits set by the instructor, and not later than the seventh class day of the succeeding semester. After this date any remaining mark of Abs. or Inc. will be changed to an F. The student deans may give limited extensions for the completion of work without penalty, but only for excuses similar to those acceptable for missing a final examination (page 24).

A mark of Cr. indicates that a student has been awarded credit but no specific mark for a course.

Marks of W and W/F indicate withdrawal from course. During a semester a student may withdraw from a course and receive a mark of W provided both his adviser and dean consent. If the adviser and dean consent to the withdrawal but agree, after consultation with the instructor, that the course must be considered to have been taken and failed, the mark shall be W/F. For abandoning a course without permission the student shall receive an F.

A course dropped after receipt of a major mid-semester warning, or within thirty calendar days before the last class, shall necessitate a mark of F instead of W/F.

The letter R is used together with an appropriate mark when a student has repeated a course, and in such a case there can be no additional credit in terms of semester courses.

When a student's academic record is seriously deficient, the decision to retain or dismiss him from college is made by the committee on standing. The faculty has endowed this committee with full power to deal with these matters.

Voluntary withdrawal from the college may be effected officially by filing with the registrar a notice of withdrawal properly approved by the treasurer and the dean; the official form may be obtained from the dean. The date on the official notice of withdrawal is the basis for computing
any refunds which may be due. A student who leaves the college and neglects to effect official withdrawal until later cannot collect a refund for the elapsed interval.

TRANSFERRED CREDITS

Courses taken at other institutions may be credited toward the Colby degree under the conditions and circumstances listed below. Two quality points are credited toward the graduation requirement for each semester course thus accepted.

(1) When students are admitted by transfer their records are tentatively evaluated by the dean of admissions to determine the transferable equivalent in Colby courses. These courses are credited subject to confirmation through satisfactory progress at Colby College.

(2) With prior permission, granted by the dean of men or dean of women on their receipt of appropriate recommendations from academic advisers, students enrolled in the college may receive credit for work in Junior Year Abroad programs, in the Fisk Exchange semester, or in approved summer school courses. No student may receive credit toward graduation for more than four semester courses taken in summer school for the purpose of making up deficiencies.

(3) When a student who has been dropped from the college applies for readmission, courses taken during the period of separation are examined for transferable credit on the same basis as courses presented by new transfer students.

SELECTIVE SERVICE EXAMINATION

The selective service system uses these examinations to help determine whether the student will obtain permission to remain in college. Examinations are given at the college on dates fixed by selective service; the dean of men is the officer in charge.
The Library

The liberal arts college is a reading college, therefore the library must play an integral part in the academic program. The Miller Library, which is centrally located on the campus, furnishes the facilities and materials necessary for reference, research and independent study. Its reading rooms and individual carrels provide ideal working conditions for more than one-third of the student enrollment.

The open stack system allows the students to browse through a collection of over 245,000 volumes. A periodical collection consisting of over 700 current journals is supplemented by the publications of the United States Government and the United Nations.

Special collections of first editions and manuscripts in the Colby Library have achieved international distinction. The Thomas Hardy collection is considered to be one of the most extensive in the United States. Other authors represented include A. E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather and Mary Ellen Chase. These are housed in the Edwin Arlington Robinson Memorial Room, named in honor of the great Maine poet, whose books, manuscripts and personal papers are also located here. The James Augustine Healy Collection of Modern Irish Literature includes numerous inscribed copies, manuscripts and autographed letters of William Butler Yeats, Sean O'Casey, James Joyce and many others.

The Colby Library Associates is an organization of friends of the library which holds regular meetings with programs devoted to literary topics. Membership dues are used to purchase unusually expensive books and materials for the library.

THE COLBY LIBRARY QUARTERLY, established in 1943, contains informational reports and scholarly articles on the collections and other literary-historical matters.
Admission

Acceptance of candidates follows a selective process. The academic record of an applicant, the degree to which he has demonstrated intellectual curiosity, and evidence of his motivation are of primary significance; also important are his health, character, and personality. Colby is interested in candidates of academic ability who have demonstrated interest and participation beyond the routine scope of their studies. The admissions policy does not include consideration of an applicant’s race, religion, or national origin.

The quality of a candidate’s preparation is judged by his school record, the recommendations of his school authorities, and scores on tests administered by the College Entrance Examination Board.

Sixteen units are required: English (4); foreign language (2); college preparatory mathematics (3); history or social studies (1); science (laboratory) (1); elective (5).

All candidates are required to submit the results of the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The Scholastic Aptitude Test should be taken in December or January of the senior year. The Achievement Tests, which should include English Composition and two others of the candidate’s choice, should be taken no later than January of the senior year. The Writing Sample is not required. Applicants are strongly encouraged to take an Achievement Test, including listening comprehension (if available), in the foreign language in which they expect to continue at Colby.

The CEEB tests are given at centers in the United States and foreign countries. Application for tests may be made to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, 08540, or P.O. Box 1025, Berkeley 1, California 94701.
ADVANCED STANDING

Colby subscribes to the program of the College Entrance Examination Board providing academic credit for students qualified for advanced standing. Those interested must take CEEB Advanced Placement Tests and have them submitted to Colby College for evaluation.

ADMISSION PROCEDURE

1. Application is made to the dean of admissions. A non-refundable $15 fee is required and a check or money order in this amount should be returned with the application.

2. Colby will grant early decision to well-qualified candidates under certain circumstances. These involve submission of regular application papers and junior SAT's prior to December 1 of the senior year; inclusion of a statement at the time of application that Colby College is the student's first choice, that early decision is requested and other applications will be withdrawn if early decision acceptance is granted; counter signature on the letter by guidance counselor, principal or headmaster. Candidates who are accepted are expected to complete senior SAT and achievement requirements, and are notified of financial aid decisions at the same time they receive notification of acceptance if the College Scholarship Service forms have been received.

Candidates accepted for early decision, like other accepted candidates, must maintain satisfactory grades throughout the senior year.

3. Interviews are not normally required and are not a part of the selective process. Applicants who have not visited the campus are encouraged to do so, and campus guides are available week days and on Saturday mornings when the college is in session. Opportunity to meet with representatives of the admission office is available (generally in a small group) except during February, March, and the first two weeks of April. Individual appointments will be made upon request, except during
the period noted above, and these should be scheduled well in advance. The college will arrange interviews with alumni for applicants living some distance from Waterville.

4. The schedule for admission applicants is as follows:

*November 30* — deadline for filing for early decision and for financial aid for early decision applicants.

*February 1* — deadline for filing applications for regular admission and for financial aid.

*Mid-April* — notification by admissions committee to regular applicants.

*May 2* — regularly accepted applicants must confirm intention to attend Colby by payment of a non-refundable advance tuition deposit of $50.

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**PLACEMENT IN FOREIGN LANGUAGES**

If a student offers a foreign language for entrance credit and wishes to continue it in college he must take a placement test. If he presents two or more units of the language for entrance credit, continuation must be in a course numbered above the 101, 102 level. Should his placement test or his performance show him unqualified for this level he must repeat the language at the elementary level without credit or elect a different language.

An exception is made for students of Latin. Those with not more than two years of the language, all completed prior to the last two years of secondary school may, with the approval of the department chairman, take elementary college Latin for credit.

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**PLACEMENT IN MATHEMATICS**

Students who have taken analytic geometry in secondary school may, upon passing the placement examination in mathematics offered during the freshman orientation period, enter Mathematics 112d without other prerequisite.
TRANSFER STUDENTS/ VETERANS

Admission by transfer from another college is limited to a few selected students with satisfactory academic and personal records.

The prospective transfer student should write to the dean of admissions, Colby College, stating his reasons for applying. A regular application form will be sent to be completed and returned with the $15 application fee. The student should ask his former college to send the dean an official transcript of grades, a copy of the college catalog, and a letter from his dean recommending the transfer.

Transfer students should also ask the College Entrance Examination Board to transmit results of any tests to the Colby dean of admissions. *Scholastic Aptitude Test* scores are required for all transfer students.

If a veteran intends to request advanced standing based on completion of service schools or usafi courses, any request for such credit must be made in advance of matriculation. Credits usually apply only to freshman courses. Once a veteran has begun a regular program it is too late to apply for service credits.

SPECIAL STUDENTS

Subject to limitation of enrollment in individual courses and the consent of the instructors, the college permits adults to enroll as special students to take not more than three courses. Such persons must present evidence that they are qualified to pursue the intended courses and must pay the regular per-course tuition fee. They are not required to pay the student activities fee. Admission of special students is the responsibility of the respective deans' offices.

READING TESTS

Tests administered to all new students during orientation week determine levels of speed and comprehension in reading. Those whose ability is deficient are offered assistance in a developmental reading program.
Freshmen arrive at the college early to participate in an orientation program during which meetings are arranged with advisers, officials of the college, and representatives of student groups. Tests are given to determine placement in languages and in mathematics and to measure simple speed and comprehension in reading.

Social events are interspersed, and a faculty symposium on the topic of the freshman summer reading program initiates the intellectual life of the fall semester.

Before matriculation, each student must present a satisfactory health certificate signed by a physician, including evidence of tetanus toxoid immunization and chest x-rays. It is recommended that polio immunization be completed prior to entrance. Procedures to be followed will be outlined in letters from the dean of men or the dean of women.
## Fees and Financial Aid

### ANNUAL STUDENT CHARGES FOR 1965-1966

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$1,750</td>
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<tr>
<td>Room</td>
<td>350</td>
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<tr>
<td>Board</td>
<td>550</td>
</tr>
<tr>
<td>General Fee †</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>$2,750</strong></td>
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### CALENDAR OF PAYMENTS 1965-1966

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Upon filing of application</td>
<td>Application deposit $15</td>
</tr>
<tr>
<td>Upon acceptance for admission</td>
<td>Admission deposit—freshmen 2 $50</td>
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<tr>
<td>August 1</td>
<td>Tuition deposit—upperclassmen 2 $200</td>
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<tr>
<td><strong>FIRST SEMESTER</strong></td>
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<tr>
<td>On or before September 1</td>
<td>Tuition $875</td>
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<td></td>
<td>Room $175</td>
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<tr>
<td></td>
<td>Board $275</td>
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<tr>
<td></td>
<td>General Fee † $100</td>
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<td><strong>Semester bill and miscellaneous items</strong></td>
<td></td>
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<tr>
<td><strong>SECOND SEMESTER</strong></td>
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<tr>
<td>On or before January 20</td>
<td>Tuition $875</td>
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<td></td>
<td>Room $175</td>
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<td>Board $275</td>
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<td><strong>Semester bill and miscellaneous items</strong></td>
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<tr>
<td><strong>April 1</strong></td>
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</tr>
<tr>
<td></td>
<td>Semester bill and miscellaneous items</td>
</tr>
<tr>
<td><strong>April 15</strong></td>
<td>Room deposit for following year $50</td>
</tr>
</tbody>
</table>

†Includes sickness and accident insurance and student activities fee.

‡Applicable toward tuition payment.
Fees and Charges Explained

No formal bills are issued for the following items:

Application deposit: a non-refundable application fee of $15 must accompany each application for admission.

Admission deposit: non-refundable deposit of $50 due on or before the date for confirmation of intention to attend (page 32). This deposit is later credited toward tuition due prior to registration.

Tuition deposit: non-refundable deposit of $200 required of all upperclass students on or before August 1 each year. Room reservations and places in their respective classes will not be held for students failing to make this deposit. For entering students the $50 admission deposit covers this item.

Room deposit: all upperclass students must, in order to reserve a room for the following college year, make a $50 deposit on or before April 15. This deposit is later credited toward room charge or refunded if request for room reservation is withdrawn before August 1.

Advanced Payments

Tuition: the tuition charge is $875 per semester for a five course program. The semester per course charge is $175. Tuition must be paid prior to registration for each semester.

Room: room in college dormitories is charged at the rate of $175 each semester payable prior to registration for each semester. Students are expected to occupy college housing facilities to the full extent of their availability. Other arrangements may be made only with the specific approval of the dean of men or the dean of women. Dormitory reservations are made through the offices of the deans.

Board: Board in college dining halls is charged at the rate of $275 per semester payable prior to registration for each semester. Dining halls are maintained in Roberts Union and in the women’s dormitories. All resident women and resident freshman men are required to board at the college. Upperclass men electing to board at the college must pay the board charge for an entire semester and may not discontinue boarding prior to the end of the term.
Health Service: The 32-bed Sherman M. Perry Infirmary in Roberts Union is maintained under direction of the college physician and staffed by registered nurses. Free service in the infirmary is restricted to two weeks in any college year. Students are entitled without extra charge, however, to an unlimited number of visits to daily sick call at the dispensary. There is no additional charge for infirmary meals for students regularly boarding on campus except when special diets are required.

Students are charged three dollars per day for infirmary care beyond the two-week free period. Infirmary meals are three dollars per day for non-boarding students.

The college limits its responsibility to illness occurring during the academic year. The college health service does not provide laboratory procedures, prescriptions, glasses, dentistry, or specialized diagnostic techniques. Students, or their parents, are free to select their own physicians or hospitals but, in such cases, the college health service does not assume responsibility for the fees. Surgeons and other specialists are available at nearby Thayer Hospital.

Accident and Sickness Insurance: all students must be insured in the student accident and sickness insurance plan unless they have comparable coverage elsewhere. Students seeking exemption from this compulsory coverage must make written application for waiver at the office of the treasurer prior to the opening of college. The premium for twelve months must be paid in advance of first semester registration and is included in a general fee of $100. Details of the insurance plan are mailed to all parents during the summer.

Activities Fee: at the request of the students themselves a student activities fee is collected annually. This fee finances various student activities, and is payable prior to first semester registration except for students in attendance for the second semester only who are assessed proportionately. This fee is compulsory with no items deductible. Student organizations supported by the fee and the amount may vary from year to year; the fee is included in the general fee of $100.
SEMESTER BILL Charges for miscellaneous items not due prior to registration are included on semester bills due December 1 and April 1. Included are charges for extra courses, use of electrical appliances, chemistry breakage fee, dormitory damage deposit, fraternity room charge differential, ROTC deposit, etc. The semester bill also itemizes all previous semester charges and credits, thereby providing a complete record of the student's account for the entire semester.

MISCELLANEOUS The fee for extra courses beyond the normal five is $175 per semester course.

For the use of electrical facilities beyond those installed in dormitory rooms extra charges are made in accordance with rates established by the superintendent of buildings and grounds.

Students enrolled in chemistry courses are required to pay for all apparatus broken or lost. A chemistry breakage fee of $20 per course is charged on the first semester bill; any unused balance is refunded at the end of the year.

All men students living in college dormitories must pay a $10 deposit which is included on the first semester bill. All expenses resulting from damage to or loss of college property in the dormitories will be charged against these deposits except in cases where the responsible students can be identified. The unused portion of these deposits is refunded on a pro-rated basis at the end of the year.

Men students residing in fraternity houses are charged a differential in excess of the charge by the college for dormitory rent. The amount of differential is determined by each fraternity but is normally $10 per semester and is charged on the semester bill.

A deposit of $15 is required of all men students enrolled in the Air Force ROTC program. This deposit is charged on the first semester bill and is refundable at the end of each year upon surrender of all AFROTC equipment.

A charge of one dollar is made, payable at registration, for an identification card which is used for admission to athletic and other events.
All students, other than transfer and accelerating students, are required to have paid to the college the equivalent of eight semesters full tuition before being granted a degree.

Students may have official transcripts mailed to other institutions, prospective employers, or other authorized agencies by completing the Transcript Request Form available at the Registrar's Office. The fee for this service is one dollar for each transcript after the first. Official college transcripts are not delivered to students. A student may have an unofficial transcript upon request in the usual manner. The same regulations and fee apply.

**PAYMENT OF BILLS**

Tuition, room, board, and general fee must be paid in full before a student is permitted to register or attend classes. The treasurer cannot permit deferred payment of any portion of the charges due prior to registration, but may, at his discretion, grant partial extension for a brief period on the semester bill.

A plan providing for monthly payments at moderate cost is available through the Insured Tuition Payment Plan, 38 Newbury Street, Boston 16, Massachusetts.

Regulations affecting the payment of college bills are established by the board of trustees, and the college treasurer is charged with the duty of enforcing these regulations impartially. Unless payment is made in accordance with the treasurer's specific understanding with the individual student, the regulations require that the student be excluded from classes until payment is made and that a $2 fine be imposed for failure to arrange with the treasurer, prior to the due date, for a plan of payment. Students excluded from classes under this rule for longer than ten class days will be suspended from college for the remainder of the semester.

Concerning college bills, students and parents must deal directly with the treasurer, as no other officer of the college has authority over their collection.
REFUNDS

To students drafted into the armed services before the end of a semester, a pro-rata refund of tuition, board, room and fees will be made.

To all other students, in case of voluntary withdrawal, refund may be made of the balance of a student's account in excess of charges. Tuition and room rent is charged according to the following schedule:

- During first two weeks of classes . . . 20% charged
- During third week of classes . . . 40% charged
- During fourth week of classes . . . 60% charged
- During fifth week of classes . . . 80% charged
- Thereafter . . . . . . . . . . . . . . . . 100% charged

Board is charged at the rate of $15.50 per full or partial week. No reduction is made for periods shorter than a full week.

Whenever a student is required to withdraw because of unsatisfactory conduct or scholarship, no refund will be made other than for board.

FINANCIAL AID

Colby is proud of the number of students with limited financial resources who have been assisted in acquiring a college education; among past scholarship recipients are many distinguished alumni.

Financial aid in the amount of $650,000 is distributed annually in scholarships, Woodman Grants, employment, and loans. The amount in the first two categories represents the income from invested funds provided throughout Colby's history by alumni, friends, foundations and organizations. Scholarships are the basis for financial assistance, but cannot be expected to meet the full cost of a college education. Many supplement them with loans. Those who hold scholarships in excess of $1,000 are expected to accept employment at the college. In all cases, the amount of assistance depends on financial need.
FRESHMAN SCHOLARSHIPS

Approximately sixty scholarships are awarded annually to freshmen whose records indicate ability and a willingness to exert honest efforts to advance their own education.

Application should be made on forms provided by the College Scholarship Service and mailed to P.O. BOX 176, Princeton, New Jersey. The College Scholarship Service is a clearing house for reviewing financial statements presented by parents in support of applications for scholarship aid. Its forms are available at all secondary schools.

UPPERCLASS SCHOLARSHIPS

Scholarships are awarded on a yearly basis but may be renewed upon written request supported by satisfactory academic achievement and continued financial need. Requests for renewal must be made each year to the dean of men or dean of women on or before April 15.

LOANS

Colby, with a majority of institutions of higher learning, believes one of the best ways of meeting the costs of higher education is through increased use of student loans. A fund for this purpose is administered by the college. Student loans are also available under terms of Title II of the National Defense Education Act. Information may be obtained from the office of the administrative vice president.

RESTRICTED SCHOLARSHIPS

Sons and Daughters of Baptist Ministers: In recognition of Colby's historical affiliation with the Baptist denomination, it is a custom to grant remission of half tuition to sons or daughters of ordained Baptist ministers who qualify on the basis of need and academic achievement.

Kling Scholarships: An endowment from the late Charles Potter Kling provides a number of scholarships annually which, by the terms of his will, are available to "needy male students of American Colonial or Revolutionary ancestry." Some of these amount to full tuition and may be continued until graduation if the holder maintains good citizenship and satisfactory scholastic standing. Applicants for Kling Scholarships should write to the director of admissions requesting a genealogical data form.
Other restricted scholarships: There are funds restricted to students who can meet special qualifications in addition to the usual entrance requirements: for example, those from particular areas, cities, or schools.

COLLEGE EMPLOYMENT

Employment consists of work in the dining halls, the library, the maintenance department, in several academic and administrative departments, the bookstore, the student unions, infirmary, and in miscellaneous assignments. In addition, there are opportunities to sell programs, act as guides and ushers, and to represent laundries, dry cleaning establishments and other agencies.

PLACEMENT

The director of placement maintains a personal file for each senior and arranges interviews with prospective employers. With the cooperation of the deans of men and women, the director also arranges for students to take various aptitude tests. The director of placement is available for consultation and guidance on occupational matters throughout the student's college career.
Student Life and Activities

Although Colby has for some time been independent of formal affiliation with any religious denomination, the college is proud of its Baptist heritage. With their insistence on religious liberty and the right of private conscience, the Baptist founders of Colby endowed it with Christian principles which still invigorate its program. The college has a full time chaplain.

There are no required religious services. It is a conviction at Colby that religious influence is best exerted by persuasion rather than by compulsion.

Each Sunday a worship service is held with the college choir and a sermon by the chaplain or a visiting theologian.

The coordinating organization for the various religious groups is the Interfaith Association, in which Protestant, Roman Catholic, and Jewish students cooperate. Protestants conduct their activities through the Student Christian Association (United Protestant), Roger Williams Fellowship (Baptist), Student Religious Liberals (Unitarian-Universalist), Canterbury Club (Episcopal), and the Christian Science Organization. Roman Catholics have the Newman Club, and Jewish students have Hillel.

A notable event of the year is Religious Convocation when the Interfaith Association brings to the campus prominent religious leaders who live in the student houses. In 1965 the topic of the convocation was the question: Should the Faith of our Fathers be the Faith of our Children? Its purpose was to consider what contributions can still be made by the traditional religious faiths to contemporary society. Dr. Morris N. Kertzer and The Rev. John J. Grant were the speakers. They were joined by six other visiting theologians in leading discussions of the question.

Many Colby graduates have entered the ministry, and the list of missionaries is especially impressive. The missionary tablet in the Rose Memorial Chapel testifies to the participation of Colby men and women in home and foreign missions for a century and a half.
LECTURES

Throughout the year, lectures and concerts bring outstanding scholars, musicians, and artists to the campus. There are three lecture series—the Guy P. Gannett, Gabrielson and Ingraham—in addition to speakers invited by the Friends of Art at Colby, by student organizations, and by learned societies. The Gannett Lectures are devoted to general scholarly subjects; the Gabrielson Lectures, on certain Thursdays in the second semester, are concerned with national and international topics; and the Ingraham Lectures are in philosophy and religion. There are also annual events: the Lovejoy Convocation, honoring prominent newspapermen (in 1964, John Hay Whitney, editor and publisher of The New York Herald Tribune); Recognition Assembly; and Religious Convocation.


MUSIC

Musical organizations which offer opportunities in serious vocal and instrumental music are the Colby Community Symphony Orchestra, the Glee Club, Concert Choir, and the Colby College Band. These are under faculty direction and carry academic credits (page 121). There are also informal groups for those interested in lighter vocal music: the Colby Eight (men), the Colbyettes (women), and the Colby Folk Song Society. Recitals are presented on the Walcker organ in Lorimer Chapel.
Concerts are given by Colby's own musical groups as well as visiting performers. The Colby Music Associates offer an annual series which, in the past year, consisted of Grant Johannesen, Helen Boatwright, and the Galimir Quartet. Student Government brought harpsichordist Peter Wolf, the Newport Jazz Festival and presented several students in recital.

The college also sponsored Jose Limon and His Dance Company, pianist Stephen Manes and the Carnegie String Quartet. A joint band festival was held with Dartmouth College and the Colby Community Symphony Orchestra combined with the Southern Connecticut State College Symphony for a concert. The Glee Club, Waterville Area Community Chorus, and symphony orchestra presented Handel's Dettingen Te Deum and Poulenc's Gloria.

The Bixler Art and Music Center is the focal point for the college's art program. Continuous exhibitions featuring selections from the college's permanent collection as well as original and travelling shows are shown in the Jetté Gallery. Special collections are the Harold T. Pulsifer Collection of Winslow Homer, the Bernat Collection of Oriental Ceramics and Bronzes, the Adelaide Pearson Collection, The American Heritage Collection, and the Helen Warren and Willard Howe Cummings Collection of American Art. The permanent collection features European and American painting, sculpture and graphic art.

The Friends of Art at Colby, organized in 1959, make substantial contributions to the overall art program throughout the year. The organization has been instrumental in gaining acquisitions for the permanent collection.

Among the exhibitions shown during 1964-65 were: *A Museum Looks to the Future*; Photography by Walker Evans, Lucian Clergue, and Yashuhiro Ishimoto; German Expressionist Books and Prints; Retrospective Exhibition of Waldo Peirce; *The Land and The Sea of Five Maine*
Artists; Student Exhibition; Maine Craftsmen; and selections from the permanent collection. In the summer of 1965, the first major exhibition in America of Icelandic art opened in the Jetté Gallery.

**DRAMATICS**

Powder and Wig, the dramatic society, has a distinguished record of productions under the supervision of the director of dramatics, who is a member of the English faculty. Students not only act in plays, but direct, build scenery and supervise staging and lighting. An original one act play contest is sponsored annually. The college offers, in alternate years, a credit course in The Development of the Theatre. The 1964-65 Powder and Wig repertoire included: *The House of Bernarda Alba* (Lorca); *Corruption in the Palace of Justice* (Betti); *Oh Dad, Poor Dad, Mama's Hung You in the Closet and I'm Feelin' So Sad* (Kopit); *A Man for All Seasons* (Bolt). In addition Emlyn Williams appeared as Charles Dickens and the modern language department sponsored the Tréteau de Paris in Claudel’s *L’Annonce Faite à Marie*.

**SPEECH AND DEBATE**

A tradition of public speaking has resulted in the endowment of prizes for several speaking contests. These events, as well as debating, are supervised by the professors of speech in the department of English. Debating teams compete with other colleges and Colby is represented at various intercollegiate speech contests.

**BOOK OF THE YEAR**

Each spring a committee of faculty and students selects a distinctive book of the year for all to read. Reference is made to it in courses and in informal discussions which enable the student to see the book as it relates to many facets of knowledge and to evaluate it from different points of view.

Since the program was introduced in 1949, the selections have been: *Human Destiny* by Lecomte du Nouy; *The Mature Mind* by Harry Overstreet; *Policy for the West* by
Barbara Ward; Selected Plays by George Bernard Shaw; Who Speaks for Man by Norman Cousins; Out of My Life and Thought by Albert Schweitzer; The Lonely Crowd by David Riesman; The Adventures of Don Quixote by Cervantes; The Shaping of the Modern Mind by Crane Brinton; Theory of the Leisure Class by Thorstein Veblen; Magic, Science and Religion by Bronislaw Malinowski; Civilization and its Discontents by Sigmund Freud; From Death-Camp to Existentialism by Viktor Frankl, Alice’s Adventures in Wonderland and Through the Looking Glass by Lewis Carroll, Autobiography of Montaigne, Notes of a Native Son by James Baldwin, and The Divine Comedy by Dante Alighieri.

Colby recognizes the fraternity system as a cooperative feature of campus life. There are chapters of ten national fraternities and four national sororities. Seven of the fraternities occupy separate houses on the campus, controlled by prudential committees on which the fraternity alumni association, the local chapter, and the college are represented. A housemother is resident in each house. Members of the three fraternities whose houses are still to be built are quartered in dormitories. Women’s sororities do not have houses, but each chapter has a room in Runnals Union.

The Colby fraternities in order of founding are: Delta Kappa Epsilon, Zeta Psi, Delta Upsilon, Phi Delta Theta, Alpha Tau Omega, Lambda Chi Alpha, Kappa Delta Rho, Tau Delta Phi, Pi Lambda Phi, and Alpha Delta Phi. The sororities are Sigma Kappa (founded at Colby), Chi Omega, Delta Alpha Upsilon (local, formerly Delta Delta Delta) and Alpha Delta Pi.

The board of trustees has voted that fraternities and sororities, prior to October 1965, “must satisfy the board that they have the right to select their members without regard to race, religion or national origin.” The societies must meet this requirement to remain active at Colby, either as national affiliates or local groups.
STUDENT ORGANIZATIONS

There are over fifty student organizations active on the campus. Some of these are oriented toward religious affiliation (page 43), others are educational in nature. Among the latter are the various foreign language clubs — French, Spanish, and German; the educational societies: Chi Epsilon Mu (chemistry), Delta Phi Alpha (German), Phi Sigma Iota (French) and Sigma Pi Sigma (physics); and the Forensic Society, John Marshall Society, Society of Social Relations, and the college publications: the weekly newspaper, *The Echo*; the yearbook, *The Oracle*; and literary publications: *Introductions, Anabasis*, and various student writings.

Service organizations include Blue Key, Cap and Gown, Campus Chest, Men's and Women's Judiciary Committees, Pan-Hellenic and Inter-Fraternity Councils, and the Women's Student League.

Among the remaining groups of primarily student character are the Arnold Air Society, Camera Club, Chess Club, Folk Song Society, Film Direction, Colby Graphic Arts Workshop, Modern Dance Club, and Ski Council.

Other societies and clubs are described in this section of the catalogue under their appropriate headings.

In addition, each class acts as an organization, with elected officials. Overseeing student activities is the Student Government, which plays an important and integral part in the life of the college.

GENERAL REGULATIONS

Rules concerning student residence, organizations, social activities and intercollegiate athletics are published in the *Student Government Handbook* and *Women's Handbook*. All students are held responsible for knowledge of these regulations as well as for those in the annual catalogue.

Colby College is concerned as much with the social habits and character of its students as with their academic standing. The college reserves the right to dismiss any student whose presence its officers believe to be detrimental to the general welfare.
ATTENDANCE

A. Students are expected to attend classes regularly, and are held responsible for all work done in any class from which they are absent. Each student is, however, permitted at least two unexcused absences from each course in any semester. The maximum number allowed, if beyond two, is determined by individual instructors. Each instructor explains at the first meeting of every semester what constitutes unsatisfactory attendance in his class. Any student whose attendance the instructor judges to be unsatisfactory is warned by the dean. Flagrant repetitions may lead to dismissal from the course, without credit.

B. Official excuses for absence are granted only by the dean of men or the dean of women, and only for: (a) critical emergencies, (b) athletic or other organizational trips or (c) illness certified by the college physician or his authorized representative.

Medical excuses are issued only to students who fall within one of four classifications:

i. Those confined to the college infirmary or hospital because of illness or surgery.

ii. Students treated by the medical staff at the dispensary, infirmary, or hospital.

iii. Students visited by the college physician in dormitories or other places of residence.

iv. Women students excused by their head resident because of illness for no longer than a 24-hour period.

Medical excuses are not granted on a retroactive basis unless one of these classifications is satisfied.

c. Any student absent, without official excuse, from his last class meeting before a vacation or his first class meeting after a vacation is fined $25. The word vacation is interpreted to mean the Thanksgiving recess and the spring recess, but not single holidays. This vacation cut rule also applies to absences from meetings scheduled during the first two days of the January Program.
d. Absences caused by exclusion from classes because of non-payment of college bills are treated in the same manner as other absences, except that the appropriate dean has the authority to issue an official excuse when convinced that no fault lies with the student.

e. No student on academic probation may be excused from any class because of extracurricular or athletic activities.

BEHAVIOR

Responsibility for behavior is borne by the individual. This is true of all phases of campus life, including academic integrity, relationships between students, adherence to college regulations, and use of alcoholic beverages.

Colby College discourages the use of intoxicating beverages by its students. If the conduct of a student who has been drinking is questioned, he will be subject to expulsion.

The Maine State Law has provisions which make punishable by a fine of not more than $50 any person under the age of 21 years who purchases intoxicating liquor or consumes it in any on-sale premises or who has liquor in his possession or whoever furnishes, gives or delivers liquor to a minor.

AUTOMOBILES

The use of automobiles at the college is not permitted to freshmen or sophomores nor to upperclassmen who are on academic probation or scholarship. All motor vehicles used at the college by students or staff must be registered at the office of the superintendent of buildings and grounds. Failure to register a vehicle, or failure to comply with the college's traffic regulations, may lead to a fine or other penalty.

MARRIED STUDENTS

A married woman student may enroll or remain in college if her residence is with her husband or parents. A woman student who wishes to continue living in her dormitory after being married must obtain permission from the dean of women.
Honors and Awards

The degree of Bachelor of Arts with honors is awarded in three grades: summa cum laude to those who obtain 155 points in 40 courses, or 150 points in 40 courses and honors in the comprehensive examination; magna cum laude to those with 145 points in 40 courses, or 140 points and honors in the comprehensive examination; cum laude to those with 135 points in 40 courses, or 130 points and honors in the comprehensive examination. A student who has more than 40 courses taken, or transferred for credit, at Colby must have additional points in proportion to the number of additional courses to achieve honors.

A second category of honors, entitled distinction in the major, is awarded to a student on the specific recommendation of the department. In order to be eligible for recommendation the student must have at least an average of 3.25 in courses taken in his major and must have received honors on the comprehensive examination. Fulfillment of these two requirements does not, however, automatically entitle a student to this category of honor. It is understood that the department will recommend distinction in the major only for those very few students who, in the opinion of the department, merit special recognition.

In American colleges it is generally considered that the highest honor an undergraduate can receive is election to Phi Beta Kappa. This nationally famous society, founded in 1776, restricts its chapters to leading colleges and universities, and it maintains very high scholastic standards. The Beta chapter of Maine was organized in 1895. Election to membership is based upon academic record at the end of seven semesters and on recommendations then made by instructors.

At Recognition Assembly, each spring, the entire college convenes to hear a guest speaker and to bestow awards on students who have earned honors. Among those recognized are: newly elected members of Phi Beta Kappa; Senior Scholars for the ensuing year; Bixler Scholars; winners of college prizes; the recipient of the Condon Medal; newly elected members of Blue Key and Cap and Gown, honor
societies for senior men and senior women respectively; and recipients of Phi Beta Kappa certificates, awarded to members of the three lower classes for distinction in scholarship.

Academic excellence is also recognized by the designation as Bixler Scholars of a few top-ranking students who have demonstrated fulfillment of outstanding scholarly ability.

Other honors recognizing high academic standing are the Dean’s List, upon which appears the name of every student whose average of all marks in the previous semester has been at least sixteen points in five courses for upper-classmen, fifteen points for freshmen, and the Senior Scholars program (see page 21).

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**COLLEGE PRIZES**

**GENERAL**

*American Association of University Women’s Membership Award.* Membership for one year in the AAUW is awarded by the State of Maine Division to a senior woman of outstanding scholarship, citizenship, and campus leadership.

Awarded in 1965 to **BARBARA Ross HOWARD ’65**

*Frederick F. Brewster Honor Scholarship.* Established in memory of Frederick F. Brewster, of New Haven, Connecticut.

Awarded in 1965 to **RICHARD WHITTIER HUNNEWELL ’67**

*Bixler Bowl Award.* Awarded to that fraternity which has, as a group, contributed most constructively to the over-all work of the college program.

Awarded in 1965 to **LAMBDA CHI ALPHA**

*Bixler Scholarships.* Awarded annually to top-ranking students, known as Bixler Scholars, in recognition of their academic achievements. The amount of each scholarship, which is not announced, is determined by need.
Awarded in 1965 to Constance Day '66; William Michael Doll '66; William Michael Fraley '66; Abou Dramane Sylla '66; Donna Gale Lumpkin '67; Roberta Lee Stockwell '67; Nancy Jane Wilcox '67; Anna Huntington Gideon '68; Sally Jo Jones '68; Hethie Lois Shores '68; Richard Frank Samson '68.

Josephine Bodurtha Gagnon Scholarship. Awarded annually by the Alpha Delta Chapter of Alpha Delta Pi sorority in memory of Josephine Bodurtha Gagnon, 1938, on the basis of financial need, scholarship, and campus leadership.

Awarded in 1965 to Roberta Lee Stockwell '67

Colby Library Associates Book Prize. Books of the student's choice awarded to the senior with the best personal library collected during his undergraduate years.

Awarded in 1965 to Edward Norman Dukes '65

Condon Medal. Gift of the late Randall J. Condon, 1886, awarded to the senior, who by vote of his classmates and approval by the faculty, is deemed "to have exhibited the finest qualities of citizenship and has made the most significant contribution to the development of college life."

Awarded in 1965 to Starbuck Smith III '65

Charles A. Dana Scholarships. Available to qualified sophomores, juniors and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. Each year approximately twenty new Dana Scholars are selected. The first Dana Scholars at Colby will be announced in the fall of 1965. These scholarships are among the highest honors which are awarded to students.

Delta Alpha Upsilon Scholarships. Given by sorority to undergraduate women for well-defined educational objectives and outstanding campus leadership.

Awarded in 1965 to Carol Lenox Beers '67; Linda Ann Beland '68
Adelaide True Ellery Scholarship. Awarded in memory of Adelaide True Ellery, 1890, to a woman for outstanding religious leadership, the scholarship to apply in her junior and senior years.
Awarded in 1964 to Diane Louise Mason '66

Lelia M. Forster Prizes. From the income of the Lelia M. Forster Fund, awards are made to the young man and young woman “of the preceding entering class who by their academic performance, the respect they command from their classmates, and the constructive contribution they have made to life on the campus have shown the character and ideals most likely to benefit society.”
Awarded in 1965 to Susanne Rebecca Gilmore '68; Thomas Richard Rippon '68

Phyllis S. Fraser Scholarship. Presented by Alpha Chapter of Sigma Kappa to a Colby son or daughter, in memory of its alumna and adviser, Phyllis St. Clair Fraser, 1913.
Awarded in 1965 to Edward Michael Caulfield '68

Hillel Honor Key. Presented by the B’Nai B’Rith Hillel Foundations, for outstanding leadership.
Not awarded in 1965

Donald P. Lake Award. Given in memory of Donald P. Lake, 1955, to a senior whom the Varsity “C” Club selects for outstanding scholastic achievement, athletic leadership and ability.
Awarded in 1965 to Bruce Merlin Davey '65

Michael Lester Madden Scholarship. Awarded by the Scott Paper Company in honor of Michael Lester Madden to a sophomore who has best demonstrated outstanding scholarship and leadership and participation in extra-curricular activities, the scholarship to apply in the junior and senior years.
Awarded in 1965 to Charles Harlow Anderson '67

Sigma Theta Psi Trophy. Awarded annually by Alpha Delta Phi fraternity to the man who, at the end of his third semester of work, has the highest cumulative academic average.
Awarded in 1965 to Bruce David Logan '67
Ninetta M. Runnals Scholarship. (every other year) Awarded by Delta Alpha Upsilon to an undergraduate for scholastic performance, well-defined educational objectives and community participation. Awarded in 1965 to Jo Anne Marie Rydel '66

Philip W. Tirabassi Memorial Award. (new) A book awarded in memory of Philip W. Tirabassi, 1959, to a junior man who has "willingly assisted his classmates, promoted the best interests of the college and maintained a superior academic average." Awarded in 1965 to Peter Joseph Lardieri '66

Women's Student League Scholarship. Awarded by the Women's Student League to the junior who best meets these requisites: creditable scholarship, leadership, participation in extra-curricular activities, friendliness—and who has contributed toward her college expenses by her own efforts. Awarded in 1965 to Constance Davis Midworth '66

Carrie M. True Award. Given in memory of Carrie M. True, 1895, and presented to a woman selected for pronounced religious leadership and influence in the life of the college. Awarded in 1965 to Nancy Lee Johnson '66

**ART AND ARCHITECTURE**

For excellence of workmanship and design and appropriateness to the study of the history of architecture.

Charles Hovey Pepper Prize in Art. Established by Stephen C. Pepper (hon. '50) in memory of his father who was a distinguished painter and graduate of the class of 1889. Awarded for meritorious creative work in painting and sculpture. Awarded in 1965 to Benjamin Daland Shreve '65

The Dodge Prize. Offered by Mr. and Mrs. Donald D. Dodge of Rockport and Philadelphia, for the best model of an American building 1600-1850. Awarded in 1965 to James Frederick Bright '67; Harry Goldbeck Graff, Jr. '67; James Thomas Thomas, Jr. '67

American Institute of Architects Prizes. Offered by the Maine chapter of the Institute for distinctive architectural models made in conjunction with the history of architecture course. Awarded in 1965 to Leonard Charles Parks '67
BUSINESS ADMINISTRATION  
*Ernest L. Parsons Prize.* Awarded to a senior in business administration who, in the opinion of the faculty of this department, combines high quality of scholarship, personality, and extra-curricular interests.
Awarded in 1965 to Virginia Cole Henkle '65

CLASSICS  
*John B. Foster Prize in Classics.* Awarded in memory of John B. Foster, 1843, Professor of Greek language and literature, for marked excellence in advanced Greek or Latin.
Awarded in 1965

Latin: Terry Ellen Cox '65; Jean Elizabeth Craig '66
Greek: Barbara Ross Howard '65

ENGLISH  
*Mary Low Carver Prizes for Poetry.* Presented in memory of Mary Low Carver, 1875, the first woman graduate of the college, to a woman for an original poem of merit in the English language.
Awarded in 1965 to Karen Andersen '68; Constance Day '66

Awarded in 1965 to Paula Marie Willey '67; Mary Bryan Harrison '65

Awarded in 1965 to Harvey Joe Hyler '65

Poetry Prizes for the Men's Division. Awarded for an original poem of merit.
Awarded in 1965 to James Carmen Foritano '65; Archer Anthony Jordan '68

HISTORY AND GOVERNMENT  
*Paul A. Fullam History Prize.* Presented in memory of Paul A. Fullam, (hon. '55), chairman of the history department, to a senior distinguished by outstanding work in history and government, the fund to provide for books of the winner's choice.
Awarded in 1965 to Lesley Nan Forman '65
Edward Lampert History Prize. Awarded to a senior distinguished by excellence in history and government, a fund is provided for books of the winner's choice. Not awarded in 1965

William J. Wilkinson History Prize. Established in memory of William J. Wilkinson, professor of history and government from 1924-1945, and awarded to the history major in the junior class who, in the judgment of that department, combines: special interest in modern European history, high average in history and government courses, personal integrity, and ability to reason critically and independently. Awarded in 1965 to Elaine Howland Fencer '66


MODERN LANGUAGES

French Consulate Book Prizes. Presented by the French Consulate in Boston for excellence in French. Awarded in 1965 to Alfred John DiMaio, Jr. '65; Harriett Fran Holmes '65; Candice Joy Wilson '65; Janet Elaine Brooks '66; Marguerite Mary Malcolm '66; Barbara Wise '66; Robert Louis Brownlee '67

German Consulate Book Prizes. Presented by the German Consulate in Boston for excellence in German. Awarded in 1965 to Christie Jane Higginbottom '66; Karen Lynn Sward '68; Andrew Thomas Starkis '68

German Prizes. Awarded for excellence in German. Awarded in 1965 to (German Linguistics) Laura Susann Peirce '66; Edmond Joseph Derderian '66; Nancy Jane Wilcox '67; (German Literature) Elizabeth Ann Frazier '65; Judith Ellen Guptill '65; Thomas Heath Hopgood '67

Delta Phi Alpha German Prize. A book prize awarded by the Gamma Kappa chapter of Delta Phi Alpha for scholarship in German language and literature, and for initiative in fostering an interest in the various activities of the German club. Awarded in 1965 to Adele Marjorie Hodgkins '65
MUSIC  

*Colby College Band Award.* Presented for outstanding qualities in leadership and exceptional interest in the college band. Awarded in 1965 to **Arthur Woodrow Beveridge '65**

*Alma Morissette McPartland Award.* Presented by Mrs. McPartland, class of 1907, for excellence in musical achievement such as composition, performance, scholarship or leadership in musical organizations. Awarded in 1965 to **Randall LeConte Holden '65**

*Glee Club Award.* Presented to a senior for outstanding contribution to the glee club in terms of service, interest, attitude, and loyalty over four years. Awarded in 1965 to **Jonathan Frederic Moody '65**

*Symphonic Orchestra Awards.* Presented to students in the Colby Community Symphony Orchestra who have shown unusual interest and improvement. Awarded in 1965 to **Jeanne Linda Goodine '65; John Alfred Wheeler '65**

PHILOSOPHY  

*Stephen C. Pepper Prize in Philosophy.* Presented to a junior or senior who has done distinguished work in philosophy; a fund is provided for books of the winner's choice. Awarded in 1965 to **Robert John Hodge '65**

PUBLIC SPEAKING AND DRAMATICS  

*Andrew Blodgett Award.* For excellence in dramatics, presented by Powder and Wig Society in memory of Andrew Blodgett, 1962. Awarded in 1965 to **Michael David Ward '65**

*Goodwin Public Speaking Prizes.* Given by the late Mattie E. Goodwin in memory of her husband, Forrest Goodwin, 1887, for excellence in the delivery of original addresses. Awarded in 1965 to  

(1st) **Rodney Elliott Gould '65**
(2nd) **Thomas Aloysius Donahue '65**
(3rd) **Kenneth Stuart Lane '68**

*Hamlin Speaking Prizes.* Awarded from a fund established in 1874 by Hannibal Hamlin, 1859 (Hon.) to freshmen for excellence in public speaking. Awarded in 1965 to  

(1st) **Kenneth Stuart Lane '68**
(2nd) **Ira Charles Cooke '68**
(3rd) **Gary Cecil Conover '68**
Julius and Rachael Levine Speaking Prizes. Given by Lewis Lester Levine, 1916, in memory of his father and mother, for excellence in extemporaneous address. Awarded in 1965 to (1st) Michael Warren Metcalf '68 (2nd) Ira Charles Cooke '68 (3rd) Stuart Harvey Rakoff '65

Herbert Carlyle Libby Prize. Established in 1964 by Colby alumni to honor the memory of Herbert Carlyle Libby '02, professor of public speaking from 1909 to 1944. To be awarded annually for excellence in public address on the basis of a speaking contest among representatives of the four classes. Awarded in 1965 to Peter Swartz '66

Montgomery Interscholastic Public Speaking Prizes. A bequest of the late Job Montgomery of Camden providing for prizes to winning contestants from secondary schools who appear at Colby on an assigned date for this contest. Awarded in 1965 to: (prepared) 1 John O'Leary (Cheverus High School), 2 Mark Finks (Portland High School), 3 Douglas Kindal (Williston Academy), 4 Richard Schweid (Cushing Academy); (extemporaneous) 1 Mark Finks, 2 John O'Leary, 3 Douglas Kindal, 4 Rhama Scofield (Rockland High School).

Murray Debating Prizes. A bequest of the late George E. Murray, 1879, a trustee of the college, providing for award of prizes for the best arguments presented at a public exhibition. Awarded in 1965 to Rodney Elliott Gould '65 and David Hildreth Gray '67

American Institute of Chemists Medal. Presented by the New England Chapter of the American Institute of Chemists to a senior with "high potential for advancement of chemistry as a profession, based on a record of demonstrated leadership ability and character, with high scholastic standing." Awarded in 1965 to Duane Calvin Record '65

The Chemical Rubber Company Award in Mathematics. An achievement award in freshman mathematics. Not awarded in 1965

The Chemical Rubber Company Prize in Physics. Presented to the student with the highest average in beginning physics. Not awarded in 1965
Chi Epsilon Mu Prize in Chemistry. Awarded annually to the highest ranking freshman in chemistry.
Awarded in 1965 to Leonard David Stern '65

Mark Lederman Prize. Established by his classmates in memory of Mark Lederman '66, awarded to the senior with the highest point average who has been accepted at a school of medicine.
Awarded in 1965 to Barry Lester Feinberg '65

Mark Lederman Scholarship. Established by his classmates in memory of Mark Lederman '66, awarded to the biology major who, at the end of his junior year, has best demonstrated both scholarship and financial need.
Awarded in 1965 to Lawrence Herbert Pike '66

William A. Rogers Prize in Physics. Established in memory of the late William A. Rogers, professor of physics from 1886 to 1898, awarded to a junior majoring in physics who has achieved the highest general scholastic standing.
Awarded in 1965 to Philip Andrew Wiley '66

Departmental Prizes in Science. Awarded by each department to a sophomore, junior and senior, for academic distinction.
Awarded in 1965:

Biology:  
Elizabeth Arlene Stark '65  
Nancy Lee Johnson and Thomas Atwood Easton '66  
Nancy Jane Wilcox '67

Chemistry:  
Duane Calvin Record '65  
Edmond Joseph Derderian '66  
Phyllis Elaine Hoar '67

Geology:  
John David Tewhey '65  
Philip Alson Smith '66  
Jean-Jacques Flint '67

Mathematics:  
Robert Michael Young '65  
Judith Ann Jones '66  
Donna Gale Lumpkin '67
Physics:

Timothy Fuller Cleghorn '65
Philip Andrew Wiley '66
Joel Willard Irish '67

SOCIAL SCIENCES

Chi Omega Prize in Social Sciences. Awarded by Chi Omega sorority to the highest ranking woman majoring in the social sciences.
Awarded in Business Administration in 1965 to Virginia Cole Henkle '65

Albion Woodbury Small Prizes. Given by the late Mrs. Lina Small Harris in memory of her father, Albion Woodbury Small, 1876, former president of Colby and professor of sociology and dean of the graduate school at the University of Chicago. The prizes are awarded for the best essays written in the department of sociology.
Awarded in 1965 to Peter Edward Beatus '65; David Spencer Fearon '65; Sally Rowland Thompson '65

ATHLETICS

J. Seelye Bixler Award. Presented by an alumnus in honor of J. Seelye Bixler, president of Colby from 1942 to 1960, and awarded to a member of the varsity track team who has contributed most to its success.
Awarded in 1965 to Bruce Walter Barker '66

David W. Dobson Memorial Award. Awarded to an outstanding member of the varsity ski team in memory of David W. Dobson, 1950.
Not awarded in 1965

Paul F. "Ginger" Fraser Award. Awarded to a non-letter man who has shown the most improvement as a member of the varsity football team. Presented by an alumnus the prize honors the memory of Paul "Ginger" Fraser, 1915, one of Colby's football greats.
Awarded in 1965 to William Thomas Rynne '66

Robert LaFleur Memorial Award. Presented in memory of Robert A. LaFleur, 1943, killed in World War II, to the member of the varsity basketball team who has contributed most to its success.
Awarded in 1965 to Peter Swartz '66
Gilbert F. Loeb's Award. Presented to the most valuable player on the varsity soccer team.
Awarded in 1965 to David Michael Kelley '65

Ellsworth W. Millett Award. Given by the Boston Colby Alumni Association in honor of Ellsworth W. "Bill" Millett, 1925. Awarded to a member of the varsity hockey squad who has shown outstanding leadership and unselfish devotion to the welfare of the team.
Awarded in 1965 to Bruce Merlin Davey '65

Edward C. Roundy Memorial Award. Given in memory of Edward C. Roundy — for many years coach of baseball, basketball, and football at Colby—to the most valuable player on the varsity baseball team.
Awarded in 1964 to Norman Edwin Phillips '66

Theodore N. Shiro Award. Gift of Theodore N. Shiro, 1951, awarded to the most improved player on the varsity basketball team.
Awarded in 1965 to Kenneth Alan Astor '66

Herbert E. Wadsworth Award. Given in memory of Herbert E. Wadsworth, 1892, former trustee and benefactor, to the most valuable player on the varsity football team.
Awarded in 1965 to Peter Baldwin Wagner '66

Norman E. Walker Award. Awarded in memory of Norman E. Walker, 1938, to a member of the varsity hockey team who has shown the most improvement during the current season.
Awarded in 1965 to Peter Francis Winstanley '66

Norman R. White Award. Awarded in memory of Norman R. White, 1950, in recognition of leadership and sportsmanship displayed by a member of one of the varsity athletic teams.
Awarded in 1965 to John Edward Stevens '65
The Campus

In 1952, Colby completed its move from a hundred-year old campus in downtown Waterville to Mayflower Hill, two miles west of the city. Today there are 32 new buildings (a 33rd is under construction) on this campus of about 1,000 acres, one of the most modern and beautiful in the nation.

The first building was Lorimer Chapel, center of the college's religious life. The main chapel, in early New England style, contains an organ built in the classical tradition by Walcker of Ludwigsburg, Germany. The instrument is of special interest because its specifications were drawn up by Albert Schweitzer. The Rose Chapel adjoins the main building.

At the center of the campus is Miller Library. The Edwin Arlington Robinson Treasure Room is in a wing of the building, where a collection of rare books and manuscripts is housed. Extensive storage stacks, general and individually-carreled study areas, and periodicals and reference rooms are a feature.

The Keyes and Life Sciences buildings provide facilities for an ever-expanding science program with special collections, museums, a seismograph, reference libraries, laboratories, and conference rooms.

The humanities and social sciences are centered in the Elijah Parish Lovejoy building. Here are also faculty offices, laboratories for modern languages and psychology, an auditorium, and headquarters for the ROTC program.

Administration offices are housed in the Eustis building.

The Bixler Art and Music Center has classrooms, studios, departmental libraries, auditorium, rehearsal hall, and practice and listening rooms. The college's permanent collection of paintings, sculpture and other art, and travelling exhibitions, are regularly shown in the Jette Gallery. Leading off the gallery, and out-of-doors, is the Montague Sculpture Court. The Given Auditorium is acoustically designed for musical performances and equipped to record programs stereophonically.
Mary Low, Louise Coburn, Woodman and Foss halls provide housing for women; a new dormitory, Dana, is scheduled for occupancy in the fall of 1965. The men’s dormitories are Averill and Johnson Halls; East Hall, divided into three units: Small, Chaplin, and Butler; and West Hall, comprised of Robins, Chaplin and Pepper. There are seven fraternity houses, occupied by Delta Kappa Epsilon, Zeta Psi, Delta Upsilon, Phi Delta Theta, Alpha Tau Omega, Tau Delta Phi, and Lambda Chi Alpha.

In Roberts Union are the men’s commons, rooms for staff and guests, student organization offices, coeducational lounges, dining hall and Sherman M. Perry Infirmary.

Ninetta F. Runnals Union houses the women’s gymnasium, with stage for dramatics and lectures, meeting and recreation rooms, lounges, sorority rooms, and a modern dance studio. Resident directors are in charge of each union. Women’s dining service is in the women’s dormitories.

The Little Theatre serves as a dramatics workshop and theatre-in-the-round.

The President’s Home is the first building the visitor sees as he enters the campus.

The Herbert E. Wadsworth Field House, seating 2,400, contains facilities for men’s physical education. It has one of the largest basketball floors in northern New England.

The Harold Alfond Arena, adjoining the fieldhouse, provides artificial ice in an enclosed and covered rink with seating for 2,000 spectators.

Athletic areas include two football fields, two baseball diamonds, a soccer field, fourteen tennis courts, and playing fields for field hockey, archery and informal games. A ski area with lighted slope, jump, T-bar tow lodge, and snowmaking equipment is maintained about three miles from the campus. Johnson Pond offers an excellent area for outdoor skating.
The beginning of spring
The Jetté Gallery in the Bixler Center

by Community Orchesta
Afternoon in winter
Divisions, Departments, and Courses of Study
II DIVISIONS, DEPARTMENTS, AND COURSES OF STUDY

67 DIVISIONS, DEPARTMENTS

HUMANITIES, 67
SOCIAL SCIENCES, 71
NATURAL SCIENCES, 75
AEROSPACE STUDIES, 78
PHYSICAL EDUCATION AND ATHLETICS, 80
ADULT EDUCATION AND EXTENSION, 82
SUMMER SCHOOL OF LANGUAGES, 82

83 COURSES OF STUDY

136 PREPARATION FOR GRADUATE AND PROFESSIONAL SCHOOLS
Divisions, Departments and Courses of Study

The courses are offered within five divisions as follows:

DIVISION OF HUMANITIES

Divisional courses in humanities and courses in the following departments: *Art; Classics*, including classics in English translation, Greek, and Latin; *English; Modern Foreign Languages*, including French, German, Italian (in English translation), Portuguese, Russian, and Spanish; and *Music*.

DIVISION OF SOCIAL SCIENCES

Divisional courses in social science and courses in the departments of *Business Administration; Economics; Education and Psychology; History and Government; Philosophy and Religion*; and *Sociology*.

DIVISION OF NATURAL SCIENCES

Courses in the departments of *Biology; Chemistry; Geology; Mathematics*; and in *Physics and Astronomy*.

DIVISION OF AEROSPACE STUDIES

Courses in *Aerospace Studies*.

DIVISION OF PHYSICAL EDUCATION AND ATHLETICS

Courses in *Physical Education*.

In the departmental statements below, members of the active faculty for the academic year 1964-65 are listed.

Division of Humanities

*Chairman, Professor Kellenberger*

Combined majors are offered in classics-English and classics-philosophy.

Requirements for the major in classics-English

In English: 221, 222; one full year period course or its equivalent in semester courses, 421, 422.
In classics: either three years of Latin above the level of 122 or three years of Greek.

Requirements for the major in classics-philosophy

In classics: either three years of Latin above the level of 122 or three years of Greek, subject to departmental approval.

In philosophy: Philosophy 112 or 211, 212; 331, 332; 491 or 492; and one further semester course.

The point scale for retention of each of the above majors applies to all courses that may be credited toward the major.

ART

Chairman, PROFESSOR CARPENTER
Professor Carpenter; Associate Professor Miller; Assistant Professor Meader.

Requirements for the major in art

Art 121, 122, 211, 411; at least two semester courses chosen from 252 (or 271), 311, 312, 314, 318, 319; additional courses in art to bring the total to nine semester courses; two semester courses in ancient or European history, or one semester each of history and music.

The point scale for retention of the major applies to courses taken in the department.

CLASSICS

Visiting Professor Malz; Assistant Professor Westervelt; Dr. Dorothy Koonce and Mr. Traill.

Requirements for the major in classics

Three years of Latin above 122, and three years of Greek.

Requirements for the major in Greek

Four years of Greek, and History 261, 262 or one additional year course in the classics department.

Requirements for the major in Latin

Four years in Latin above 122, and History 261, 262 or one additional year course in the classics department.

The point scale for the retention of each of these majors applies to all courses which may be credited toward the major.

Attention is called to the opportunity for concentrating in the combined majors classics-English and classics-philosophy (See pages 67, 68).

ENGLISH

Chairman, PROFESSOR CHAPMAN

Professors Chapman, Strider, Alice Comparetti, Benbow, and Cary; Associate Professors Sutherland, MacKay, and Suss; Visiting Lecturer Craig; Assistant Professors Witham, Curran, and Wees; Dr. Mathews, Mr. Koonce, Mr. Brancaccio, Mrs. Savage, Mr. Mizner, Mr. Green, and Mr. Sklute.

Requirements for the major in English literature

In the sophomore year, English 221e, 222 and History 253; in the junior year, four semester courses from the courses listed below, two semesters of which must be from periods before 1800; in the senior year, English 421, 422 and two additional semesters from the courses listed below.

Requirements for the major in American literature

In the sophomore year, English 221e, 222 and History 281, 282; in the junior year, English 371, 372 and two semesters of English literature from periods before 1800 from the courses listed below; in the senior year, English 423, 424 and two additional semesters from the courses listed below.

Courses credited toward these majors are: 311, 312, 314, 315, 317 (for those not required to take 421, 422), 318, 319, 332, 334, 335, 336, 351, 352, 353, 354, 361, 362, 363, 364 (of courses 361 through 364 only two semesters may be credited), 365, 366, 371, 372, 414, 421, 422, 423, 424. The point scale for retention of the major applies to any of these courses taken and to English 221e, 222.

The history requirement for either major may be met by prescribed reading and examination. Attention is invited to the combined classics — English major (see page 67).

A non-credit course in remedial English is offered for those students referred to it from upper classes.

MODERN FOREIGN LANGUAGES

Chairman, PROFESSOR BUNDY

Professors Kellenberger and Bundy; Associate Professors G. Smith, P. Bither, Biron, Holland, and Schmidt; Assistant Professors Cauz, Kempers, Tatem, Cox, and Judah; Mr. Carroll, Mr. Tsurikov, Mrs. Bundy, and Mrs. Preston.

Placement test: Every student offering a foreign language for

1On leave 1964-65.
3Part time first semester, 1964-65.
entrance credit must take the placement test in that language if he wishes to continue studying it (see page 32).

Requirements for the major in French
French 125, 126 and eight semester courses numbered 200 or above, with the exception of 211d or 411. A student who has completed German 225, 226 may omit two semester courses. A student desiring certification for teaching French must take French 411, and may be required to take French 412.

Requirements for the major in German
German 107, 108, 343, 344, 345, 346, 347, 348; or equivalent; a student who has completed German 225, 226 may omit one of these 300-level courses. German 491, 492 may be substituted for one 300-level course.

Requirements for the major in Russian
Eight semester courses beyond Russian 103, 104. Freshmen who take Russian 101, 102 and plan to major in the language, are urged to take the equivalent of Russian 103, 104 during the summer, so that they can take Russian 225, 226 in their sophomore year. The following supporting courses are strongly recommended: Government 333; History 341, 342.

Requirements for the major in Spanish
Spanish 141, 142, 257, 258, 321, 322, 351, 352, 355, 356; or equivalent; a student who has completed German 225, 226 may omit one of these 300-level courses. Spanish 491, 492 may be substituted for one 300-level course. A student desiring certification for teaching Spanish must take French 411.

The point scale for retention of any major within the department is based on courses in the major language only.

MUSIC

Chairman, PROFESSOR E. COMPARETTI
Professor E. Comparetti; Associate Professor Re; Miss Heinrich.

Requirements for the major in music
Music 101, 102, 121, 122, 211, 212, 305, 306 and either 301, 302 or 215 and 312; and either French 103, 104 or German 103, 104. Students planning graduate work in musicology should elect both languages. Some skill at the keyboard is required of all majors.

The point scale for retention of the major applies to all music courses.
Division of Social Sciences

Chairman, ASSISTANT PROFESSOR BERSCHNEIDER

Opportunity is offered for concentration in two interdepartmental majors, American civilization (adviser: Mr. Bridgman) and philosophy-mathematics (advisers: Mr. Clark and Mr. Combellack).

Requirements for the major in American civilization
Six semester courses in American history; two semester courses in American government and politics; either Philosophy 351 or Religion 312; four semester courses in American literature, exclusive of English 367, 368; and three additional semesters of American studies.

The point scale for retention of the major applies to all courses that count toward the major.

Requirements for the major in philosophy-mathematics
In philosophy: 212 and either 211 or 112; 331 and 332; 357 and one further course in the department.
In mathematics: six semester courses, to include 361, 362.

The point scale for retention of the major applies to all courses that count toward the major.

Students should consult one of the advisers before planning to enter this major and should register for the first course in mathematics in the freshman year.

BUSINESS ADMINISTRATION

Chairman, ASSOCIATE PROFESSOR W. ZUKOWSKI

Professor Williams; Associate Professor W. Zukowski; Assistant Professors Fisher and Gemery; Mr. Phillips.

Requirements for the major in business administration
Business Administration 221, 222, 321, 322, 413, 414; Mathematics through 112d; Economics 241, 242; and two semester courses selected from the following: Mathematics 241, 242, 243, 244; Economics 336, or any additional courses in business administration.

The point scale for retention of the major applies to all business administration courses and to Mathematics 241, 242, 243, 244 and Economics 336, where these courses are used to satisfy major requirements.

Students planning graduate work in business administration should consult the chairman of the department early in their college career.

1On leave 1964-65.
ECONOMICS

Chairman, PROFESSOR PULLEN

Professors Breckenridge and Pullen; Assistant Professors R. Raymond and Fletcher.

Requirements for the major in economics

Economics 241, 242, and eight additional semester courses in economics. Students interested in business may substitute business administration 221, 222 or 321, 322 for two of the eight semester courses in advanced economics required for the major. They may, of course, elect additional courses in business administration.

Students who wish to be recommended for graduate work in economics are urged to elect Economics 331, 336, 341, 342, 371, and either 413 or 414. In addition, they should have college mathematics through calculus, and a working knowledge of elementary statistics. If a student intends to be a candidate for the Ph.D. degree, he should also acquire a reading knowledge of French and German.

The point scale for continuation in the major applies only to courses in economics, except that Business Administration 221, 222 or 321, 322 will be counted if substituted for courses in advanced economics in fulfilling the major requirement.

EDUCATION AND PSYCHOLOGY

Chairman, ASSOCIATE PROFESSOR GILLESPIE

Professor Johnson; Associate Professors N. Smith, Perez, and Gillespie; Dr. Zohner.

EDUCATION

Education 313, 314; 413, 414; and 431 meet the requirements of the Maine State Department of Education for the provisional certificate.

A brochure is available explaining the relation of the Colby program to certification requirements. This may be obtained at the education office of the college or, by mail, from the dean of admissions.

PSYCHOLOGY

Requirements for the major in psychology

Mathematics 241, 242 (for which Mathematics 112d is prerequisite); Psychology 221, 222, 353, 381, 382, 451; and two additional semester courses in psychology approved by the department. Mathematics 243, 244 and Biology 101, 102 are recommended.
The point scale for continuation in the major applies to all psychology courses plus all other courses presented in fulfillment of the major.

Students contemplating the major in psychology must take mathematics in their freshman year.

**HISTORY AND GOVERNMENT**

*Chairman, Professor Mavrinac*

Professor Mavrinac; Associate Professors Gillum, H. Raymond, and Rothchild; Assistant Professors Berschneider and Bridgman; Mr. Weinbaum and Mr. Elison.

The department offers majors both in government and in history. Attention is also invited to the opportunity for majoring in American civilization, an inter-departmental program. (See page 71).

*Requirements for the major in government*

For students in the class of 1969 and subsequent classes: ten semester courses in government. For students in earlier classes: as stated in the *Catalogue* of May, 1964. Students are expected to take at least one semester course in Government numbered in the 400's.

*Requirements for the major in history*

For students in the class of 1969 and subsequent classes: ten semester courses in history and two semester courses in government. For students of earlier classes, as stated in the *Catalogue* of May, 1964. One of the required semester courses in history must be numbered in the 400's.

In the case of both majors, the point scale for retention of the major applies to all courses taken in the major and to such other courses as are required by the major.

**PHILOSOPHY AND RELIGION**

*Chairman, Professor Clark*

Professors Clark and Osborne; Associate Professors Reuman and Todrank; Visiting Lecturer Jacob; Mr. Hudson and Mr. Peters.
Requirements for the major in philosophy
Philosophy 112 (unless waived by permission of the department); 211, 212, 318, 331, 332, 353 and three additional semester courses in philosophy. Social Science 121, 122 may, with special consent of the department, be substituted for two of the latter.

Requirements for the major in philosophy and religion
Religion 111, 213, 214, 311 and 491 or 492; Religion 315 or Philosophy 372; Philosophy 211, 331, 332 and 354.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Combined majors are offered in philosophy-mathematics and in classics-philosophy. (See pages 71 and 68.)

Recommended to the general students as beginning courses in the department are: for freshmen, the sequence, Religion 111, Philosophy 112; for sophomores and upperclassmen, Philosophy 211, 212; for upperclass students interested in historical development and great figures in western philosophy, Philosophy 331 and 332.

SOCIOLGY

Chairman, Professor Birge
Professor Birge; Assistant Professors Geib and Rosenthal.

Requirements for the major in sociology
Sociology 221, 222, and eight additional semester courses in sociology, including Sociology 311, 312; Economics 221, 222 or Economics 241, 242; and two semester courses in history.

The point scale for continuation of the major applies to all courses required for the major.

Students planning to enter social work should, at the beginning of their sophomore year, consult with their instructor concerning requirements. The course on social work cannot be offered for credit toward the major in sociology.

1On leave 1964-65.
Division of Natural Sciences

Chairman, PROFESSOR COMBELLACK

The division offers a combined major in geology and chemistry. Its object is to provide a broad integration of classical geology with aspects of chemistry, mathematics, and physics underlying modern advances in geological science. Advisers: Mr. Hickox and Mr. Machemer.

Requirements for the major in geology-chemistry

**Freshman year:** Mathematics 111, 112d, or for qualified students, Mathematics 112d, 211d; Chemistry 141, 142.

**Sophomore year:** Mathematics 211d, 212d, or for qualified students, 212d and another course to be chosen in consultation with the adviser; Geology 251, 212; Physics 141, 142.

**Junior year:** Chemistry 221, 222; Geology 241, 242.

**Senior year:** Chemistry 321, 322; Geology 311, 312.

Students should consult one of the major advisers regarding election of languages and other required courses in the freshman and sophomore years.

The point scale for retention of the major applies to all courses in geology and chemistry.

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BIOLOGY

Chairman, PROFESSOR SCOTT

Professor Scott; Associate Professors Terry and Easton; Assistant Professor Davis.

Requirements for the major in biology

Mathematics through 112d; Chemistry 141, 142; four years of biology including 121e, 122 and one additional year of science. The inclusion of geology is advised for majors preparing for teaching or for work in the field aspects of biology. Students preparing for graduate study in the biological sciences, including those planning to enter dental, medical or veterinary schools, must take physics and organic chemistry. It should be noted that requirements for the Ph.D. degree in areas of biological science include a reading knowledge of two modern foreign languages.

The point scale for retention of the major applies to Chemistry 141, 142; Mathematics through 112d; and all courses in biology.
Students are encouraged to take courses at approved summer laboratories such as the Marine Biological Laboratory at Wood's Hole, Massachusetts. Such courses may be approved for credit toward the major requirement.

The department holds seminars Tuesday evenings to discuss current topics in biology. Senior majors are required to attend and participate.

**CHEMISTRY**

*Chairman, Professor Reid*

*Professor Reid; Associate Professors Ray and Machemer; Assistant Professor Chipman.*

The department is accredited by the American Chemical Society for training on the undergraduate level. The courses in the professional major furnish the maximum depth consistent with adequate breadth in the field of chemistry, preparing either for university postgraduate work or for a responsible position in chemical industry.

*Requirements for the American Chemical Society accredited major in chemistry*

Required courses (subject to minor change by permission of the chairman of the department):

**Freshman year:** Chemistry 141, 142; Mathematics 111, 112d or for qualified students Mathematics 112d, 211d;

**Sophomore year:** Chemistry 221, 222; Mathematics 211d, 212d or for qualified students 212d, and another mathematics course chosen in consultation with the adviser; Physics 141, 142.

**Junior year:** Chemistry 223, 224; 321, 322; German 101, 102.

**Senior year:** Advanced Chemistry (one or two courses); German 103, 104.

Two years of French and a second course in physics are highly recommended.

The point scale for retention of the major applies to all chemistry courses.

*Requirements for the basic major in chemistry*

Chemistry 141, 142, 221, 222, 223, 224, 312.

Other courses, best suiting the needs of the student, should be selected in consultation with the head of the department.

The point scale for retention of the major applies to all chemistry courses.

Attention is called to the combined major in geology and chemistry (see page 75).
GEOLOGY

Chairman, Professor Koons
Professor Koons; Associate Professor Hickox; Mr. Coleman and Mr. Tays.

Requirements for the major in geology
Geology 101, 102, 211, 212, 241, 242, 311, 312, 352; Mathematics 112d; Chemistry 141, 142.

The point scale for retention of the major applies to all courses taken in the department.

Students planning professional careers in geology should remember that graduate schools will require for admission a summer field course or its equivalent, at least one year in physics and biology, and, frequently, additional mathematics; and that candidates for the doctorate must demonstrate a reading knowledge of at least two foreign languages.

Attention is also called to the combined major in geology and chemistry on page 75.

MATHEMATICS

Chairman, Professor Combellack
Professor Combellack; Associate Professor Lucille Zukowski; Assistant Professor Junghans; Mr. Hayslett, and Mr. Whelan.

Requirements for the major in mathematics
Mathematics 112d, 211d, 212d, 311d; 312 or 381; 361, 362, 421, 422, 423, 424.

The point scale for retention of the major applies to all courses taken in the department.

Attention is invited to the combined major in philosophy-mathematics (see page 71).

PHYSICS AND ASTRONOMY

Chairman, Professor Bancroft
Professor Bancroft, Associate Professors Fairley and Dudley; Mr. Otto.

The department seeks to train students to think analytically in terms of the fundamental principles of physics. Subject matter in courses is selected to illustrate basic laws with wide applicability. The course offerings provide excellent background for graduate study in physics, astronomy, or the other natural sciences.

¹On leave second semester, 1964-65.
Requirements for the major in physics
Physics 141, 142 and two semester courses in mathematics should be taken in the freshman year. Chemistry 141, 142, Mathematics 211d, 212d and physics 211, 212 should be completed by the end of the sophomore year. Completion of a major also requires completion of mathematics 311d, 312 and four additional courses in physics, including physics 421, 422.

The point scale for retention of the major applies to all courses taken in physics, chemistry, and mathematics.

It is recommended that the physics major fulfill his college language requirement in either German or Russian. Students contemplating graduate work should acquire a reading knowledge of both, or of one of these plus French.

Division of Aerospace Studies

Chairman, ASSOCIATE PROFESSOR BROOKS1

Associate Professor Brooks (Major); Assistant Professors Culp (Captain) and Woodard (Captain).

Qualified students successfully completing the Senior Air Force rotc program will be commissioned second lieutenants in the United States Air Force upon graduation. The four-year program is designed to qualify for commissions those graduates desiring to serve in the United States Air Force by providing educational experiences vital to the professional officer. Two separate divisions are described as follows.

The lower division program, or General Military Education Program, encompasses the first two years. It consists of Aerospace Studies 121, 122 in the freshman year and Aerospace Studies 221, 222 in the sophomore year. Three classroom hours and one laboratory period per week are scheduled for each course.

The upper division or last two years of the rotc program is The Professional Officer Education Program, consisting of Aerospace Studies 321, 322 taken in the junior year, and Aerospace Studies 421, 422 during the senior year.

1Designated Professor of Aerospace Studies.
Students in the Professional Officer Education Program, who receive a retainer pay of $40 per month, must attend a four-week field training unit at an Air Force base between the junior and senior years. During this period they receive $120 per month plus travel pay, quarters, food, uniforms and medical care.

Ordinarily students apply for enrollment in the Professional Officer Education Program after completing the General Military Education Program. If acceptable to the president of the college and professor of aerospace studies, the student will be enrolled after he enlists in the Air Force Reserve and signs a contract agreeing to (1) complete the advanced courses, (2) attend a four-week field training unit, and (3) accept a commission upon graduation. A student must not have reached his 25th birthday at the beginning of this phase. He must have passed the Air Force Officer Qualification Test and meet certain medical requirements.

Students who do not wish or are unable to take the first two years of ROTC courses may qualify for entrance into the Professional Officer Education Program by attending a six-week field training course during the summer between their sophomore and junior years. (Cadets in the two-year program do not attend the four-week summer training unit between the junior and senior years required of cadets in the four-year program).

AFROTC graduates have an excellent opportunity to become officers in such fields as electronics, intelligence, administration, personnel, finance, public information, meteorology, research and development, procurement, and production. Qualified graduates may receive further training as pilots or navigators in the United States Air Force.

More detailed information may be obtained by writing directly to the Professor of Aerospace Studies, Colby College.
Division of Physical Education and Athletics

Chairman, ASSOCIATE PROFESSOR WINKIN

Associate Professors L. Williams, Marchant¹, and Winkin; Assistant Professors M. Bither, Simpson, Holt and Ullom; Mr. K. Weinbel, Miss McFerren, and Mrs. M. Weinbel².

Physical education is required of all freshmen and sophomores, being both a graduation requirement and an integral part of the curriculum. Its intent is to stimulate interest and develop skills in a variety of individual and team games, stressing sports that have a carry-over value to the days after graduation. Participation is subject to the approval of the college physician and his staff.

The physical education program for men includes required classes, intramural sports, intercollegiate athletics (varsity and freshman) and informal recreational activities.

Physical Education 1, 2 — instruction and supervised competition in individual and team sports, in leisure-time carry-over activities, and in a program of physical fitness — is required of all freshmen.

Physical Education 3, 4 provides a similar program and is required of all sophomores.

A semester’s work failed in the first two years must be repeated in the junior year. Selection of physical education sections must be made at the time of the regular academic course elections. A prescribed uniform, required for physical education activity classes, may be secured at the college bookstore. Lockers and towels are provided. Participation on varsity or freshman teams may be substituted for physical education section assignments, within the season or seasons, during the freshman and sophomore years.

The Intramural Athletic Council, composed of a representative from each participating unit, promotes athletics for men; every student is free to engage in the activities of his choice. Competition is organized in touch football, soccer, basketball, ¹First semester, 1964-65.
bowling, hockey, ping-pong, volleyball, winter sports, track, swimming, softball and tennis. As new interests develop the program will be increased.

The indoor Harold Alfond Arena provides artificial ice for skating. The college operates a ski area with a 1200-foot T-bar lift and a 32 meter jump convenient to the campus.

**PHYSICAL EDUCATION FOR WOMEN**

All freshmen and sophomores are required to attend classes equivalent to three hours per week. Each student may select her activities after she has included the departmental requirement of a team sport, an individual sport, and dance.

The department cooperates with the Women’s Athletic Association in carrying on tournaments throughout the year. The Modern Dance Club provides opportunity for those interested in dance. Swimming instruction and a Red Cross Safety Instructors’ course are given at the Boys Club pool. There is skiing instruction on a credit and voluntary basis at the ski area. Figure skating instruction is provided in women’s classes at the Alfond Arena.

Juniors and seniors may participate in physical education activities for credit in Women’s Athletic Association.

All participation is subject to the approval of the college physician.

Seasonal offerings from which election may be made are: *fall*: archery, field hockey, golf, tennis and modern dance; *winter*: badminton, basketball, folk, square and modern dance, swimming, volleyball, skating, skiing and body mechanics; *spring*: archery, golf, lacrosse, softball, tennis and modern dance.

**ATHLETICS**

Athletic teams, varsity and freshman, include baseball, basketball, football, hockey, track, golf, tennis, skiing, and soccer. All coaches are members of the faculty in the department of physical education. Colby is a member of the National Collegiate Athletic Association and the Eastern College Athletic Conference.

The rules that govern intercollegiate sports are those adopted by the athletic conferences in which Colby holds membership.

No member of the freshman class and no undergraduate previously enrolled in another college or university and in attendance at Colby College for less than one full college year is eligible to represent Colby on varsity athletic teams.
Summer School of Languages

Colby has conducted a summer school of languages since 1948. French, German, Russian, and Spanish are offered at the elementary, intermediate, and advanced levels.

Courses are of the intensive type, each covering in seven weeks a full year's work at the college level. The faculty is composed of native or bilingual instructors drawn from many colleges.

The school is organized especially for the training of the individual who looks ahead to graduate or foreign study, positions or travel in foreign lands, translation work, foreign language teaching, or government service.

Between high school graduation in June and college matriculation in September, a high school graduate can earn a year of college language credit.

Literature concerning the school is available from the Director.

Adult Education and Extension

Recognizing the diversity of educational interests existing in every community, Colby College maintains a division of adult education and extension with a full-time director.

During the academic year this division arranges such conferences as the Annual Institute for Maine Industry. Each summer more than 2,000 individuals from throughout the nation are on campus for courses and institutes covering a range of subjects from Great Books to Hospital Administration. High school teachers of science and mathematics attend the six weeks Summer Institute for Science, sponsored by Colby and the National Science Foundation. Doctors enroll in the Lancaster Courses in Ophthalmology.

Since 1955 Colby has assisted teachers to earn certificate credit, presenting courses through simultaneous telecasts from stations which reach into Maine, Vermont, New Hampshire, New York and Canada.

Information may be obtained by writing to Professor William A. Macomber, director.
Courses of Study

Each course is known by a title and also, for convenience of reference and ease in record-keeping, by subject and number: American Art is also Art 271.

The first digit indicates the class or classes eligible to take the course:

100 — open to freshmen,
200 — ordinarily open to sophomores, and classes above,
300 — ordinarily open only to juniors and seniors,
400 — ordinarily restricted to seniors.

The second digit may be:
zero — either semester of a year-course, with credit given only on completion of the two semesters;
an even number — either member of a pair of closely related semester courses (special permission of the department is required to take the second without the first); or an odd number — an independent semester course.

The last digit shows the semester in which the course is offered. Courses ending in odd numbers are first semester (fall) courses while those ending in even numbers are given in the second semester.

Thus Art 271 may be elected no earlier than the sophomore year (as it is a “200 course”); it is an independent one-semester course (shown by the 7, an odd number); and it is given in the first semester (since the final digit is also odd).

The letter a after a course number indicates an accumulative course, in which course-credit may be obtained only through an accumulation of credit over several semesters.

The letter d after a course number indicates that the course is repeated each semester. The d followed by the number 1 or 2 is used to designate a course being given out of its usual semester. Geology 313d2 would be an independent semester course for juniors or seniors ordinarily given in the fall but this year being presented in the spring instead.

The letter e after a number indicates an E course, the first of two closely related semester courses. When so designated, a mark of E may be given for the first. E designates provisional failure, but the deficiency may be made up by satisfactory completion of the sequentially related course in the immediately following semester. When thus made up, the first semester mark is changed to one determined by the instructor.
An *E* course finally carries a separate permanent mark for each semester.

A year-course (with zero its second digit) may not be dropped at midyear without loss of credit; nor may it be entered except at the beginning of the year. In a year-course the mark at midyear merely indicates the student’s standing at that time. The end-of-year mark is the only finally recorded mark for the course, and no credit is given until that mark is recorded.

[ ] Brackets indicate that the course will not be offered in 1965-66

• An asterisk indicates that the course will probably not be offered in 1966-67.

† A dagger indicates that the course will probably be offered in 1966-67.

A schedule of hours and rooms for courses listed in this catalog is available at the registrar’s office at registration periods.

Courses listed are subject to withdrawal at the discretion of the college administration.
Aerospace Studies

Aerospace Studies 121 is Social Science 121E, *Great Social Thinkers and Problems of the Western World*. Aerospace Studies 122, *World Military Systems*, is an introductory course exploring the causes of the present world conflict, the role and relationship of military power to that conflict, and the responsibility of an air force officer. The course begins with a discussion of the factors from which differing political philosophies have evolved. It continues with a tri-dimensional analysis of the three prime political philosophies which have guided segments of society in the twentieth century. This is followed by a discussion of the means that nations develop to pursue their objectives and how they confront each other in the use of these means. The course then treats individual military systems with emphasis upon the U. S. Department of Defense and the U. S. Air Force.

*Leadership Laboratory* (both semesters): customs of the service, military courtesy, and basic drill.

Either Astronomy 103, 104, *Descriptive Astronomy II* or Psychology 221, *General Psychology*, followed by Philosophy 212, *Logic*, may be taken for Aerospace Studies 221, 222.

*Leadership Laboratory* (both semesters): non-commissioned officer training.

Aerospace Studies 321, 322, *Growth and Development of Aerospace Power*, is a survey course about the nature of war; development of airpower in the United States; mission and organization of the Defense Department; air force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration.

*Leadership Laboratory* (both semesters): Assumption of responsibilities for cadet corps activities under the leadership of senior cadets.

Aerospace Studies 421, 422, *The Professional Officer*. A study of professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, the military justice system, leadership theory, functions, and practices, management principles and functions, problem solving, and management tools, practices and controls.
### Leadership Laboratory (both semesters)

Command and operational responsibilities under supervision of the military faculty.

**Aerospace Studies 424a**

For participation in Leadership Laboratory and other scholastic studies required, in addition to the prescribed curriculum, by the department of aerospace studies, a student may receive credit for a one-semester course provided he successfully completes four years of aerospace studies as an enrolled cadet. Grades are computed on an accumulative basis.

### Art

#### 121, 122

**Introduction to Art**

In the first semester, an analytical approach to the visual arts and the historical development of European art through the Middle Ages. In the second semester, the history of art from the Renaissance to the present.

#### 211

**Introduction to Design**

Principles of visual design will be presented, discussed and put to work in basic visual problems.

*Prerequisite:* General aptitude and interest.

A background in drawing is not assumed.

#### 232

**Introduction to Drawing and Painting**

A working opportunity in the creative aspect of the visual arts. The student will explore graphic media and paints while learning basic representational and expressive means. Prior drawing experience will be helpful.

#### 252

**Architecture**

A survey of architectural styles with emphasis on modern developments. Work in the course includes problems in architectural design and the making of models of historical buildings.

#### 271

**American Art**

A survey of architecture, sculpture and painting from colonial times to the present. Lectures and problems make use of the original material in the Colby collections.
311

Art of the Renaissance in Northern Europe
MR. CARPENTER

The art of France, Germany and the Lowlands in the fifteenth and sixteenth centuries with emphasis on the major painters from Van Eyck to Brueghel. Special attention is given to the graphic arts (woodcuts and engravings) in Germany.

Prerequisite: Art 121, 122 or permission of the instructor.

312

Art of the Renaissance in Italy

The art of the fifteenth and sixteenth centuries in Italy, with emphasis on the major painters and sculptors.

Prerequisite: Art 121, 122 or permission of the instructor.

314

Venetian and Baroque Art
MR. MILLER

The art of the sixteenth to eighteenth centuries, with emphasis on the major painters.

Prerequisite: Art 121, 122 or permission of the instructor.

318

European Art Since 1800
INSTRUCTOR

In this course special attention is given to French painting of the nineteenth and twentieth centuries.

Prerequisite: Art 121, 122 or permission of the instructor.

331d

Studio Work
MR. MEADER

This course will explore oil paints and other media as vehicles for fully formed original expressions. Offered each semester.

Prerequisite: Art 211, 232 and permission of the instructor.

351

The Art of Drawing — Practice, History and Criticism
MR. CARPENTER, MR. MEADER

An advanced drawing course with two weekly meetings for drawing and one for lecture-discussion.

Prerequisite: Art 232.

371d

Advanced Studio Work
MR. MEADER

Offered each semester.

Prerequisite: Art 331d and permission of the instructor.

411

Seminar in Art Criticism
MR. CARPENTER

Primarily for seniors majoring in the department. Practice in employing critical method, reading, and discussions of various approaches to art criticism are directed toward study of the present state of knowledge in this field.
Astronomy

IN THE DEPARTMENT OF PHYSICS AND ASTRONOMY

101, 102
Descriptive Astronomy I
Mr. Fairley and Staff

The earth as an astronomical body. The moon, the sun and the solar system as a whole. The planets, asteroids, satellites, comets and meteors. Theories of the origin of the solar system. Stellar astronomy. The stars, their distribution, constitutions, evolution, and probable future development.

Prerequisite: permission of instructor.

†[103, 104]
Descriptive Astronomy II

This is the course 101, 102 supplemented by regular laboratory sessions. Astronomy 103, 104 satisfies the distribution requirement in laboratory science; Astronomy 101, 102 does not.

Prerequisite: permission of instructor.

†[212]
Celestial Mechanics and Navigation

The orbits of planets, satellites, comets, etc. Double stars and eclipsing stars. Introduction to marine and air navigation. The problem of determining position on the earth's surface by means of observations of celestial bodies. Emphasis is on modern methods.

Prerequisite: Astronomy 102 or 104 and Mathematics 112d or equivalent.

Biology

121c, 122
General Biology
Staff

An introduction to the science of biology.

211
Field and Systematic Botany
Mr. Davis

A study of plant evolution, ecology and an investigation of the Maine flora. Students are required to make a plant collection. One weekend field trip is scheduled.

Prerequisite: One year of biology, preferably including Biology 212.
212
**PLANT STRUCTURE AND FUNCTION**  
**MR. DAVIS**

A study of the anatomy and physiology of the higher plants, emphasizing microscopic and experimental work in the laboratory.

*Prerequisite:* Biology 121e and permission of the department.

231
**EMBRYOLOGY**  
**MR. SCOTT**

A study of animal development with emphasis on the vertebrates. Laboratory study involves the frog, the chick, and the pig.

*Prerequisite:* Biology 121e, 122.

232
**COMPARATIVE ANATOMY OF THE VERTEBRATES**  
**MR. EASTON**

A study of the development of typical form in present-day vertebrates, through consideration of homologies in extinct and living animals, illustrated by dissection of representative forms. This course is organized to form a sequence with Biology 231, which the student is urged to take before 232.

*Prerequisite:* Biology 121e, 122.

251
**INVERTEBRATE ZOOLOGY**  
**MR. DAVIS**

A study of the morphology, physiology and classification of the invertebrates in lecture and in laboratory. The first few weeks of the semester are spent largely in the field, gaining familiarity with invertebrate fauna and preparing collections.

*Prerequisite:* Biology 121e, 122.

257
**HISTOLOGY AND HISTOLOGICAL TECHNIQUE**  
**MR. EASTON**

A study of normal cells and tissues of vertebrates, and their arrangement into organs in the body, with practice in basic techniques of preparing tissues for microscopic observation.

*Prerequisite:* Biology 121e, 122.

258
**MICROBIOLOGY**  
**MR. TERRY**

The biology of yeast, molds and bacteria. The aims of the course are (1) to develop general knowledge in this area and (2) to give technical training to those who will become laboratory technicians or research workers.

*Prerequisites:* Biology 121e, 122; Chemistry 141, 142.

312
**GENETICS**  
**MR. SCOTT**

A study of mendelian principles and their physical basis; of linkage, mutation and the nature of the gene. The genetic mechanisms in evolution are a primary concern of the course.
315
Physiology
Mr. Terry

An introduction to the physiological processes, including enzyme action, respiration, permeability, muscular contraction, nervous and hormonal coordination.

*Prerequisites:* Biology 121e, 122; Chemistry 141, 142.

316
Ecology
Mr. Davis

A study of the relationship of the organism to its environment. The development, structure, function and distribution of populations and communities are studied in lecture, laboratory and field. Physical and chemical characteristics of the habitats are measured. A weekend field trip is included.

*Prerequisite:* Biology 121e, 122 and Chemistry 141, 142. Biology 211 and 251 are also recommended.

421, 422
Special Problems
Staff

Normally open only to senior biology majors whose work in the department has been of better than average quality.

*Prerequisite:* Special permission of the department.

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**Business Administration**

221e, 222
Principles of Accounting
Mrs. Fisher

A study of the underlying theory and the analytical aspects of accounting. Emphasis is placed on accounting as a control device and tool of management.

321, 322
Finance
Instructor

A basic course in business finance emphasizing the financial problems of the viable business concern. Principles of short-term finance are studied during the first semester; problems of long-range financial policy are stressed during the second.

*Prerequisites:* Business Administration 221, 222 and Economics 241, 242 or special permission.

341, 342
Advanced Accounting
Mrs. Fisher
And Instructor

Advanced study of accounting with stress on analytical, interpretative, and managerial aspects of the subject. Concepts relating to major current accounting questions are examined.

*Prerequisite:* Business Administration 221, 222.
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>343, 344</td>
<td>Marketing Instructor</td>
</tr>
<tr>
<td>353</td>
<td>Managerial Economics Instructor</td>
</tr>
<tr>
<td>354</td>
<td>Business Law Instructor</td>
</tr>
<tr>
<td>411</td>
<td>Financial Problems of the Consumer MRS. FISHER</td>
</tr>
<tr>
<td>412</td>
<td>Investments Mr. Williams</td>
</tr>
<tr>
<td>413</td>
<td>Organizational Behavior Instructor</td>
</tr>
<tr>
<td>414</td>
<td>Business Policy Instructor</td>
</tr>
</tbody>
</table>

### 343, 344 Marketing Instructor
An analytical approach to the study of marketing functions, activities, and institutions. Business, economic, and social implications of major policies underlying the activities of such institutions are examined.

**Prerequisite:** Business Administration 221, 222 or Economics 241, 242.

### 353 Managerial Economics Instructor
The business decision-making process examined in an economic context.

**Prerequisites:** Business Administration 221, 222 and Economics 241, 242 or special permission.

### 354 Business Law Instructor
A study of those processes of law which underlie business relationships.

### 411 Financial Problems of the Consumer MRS. FISHER
An examination of the principles underlying the financial problems of the individual. Relevant instruments of finance are reviewed in their institutional framework.

### 412 Investments Mr. Williams
The nature of investments with emphasis on the investment use of securities issued by both public authorities and private corporations.

**Prerequisites:** Business Administration 221, 222, 321, 322.

### 413 Organizational Behavior Instructor
An examination of the existing empirical data and theoretical concepts dealing with the behavior of people in the business organization.

### 414 Business Policy Instructor
A terminal course which builds upon and integrates the core material studied by all business administration majors.

**Prerequisites:** Business Administration 221, 222, 321, 322 and two additional semester courses in business administration or from the approved group (See page 71).
### Chemistry

**141e, 142**

**General Chemistry**  
Mr. Machemer

The course deals with certain selected fundamental principles of theoretical and practical inorganic chemistry. The first term covers stoichiometry and ionic equilibria, and the laboratory affords practice in introductory quantitative analysis. Atomic and molecular structure are studied in the second term, with the laboratory devoted chiefly to systematic semimicro qualitative analysis. Three hours of lecture, one hour of discussion, and three hours of laboratory per week.

**221, 222**

**Quantitative Analysis**  
Mr. Ray

A theoretical and practical course in fundamentals of gravimetric and volumetric methods of analysis. Laboratory, emphasis is on acquisition of manipulative skills. Lectures are devoted to principles underlying chemical analysis, literature of analytical chemistry, precision and sources of error. A minimum of six hours per week of laboratory work.

**Prerequisite:** Chemistry 142.

**223e, 224**

**Organic Chemistry**  
Mr. Reid

A survey of the chemistry of aliphatic, aromatic and heterocyclic compounds from the point of view of synthesis, structure, properties and uses.

**Prerequisite:** Chemistry 142; 223 is prerequisite for 224.

**312**

**Chemical Principles**  
Mr. Machemer

Elements of physical chemistry especially planned for premedical students. Laboratory emphasis on quantitative physicochemical experiments. Offered on demand by three or more students. May not be taken for credit in addition to Chemistry 321, 322.

**Prerequisite:** Chemistry 142, 221 or 222; Physics 142.

**321, 322**

**Physical Chemistry**  
Mr. Ray

A study of the laws governing the physical and chemical behavior of substances, including the theories and methods of physical chemistry. Emphasis is given to the application of physical chemical principles to the solution of problems. May not be offered for credit in addition to Chemistry 312.

**Prerequisite:** Chemistry 142, 221, 222; Mathematics 222; Physics 142.
Instrumental analytical chemistry, affording theoretical and practical instruction in the use of special instrumental methods, such as colorimetric, conductometric, amperometric, potentiometric, gas-volumetric, spectrophotometric, and others.

Important topics in physical chemistry are discussed from rigorous points of view. The material can be varied to suit the needs of the student, and may include extended treatment of surface chemistry, chemical kinetics, thermodynamics, etc. Laboratory work may involve projects of a semi-research nature.

The chemistry of alicyclic and heterocyclic compounds is considered from the point of view of mechanism of reaction, and includes synthesis, structural determination of natural products and molecular rearrangements. Laboratory for the first semester consists of qualitative organic analysis; for the second semester, individual semi-research projects.

A study of the chemical components of living matter and of the major processes of cellular metabolism, including the fundamental chemical characteristics of biological compounds and enzymatic reactions. Laboratory work deals with the physical and chemical concepts necessary to understand the nature of living systems. Opportunity for individual projects.

Modern theories and concepts of atomic and molecular structure, with appropriate descriptive and synthetic laboratory work.

1 All advanced courses meet for two hours of lecture and a minimum of four hours of laboratory work per week. In addition, conferences and extra readings may be required. The chemistry major should regard the advanced courses not only as opportunities for advancing and consolidating his undergraduate training, but also for gaining a foretaste of the intellectual climate common in industrial research laboratories and chemistry graduate schools.
All advanced courses have as prerequisites: Chemistry 142, 221, 222, 224, 322. Chemistry 421, 422 and 441, 442 are given only as warranted by demand.

Classics (in translation)

IN THE DEPARTMENT OF CLASSICS

These courses require no knowledge of Latin or Greek. Attention is drawn also to the course in the history of the ancient world, History 261, 262.

CLASSICS 231
CLASSICAL EPIC POETRY
MR. WESTERVELT

Reading of major works of classical poetry in translation, with particular attention to Homer. Study of the poems is accompanied by a general introduction to classical thought and mythology.

CLASSICS 232
CLASSICAL DRAMA
MR. WESTERVELT

Reading and analysis of classical tragedy and comedy, with particular attention to the tragedies of Aeschylus, Sophocles, and Euripides.

Prerequisite: Classics 231, or English 222 (or equivalent) or 281.

Economics

241C, 242
PRINCIPLES OF ECONOMICS
STAFF

An introductory course in the principles of economics and their applications to modern economic life.

Course 241 is prerequisite for 242.

321, 322
ECONOMICS OF GOVERNMENT REGULATION
MR. BRECKENRIDGE

A study of the role of government in economic life, with emphasis upon the regulation of competition and monopoly and of public utilities.

Prerequisite: Economics 241, 242. Course 321 is prerequisite for 322.
331
**INTERMEDIATE ECONOMIC THEORY**  
**INSTRUCTOR**  
A study of the theoretical concepts involved in the determination of price and output in a market economy. Analysis of both commodity and factor markets will be undertaken.  
*Prerequisite:* Economics 241, 242.

336
**MODERN THEORY OF INCOME DETERMINATION**  
**INSTRUCTOR**  
A study of aggregate economic analysis, with emphasis upon the Keynesian theory of the determination of income and employment. Examination of recent post-Keynesian developments. Historical development of the theory and policies associated with it are studied and analyzed critically.  
*Prerequisite:* Economics 241, 242.

341, 342
**MONEY AND BANKING**  
**MR. PULLEN**  
A study of the role of money, credit and banking in the American economy, and the applicability of monetary policy to the problems of economic stability.  
*Prerequisite:* Economics 241, 242. Course 341 is prerequisite for 342.

352
**TAXATION AND FISCAL POLICY**  
**MR. BRECKENRIDGE**  
A study of the American tax structure — federal, state and local — and of the economic effects of various types of taxes and of government fiscal policy.  
*Prerequisite:* Economics 241, 242.

361, 362
**LABOR ECONOMICS**  
**MR. PULLEN**  
An analysis of the American labor movement emphasizing the development of unionism, union collective bargaining policies and practices, labor legislation, and the economic aspects of some major problems of labor.  
*Prerequisite:* Economics 241, 242.

371
**MAJOR ECONOMISTS, 1750-1900**  
**MR. BRECKENRIDGE**  
An examination and appraisal of the contributions of the major economists from Adam Smith to Alfred Marshall to the development of economic thought. Extensive use of source material.  
*Prerequisite:* Economics 241, 242.

†[333]
**ECONOMIC DEVELOPMENT**  
**INSTRUCTOR**  
The underdeveloped areas and their drive toward economic betterment. Analysis of the techniques involved and the problems to be encountered in the growth process.  
*Prerequisite:* Economics 241, 242.
381, 382  
**INTERNATIONAL ECONOMICS**  
instructor

A study of international trade theory, the balance of payments, commercial policy, and problems of international disequilibrium and adjustment.

*Prerequisite: Economics 241, 242; 381 is prerequisite for 382.*

*384*  
**INTERNATIONAL COMMERCIAL AND FINANCIAL POLICY**  
instructor

A study of the origins of and suggested solutions to the "dollar crisis" in the light of international economic theory and practice.

†[392]  
**COMPARATIVE ECONOMIC SYSTEMS**

An analysis of the basic types of economic systems, with special attention paid to the problems of economic planning and economic development.

*Prerequisite: Economics 241, 242.*

413, 414  
**SPECIAL TOPICS IN ECONOMICS**  
staff

Independent study devoted to a topic chosen by the student with the approval of a member of the department who agrees to serve as the student's adviser for the course.

Open only to senior majors in economics. May be elected for either semester, or for the full year.

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**Education**

IN THE DEPARTMENT OF EDUCATION AND PSYCHOLOGY

313  
**PHILOSOPHY OF EDUCATION**  
MR. SMITH

Philosophical positions held by theorists from Plato to Dewey; primarily for teacher candidates majoring in subjects commonly taught in high schools. Other students may elect this course with permission of instructor.

314  
**INTRODUCTION TO AMERICAN EDUCATION**  
MR. SMITH

The American school in historical perspective with emphasis upon present-day issues and problems.
413
**HUMAN GROWTH AND DEVELOPMENT**
**MR. SMITH**

A course in developmental psychology from the pre-natal stages through the adolescent period.

414
**EDUCATIONAL PSYCHOLOGY**
**MR. SMITH**

The learner, the learning situation and the learning process are the three major topics to be discussed in this course.

*Prerequisite:* Education 413.

431
**EDUCATION PRACTICUM**
**MR. SMITH**

Class discussions cover the problems and professional responsibilities of the teacher. Observation of classes in local schools is required during the first semester. Six semester hours of college credit, the equivalent of two semester courses.

*Prerequisite:* An average of B or better in student's major and permission of instructor.

Note: The practicum does not extend to art or music because, in these areas, states require an approved course in special education for certification. Colby does not offer such a course.

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**English**

121c, 122
**ENGLISH COMPOSITION**
**MR. MACKAY AND STAFF**

Training in clear, accurate, and intelligent use of the English language. Required of all freshmen.

131d
**GENERAL SPEECH**
**MR. WITHAM AND STAFF**

A general course in the fundamental principles of the composition and oral delivery of speeches.

152
**ADVANCED SPEECH**
**MR. WITHAM**

A study of the work of significant figures in rhetorical theory and oratory. Rhetorical problems of composition will be emphasized.

221c, 222
**INTRODUCTION TO ENGLISH LITERATURE**
**MRS. COMPARETTI AND STAFF**

A general introduction to literature in the English language through a study of selected English authors. Required of all sophomores.

*Prerequisite:* English 121.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>253</td>
<td>Argumentation and Debate</td>
<td>A study of the principles of argumentation with application in extended persuasive speeches and formal debate.</td>
<td>English 131 or permission of the instructor.</td>
</tr>
<tr>
<td>254</td>
<td>Oral Interpretation</td>
<td>Principles of selection, analysis, and preparation of poetry, prose, and drama for oral presentation before an audience.</td>
<td>English 221.</td>
</tr>
<tr>
<td>*281, 282</td>
<td>Development of the Theatre</td>
<td>Drama in the western world from the ancient Greek to the beginnings of modern realism. Significant plays are read and discussed against the background of developing production techniques and the social and intellectual context.</td>
<td>English 121. Qualified students may be admitted to the second semester without the first.</td>
</tr>
<tr>
<td>311</td>
<td>Anglo-Saxon Literature; Medieval Literature I</td>
<td>English Literature from the beginning to 1400. The first half considers Beowulf, selected Anglo-Saxon lyrics, Round Table material, early ballads, and selections from Piers Plowman. The latter half is devoted to Chaucer's Canterbury Tales.</td>
<td>English 221, 222.</td>
</tr>
<tr>
<td>*312</td>
<td>Medieval Literature II</td>
<td>An intensive study of Troilus and Criseyde and the Book of the Duchess, and selections from the Parliament of Fowls, House of Fame, and Boece.</td>
<td>English 311 or permission of the instructor.</td>
</tr>
<tr>
<td>†[314]</td>
<td>The Earlier Renaissance</td>
<td>A brief study of a few major authors — and concepts — of the Italian Renaissance as a background to an intensive study of such authors as More, Erasmus, Wyatt, Surrey, Sidney, and Spenser.</td>
<td>English 221, 222.</td>
</tr>
<tr>
<td>†[315]</td>
<td>Tudor Drama</td>
<td>A study of the development of English drama from 1485 to 1602. Attention is on major types and major dramatists including Heywood, Kyd, Greene, Dekker, and Marlowe.</td>
<td>English 221, 222.</td>
</tr>
</tbody>
</table>
317
*SHAKESPEARE*
MRS. COMPARETTI

Eight or ten representative plays of Shakespeare, with attention to their literary qualities, the development of Shakespeare as a dramatist, and the intellectual background of the Elizabethan age as reflected in his art. Designed especially for non-majors.

*Prerequisite:* English 221, 222.

318
POETRY OF THE LATER
RENAISSANCE
MR. BENBOW

An intensive study of selected poets including Shakespeare, Donne, Jonson, Herbert, and Marvell.

*Prerequisite:* English 221, 222.

319
*JACOBEAN DRAMA*
MR. BENBOW

A study of the major playwrights and their relation to the intellectual background of the Jacobean period. Selected plays of Webster, Jonson, Tourneur, Middleton, and Ford are included.

*Prerequisite:* English 221, 222.

332
MILTON
MRS. COMPARETTI

A study of Milton's poetry and prose.

*Prerequisite:* English 221, 222.

334
RESTORATION LITERATURE
MR. SUTHERLAND

A study of selected works by Wycherley, Etherege, Rochester, Dryden, Butler, Locke, and other major English writers of the period from 1660 to 1700.

*Prerequisite:* English 221, 222.

335
THE AGE OF POPE
MR. SUTHERLAND

A study of selected works by Defoe, Addison, Gay, Swift, Pope, Fielding, and other major English writers of the first half of the eighteenth century.

*Prerequisite:* English 221, 222.

†[336]
FROM JOHNSON THROUGH BLAKE

A study of selected works by Johnson, Boswell, Sterne, Gray, Smart, Blake, and other major English writers of the period from 1750 to 1798.

*Prerequisite:* English 221, 222.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>Wordsworth and His Contemporaries</td>
<td>A study of selected writings of Wordsworth, Coleridge, Lamb, and Hazlitt. Emphasis will be mainly on romantic poetry and criticism.</td>
<td>English 221, 222.</td>
</tr>
<tr>
<td>353</td>
<td>Victorian Literature: Literature and Belief</td>
<td>The effect of the Victorian conflict on literature and on the writer is explored in terms of Carlyle, Tennyson, Matthew Arnold, Hopkins, and Hardy.</td>
<td>English 221, 222.</td>
</tr>
<tr>
<td>354</td>
<td>Victorian Literature: The Comic Spirit</td>
<td>A study of the comic tradition in the nineteenth century novel and drama, with particular attention to Thackeray, Dickens, Meredith, Wilde, and Shaw.</td>
<td>English 221, 222.</td>
</tr>
<tr>
<td>*361, 362</td>
<td>Twentieth Century Poetry and Fiction</td>
<td>In the first semester, the individual poetic approaches of Hardy, Robinson, Frost and Thomas, mainly in their shorter poems, are studied, as well as the earlier fiction of Joyce. During the second semester, the prose achievements of the later Joyce, of Faulkner and others form a contrasting link with attempts to write a modern epic or long poem as exemplified in selected works by Eliot, Pound, St. John Perse, William Carlos Williams and Hart Crane.</td>
<td>English 221, 222. Qualified students may be admitted to the second semester without the first.</td>
</tr>
<tr>
<td>+[363, 364]</td>
<td>Contemporary Poetry and Fiction</td>
<td>In the first semester the post-war temper is considered in selected works by Huxley, Fitzgerald, Hemingway, Eliot, Jeffers and others. In the second semester, the search for new bearings is studied in selected works by Eliot, Yeats, Hart Crane (the shorter poems), Auden, Lawrence, Steinbeck and others.</td>
<td>English 221, 222. Qualified students will be admitted to the second semester without the first. (English and American literature majors may have credit toward the major for only two semesters of 361, 362, 363, 364, but may have course credit for all four semesters.)</td>
</tr>
</tbody>
</table>
†[365, 366]
MODERN DRAMA

The modern theatre in America and Europe, approached through critical reading and discussion of the outstanding plays of the late nineteenth and the twentieth centuries, with lectures on the important theatrical movements of the time.

Prerequisite: English 221, 222. Qualified students may be admitted to the second semester without the first.

367, 368
SURVEY OF AMERICAN LITERATURE
MR. WEES

Historical survey of American literature from colonial times to the present. Designed especially for non-majors.

Prerequisite: English 221, 222.

371
EARLY AMERICAN AUTHORS
MR. BRANACCIO

Selected prose and poetry from the Puritan period, the Age of Reason, and the pre-romantic movement in American literature.

Prerequisite: English 221, 222.

372
THREE AMERICAN NOVELISTS
MR. BRANACCIO

Significant works of Mark Twain, Henry James, and Stephen Crane are read as forerunners of the social, psychological, and naturalistic fiction of the twentieth century.

Prerequisite: English 221, 222.

373
THE ENGLISH NOVEL I
MR. MATHEWS

A study of selected major novels by Richardson, Fielding, Smollett, Sterne, Austen, and other writers of the eighteenth and early nineteenth centuries. Designed especially for non-majors.

Prerequisite: English 221, 222.

374
THE ENGLISH NOVEL II
MR. MATHEWS

A study of selected major novels by Dickens, Thackeray, Eliot, The Brontes, Trollope and other writers of the period from the mid-nineteenth century to the early twentieth century. Designed especially for non-majors.

Prerequisite: English 221, 222.

†[376]
HISTORY OF THE ENGLISH LANGUAGE

An historical study of the vocabulary and grammar of English, its sources and its modern trends.

Prerequisite: English 121 and at least one year of foreign language completed in college or exemption from foreign language requirement by passing the reading knowledge examination.
378d
Expository Writing
MR. MIZNER

A course designed to help the student in any major field to become more proficient in the kind of writing demanded in professional life. Offered each semester.

Prerequisite: English 121.

*381, 382
Writers’ Workshop
MR. CRAIG

Practice in the writing of short stories based on a critical study of the development of the form in Europe and America during the nineteenth and twentieth centuries. Consideration is given to other forms of writing.

Prerequisite: English 221, 222.

†[383, 384]
Writers’ Workshop

Practice in the writing of poetry. Study of some modern poets and aspects of the art of poetry. Major emphasis on student manuscripts.

*414
Principles of Literary Criticism
MRS. COMPARETTI

Study of a sequence of critics, beginning with Aristotle, to discover principles of analysis, interpretation, and judgment of literary works, especially plays and poetry. This course is classified among those presenting materials from periods before 1800.

421, 422
Shakespeare
MR. BENBOW

A study of selected plays with special attention to the intellectual background and to Shakespeare’s development as a dramatist. In the first semester, a study of histories, romantic comedies, and early tragedies; in the second, problem comedies, tragedies, and romances. 422 may be elected separately, by permission of the instructor.

423, 424
Major American Romantics
MR. BRANCACCIO

A study of the golden age of romanticism in American literature. In the first semester, representative works of Poe, Emerson, Thoreau; in the second semester, Whitman, Melville, Hawthorne. The first semester may be taken alone but is a prerequisite for the second.

Prerequisite: English 221, 222.
French

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

101, 102
Elementary French
Staff
Introduction to the language by an audio-lingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work.

103, 104
Intermediate French
Staff
Continued practice in the oral-aural skills; increasing emphasis on reading (short stories) and writing. These studies, and the review of grammar, are supplemented with drill work in the laboratory. (Special sections afford additional opportunity to increase oral fluency.)

Prerequisite: French 101, 102 or two years of high-school French and appropriate score on the placement test.

125, 126
Introduction to French Literature
Staff
Study of the development of the major genres from the Middle Ages to the 20th century. Classwork devoted to intensive reading and analyse de texte. Extensive reading outside of class. Discussion and compositions are chiefly in French.

Prerequisite: French 103, 104 or three years of high-school French and appropriate score on the placement test. Qualified students may be admitted to the second semester without the first.

211d
French Composition
Staff
Extensive practice in oral and written composition; some translation from English to French. Attention to some finer points of grammar and elements of style. Offered each semester.

Prerequisite: French 125, 126 or consent of the instructor.

[223, 224]
Conversational French
Practice in oral French for students whose main interest is in the spoken language. Development of vocabulary by means of oral and written reports based on the culture and life of modern France. Discussion of current events to develop free oral expression. Training in grammatical and idiomatic construction. Conducted in French.

Prerequisite: French 125, 126, or consent of the instructor.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>241, 242</td>
<td>Contemporary French Literature</td>
<td>Introduction to literature of the 20th century, with representative works in prose, poetry, and theater. Conducted chiefly in French.</td>
<td>French 125, 126.</td>
</tr>
<tr>
<td>*341, 342</td>
<td>French Literature of the Seventeenth Century</td>
<td>Study of the development of French classicism; particular attention to Descartes, Corneille, Molière, Pascal, La Fontaine, and Racine. Collateral readings on the social and historical background. Conducted chiefly in French. (Not open to students with credit for French 221, 222.)</td>
<td>French 241, 242 or consent of the instructor.</td>
</tr>
<tr>
<td>*343, 344</td>
<td>French Literature of the Eighteenth Century</td>
<td>Study of the philosophical movement in France, with particular attention to Montesquieu, Voltaire, Diderot, and Rousseau. Literary history of the age with readings from important works in the field of belles-lettres. Conducted chiefly in French.</td>
<td>French 241, 242 or consent of the instructor.</td>
</tr>
<tr>
<td>*345, 346</td>
<td>French Non-fiction of the Nineteenth Century</td>
<td>Study of the various literary movements and major poets, dramatists, and critics of the 19th century. Conducted chiefly in French.</td>
<td>French 241, 242 or the consent of the instructor.</td>
</tr>
<tr>
<td>357</td>
<td>The Contemporary French Theater</td>
<td>The development of French drama from the Theatre Libre to the present. Plays representative of the various movements, chosen from the works of Maeterlinck, Porto-Riche, Curel, Claudel, Romain, Lenormand, Sarment, Cocteau, Giraudoux, Montherlant, Sartre, and others. Conducted chiefly in French.</td>
<td>French 241, 242 or consent of the instructor.</td>
</tr>
<tr>
<td>358</td>
<td>The Contemporary French Novel</td>
<td>The French novel from 1900 to the present day, with special emphasis on Gide, Mauriac, Saint-Exupéry, and Camus. Conducted chiefly in French.</td>
<td>French 241, 242 or consent of the instructor.</td>
</tr>
</tbody>
</table>
411  
**Teaching of French and Spanish in the Secondary School**  
*Mr. Bundy*

Problems and methods of teaching French and Spanish. Readings, discussions, practice work, and criticism. Some attention is also directed to the FLES program. Counts as three hours in education toward the Maine Secondary Certificate. Conducted in English.

*Prerequisite:* French 241, 242 or Spanish 221, 222 or Spanish 321, 322.

412  
**Advanced Composition and Stylistics**  
*Mr. Biron*

Study of the characteristics of French style as seen in various authors. Representative readings and free composition, with some work in the history of the language. Conducted in French.

*Prerequisite:* Consent of the instructor.

491, 492  
**Topics in French Literature**  
*Mr. Bundy, Mr. Smith*

Topics, which change each semester, may cover an author, a genre, or a literary movement. Topics for 1965-66: 491, *Les Moralistes*; 492, *The Modern French Theater: Exploration and Revolt*. Conducted on a seminar basis.

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**Geology**

101, 102  
**Introduction to Geological Science**  
*Staff*

A study of some of the fundamental contributions of geological science to the understanding of the Earth.

†[112]  
**Meteorology**

Study of the physical properties of the atmosphere; the origin and classification of weather types; air mass analysis and principles of prediction. Does not satisfy the science requirement.

211  
**Sedimentation and Sedimentary Rocks**  
*Instructor*

A study of the mechanical and chemical processes of sedimentation, environments, methods of mechanical analysis of sediments, and a description and classification of the sedimentary rocks.

*Prerequisite:* Geology 102.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>212</td>
<td>Descriptive Mineralogy</td>
<td>Description of the crystallography, physical properties, and chemical structure of minerals.</td>
<td>Chemistry 141.</td>
</tr>
<tr>
<td>221, 222</td>
<td>Map Interpretation and Geomorphology of the United States</td>
<td>Systematic study of the origin, history, and classification of landforms, based on study of topographic maps of the United States leading to an analysis of the structure and geologic history of the geomorphic provinces of the United States.</td>
<td>Geology 102.</td>
</tr>
<tr>
<td>241, 242</td>
<td>Geologic Structures and Field Methods</td>
<td>Analysis of rock structures and their significance, with a study of techniques of field mapping.</td>
<td>Geology 102.</td>
</tr>
<tr>
<td>251</td>
<td>Paleontology</td>
<td>Systematic study of fossils; evolution; the use of fossils in geologic correlations.</td>
<td>Geology 102 or Biology 122.</td>
</tr>
<tr>
<td>271</td>
<td>Glacial Geology</td>
<td>Study of the origin and development of glaciers, with special attention to the Pleistocene of New England. An extended field mapping problem will be assigned.</td>
<td>Geology 102, 211.</td>
</tr>
<tr>
<td>311</td>
<td>Optical Mineralogy</td>
<td>Study of the optical properties of crystals; technique in the determination of minerals using the petrographic microscope.</td>
<td>Geology 212.</td>
</tr>
<tr>
<td>313</td>
<td>Economic Geology</td>
<td>Study of formation, classification, and distribution of metallic and nonmetallic mineral deposits, petroleum, and coal.</td>
<td>Geology 212.</td>
</tr>
</tbody>
</table>
### Petroleum Geology

**Course Code**: 314  
**Title**: Petroleum Geology  
**Instructor**:  
**Description**: A study of the origin, occurrence, and production of petroleum, natural gas, and related compounds. Attention is given to methods of discovery and correlation of petroliferous rocks.  
**Prerequisite**: Geology 211.

### Physics of the Earth

**Course Code**: 316  
**Title**: Physics of the Earth  
**Instructor**: Mr. Hickox  
**Description**: Rigorous study of physical processes operating in the earth's interior, at the surface, and in the atmosphere.  
**Prerequisite**: Geology 242.

### Stratigraphy

**Course Code**: 352  
**Title**: Stratigraphy  
**Instructor**:  
**Description**: Study of the history of sedimentary rocks and the development of the North American continent; index fossils and their significance.  
**Prerequisite**: Geology 211, and Geology 251 or Biology 251.

### Special Problems in Geology

**Course Code**: 461, 462  
**Title**: Special Problems in Geology  
**Instructor**: Staff  
**Description**: Field and laboratory problems in geology, with regular reports and a final written report.  
**Prerequisite**: Permission of the instructor.

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## German

### In the Department of Modern Foreign Languages

### Elementary German

**Course Code**: 101, 102  
**Title**: Elementary German  
**Instructor**: Staff  
**Description**: Introduction to the language by an audio-lingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work.

### Intermediate German

**Course Code**: 103, 104  
**Title**: Intermediate German  
**Instructor**: Mr. Bither and Staff  
**Description**: Continued practice in the oral-aural skills; increasing emphasis on reading and writing through use of modern prose and poetry. These studies, and the review of grammar, are supplemented with drill work in the laboratory. (Special sections have additional opportunity to increase oral fluency.)  
**Prerequisite**: German 101, 102 or two years of high-school German and appropriate score on the placement test.
### Practice in Speaking and Writing German

Practice in speaking and writing German. Collateral reading in prose selected to meet the individual needs of students majoring in other fields. One hour per week of conversational laboratory. Conducted chiefly in German.

**Prerequisite:** German 103, 104, or three years of high school German, or special permission.

### German Literature of the Eighteenth Century


**Prerequisite:** German 107, 108 or special permission.

### German Literature of the Nineteenth Century

Characteristic works of representative men, including Novalis, Tieck, Schlegel Brothers, Eichendorff, Ruckert, Korner, Uhland, Kleist, Heine, Ludwig, Grillparzer, Hebbel, and Hauptmann. Literary movements: romanticism, Young Germany, realism, naturalism. Conducted chiefly in German.

**Prerequisite:** German 107, 108 or special permission.

### Contemporary German Literature

Critical study of leading literary trends from naturalism to the new realism, with emphasis on the contribution of expressionism. Reading and interpretation of representative works of Thomas Mann, Hesse, H. v. Hofmannsthal, Werfel, Kafka, E. Junger, and others. An attempt is made to trace the effect of the past two wars on German literature. Oral and written reports. Conducted chiefly in German.

**Prerequisite:** German 107, 108 or special permission.

### Topics in German Literature

Topics vary from year to year, and may cover an author, a genre, or a literary movement. Each year one of the topics is Goethe’s *Faust*. Conducted on a seminar basis.

**Prerequisite:** Consent of the instructor.
Government

IN THE DEPARTMENT OF HISTORY AND GOVERNMENT

141, 142
AN INTRODUCTION TO THE STUDY OF POLITICAL ORDER
STAFF

In Government 141 a study is made of modern approaches to theoretical problems of the art and science of politics. Government 142 focuses attention on certain institutional and process phenomena of modern politics such as voting behavior, the executive, the judicial, the legislative process.

Open to freshmen only.

233
EUROPEAN CONSTITUTIONAL GOVERNMENTS
INSTRUCTOR

A comparative study of the governmental structure and politics of Great Britain, France, Germany and other selected European countries.

234
AMERICAN NATIONAL GOVERNMENT
INSTRUCTOR

An examination of the national political process in theory and practice. Special attention will be given to the Presidency, Executive, Congress and the Supreme Court as political institutions, and to the role of parties and pressure groups.

321, 322
POLITICAL THEORY
INSTRUCTOR

An analysis of some of the principal approaches to the nature of the political order, with emphasis on the historical delineation of the fundamentals of constitutional theory.

Prerequisite: Social Science 121e, 122; or a previous course in government; or special permission.

323, [324]
AMERICAN CONSTITUTIONAL LAW
INSTRUCTOR

A study of the United States Supreme Court and of constitutional litigation as part of the American political process.

Prerequisite: Government 234 or special permission.

†[333]
TOTALITARIAN GOVERNMENT AND POLITICS

The ideological framework and organization and operation of political institutions such as those of the Communist world, Nazi Germany and Fascist Italy, with major attention given to Russia.

Prerequisite: a previous course in government, preferably Government 233, or special permission of the instructor.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>335</td>
<td>International Relations</td>
<td>Instructor</td>
<td>A course in the principles of international politics, stressing such topics as the balance of power, collective security, diplomacy and nationalism. Prerequisite: a previous course, in government or European history, or special permission of the instructor.</td>
</tr>
<tr>
<td>336</td>
<td>International Organization</td>
<td>Instructor</td>
<td>An examination of such international institutions as the League of Nations, the United Nations, NATO, and of the principles of international law, with special emphasis on contemporary efforts to create a world community under law. Prerequisite: a previous course in government, or special permission of the instructor. Government 335 is a prerequisite to Government 336.</td>
</tr>
<tr>
<td>354</td>
<td>Governments of Modern Africa</td>
<td>Instructor</td>
<td>An analysis of political systems in Africa south of the Sahara. Prerequisite: A previous course in government, preferably Government 233, or special permission of the instructor.</td>
</tr>
<tr>
<td>*355</td>
<td>Political Parties</td>
<td>Instructor</td>
<td>A study of American political parties. Prerequisite: A previous course in government, preferably Government 234, or special permission of the instructor.</td>
</tr>
<tr>
<td>†357</td>
<td>Political Behavior</td>
<td></td>
<td>An interdisciplinary approach, emphasizing recent theoretical and empirical contributions to an understanding of personal and group behavior in a political context. This course is also applicable, as a course in sociology, toward the major in that department. Prerequisite: Government 234 or Sociology 221e, 222.</td>
</tr>
<tr>
<td>†373</td>
<td>Federal Government and Regionalism</td>
<td>Instructor</td>
<td>An examination of the means and motives of regional integration as well as the problems involved in operating and maintaining federations. Attention will be paid to classical federal experience and to experiments in developing countries.</td>
</tr>
<tr>
<td>†374</td>
<td>Problems in Developing Countries</td>
<td>Instructor</td>
<td>A study of selected topics including economic development, the role of the military, civil rights and minorities, and the relationship of party and bureaucracy.</td>
</tr>
</tbody>
</table>
†[377]
Special Problems in Local Government

While problems dealt with vary from year to year, the general orientation is to a theoretical consideration of the local government process as a part of the general political process in a society. Generally the constitutional society is the point of reference, and the comparative experience of America, England and France is emphasized. From time to time consideration is given to the analogous problem in the totalitarian society.

Prerequisite: one year-course, or equivalent, in government, or special permission.

392
The Legal Process
Instructor

A study of legal reasoning, legal development and institutional-human dynamics in the legal situation. The relation of law to political philosophy, ethics and the behavioral sciences. Materials from public and private law, and from the continental as well as Anglo-Saxon systems. Intended primarily for students not anticipating a law career.

Prerequisite: permission of the instructor.

411d2
Topics in Government Staff

A study of government through special topics.

Prerequisite: Government major and special permission of the department chairman.

*414
Seminar in Comparative Government
Instructor

An advanced study of selected problems in the field of comparative government, with special emphasis placed on original research by each student in the course.

Prerequisite: permission of the instructor.

435
Seminar in American National Government and Politics
Instructor

A consideration of the American national government as organization and process, and of the elements of national political life.

Prerequisite: Government 234 or special permission.

†[458]
Foreign Policy of the United States

A seminar in the problems of planning and executing American foreign policy.

Prerequisite: Government 234, or equivalent; or Government 335, or equivalent; or special permission.
Greek

IN THE DEPARTMENT OF CLASSICS

101, 102
ELEMENTARY GREEK
MR. WESTERVELT AND
MRS. KOONCE

Introduction to the language.

121, 122
INTERMEDIATE GREEK
MR. WESTERVELT AND
MRS. KOONCE

Reading in Greek prose and poetry.
Prerequisite: Greek 101, 102 or two years of secondary school Greek. This course is normally a prerequisite for all courses listed below.

[281a, 282a]
GREEK PROSE STYLE

Exercise in composition, based on reading of Greek prose.
Credit: one semester course. Offered on request.

351, 352
GREEK LITERATURE
STAFF

One or more of the following subjects are offered each year either as a full year course or as a one semester course. The subjects not offered in class may, with the approval of the instructor, be taken on an individual basis. Subjects available are:

Epic Poetry: primarily the Iliad and Odyssey of Homer.
Lyric Poetry: the Greek lyric, iambic, and elegiac poets, with particular emphasis on Pindar.
Tragedy: tragedies of Aeschylus, Sophocles, and Euripides.
Comedy: comedies of Aristophanes and Menander.
Historians: primarily Herodotus and Thucydides.
Philosophers: primarily Plato and Aristotle.
Orators and Later Prose Writers: primarily the Attic orators.

411, 412
INDEPENDENT READING IN GREEK
STAFF

Reading in a field of the student's interest, with essays and conferences.
History

IN THE DEPARTMENT OF HISTORY AND GOVERNMENT

141, 142
THE HISTORICAL PROBLEM
STAFF

An introduction to the college study of the historical discipline through a consideration of a number of distinctive problems in history. For the most part these will be problems in modern European history. Ordinarily, students will not be permitted to study with the same instructor for more than one semester. Open to freshmen only.

221, 222
HISTORY OF EAST ASIAN
CIVILIZATION
MR. ELISON

An approach to the interaction of cultures in East Asia. The first semester will be concerned primarily with the traditional civilization in China and Japan, but some attention will be given to peripheral areas. The second semester will deal mainly with Chinese and Japanese reactions to Western stimuli in the nineteenth and twentieth centuries, and with the resulting problems of modernization. The first semester is a prerequisite for the second.

231
MEDIEVAL CIVILIZATION,
476-1300
MR. BERSCHNEIDER

A history of Western Europe from the decline of Roman unity to the Renaissance, with emphasis on Catholic, Byzantine and Moslem influences, as a study in which characteristic western institutions took shape in a general social advance.

232
RENAISSANCE AND REFORMATION
1300-1648
MR. BERSCHNEIDER

An intellectual and cultural history of the period of transition from the medieval to the modern world.

237
THE EMERGENCE OF MODERN
BRITAIN, 1688-1867
MR. GILLUM

England and her colonies during the American, French and Industrial Revolutions.

238
MODERN BRITAIN AND THE
COMMONWEALTH OF NATIONS
MR. GILLUM

Modern Britain in the Age of Imperialism and the era of World Wars, from 1867 to the present.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>253</td>
<td>Social and Cultural History of England</td>
<td>Mr. Gillum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English history, with particular attention to the</td>
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<tr>
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<td>social and cultural backgrounds of English</td>
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<tr>
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<td>intellectual and literary achievements.</td>
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<tr>
<td></td>
<td></td>
<td>This course cannot be counted toward fulfillment</td>
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<tr>
<td></td>
<td></td>
<td>of the major requirement in history or government.</td>
</tr>
<tr>
<td>261e, 262</td>
<td>History of the Ancient World</td>
<td>Mrs. Koonce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An introduction to the classical world through a</td>
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<td></td>
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<td>political and institutional analysis of ancient</td>
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<td></td>
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<td>life. First semester: Greece; second semester:</td>
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<td></td>
<td></td>
<td>the Roman Republic and Empire.</td>
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<tr>
<td></td>
<td></td>
<td><em>Prerequisite</em>: none; open to freshmen with the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>permission of the instructor.</td>
</tr>
<tr>
<td>281e, 282</td>
<td>History of the United States, 1492 to the Present</td>
<td>Mr. Bridgman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United States history, from the Age of Discovery</td>
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<tr>
<td></td>
<td></td>
<td>to the present day. Although chronological symmetry</td>
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<tr>
<td></td>
<td></td>
<td>is maintained, a special effort is made to show</td>
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<tr>
<td></td>
<td></td>
<td>the value of political, constitutional, diplomatic,</td>
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<tr>
<td></td>
<td></td>
<td>social and economic interpretations.</td>
</tr>
<tr>
<td>334</td>
<td>Medieval England: the Origins of the Common Law</td>
<td>Mr. Gillum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English history, from the Saxon invasion to 1485,</td>
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<td></td>
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<td>as a background to the development of the</td>
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<tr>
<td></td>
<td></td>
<td>principles of the Common Law. Open to sophomores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by permission.</td>
</tr>
<tr>
<td>336</td>
<td>Tudor-Stuart England</td>
<td>Mr. Gillum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The contest of religious doctrines and the</td>
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<td></td>
<td>conflict of political concepts, from the</td>
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<td></td>
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<td>Renaissance monarchy of Henry VII to the</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Glorious Revolution&quot; of 1688. Open to sophomores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by permission.</td>
</tr>
<tr>
<td>341, 342</td>
<td>History of Russia and the U.S.S.R.</td>
<td>Mr. Raymond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The expansion of the Russian state and the</td>
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<tr>
<td></td>
<td></td>
<td>political and social development of the Russian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>people under the Tsarist and Soviet regimes.</td>
</tr>
</tbody>
</table>
Prerequisite: one year-course, or equivalent, in history or government or special permission of the instructor. History 341 is a prerequisite for History 342.

*353 Contemporary Europe, 1914 to the Present

Mr. Berschneider

The political, social and economic history of Europe in the twentieth century. Emphasis is placed on Europe as a principal scene of the conflict of contemporary revolutionary dogmas.

Prerequisite: one year-course, or equivalent, in history or government, or special permission.

*354 Intellectual and Cultural History of Modern Europe

Mr. Berschneider

A study of the principal trends and leaders of new thought (Darwin, Marx, Freud et al.) with emphasis on late-nineteenth and twentieth century intellectual developments.

[356] Modern France and Italy

Emphasis placed on the theme of Liberalism and the challenges of Fascism and Communism from 1848 to the present.

Prerequisite: one year-course, or equivalent in history, or permission of the instructor.

363, 364 Cultural History of Japan

Mr. Elison

Pre-modern and modern phases of Japanese history.

Prerequisite: a previous course in history; 363 is prerequisite for 364.

372 The French Revolution and Napoleon

Mr. Raymond

An examination of European history from 1789 to 1815, with emphasis on political and social developments in France.

Prerequisite: one-year course, or equivalent, in history or government, or special permission.

[381, 382] Modern Germany

The governmental and economic development and the international influence of Germany from 1848 to the present time.

Prerequisite: one year-course, or equivalent, in history or government, or special permission. This course is not open to students who have received credit for History 374. History 381 is a prerequisite for History 382.

*391 The Westward Movement

1763-1896

Mr. Bridgman

Emphasis placed on the West as a laboratory for political and economic experimentation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>+392</td>
<td>Contemporary America</td>
<td>The political history of the United States from 1929 to the present.</td>
<td>History 281e, 282, or special permission.</td>
</tr>
<tr>
<td>+393</td>
<td>The South in United States History, 1819-1896</td>
<td>Selected topics in the history of the South and its peculiar institutions, during a period of</td>
<td>History 281e, 282, or special permission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incomplete transition from agrarianism to industrialism.</td>
<td></td>
</tr>
<tr>
<td>394</td>
<td>Social and Cultural History of the United States, 1900-1929</td>
<td>Selected topics illustrating the changing social organization and cultural assumptions of</td>
<td>History 281e, 282, or special permission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>twentieth century Americans.</td>
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</tr>
<tr>
<td>411d</td>
<td>Topics in History</td>
<td>A study of history through special topics.</td>
<td>History major and special permission of the</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td></td>
<td>department chairman.</td>
</tr>
<tr>
<td>415, 416</td>
<td>Seminar in American History</td>
<td>Special topics in American history.</td>
<td>Open by permission.</td>
</tr>
<tr>
<td></td>
<td>Mr. Bridgman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>418</td>
<td>Seminar in European History</td>
<td>Methods of historical research and critical study of sources and documents in a special topic</td>
<td>Open by permission.</td>
</tr>
<tr>
<td></td>
<td>Mr. Berschneider</td>
<td>of European history.</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>Seminar in English History</td>
<td>Reading and research on various topics in English history, with special attention devoted to</td>
<td>Open by permission.</td>
</tr>
<tr>
<td></td>
<td>Mr. Raymond and Staff</td>
<td>political history in the nineteenth century.</td>
<td></td>
</tr>
</tbody>
</table>

**Humanities**

**Divisional Courses**

101, 102 Problems in Creative Thinking Mr. Raymond and Staff

Designed to show the methods and thought processes in several academic fields (science, history, philosophy, the arts, etc.). Students proceed through five units involving problems developed by the class and members of the faculty. The class is encouraged to develop hypotheses rather than to seek authority. Limited enrollment.
Italian

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

*211
DANTE
MR. KELLENBERGER

A study of the *Divina Commedia* as the literary masterpiece of the Middle Ages. The course will draw upon the philosophy, art, and literature of the period to illustrate the meaning of this work. Lectures, reports, and discussions. Readings in English translation; no knowledge of the Italian language required.

*Prerequisite:* major in a foreign language or in English or American literature; or English 222 or subsequent course in English or American literature with a mark of C or higher.

*212
ITALIAN LITERATURE OF THE RENAISSANCE
MR. KELLENBERGER

Reading and interpretation of the major literary works from the 14th to the 16th century. The *Decamerone* of Boccaccio, the *Rime* of Petrarch, the *Orlando Furioso* of Ariosto, the *Principe* of Machiavelli, the *Cortegiano* of Castiglioni, and the *Gerusalemme Liberata* of Tasso. Lectures, reports, and discussions. Readings in English translation; no knowledge of Italian required.

*Prerequisite:* Major in a foreign language or in American or English literature; or English 222 or subsequent course in English or American literature with a grade of C or higher.

Latin

IN THE DEPARTMENT OF CLASSICS

101, 102
ELEMENTARY LATIN
STAFF

Introduction to the language. Open to students who have studied no Latin and to others as specified on page 3.

121, 122
INTERMEDIATE LATIN
MR. WESTERVELT AND MRS. KOONCE

First semester devoted to reading of Cicero, with a systematic review of vocabulary and grammar; second semester to reading of Vergil's *Aeneid*.

*Prerequisite:* Latin 101, 102 or two years of secondary school Latin. Students offering three or four years of Latin may take 121, 122 if not adequately prepared for 141, 142.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>141, 142</td>
<td>Introduction to Latin Literature</td>
<td>Introduction to the history of Latin literature through reading and critical analysis of representative works of major authors and literary types. Prerequisite: Latin 122 or four years of secondary school Latin. Students offering three years of Latin may take 141, 142 with permission of the department. This course is normally a prerequisite for all courses listed below.</td>
</tr>
<tr>
<td>[281a, 282a]</td>
<td>Latin Prose Style</td>
<td>Exercises in composition, based on reading of Latin prose. Credit: one semester course. Offered on request.</td>
</tr>
</tbody>
</table>
| 351, 352    | Latin Literature                                  | One or more of the following subjects are offered each year, either as a full year course or as a one semester course. The subjects not offered in class may, with the approval of the instructor, be taken on an individual basis. Subjects available are: Lyric Poetry: Catullus, the Odes of Horace, and other lyric poetry.  
Dramatic Poetry: Comedy (Plautus and Terence) and tragedy (Seneca).  
Elegy: Tibullus, Propertius, and Ovid.  
Satire: The Satires and Epistles of Horace and other Latin satirical prose and poetry.  
Philosophical Poetry and Prose: The De Rerum Natura of Lucretius, the philosophical writings of Cicero and Seneca, and the Confessions of St. Augustine.  
Historians: primarily Livy and Tacitus.  
Caesar and Cicero: political careers of Caesar and Cicero and relations between them, studied in their writings.  
Rhetoric: Speeches of Cicero studied in connection with his rhetorical writings as well as those of Tacitus and Quintilian.  
Vergil: the poems of Vergil, including Eclogues, Georgics and Aeneid, with some attention to post-Vergilian epic.  
Medieval Latin: readings in post-classical Latin, particularly intended for students of Medieval and Renaissance history. |
| 411, 412    | Independent Reading in Latin                      | Reading in a field of the student’s interest, with essays and conferences.                                                                                                                                   |
# Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>Elementary Functions</td>
<td>The elementary mathematical functions and selected topics from college algebra, plane analytic trigonometry, and plane analytic geometry.</td>
<td>Mathematics 111 or satisfactory achievement in the mathematics placement examination (see page 32).</td>
</tr>
<tr>
<td>112d</td>
<td>Calculus I</td>
<td>A continuation of Mathematics 111 and an introduction to elementary differential and integral calculus. Offered each semester.</td>
<td>Mathematics 111 or satisfactory achievement in the mathematics placement examination (see page 32).</td>
</tr>
<tr>
<td>211d</td>
<td>Calculus II</td>
<td>Further study of differential and integral calculus, with selected applications. Offered each semester.</td>
<td>Mathematics 112d.</td>
</tr>
<tr>
<td>212d</td>
<td>Calculus III</td>
<td>A continuation of Mathematics 211d. Offered each semester.</td>
<td>Mathematics 211d.</td>
</tr>
<tr>
<td>241, 242</td>
<td>Elementary Statistics</td>
<td>Descriptive statistics; probability; binomial, Poisson, and normal distributions; sample theory; confidence intervals; regression; correlation; statistical design. Not open to mathematics majors.</td>
<td>Mathematics 112d.</td>
</tr>
<tr>
<td>243, 244</td>
<td>Finite Mathematics</td>
<td>Selected topics from modern mathematics useful in the biological and social sciences; including probability, elements of modern algebra, and an introduction to linear programming and the theory of games. Statistics is not treated, but is offered in other courses. Not open to mathematics majors.</td>
<td>Mathematics 112d.</td>
</tr>
<tr>
<td>311d</td>
<td>Differential Equations</td>
<td>Solutions of elementary differential equations and an introduction to partial differential equations. Offered each semester.</td>
<td>Mathematics 212d.</td>
</tr>
</tbody>
</table>
312
INTRODUCTORY APPLIED
MATHEMATICS
MR. JUNGHANS

Selected topics in applied mathematics, including vector analysis, Bessel functions, Fourier series, and solutions of differential equations by means of infinite series.

*Prerequisite:* Mathematics 311d.

361, 362
HIGHER ALGEBRA
INSTRUCTOR

Vector spaces, linear transformations, and matrices, with their applications in modern abstract algebra.

*Prerequisite:* Mathematics 212d.

421, 422
ADVANCED CALCULUS
MR. COMBELLACK

More advanced topics of calculus, including maxima and minima in three and higher dimensions, Jacobians, curvilinear coordinates, special definite and improper integrals, beta function, gamma function, complex variables.

*Prerequisite:* Mathematics 311d.

423, 424
HIGHER GEOMETRY
INSTRUCTOR

A study of various geometries, with emphasis on algebraic methods.

*Prerequisite:* Mathematics 361, 362.

441, 442
SPECIAL TOPICS
STAFF

Content varied to meet the needs and interests of individual students; such topics as theory of functions of a real or complex variable, theory of numbers, calculus of finite differences.

*Prerequisite:* Mathematics 311d and special permission.

Music

101, 102
BAROQUE, CLASSICAL AND
ROMANTIC MUSIC
STAFF

A course intended for the greater understanding and enjoyment of music. Emphasis on musical style and historical background evident in the works of Bach, Handel, Mozart and the romantic composers. Reading and listening assignments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>Art Song Repertoire</td>
<td>Miss Heinrich</td>
<td>A detailed study of art songs, French chansons, and German Lieder, beginning with the early Medieval secular music and continuing through the contemporary works of Claude Debussy, Hugo Wolf and others.</td>
</tr>
<tr>
<td>115d</td>
<td>Medieval and Renaissance Music</td>
<td>Miss Heinrich</td>
<td>The history and development of music from Gregorian chant to the baroque period. Consideration of such forms as the motet, madrigal and the mass. Reading and listening assignments. Offered each semester.</td>
</tr>
<tr>
<td>121, 122</td>
<td>Theory and Practice of Music</td>
<td>Staff</td>
<td>A course in musical notation, clefs, scales, intervals and chord structure. Ear training stressed through rhythmic, intervallic and melodic dictation and sight-singing. Melody writing and elementary harmony included. <strong>Prerequisite:</strong> permission of department.</td>
</tr>
<tr>
<td>211</td>
<td>Harmony</td>
<td>Mr. RE</td>
<td>Harmonization of given and original melodies; analysis of compositions selected from major composers. <strong>Prerequisite:</strong> Music 121, 122.</td>
</tr>
<tr>
<td>212</td>
<td>Advanced Harmony</td>
<td>Mr. RE</td>
<td>Continuation of 211 with special emphasis on keyboard harmony. <strong>Prerequisite:</strong> Music 211.</td>
</tr>
<tr>
<td>215</td>
<td>Counterpoint</td>
<td>Mr. RE</td>
<td>A course dealing with the principles of melodic combinations. Illustrations from major works of contrapuntal art. <strong>Prerequisite:</strong> Music 211.</td>
</tr>
<tr>
<td>301, 302</td>
<td>The Viennese Classicists</td>
<td>Mr. Comparetti</td>
<td>Emphasis on the instrumental works of Haydn, Mozart, Beethoven and Schubert. Study of form, reading of scores, harmonic analyses and some conducting techniques. <strong>Prerequisite:</strong> Music 101, 102.</td>
</tr>
<tr>
<td>![305, 306]</td>
<td>Opera and Oratorio</td>
<td></td>
<td>The history and development of opera and oratorio. Detailed study of famous representative works and techniques. <strong>Prerequisite:</strong> Music 101, 102.</td>
</tr>
<tr>
<td>312</td>
<td>Contemporary Music</td>
<td>Mr. RE</td>
<td>Study of trends in the art of music following the time of Wagner and the late romanticists. Consideration of varied techniques of twentieth century composers. <strong>Prerequisite:</strong> permission of instructor.</td>
</tr>
</tbody>
</table>
**Applied Music**

Private lessons in voice, piano, organ, violin, viola, violoncello and bass viol are available at additional cost. To fulfill credit requirements, students must have a one hour lesson and practice a minimum of six hours each week. There is no credit for the freshman year. Thereafter each three semesters of such private instruction may be applied, as the equivalent of one semester course, toward requirements for the college degree.

Students interested in private lessons in voice are referred to Mr. Roger Nye or Mrs. Freda Gray-Masse; in stringed instruments, Mrs. Walter Habenicht, in piano, Mr. Peter Re.

For participation in the college glee club, the symphony orchestra and college band, a student may receive credit for a one year course provided he is an active member of one of the above organizations through four years in college and has by his senior year completed requirements in any one course offered by the department of music. No credit is given for less than four years of active participation. If this credit is applied toward graduation, payment must be made on the established per course basis.

**Philosophy**

**IN THE DEPARTMENT OF PHILOSOPHY AND RELIGION**

**112**  
**Introduction to Western Philosophy**  
Mr. Hudson and Staff  

Some of the great ideas of western philosophy and their bearing on the questions of contemporary thought. This course is a suitable sequel to Religion 111, Introduction to Western Religion.

**211**  
**Moral Philosophy**  
Mr. Hudson  

(a) Introductory study of the bases of judgment on questions of good and bad, right and wrong; (b) the application of ethical principles to questions of political obligation and social value.

**212**  
**Logic**  
Mr. Clark and Staff  

Basic principles of logic, deductive and inductive, with problems of application in many fields of thought.

†[312]

**Social Philosophy**  

An examination of leading socio-political ideologies, emphasizing normative aspects as well as relations between ideologies.
and social institutions; findings will be related to contemporary societies.

*Prerequisite:* Social Science 121e, 122 or consent of the instructor.

**314**
**AESTHETICS**
**INSTRUCTOR**

Problems that arise in analyses and criticisms of literature and the arts.

*Prerequisite:* one semester course in the department or special permission (for majors in literature or the fine arts).

**315**
**TYPES OF PHILOSOPHY**
**MR. HUDSON**

A systematic study of the more important problems in metaphysics and epistemology and of the main types of metaphysical systems which deal with these problems: naturalism, idealism, personalism, and realism.

*Prerequisite:* Philosophy 112 or permission of the instructor.

**317**
**PHILOSOPHY OF SCIENCE**
**MR. PETERS**

The course will deal with analytical and interpretive problems in the philosophy of science. Explanation, theory, observation, and associated concepts in the natural and social sciences will be considered.

*319*
**ETHICS AND GENERAL THEORY OF VALUE**

An examination of philosophic approaches to the nature of value, especially ethical judgments. Among the views considered will be intuitionism, emotivism, “good reasons” theory, and those relating ethics to scientific findings.

*Prerequisite:* Philosophy 211 or consent of the instructor.

**331**
**HISTORY OF ANCIENT PHILOSOPHY**
**MR. CLARK**

Comparative study of the philosophical systems of Plato and Aristotle, with secondary attention to the pre-Socratics, Socrates, Epicurus, the Stoics, and Plotinus.

**332**
**HISTORY OF MODERN PHILOSOPHY**
**MR. PETERS**

A study of European philosophy from Descartes to the nineteenth century with special attention to the works of Descartes, Spinoza, Leibniz, Locke, Berkley, Hume, and Kant.
<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>American Thought</td>
<td>American philosophical thought from Jonathan Edwards to John Dewey, with particular attention to the American enlightenment, pragmatism, and American idealism. Readings include Edwards, Woolman, Jefferson, Paine, Emerson, Pierce, Royce, James, Bowne, Santayana, and Dewey.</td>
<td>two semester courses in philosophy or consent of the instructor</td>
</tr>
<tr>
<td>353</td>
<td>Contemporary Philosophy</td>
<td>Major movements in philosophy since 1900.</td>
<td>two semester courses in philosophy or consent of the instructor</td>
</tr>
<tr>
<td>354</td>
<td>History of Medieval Philosophy</td>
<td>From Augustine to William of Ockham with preliminary consideration of neo-Platonism. The interaction between philosophy and Christian theology in medieval Europe; the scholastics and issues to which they addressed themselves.</td>
<td>Philosophy 331 or permission of the instructor</td>
</tr>
<tr>
<td>355</td>
<td>Indian Thought</td>
<td>Modern Indian philosophy.</td>
<td>permission of the instructor</td>
</tr>
<tr>
<td>356</td>
<td>Indian Thought viii</td>
<td></td>
<td>permission of the instructor, and at least one previous course in Indian Thought</td>
</tr>
<tr>
<td>357</td>
<td>Symbolic and Formal Logic</td>
<td>Principals of semantics. Formal logic systematically studied.</td>
<td>Mathematics and Logic</td>
</tr>
<tr>
<td>358</td>
<td>Nineteenth Century Philosophy</td>
<td>Post-Kantian thinkers such as Hegel, Kierkegaard, Schopenhauer, Nietzsche and Bergson. Special attention to the revolt against reason, evolution, and alienation.</td>
<td>Philosophy 332 or two courses in philosophy</td>
</tr>
<tr>
<td>372</td>
<td>Philosophy of Religion</td>
<td>A study of the basic postulates of religion, including search for an adequate scheme of verification, an analysis of the empirical evidence and the hypotheses which seem to result therefrom, and the relevance of the conclusions for daily life.</td>
<td>one course in religion, preferably Religion 311, and one in philosophy; or consent of the instructor</td>
</tr>
</tbody>
</table>
491, 492
Philosophy Seminar
Staff

Special topics chosen each year to meet the needs of the students involved. Ordinarily the course is limited to students majoring in the department. Others with special qualifications may be admitted with the consent of the instructors.

Physical Education

311
The Organization and Teaching of Health and Physical Education
Mr. Winkin and Mrs. Bither

The practice and theory of those activities included in the program of athletics and physical education in the modern school program.

Prerequisite: special permission.

312
The Administration of Health and Physical Education
Mr. Winkin and Mrs. Bither

Administrative policies, practices, teaching methods, and standards pertaining to the execution of a modern program of athletics, physical education and recreation in the public schools.

Prerequisite: special permission.

Physics

In the Department of Physics and Astronomy

141, 142
General Physics
Mr. Bancroft and Mr. Dudley

An introductory course, quantitative in nature, stressing the interpretation of physical problems in graphical and analytical terms. Laboratory.

Prerequisite: Mathematics 111, 112d or equivalent (may be taken concurrently).

211
Electromagnetic Circuits and Devices
Mr. Otto

A first course in circuit analysis. A study of network theory, transients, alternating current theory, and introductory electronics. The course is designed to give a foundation for using modern methods of gathering physical data. Laboratory.

Prerequisite: Physics 142, and Mathematics 112d or equivalent.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
</table>
| 212        | Optics and Atomic Spectra                        | Mr. Bancroft     | A study of light, and of the structure of the atom as revealed by the spectroscope. Consideration is given to the first order theory of geometrical optics in some detail, followed by physical optics, including interference, diffraction, resolving power, and measurement of wavelength. The spectrum of the “one-electron atom” is studied in detail. More advanced spectroscopic problems and the structure of the atom are discussed as class interests dictate. Laboratory.  
Prerequisite: Physics 142, and Mathematics 212d (either passed with a grade of C or better or taken concurrently). |
| 311        | Thermodynamics and Kinetic Theory                 | Mr. Otto         | The two basic laws of thermodynamics are studied, and their application to ideal gases and to systems of a single component are considered in detail. The kinetic theory of gases, including transport phenomena, is also studied, with some reference to the methods of statistical mechanics. Laboratory.  
Prerequisite: Physics 142, and Mathematics 212d (either passed or taken concurrently). |
| 332        | Classical Mechanics                               | Mr. Otto         | An introduction to analytical mechanics. Extensive use is made of vector analysis and of the calculus. Insofar as is practicable, the laboratory work is focused on the material developed in the classroom. Laboratory.  
Prerequisite: Physics 142, and Mathematics 312 (either passed or taken concurrently). |
| 421, 422   | Electricity and Magnetism                         | Mr. Bancroft     | An introduction to electromagnetic theory and the theory and practice of electrical measurements. Classical problems in electrostatics and magnetostatics are considered. Electrodynamic phenomena are analyzed, and Maxwell's equations are discussed in their vector form. Laboratory work centers around direct and alternating current components and networks, with particular reference to bridge measurements. Some material on electronics is included. Laboratory.  
Prerequisite: Physics 332, Mathematics 311d, 312 (may be taken concurrently); or consent of the department. |
| 441, 442   | Modern Physics                                    | Mr. Dudley       | An introduction to quantum theory, atomic and nuclear structure, and selected topics in areas of contemporary interest. Laboratory.  
Prerequisite: Physics 332, 421, 422 (421, 422 may be taken concurrently). |
451, 452
ADVANCED PHYSICS
STAFF

Topics selected to meet the needs of the individual student. Suggested studies are introductory theoretical physics or special experimental problems, or both.

Prerequisite: Junior standing, at least, and permission.

Portuguese

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

†[221, 222]
ELEMENTARY PORTUGUESE

Introduction to Portuguese as a second Romance language. Course presents the spoken and written language of Portugal and Brazil, utilizing previous knowledge of a Romance language. Extensive use is made of taped materials.

Prerequisite: Successful completion of intermediate French or Spanish, or indication of equivalent proficiency by placement test. Open to freshmen with consent of instructor.

*311
PORTUGUESE LITERATURE
STAFF

A brief survey of Portuguese literature with emphasis on the Lusiads of Camoens.

*312
BRAZILIAN LITERATURE
STAFF

Representative works of Brazilian literature, stressing the novel of the 19th and 20th centuries.

Prerequisite: Portuguese 212 or 222.

Psychology

IN THE DEPARTMENT OF EDUCATION AND PSYCHOLOGY

221, 222
GENERAL PSYCHOLOGY
MR. GILLESPIE

An introduction to major topics in the investigation of both animal and human behavior. The first semester will consider sensory processes, perception, learning, and motivation; the second semester will deal primarily with personality and social psychology.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>314</td>
<td>Developmental Psychology</td>
<td>A study of the life continuum from infancy to old age, with special attention to childhood and the adolescent years.</td>
<td>Psychology 222 or equivalent.</td>
</tr>
<tr>
<td>353</td>
<td>Psychological Measurement</td>
<td>A survey of problems and methods involved in the measurement of abilities, attitudes, and personality. Representative instruments from various areas are examined in detail.</td>
<td>Psychology 222 and Mathematics 242; or their equivalent.</td>
</tr>
<tr>
<td>354</td>
<td>Abnormal Psychology</td>
<td>An introduction, with special emphasis on the dynamics of the neurotic and psychotic personalities.</td>
<td>Psychology 222 (or equivalent), or permission of the instructor.</td>
</tr>
<tr>
<td>381, 382</td>
<td>Experimental Psychology</td>
<td>Discussion of the planning, execution, and interpretation of research in psychology, with special attention to the areas of learning and perception.</td>
<td>Psychology 222 and Mathematics 242; or permission of the instructor.</td>
</tr>
<tr>
<td>415</td>
<td>Symbolic Processes</td>
<td>Methods and concepts in the psychological study of thought and language; examination of clinical and experimental procedures representative of recent research in verbal behavior, concept-formation, and imaginative thought.</td>
<td>Psychology 382.</td>
</tr>
<tr>
<td>416</td>
<td>Culture and Personality</td>
<td>The study of relationships between individual personality and the sociocultural setting; cross-cultural variability and &quot;national character&quot; are especially considered. This course is also applicable as a course in sociology toward the major in that department.</td>
<td>permission of the instructor. Limited to senior majors in psychology or sociology.</td>
</tr>
</tbody>
</table>
### 451
**History and Systems of Psychology**  
Mr. Johnson  

The historical development of modern psychology and the development of such systematic viewpoints as behaviorism, Gestalt psychology, and psychoanalysis.  

*Prerequisite:* three semester courses in psychology.

### 491d
**Special Topics**  
Staff  

Individual projects, in areas where the student has demonstrated the interest and competence necessary for independent work.  

*Prerequisite:* permission of the department.

## Religion

**In the Department of Philosophy and Religion**

### 111
**Introduction to Western Religion**  
Mr. Todrank  

The Judeo-Christian tradition; its origins and growth, and its influence on western culture. This course provides a background for Philosophy 112, *Introduction to Western Philosophy.*  

*Prerequisite:* standing not higher than sophomore.

### 213
**The Bible: Old Testament**  
Mr. Todrank  

Reading and study of the Old Testament to gain understanding of the development of the religion of Israel and the principal ideas of its religious message.

### 214
**The Bible: New Testament**  
Mr. Todrank  

Reading and study of the New Testament and the Apocrypha with special consideration of the life of Jesus, the history of the early Christian church, and some of the principal ideas of its religious message.  

*Prerequisite:* Religion 213.

### 311
**Great Religions of the World**  
Instructor  

An account of the origins and chief characteristics of Hinduism, Buddhism, Taoism, Confucianism, Zoroastrianism, and Islam.

### 312
**Religion in American Life**  
Instructor  

The role of religion in American culture, with particular attention to the characteristics of Judaism, Roman Catholicism, Protestantism and the Orthodox churches.  

*Prerequisite:* Religion 111 or 311 or special permission.
An analysis and comparison of significant trends in Christian thought since 1900, including Protestant liberalism, neo-orthodoxy, existentialism, emphasis on language in religion, and possible contributions in process philosophy. Also new accents in Roman Catholic thought as seen particularly in the Second Vatican Council.

Prerequisite: Two semester courses in religion or consent of the instructor.

Careful study of special topics in religion. Ordinarily the course is limited to students majoring in the department, but others with special qualifications may be admitted with the consent of the instructors.

Prerequisite: the equivalent of two year-courses in religion.

Russian

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

Introduction to the language by a modified audio-lingual method with emphasis on understanding, speaking, and reading, and presentation of the Cyrillic alphabet. Use of taped materials in the language laboratory is a regular part of the class work.

Continued practice in the oral-aural skills, with increasing emphasis on reading and writing through study of selections from Russian literature. These studies, and the review of grammar, are supplemented with drill work in the language laboratory.

Prerequisite: Russian 101, 102 or two years of high-school Russian and appropriate score on the placement test.

Along with continued work on the language, the study and interpretation of significant works of Russian literature is introduced. Readings in the field of intellectual history. Discussion and papers are primarily in Russian.

Prerequisite: Russian 103, 104 or three years of high-school Russian and appropriate score on the placement test.
321, 322
 Introduction to Russian Literature
 MR. KEMPERS

A study of complete works of some of the great Russian authors of the 19th century, with emphasis on the novel and theater.

Prerequisite: Russian 105, 106 (now 225, 226) or consent of the instructor.

491, 492
 Topics in Russian Literature
 MR. KEMPERS

Topics, which change each semester, may cover an author, a genre, or a literary movement. Topics for 1965-66: 491, Pushkin; 492, Chekhov. Conducted on a seminar basis. May be repeated for credit when topic varies.

Prerequisite: permission of the instructor.

Social Science

DIVISIONAL COURSES

121C, 122
 Great Social Thinkers and Problems of the Western World
 MR. CLARK AND STAFF

In the first semester, thinkers influential in the development of Western social thought considered through a reading of their works set against the background of their times. In the second semester, group and seminar methods applied to problems raised by consideration of the bearing of first semester readings on contemporary social thought.

To be considered in 1965-66: Plato, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, Adam Smith, J. S. Mill, and Marx. Problems to be investigated during the second semester will be announced during the first.

Sociology

221C, 222
 Principles of Sociology
 STAFF

An introduction to the study of human society; its growth, institutions, activities and problems. The course attempts to synthesize the available knowledge and concepts necessary for a scientific understanding of our complex modern society.
<table>
<thead>
<tr>
<th>Course</th>
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</thead>
</table>
| NORMATIVE SOCIAL THEORY | •311 | A study of normative social theory with special emphasis upon such works as Plato’s Republic, Owen’s A New View of Society, and Bellamy’s Looking Backward.  
**Prerequisite:** Sociology 221, 222. |
| HISTORY OF SOCIOLOGICAL THEORY | •312 | A survey of the history of sociology, and a critical examination of the systems of thought about society and human nature. The place of theory in social research is emphasized.  
**Prerequisite:** Sociology 221, 222. |
| INTRODUCTION TO SOCIAL WORK | †[331] | This course will focus on the nature of social work, including some considerations of its history. It is designed to acquaint the student with types of social work now practiced and some of the modern techniques. There will be at least three required field trips during October and/or November. This course cannot be used to fulfill the requirements for the major.  
**Prerequisite:** Sociology 221, 222. |
| DELINQUENCY AND CRIME | †[332] | Delinquency and crime are studied in social and cultural perspective; conditions and situations which encourage anti-social conduct, the philosophy and practice of punishment, and programs for reducing or eliminating delinquency and crime.  
**Prerequisite:** Sociology 221, 222. |
| RACE AND MINORITIES | 352 | This course presents the major problems of race and minority groups in the modern world.  
**Prerequisite:** Sociology 221, 222. |
| URBAN SOCIOLOGY | †[353] | An eclectic study of the city as a sociological phenomenon: the historical and ecological development of the city; population and selective migration; group life and personality; and organization and disorganization of urban areas.  
**Prerequisite:** Sociology 221, 222. |
| COMPARATIVE SOCIAL SYSTEMS | †[354] | A comparative study of contemporary societies, including “advanced” and “backward” countries. Western countries are compared to such eastern societies as China and India.  
**Prerequisite:** Sociology 221, 222. |
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>361, 362</td>
<td>Cultural Anthropology</td>
<td>A course in introductory anthropology with special emphasis on the implications of the social and cultural experiences of primitive people for modern society.</td>
<td>Sociology 221, 222; course 361 is prerequisite for 362.</td>
</tr>
<tr>
<td>371</td>
<td>Social Stratification</td>
<td>An analysis of the nature of social classes, their relationship to their societal environment, and the influence of stratification upon behavior. Theories of stratification and evidence for them is emphasized.</td>
<td>Sociology 221, 222.</td>
</tr>
<tr>
<td>373</td>
<td>The Family</td>
<td>An historical and comparative study of family and marriage from an institutional point of view, including the relationship of the family to other aspects of culture.</td>
<td>Sociology 221, 222.</td>
</tr>
<tr>
<td>391</td>
<td>Collective Behavior</td>
<td>A social analysis of phenomena of collective behavior—crowds, public opinion, propaganda, and communication—and the forces which mold each. Special attention is given to the major mass media and their function in modern society.</td>
<td>Sociology 221, 222.</td>
</tr>
<tr>
<td>392</td>
<td>Social Change</td>
<td>Although an historical approach is used at times, this course is primarily theoretical in nature. It attempts a study of the mechanisms, functions and the consequences of social change. Particular attention is directed to the relevance of social change for the social order.</td>
<td>Sociology 221, 222.</td>
</tr>
<tr>
<td>393</td>
<td>Complex Social Organizations</td>
<td>An analysis of today's large secondary organizations—the military, the church, business corporations, academic institutions. The purpose of the course will be to develop a perspective by which these organizations may be understood.</td>
<td>Sociology 221, 222.</td>
</tr>
<tr>
<td>401, 402</td>
<td>Sociology Seminar</td>
<td>A seminar on the major problems of sociology as a science. Much of the work is devoted to individual projects.</td>
<td>senior standing and permission of the instructor.</td>
</tr>
</tbody>
</table>
INTERDEPARTMENTAL COURSE

Psychology 413, Culture and Personality, is also applicable toward fulfillment of the major in sociology (see psychology listings for descriptions of this course).

Spanish

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

101, 102
Elementary Spanish

Staff

Introduction to the language by an audiolingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work.

103, 104
Intermediate Spanish

Staff

Continued practice in the oral-aural skills, with increasing emphasis on reading and writing through use of readings from Spanish and Latin American literature.

These studies, and the review of grammar, are supplemented with drill work in the laboratory.

Prerequisite: Spanish 101, 102 or two years of high-school Spanish and appropriate score on the placement test.

121, 122
Spanish and Hispanic-American Civilization

Instructor

Offered in lieu of special sections of Spanish 103, 104 this introduction to the main aspects of the historical and cultural development of the Spanish speaking world is important for an understanding of its literature, art, and customs. The first semester deals with Spain, the second with Latin America. Conducted chiefly in Spanish.

Prerequisite: Spanish 101, 102 with a grade of B or three years of high-school Spanish and appropriate score on the placement test. May be elected concurrently with Spanish 141, 142.

141, 142
Introduction to Spanish Literature

Staff

A survey of Spanish literature from the earliest works through the 19th century. Reading of representative works supplemented by lectures and discussions. Conducted chiefly in Spanish.

Prerequisite: Spanish 103, 104 or 121, 122. The latter may be taken concurrently.
211d
SPANISH COMPOSITION
MR. CAUZ

Extensive practice in oral and written composition; some translation from English to Spanish. Attention to some finer points of grammar and basic considerations of style. Offered each semester.

Prerequisite: Spanish 141, 142 or consent of the instructor.

257
THE GENERATION OF 1898
MR. CAUZ

Study of the more important members of the generation of 1898, with emphasis on Unamuno, Azorin, Baroja, Valle-Inclan, and Machado. Conducted chiefly in Spanish.

Prerequisite: Spanish 141, 142.

258
SPANISH LITERATURE OF THE TWENTIETH CENTURY
MR. CAUZ

Outstanding prose and poetic works of the contemporary period with emphasis on living authors. Conducted chiefly in Spanish.

Prerequisite: Spanish 141, 142.

301a, 302a
TEACHING OF SPANISH IN THE ELEMENTARY SCHOOL
MR. HOLLAND

Problems and methods of teaching Spanish in the elementary school, with emphasis on the MLA FLES program. One hour of instruction per week at Colby and three periods of teaching per week in the public school system throughout the school year. This course, approved by the State Board of Education, when coupled with the Maine Professional Secondary Certificate, will prepare and authorize the student to teach Spanish in the elementary school. Conducted in English. Credit: one semester-course.

Prerequisite: Spanish 257, 258 and permission of the instructor.

*321, 322
HISPANIC-AMERICAN LITERATURE
INSTRUCTOR

The development of Hispanic literature and civilization in the new world from the period of colonization through the contemporary period. Conducted chiefly in Spanish.

Prerequisite: Spanish 141, 142.

†[351]
THE THEATER OF THE GOLDEN AGE

Reading and study of the theater of the Golden Age, with emphasis on Lope de Vega, Tirso de Molina, Ruiz de Alarcon, and Calderon de la Barca. Conducted chiefly in Spanish.

Prerequisite: Spanish 257, 258.
†[352]  
**THE NOVEL OF THE GOLDEN AGE**

Reading, analysis, and discussion of the novel of the Golden Age, with particular attention to the picaresque novel, and to the *Novelas Ejemplares* and *Don Quixote* of Cervantes. Conducted chiefly in Spanish.

*Prerequisite:* Spanish 257, 258.

*355*  
**SPANISH DRAMA AND POETRY OF THE NINETEENTH CENTURY**  
**INSTRUCTOR**

A survey of Spanish poetry and drama in the nineteenth century, with emphasis on the more important romantic and realistic dramatists and poets. Conducted chiefly in Spanish.

*Prerequisite:* Spanish 257, 258.

*356*  
**THE SPANISH NOVEL OF THE NINETEENTH CENTURY**  
**INSTRUCTOR**

The development of the regional and realistic novel of the nineteenth century, studied through the works of Fernan Caballero, Alarcon, Valera, and Pereda, with particular attention to the works of Perez Galdos. Conducted chiefly in Spanish.

*Prerequisite:* Spanish 257, 258.

491, 492  
**TOPICS IN SPANISH AND LATIN AMERICAN LITERATURE**  
**STAFF**

Topics, which change each semester, may cover an author, a genre, or a literary movement. Conducted on a seminar basis.

*Prerequisite:* Consent of the instructor.

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**Preparation for Graduate and Professional Schools**

The dean of the faculty is general adviser on matters related to graduate study; information on graduate programs is available in his office. He works closely with department chairmen, major advisers, and members of faculty committees to inform students of opportunities for fellowships and scholarships in graduate schools. From this office students may obtain information on graduate and professional school admissions tests for prospective applicants to graduate schools of arts and sciences, law, medicine, and business administration.
### ARTS AND SCIENCES

Every year Colby graduates enter many different graduate schools to work toward advanced degrees in art, music, history, classics, English, economics, modern languages, sociology, psychology, philosophy, or the natural sciences. Interested students should confer with the chairmen of their departments, their major advisers, and the dean of the faculty. Seniors will be advised to take the Graduate Record Examination.

### LAW AND GOVERNMENT SERVICE

The faculty committee on professional preparation for law and government service advises students preparing for careers in these areas. The pre-law student may major in almost any field, but the student who has a specific goal in mind will profit from early consultation with members of the committee. The law school admission test is given at the college each year.

### DENTISTRY

Although some dental schools admit applicants after three years, and sometimes only two years, of college work, the leading schools prefer students with a college degree. As in medicine, there is no demand for a particular major. Each applicant, regardless of his major, must meet the specific requirements in biology, chemistry, physics, and English, which differ with different dental schools.

The pre-medical preparation committee is advisory to candidates for dentistry, as well as to those for medicine. The dental aptitude testing program is not administered at Colby.

### MEDICINE

Medical schools do not require a particular major but do require high standing and the inclusion of biology, chemistry, physics, mathematics, English, and foreign languages in the student's college program.

The faculty committee on professional preparation for medicine, which should be consulted by the student early in his freshman year, strongly advises that mathematics be pursued at least through the first year of calculus. Organic chemistry as well as general chemistry is usually required.

The medical college admission test is ordinarily taken in the spring of the student's junior year.

### ENGINEERING

Colby College and the University of Rochester are arranging a joint program whereby a student may acquire an education in the liberal arts and also in engineering in a five-year period, with three years spent at Colby College and two at the University. On successful completion of the program the student
may be awarded a Bachelor of Arts degree from Colby and a Bachelor of Science in Engineering degree from Rochester. While at Colby the engineering student must attain mastery of the necessary mathematics and science to support him in the intensive study of engineering which will follow. In his Colby program, however, he is assured a broad grounding in the humanities and social sciences as well.

The faculty committee on professional preparation for engineering serves as adviser to students intending to enter graduate schools of engineering.

**THEOLOGY**

Colby has a long tradition of preparing graduates for the ministry. There are representatives of Colby alumni among the clergy of many denominations, and over the years a considerable number have done missionary work.

The theological preparation committee of the faculty, in cooperation with the college chaplain, serves as adviser to students who plan to enter seminaries.

**SECONDARY SCHOOL TEACHING**

Colby offers no major in education, but does offer courses to enable prospective teachers to qualify for a provisional certificate from the Maine State Department of Education. This will permit them to teach those subjects which do not, like art or music require courses in special education.

Colby's offering will also enable requirements to be met in many other states; but, because of the variation in requirements, a student who wishes to teach outside Maine should obtain information from the appropriate department of education.

More and more students planning to teach in high schools now consider a fifth year of preparation at the university level. Many students have participated in such programs. Financial assistance is available to qualified students at many universities.

The secondary school teaching committee of the faculty serves as adviser to students interested in a program leading to teaching at this level.

**BUSINESS ADMINISTRATION**

The training for positions in business and industry offered by the graduate schools of business administration at Harvard, Chicago, Cornell, the Wharton School of the University of Pennsylvania, and the Amos Tuck School of Dartmouth College, leads many Colby graduates to seek admission into these and similar schools. The department of business administration serves as general adviser for graduate work of this sort. Seniors who have such a program in mind are encouraged to take the admission test for graduate study in business.
III DIRECTORIES

141 THE CORPORATION
144 FACULTY
155 OFFICERS AND ADMINISTRATIVE STAFF
158 HONORS AND DEGREES
164 INTERVIEWERS FOR ADMISSION
168 ENROLLMENT BY STATES AND COUNTRIES
169 INDEX
The Corporation

Corporate Name  THE PRESIDENT AND TRUSTEES OF COLBY COLLEGE

OFFICERS

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Dean of the Faculty  ERNEST PARKER JOHNSON, PH.D.  Oakland, Maine
Administrative Vice-President  RALPH SAMUEL WILLIAMS, M.B.A.  Waterville, Maine
Vice-President for Development  EDWARD HILL TURNER, B.A.  Belgrade, Maine
Secretary  RALPH SAMUEL WILLIAMS, M.B.A.  Waterville, Maine
Treasurer  ARTHUR WILLIAM SEEPE, M.C.S.  Waterville, Maine

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(1966)  LAWRENCE RUSSELL BLANCHARD, B.A.  Worcester, Massachusetts
(1968)  CLARK HOPKINS CARTER, B.A.  Mount Vernon, New York
(1969)  EVERETT RICHARD DRUMMOND, M.B.A.  Bangor, Maine
(AL. 1966)  EDITH EILENE EMERY, M.A.  Haverhill, Massachusetts
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(1966)  ROBERT HALLOWELL Gardiner, LL.B.  Boston, Massachusetts
(AL. 1967)  NISSIE GROSSMAN, B.A.  Newton, Massachusetts
(1970)  RUTH RICH HUTCHINS (MRS.), B.A.  Bangor, Maine
(1969)  ELLERTON MARCEL JETTE, LL.D.  Sebec, Maine
(AL. 1968)  CLAYTON WEARE JOHNSON  West Hartford, Connecticut
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(1969)  NEIL LEONARD, LL.B., LL.D.  Boston, Massachusetts
(1969)  DAVID MACKENZIE OGILVY, M.A.  New York, New York
(1967)  ALBERT CARLTON PALMER, B.A.  Stoneham, Massachusetts
(AL. 1967)  BETTINA WELLINGTON PIPER (MRS.), B.A.  Waterville, Maine
(1968)  WILSON COLLINS PIPER, LL.B.  Boston, Massachusetts
(AL. 1968)  HENRY WESTON ROLLINS, B.A.  Waterville, Maine
(AL. 1967)  ROBERT CONVERSE ROWELL, B.A.  Waterville, Maine
(1971)  DWIGHT EMERSON SARGENT, M.A.  Cambridge, Massachusetts
(AL. 1966)  MARK RICHARD SHIBLES, M.ED., D.S.ED., L.H.D.  Orono, Maine
Reginald Houghton Sturtevant, B.A., LL.D.  
Livermore Falls, Maine  
(Al. 1968)  
Jean Margaret Watson, M.A.  
New London, Connecticut  
(1967)  
Esther Ziskind Weltman (Mrs.), M.Ed.  
Longmeadow, Massachusetts

Faculty Representatives

(1967) James Morton Carpenter, Ph.D.  
Waterville, Maine

(1966) Allan Charles Scott, Ph.D.  
Waterville, Maine

Fellows of Colby College

Edward L. Bond  
Dedham, Massachusetts

Virginia Bond (Mrs. Edward L.)  
Dedham, Massachusetts

Carleton D. Brown  
Waterville, Maine

H. King Cummings  
Newport, Maine

Augustine A. D'Amico  
Bangor, Maine

John W. Deering  
Portland, Maine

Robert R. Edge  
Brownville, Maine

Guy G. Gabrielson  
New York City

Morton M. Goldfine  
Boston, Massachusetts

Bertrand W. Hayward  
Philadelphia, Pennsylvania

D. Ray Holt  
Winthrop, Maine

Hazel Peck Holt (Mrs. D. Ray)  
Winthrop, Maine

Curtis M. Hutchins  
Bangor, Maine

Edith Kemper Jette (Mrs. Ellerton M.)  
Sebec, Maine

David D. Lynch  
Shrewsbury, New Jersey

Hiram P. Macintosh  
Philadelphia, Pennsylvania

Bernice Butler McGorrill (Mrs. Virgil)  
Portland, Maine

John McGowan  
Waterville, Maine

Norman D. Palmer  
Berwyn, Pennsylvania

Wilson Parkhill  
Belgrade, Maine

Frederick A. Pottle  
New Haven, Connecticut

Ninetta M. Runnals  
Dover-Foxcroft, Maine

*Sumner Sewall  
Bath, Maine

Ervena Goodale Smith (Mrs. Joseph C.)  
New York City

Eugene C. Struckhoff  
Concord, New Hampshire

M. Colby Tibbetts  
Manhasset, Massachusetts

*Deceased 1965
## COMMITTEES OF THE BOARD

### OF TRUSTEES, 1964-65

**CAMPAIGN**  
Mr. Leonard, *Chairman*, Mrs. Arnzen, Messrs. Bixler, Gardiner, Jetté, Jones, Mayo, Ogilvy, Piper, and Mr. Turner, *Secretary*.

**EXECUTIVE**  
*Chairman of the Board* Sturtevant, President Strider, Messrs. Anthony, Bixler, Drummond, Jetté, Jones, Leonard, Piper, and Mr. Williams, *Secretary*.

**NOMINATING**  
Mr. Jones, *Chairman*, Messrs. Drummond, Jetté, Leonard, and Piper, *Secretary*.

**BUDGET AND FINANCE**  
Mr. Field, *Chairman*, Messrs. Anthony, Blanchard, A. Palmer, Shibles, and Williams, *Secretary*.

**BUILDINGS AND GROUNDS**  
Mr. Drummond, *Chairman*, Mr. Jones, Mrs. Piper, and Mr. Rowell.  
Messrs. Brown, D’Amico, Holt, Mrs. Jetté, Mr. McGowan, and Mr. Williams, *Secretary*.

**INVESTMENT**  
Mr. Jetté, *Chairman*, Messrs. Drummond, Gardiner, Jones, and Sturtevant.  
Messrs. Hutchins, Seepe, and Mr. Williams, *Secretary*.

**PLANNING**  
Mr. Jetté, *Chairman*, Mr. Piper, *Co-Chairman*, Mrs. Arnzen, Messrs. Farnham, A. Palmer, Sloan, Mrs. Tozier, and Mrs. Weltman.  
Messrs. Cummings, Edge, Goldfine, Mrs. McGorrill, Messrs. McGowan and Smith, Mrs. Smith, Mr. Williams, and Mr. Turner, *Secretary*.

**EDUCATIONAL POLICY**  
Mrs. Weltman, *Chairman*, Mr. Leonard, *Co-Chairman*, Dr. Bixler, Mrs. Camp, Miss Emery, Mr. Field, Mrs. Hutchins, Messrs. Ogilvy, Rollins, and Shibles.  
Mrs. Holt, Messrs. N. Palmer, Parkhill, Pottle, Miss Runnals, Mr. Struckhoff, and Mr. Johnson, *Secretary*.

**HONORARY DEGREES**  
Mr. Mayo, *Chairman*, Mrs. Camp, Miss Emery, Mrs. Hutchins and Mr. Shibles.  
Messrs. Pottle and Sewall.
Faculty 1965-1966

EMERITI

JULIUS SEELYE BIXLER, PH.D., D.D., L.H.D., LL.D., D.C.L., LITT.D.  
Professor-Emeritus of Philosophy; President-Emeritus

WILBERT LESTER CARR, M.A., LL.D., Professor-Emeritus of Latin

WEBSTER CHESTER, M.A., Sc.D., Professor-Emeritus of Biology

EDWARD JOSEPH COLGAN, M.A., Sc.D., L.H.D.
Professor-Emeritus of Education and Psychology

E. JANET MARCHANT, M.A.  
Associate Professor-Emeritus of Physical Education and Athletics

ERNEST CUMMINGS MARRINER, M.A., L.H.D.
Professor-Emeritus of English; Dean-Emeritus; College Historian

JOHN FRANKLIN MCCOY, M.A., Professor-Emeritus of Modern Languages

LUELLA FREDERICKA NORWOOD, PH.D., Professor-Emeritus of English

CLIFFORD HAZELDINE OSBORNE, B.A., D.D., Professor-Emeritus of Religion; Chaplain-Emeritus

NINETTA MAY RUNNALS, M.A., LITT.D.
Professor-Emeritus of Education; Dean-Emeritus

EVERETT FISK STRONG, B.A., M.A.
Professor-Emeritus of Modern Languages

CARL JEFFERSON WEBER, M.A. (Oxon.), LITT.D., L.H.D.
Professor-Emeritus of English

LESTER FRANK WEEKS, M.A.
Professor-Emeritus of Chemistry

The active faculty is arranged alphabetically in rank. In parentheses are listed colleges from which earned degrees have been received.

ACTIVE FACULTY

DENNISON BANCROFT, PH.D.  
(Amherst, Harvard)
Professor of Physics

ROBERT MARK BENBOW, PH.D.  
(University of Washington, Yale)
Professor of English

KINGSLEY HARLOW BIRGE, PH.D.  
(Dartmouth, Yale)
Professor of Sociology

WALTER NELSON BRECKENRIDGE, M.A.  
(Tufts)
Professor of Economics

JEAN D. BUNDY, PH.D.  
(Washington State, Wisconsin)
Professor of Modern Languages

JAMES MORTON CARPENTER, PH.D.  
(Harvard)
Professor of Fine Arts

RICHARD CARY, PH.D.  
(New York University, Cornell)
Professor of English; Curator of Rare Books and Manuscripts
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<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK OF THE YEAR</strong></td>
<td>Professors Carpenter, Judah, and Wees; Mr. J. Carroll, Mr. Hayslett, and Mr. Hudson.</td>
</tr>
<tr>
<td><strong>BOOKSTORE</strong></td>
<td>Professors Sutherland, Fisher, Meader, and Seepe; Mr. Brancaccio.</td>
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<tr>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
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<tr>
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</tbody>
</table>


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Honors and Degrees

DEGREES AWARDED AT COMMENCEMENT
SUNDAY, JUNE 6, 1965

BACHELOR OF ARTS

MEN'S DIVISION

Frank Dana Abbott, Jr., Concord, Mass.
David Cottingham Anderson, Brunswick
William John Anderson, Larchmont, N. Y.
Bruce Lowden Ansnes, Scarsdale, N. Y.
Randall Wayne Antik, Boston, Mass.
Lawrence David Bailey, Wayland, Mass.
John Henry Edward Baxter, Ware, Mass.
Peter Edward Beatus, New York, N. Y.
Eric Elisha Beaverstock, Nashua, N. H.
Robert Michael Beechinor III, West Hartford, Conn.
David Arthur Begg, Methuen, Mass.
Jason Berger, Chelsea, Mass.
Arthur Woodrow Beveridge, Silver Spring, Md.
Alton Francis Blaine, Jr., Darien, Conn.
William Folger Boothby, Jr., Westerville, Ohio
Ervin Thomas Boulette, Waterville
Gordon Wingate Bowie, Brightwaters, N. Y.
John Woodbury Bragg, Bangor
Robert David Brody, Vineland, N. J.
Christopher Copeland Brown, Dover, Mass.
Stephen James Brudno, Quincy, Mass.
Kennon Walford Bryan, McLean, Va.
Claude Lincoln Buller, North Haven, Conn.
Ralph Johnson Bunche, Jr., Kew Gardens, N. Y.
George Allyn Burks, Englewood, N. J.
Malcolm LeBaron Call, Bolton, Mass.
Peter Marson Camplin, Orchard Park, N. Y.
John Findlay Camochan, Cumberland Foreside
Jonathan Clarner, Concord, N. H.
Timothy Fuller Cleghorn, Scarsdale, N. Y.
Neil Berry Clipsham, Cleveland Heights, Ohio
John Robert Cornell, Orono

William Taft Cottle, Jr., Waterville
Peter Schuyler Cross, Boxford, Mass.
Charles Eugene Currie, Waterville
David Sumner Cutler, Duxbury, Mass.
Christopher Michael Dakin, Falls Village, Conn.
Bruce Merlin Davey, Rochester, Minn.
Richard Winthrop Davis, Needham, Mass.
Alfred John DiMaio, Jr., Yorktown Heights, N. Y.
Martin Clark Dodge, Cheshire, Conn.
Thomas Aloysius Donahue, Hartsdale, N. Y.
Stanley L. Dubitsky, Fall River, Mass.
Edward Norman Dukes, West Hartford, Conn.
Daniel Cole Durgin, Kittery
Charles Raymond Eck, Jr., Bridgeport, Conn.
Harvey Alan Eckhardt, New Haven, Conn.
David Spencer Fearon, Portland
Barry Lester Feinberg, West Englewood, N. J.
William Paul Ferretti, Shrewsbury, Mass.
Jeffrey Edward Fleuren, Ann Arbor, Mich.
Stephan James Foxman, Coral Gables, Fla.
Stanley Iredale Garnett II, Malvern, Pa.
Gerald Stephen Garon, Portland
John Pullen Gillmor, Camden
Charles Frederick Goodwin, Jr., Scarboro
Robert Alan Gordon, Columbus, Ohio
Kenneth Carter Gray, Natick, Mass.
Jay Kenneth Gronlund, Pelham, N. Y.
Alfred John Grzelecki, Jr., Schenectady, N. Y.
Richard Brown Harwood, Dayton, Ohio
David Fairbanks Haskell, Manchester, Conn.
David Roger Hatch, Lynnfield, Mass.
Bruce Elliot Hertz, Freehold, N. J.
Thomas Alexander Hill, Pittsburgh, Pa.
Robert John Hodge, Jr., Morris Plains, N. J.
Randall LeConte Holdren, Jr., Scarsdale, N. Y.
Frank Wallace Huston, Portland
Albert Anthony Hyde, Weston, Conn.
Harvey Joe Hyler, Brookline, Mass.
Ira Harold Hymoff, Brockton, Mass.
Edwin Russell Ives, Jr., Westbury, N. Y.
Peter Bradbury Ives, Easthampton, Mass.
Dale Clair Jewell, Winslow
Shepard Jeremiah Kantor, Flushing, N. Y.
David Michael Kelley, Princeton, N. J.
Tom Korst, Riverside, Conn.
Harold Franklin Kowal, Newton Centre, Mass.
Lewis Krinsky, Houston, Tex.
Donald Peter LeBeau, Easthampton, Mass.
Robert Bill Lewis, Chappaqua, N. Y.
Ronald Soule Lewis, Livermore Falls
Nicholas Trott Locsin, Bath
David Howard Lowell, Tenants Harbor
James George Lowery, Brunswick
Stephen Howard Machon, Longmeadow, Mass.
Robert Mandell, Waterville
Galen Sanford Marburg, Falls Church, Va.
Harry Boyd Marshall, Jr., Cornwall-on-Hudson, N. Y.
David Francis Martin, Madison
William Evans Marvin, Manchester, N. H.
James Laws McCabe, Swarthmore, Pa.
Charles Corwin McDowell, Dover, Mass.
Gerald Paul McElroy, Vineland, N. J.
Michael Edward McMahon, Stroudsburg, Pa.
Carlisle Eaton Moody, Jr., Newburyport, Mass.
Jonathan Fredric Moody, Melrose, Mass.
James Byron Morang, South Portland
Roland Elzear Morene, Jr., Berlin, N. H.
Thomas Jack Morrione, Garden City, N. Y.
Robert Frederick Morse, Newton Centre, Mass.
William Jordan Morse III, Attleboro, Mass.
Kenneth John Murray, Pittsford, N. Y.
Baha El-Din Salah Nahawi, Amman, Jordan
William Bielfeld Neil, Jr., Ridgewood, N. J.
William Armstrong Oates, Jr., Concord, N. H.
John Joseph O'Connor, Jr., Trenton, N. J.
William Theodore Okie, Jr., Darien, Conn.
Alfred Castle Olivetti, Iurea, Italy
David Fraser Parish, New Haven, Conn.
Prosper Kendall Parkerton, Edison, N. J.
John Cary Parsons II, Winslow
James Richard Feeley Francis Quirk
Bethlehem, Pa.
Stuart Harvey Rakoff, Manchester, N. H.
Duane Calvin Record, Livermore Falls
Kenneth Louis Reed II, Harmony
Arnold Repetto, Broad Brook, Conn.
Matthew Alexander Riddell, Bar Harbor
Geoffrey Thayer Robbins, Mamaroneck, N. Y.

Robert Pierce Rogers, Houlton
Randolph Richard Roody, Concord, N. H.
Gary Crowell Ross, Lynnfield, Mass.
Paul Mark Ross, Riverdale, N. Y.
Ronald Joseph Saad, Brockton, Mass.
Lawrence Everett Sawler, Gloucester, Mass.
Albert Seferian, Jr., Watertown, Mass.
Arthur Stephen Sills, Jamaica, N. Y.
Starbuck Smith III, Cincinnati, Ohio
James Laurie Spates, West Springfield, Mass.
Eric Randolph Spitzer, Marblehead, Mass.
John Edward Stevens, Portland
Elliot Foster Terborgh, Arlington, Va.
John David Tewhey, Lewiston
Alfred John Tobias, Augusta
Robert Mason Tripp, Natick, Mass.
William Andrew Tychen, Waterville
Richard Walter VanHall, Smithtown, N. Y.
Derrrik Leon Warren, Ridgefield, Conn.
Fred Jones Wetzel, Kenmore, N. Y.
Josiah Randall Williams IV, Dover, Mass.
James Strohn Woodard, Wilton, Conn.
John Tracy Workman, Hopedale, Mass.
Kenneth Edward Young, Augusta
Robert Michael Young, New York, N. Y.
Michael Paul Ziter, Springfield, Mass.

As of the Class of 1964
Robert Sidney Gelbard, Brooklyn, N. Y.
James Elliot Harris, Larchmont, N. Y.

As of the Class of 1961
Robert James Gannon, Ridgewood, N. J.

WOMEN'S DIVISION

Sharon Irene Abbott, Orono
Leah Aranovitch, Old Orchard Beach
Barbara Dean Avery, Concord, N. H.
Nancy Jean Barnett, Manchester, Mass.
Vivian Bernice Bauer, Plainfield, N. J.
Margo Beach, Waterville
Pauline Theresa Belanger, Brunswick
Louise Harrington Brown, DeWitt, N. Y.
Susan Louise Brown, Manheim, Pa.
Janet Knight Buffinton, Lynn, Mass.
Patricia Campbell, Concord, N. H.
Patricia Suzanne Charlton, Madison, Conn.
Carol Jane Christy, West Canaan, N. H.
Adora Jane Clark, Cape Elizabeth
Shirlee Frances Clark, Marlboro, Mass.
Alison Angell Coady, Canton, Mass.
Joan Roberta Copithome, Stratham, N. H.
Terry Ellen Cox, Bergenfield, N. J.
Jocelyn Marie Coyle, Port Washington, N. Y.
Deborah Carol Davis, Newington, Conn.
Joanne Richards Dolian, Brunswick
Barbara Carolyn Droitcour, Warwick, R. I.
Judith Marilyn Eyges, Marblehead, Mass.
Jean Louise Ferguson, Concord, N. H.
Lesley Nan Forman, Great Neck, N. Y.
Elizabeth Ann Frazer, Springfield, Pa.
Karen Freitas, South Portland
Nancy Crowell Gay, Springfield
Roberta Joyce Gilson, Attleboro, Mass.
Anne Craig Godley, Wilton, N. H.
Rhoda Lois Goldstein, Lewiston
Jeanne Linda Goodine, Shawmut
Holly Jane Gower, Wilton, Conn.
Diane Claudia Green, Hartford, Conn.
Nancy Ann Greer, Gorham
Alice Bayley Grow, Fairfield
Judith Ellen Guptill, West Hartford, Conn.
Marilyn Dorothy Hackler, Derry, N. H.
Jeryl Louise Hamilton, Wilmette, Ill.
Marcia Halden Harding, Malden, Mass.
Dee-Ann Harris, Somerset, Mass.
Mary Bryan Harrison, Maumee, Ohio
Virginia Cole Henkle, Winslow
Elifie Maria Louise Hinterkopf, Peru, Ill.
Adele Marjorie Hodgkins, Jefferson
Caroline Sweet Holmes, Old Town
Harriett Fran Holmes, Skowhegan
Margaret Jane Hornaday, Wallingford, Pa.
Barbara Ross Howard, Houlton
Karen Rima Jaffe, Highland Park, N. J.
Carol Ann Johnson, Wilmington, Dela.
Cynthia Prescott Jones, Auburn
Nancy Jean Kendig, Littleton, Mass.
Loretta Dorothy Kirk, New York, N. Y.
Arlana Ruth Kogut, West Islip, N. Y.
Rebecca Lowd Legro, Springvale
Gail Ann Lenz, Stamford, Conn.
Jill Margaret Long, East Craftsbury, Vt.
Lynn Ann Longfellow, Manchester, Conn.
Anita Louise Loomis, Wakefield, Mass.
Margaret Ann Lutz, Somerville, N. J.
Elisabeth Haime Lyman, Urbana, Ill.
Penelope Bissell Lynch, Litchfield, Conn.
Louise Porter MacCubrey, Wethersfield, Conn.
Diane Ruth Mattison, West Hartford, Conn.
Patricia Lillian McClay, Waterville
Barbara Claire McGillicuddy, Houlton
Susan Louise McGinley, East Eddington
Louise Melanson, South Hanover, Mass.
Christine Moore, Wellesley, Mass.
Virginia Doris Morse, South Hampton, N. H.
Anna Kaariina Owens, Cumberland Center
Frances Matteson Packard, Fall River, Mass.
Katharine Winifred Parker, Wilbraham, Mass.
Martha Jane Patterson, Bucksport
Pamela Powers Pierson, Keene, N. H.
Pamela Ruth Plumb, Riverside, Conn.
Judith Maria Radwany, Orange, Conn.
Cornelia Roberts, Lake View, N. Y.
Nancy Ryen, Locust Valley, N. Y.
Leonarda Deborah Shliom, New York, N. Y.
Natalie Bullock Silver, Scituate, Mass.
Lynn Winchester Smith, Melrose, Mass.
Charlene Gorsun Solomon, Malden, Mass.
Judith Stanley, Stamford, Conn.
Elizabeth Arlene Stark, Goffstown, N. H.
Elizabeth Cornwall Stevens, Rochester, N. Y.
Joan Brooks Stressenger, Swampscoit, Mass.
Diane Terry, Longmeadow, Mass.
Pamela Powers Pierson, Keene, N. H.
Judith Cheryl Turner, Brooklyn, N. Y.
Lynne Urner, Mountainside, N. J.
Margo Elizabeth Wesley, Ridgefield, Conn.
Eileen Cecilia Wills, Elmhurst, N. Y.
Candice Joy Wilson, Wollaston, Mass.
Nancy Stevens Winslow, Meriden, Conn.

As of the Class of 1962
Joan Tinker Wood, Gardner, Mass.

As of the Class of 1961
Mary Hanson MacLean, Bronxville, N. Y.

HONORS IN GENERAL SCHOLARSHIP

HONORS
Summa Cum Laude
Elizabeth Arlene Stark

Magna Cum Laude
Alfred John DiMaio, Jr.
Virginia Cole Henkle
Harriett Fran Holmes
Barbara Ross Howard
Candice Joy Wilson

Cum Laude
Timothy Fuller Cleghorn
Terry Ellen Cox
Barry Lester Feinberg
Lesley Nan Forman
Rodney Elliott Gould
Judith Ellen Guptill
David Fairbanks Haskell
Frank Wallace Huston
Robert Michael Young

HONORS IN THE COMPREHENSIVES

Art
Anita Louise Loomis

American Civilization
Diane Ruth Mattison

Biology
Elizabeth Arlene Stark

Business Administration
Virginia Cole Henkle

Economics
James Laws McCabe

English Literature
Edward Norman Dukes

French
Candice Joy Wilson

German
Judith Ellen Guptill
Adele Marjorie Hodgkins

Government
Barry Lester Feinberg

History
Lesley Nan Forman

Mathematics
Frank Wallace Huston
Robert Michael Young

Psychology
Patricia Raymond Thomas

DISTINCTION IN THE MAJOR

Art
Anita Louise Loomis

Biology
Elizabeth Arlene Stark

Business Administration
Virginia Cole Henkle
Economics
Claude Lincoln Buller
James Laws McCabe
Gerald Paul McElroy
Eliot Foster Terborgh

English Literature
Edward Norman Dukes

French
Diane Terry
Candice Joy Wilson

German
Judith Ellen Guptill
Adele Marjorie Hodgkins

Government
Joanne Richards Dolian
Barry Lester Feinberg
Stuart Harvey Rakoff
Diane Tracy

History
William John Anderson
Lesley Nan Forman
Richard Walter Van Hall

Mathematics
Frank Wallace Huston
Arthur Henry Schwartz
Robert Michael Young

Psychology
Patricia Raymond Thomas

Edson Barry Hadlock, Jr., Portland
Edward John Hardy, Sea ford, N. Y.
Thomas John Skiffington, Westerly, R. I.
Leonard James Waxdeck, Berkeley, Calif.
David Wilson, Berwyn, Pa.

HONORARY DEGREE RECIPIENTS

Ellis O. Briggs
Doctor of Laws
Lloyd Hartman Elliott
Doctor of Laws
Frances L. Hueston
Master of Arts
William Henry Hughes
Master of Arts
John A. Pollard
Doctor of Humane Letters
Abbie Gertrude Sanderson
Doctor of Divinity
Joseph Sataloff
Doctor of Science
U Thant
Doctor of Laws

PHI BETA KAPPA

Timothy Fuller Cleghorn
Terry Ellen Cox
Alfred John DiMaio, Jr.
Rodney Elliott Gould
Holly Jane Gower
David Fairbanks Haskell
Virginia Cole Henkle
Harriett Fran Holmes
Frank Wallace Huston
Barbara Ross Howard
Karen Rima Jaffe
Shepard Jeremiah Kantor
John Joseph O'Connor, Jr.
Elizabeth Arlene Stark
Candice Joy Wilson

MASTER OF SCIENCE IN TEACHING

William Otto Augustin, Fort Lauderdale, Fla.
Edward Joseph Babino, Jr., Northeast Harbor
Fred Thomas Bishopp, Alexandria, Va.
Joseph Devins, Elkins Park, Pa.
James Edwin Dyer, Presque Isle
SENIOR MARSHALS

Barbara Ross Howard
Alfred John DiMaio, Jr.

SENIOR SCHOLARS

Adele Marjorie Hodgkins
An Investigation of the Form and Content of the German Hoerspiel

Elizabeth Ann Frazer
The Image of the Modern German Man as Projected in the Works of Heinrich Boell

Harvey Joe Hyler
An Untitled Novel (the development of perception)

Edward Norman Dukes
Appearance/Reality: The Problem of Knowledge in Renaissance Philosophy and its Reflections in English Literature

Stanley Iredale Garnett II
Ethics in a Capitalistic Society

Anita Louise Loomis
The Tradition of Figure Drawing in North European Art

Stuart Harvey Rakoff
The Political Manifestations of Ethnocentrism: The French Canadians in Waterville, Maine

Thomas Aloysius Donahue
The Maya: Five Hundred Years Later

BIXLER SCHOLARS

Timothy Fuller Cleghorn
Alfred John DiMaio, Jr.
David Fairbanks Haskell
Harriett Fran Holmes
Barbara Ross Howard
Elizabeth Arlene Stark
Interviewers for Admission

CALIFORNIA

Fullerton
Miss Susan Campbell, '52
891 N. Delphine Place

Los Angeles
Mr. Lew W. Bowman
10700 Wilshire Boulevard

Palo Alto
Prof. Willard Wyman, '56
Stanford University

San Francisco
Prof. Norman B. Lattin, '18
Hastings College of Law
198 McAllister Street

Sun Valley
Mrs. James T. Greenwood
(Colette Piquerez, '57)
9340 La Yuna Canyon Road

COLORADO

Denver
Mrs. George Clymer
(Janet Kimball, '57)
1453 Milwaukee Street

CONNECTICUT

Bloomfield
Mr. Robert Roth, '51
Mrs. Robert Roth
(Helen Palen, '51)
90 Wintonbury Avenue

Fairfield
Mr. Wilford D. Whiteley, '51
173 Puritan Road

Greenwich
Miss Miriam Hardy, '22
26 Lexington Avenue

Lakeville
Mr. William L. Bryan, '48
Hotchkiss School

Monroe
Mr. Karl Decker, '54
Mrs. Karl Decker
(Merrilyn A. Healy, '54)
R.F.D. #5, Elm Street

New London
Mr. David W. H. Harvey, '53
15 Glenwood Place

Torrington
Mrs. Arthur J. Robinson
(Marcia Peterson, '60)
57 Dorothy Drive

Waterbury
Miss Louise Leavenworth, '49
329 Circular Avenue

West Hartford
Mr. Clayton W. Johnson, '25
30 Lockwood Terrace

Willimantic
Mr. Thomas Callaghan, '23
201 Lewiston Avenue

DELAWARE

Wilmington
Mr. John R. C. Moodey, '51
Mrs. John R. C. Moodey
(Barbara Johnson, '53)
200 Jackson Boulevard
Deerhurst

DISTRICT OF COLUMBIA

Washington
Dean William B. West, '19
Big Brothers of D. C.
142 Fifth Street, N. W.

ILLINOIS

Evanston
Dr. Oscar Chute, '29
1606 Colfax Street

MARYLAND

Chevy Chase
Mrs. George C. Spiegel
(Betty Anne Royal, '42)
8803 Clifford Avenue

MASSACHUSETTS

Bedford
Mr. Benjamin R. Sears, '52
403 David Road

Brockton
Mr. F. Fritz Knight, '59
141 Moraine Street
Mr. Carl R. MacPherson, '26
Assistant Principal
Brockton High School

Concord
Mr. Clifford A. Bean, '51
2 Wood Street

Haverhill
Miss Edith E. Emery, '37
59 Chandler Street
Marblehead
Mrs. Richard B. Canton
(Marilyn Perkins, '58)
46 Beach Street
Milton
Mr. Arthur J. Brimstine, '21
70 Plymouth Avenue
Newtonville
Mr. Howard L. Ferguson, '31
133 Lowell Avenue
Northampton
Dr. David Morse, Jr., '52
Mrs. David Morse, Jr.
(Deborah Brush, '52)
26 Washington Avenue
North Andover
Mrs. Douglas B. Allan
(Elizabeth Swanton, '33)
37 Bradstreet Road
Peabody
Mrs. Richard Hampton
(Jean Hahlbohm, '55)
1 Lewis Circle
Somerset
Mr. Arthur Marchand, '55
New Hill Avenue
Springfield
Mr. U. Cleal Cowing, '27
32 Spring Street
Squantum
Mrs. David Chapin
19 Bay Street
Ware
Mr. Charles A. Pearce, '49
112 Church Street
Wayland
Mrs. Joel H. Harris
(Eleanor J. Shorey, '57)
13 Bow Road
Dr. Alton Lamont, Jr., '52
Mrs. Alton Lamont, Jr.
(Joan Martin, '52)
7 Clubhouse Lane
Wellesley Hills
Mr. John T. King, II, '54
49 Sheridan Road
Worcester
Mr. Thomas LaVigne, '58
LaVigne Press
177 Mechanic Street
Mr. Clifford H. Littlefield, '26
Worcester Academy
Michigan
Flint
Mrs. Franklin Bennett
(Florence Young, '39)
1101 Woodside Drive
Midland
Mr. Ralph Prescott, '27
1504 St. Andrews Road
Minnesota
Minneapolis
Mr. Lew C. Church, '02
1020 Rand Tower
Mrs. Keith Johnson
(Karen Beganny, '63)
400 Sixth Avenue, S. E.
Apartment 20
New Hampshire
Haverhill
Mr. A. Frank Stiegler, Jr., '28
Nashua
Mr. Peter Hennessy, '60
160 Concord Street
Mr. C. Wallace Lawrence, '17
179 Amherst Street
New Jersey
Basking Ridge
Mr. Charles R. DeBevoise, '48
Box 122A, R.F.D. #1
Englewood
Mrs. John W. Taussig, Jr.
(Ann Jennings, '49)
358 Mountain Road
Kinnelon
Mr. George B. Laffey, Jr., '52
Mrs. George B. Laffey, Jr.
(Elizabeth Winkler, '53)
Birch Road
Madison
Mr. Roy V. Shorey, Jr., '54
56 Niles Avenue
Ramsey
Mr. Robert C. Erb, Jr., '56
83 Ronald Court
Tenafly
Mrs. William P. Smith
(Janice W. Holland, '54)
35 Grandview Terrace
Westfield
Mr. Raymond S. Grant, '25
721 Crescent Parkway
Mrs. William Odell
(Mary Burrison, '48)
2311 Longfellow Avenue
New York
Albany
Mr. William M. Harriman, '17
161 Manning Boulevard
Castleton-on-Hudson
Mr. Kenneth Van Praag, '55
14 First Street
Fairport
Mr. Ormande Brown, '51
235 South Main Street
Garden City, Long Island
Mr. Kenneth C. Dolbeare, '22
St. Paul's School
Mr. Patterson Small, '47
101 Wyatt Road

Latham
Mr. Lawrence Pugh, '56
12 Holly Lane

Locust Valley, Long Island
Miss Ann F. Rossiter, '52
6 Wood Lane

Manhasset, Long Island
Mr. M. Colby Tibbetts, '45
15 Ridge Circle

New York City
Mr. Peter Merrill, '57
150 E. 18th Street
Miss Marsha F. Palmer, '63
435 East 79th Street
Mrs. Ernest Tracy
1136 Fifth Avenue
Mr. Richard Tupper, '52
176 East 80th Street
Mr. Henry K. Wingate, '61
520 East 86th Street

Pittsford
Mr. Donald Butcher, '44
67 Reitz Parkway

Rochester
Dr. Libby Pulsifer, '21
16 North Goodman Street
Mrs. Pieter Punt
(Beryl H. Baldwin, '53)
55 Lincoln Mills Road

Rockville Centre, Long Island
Mr. Robert N. Wulfing, '53
Mrs. Robert N. Wulfing
19 Revere Street

Rye
Mr. Henry F. G. Wey, III, '56
Mrs. Henry F. G. Wey, III
(Lyn Brooks, '56)
111 Old Post Road

Syosset, Long Island
Dr. Anthony Arthur, '54
36 Whitman Avenue

Syracuse
Mrs. James MacIntosh
(Sally Phelan, '59)
120 Haven Road
University Heights

West Nyack
Mrs. Robert H. Glover
(Beryl E. Scott, '58)
14 Marcus Road

Yonkers
Mrs. Nicholas Lupo
(Marjorie Austin, '52)
146 Kingston Avenue

Ohio
Cleveland
Miss Lucille Waugh, '63
20550 University Boulevard Apt. 105

Kent
Dr. Lawrence S. Kaplan, '47
Assistant Dean
College of Arts and Sciences
Kent State University

Pennsylvania
Camptown
Mrs. H. Anthony Homet
(Barbara J. Klein, '57)

Easton
Mrs. Robert A. Conover
(Nancy Moyer, '54)
823 Burke Street
Professor David S. Crocket, '52
Lafayette College

Gladwyne
Mr. Richard B. Beal, '51
996 Merion Square Road

Philadelphia
Miss Audrey Bostwick, '51
6705 Springbank Lane
Mr. Chester D. Harrington, '51
Look Magazine
12 South 12th Street

Pittsburgh
Mrs. Bay E. Estes, Jr.
(Ruth E. Stubbs, '34)
812 Elm Spring Road

Sewickley
Mr. Edward A. Waller, '49
District Manager, Raytheon Co.
408½ Beaver Street

Rhode Island
Cranston
Mr. Norval E. Garnett, '51
Mrs. Norval E. Garnett
(Norma Bergquist, '52)
67 Dellwood Road

Vermont
Manchester Center
Mr. David O'Neil, '54

St. Johnsbury
Mr. Donald M. Jacobs, '50
Assistant Headmaster
St. Johnsbury Academy
**Virginia**

*Arlington*

Mrs. David T. Scheele  
(Frances Buxton, '59)  
3418 North Pershing Drive

Mrs. Arthur W. Gatenby  
(Eleanor G. Gray, '57)  
1850 Columbia Pike

*Falls Church*

Mr. Ernest J. Roderick, '36  
1407 Timber Lane

**Washington**

*Glacier*

Mrs. Charles M. Stansel  
(Lois Meserve, '63)  
Glacier Ranger Station

**Wisconsin**

*Milwaukee*

Mr. John W. Daggett, '41  
Mrs. John W. Daggett  
(Natalie Moores, '42)  
6260 N. Santa Monica Boulevard
# Enrollment by States and Countries

**CLASSIFIED ACCORDING TO GEOGRAPHICAL LOCATION'S OF STUDENTS' HOMES**

**1965-66**

<table>
<thead>
<tr>
<th>States/Countries</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
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<tr>
<td><strong>ALL AREAS</strong></td>
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<td>Rhode Island</td>
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<td>Vermont</td>
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<tr>
<td><strong>OUTSIDE NEW ENGLAND</strong></td>
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<td>Alabama</td>
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Index

About Colby, 4
Absence, 49
Absence from Examinations, 25
Academic Program, 14
Academic Standing, 25
Accounting, 90
Accreditation, 7
Activities, 43
Activities Fee, 37
Administrative Staff, 155
Admission, 30
Admission Deposit, 35, 36
Admission Interviewers, 164
Admission Procedure, 31
Admission Schedule, 32
Adult Education, 82
Advanced Payments, 35, 36
Advanced Standing, 31
Aerospace Studies, 78, 85
Aesthetics, 123
AFROTC, 38, 78
American Civilization, 71
American Literature, 69
Anatomy, 89
Anthropology, 133
Applications, 36, 30
Application Fee, 31, 36
Area Requirements, 17
Art, 45, 46, 68, 86
Arts, Preparation for, 137
Astronomy, 77, 88
Athletics, 62, 80, 81
Attendance, 49
Auditing Courses, 24
Automobiles, 50
Awards, 51
Band, 44
Bills, 38, 39
Biochemistry, 93
Biology, 75, 88
Bixler Scholars, 51, 52
Blue Key, 48, 51, 52
Board, 35, 36
Book of the Year, 46
Botany, 88
Breakage Fees, 38
Buildings, 63, 64
Business Administration, 71, 90
Business Administration, Preparation for, 138
Calculus, 119
Calendar, 2
Calendar of Payments, 35
Campus, 63
Cap and Gown, 48, 51, 52
Chapel, 43, 63
Chemistry, 76, 92
Chemistry Breakage Fee, 38
Chemistry-Geology Major, 75
Choir, 44
Classics, 68, 94
Classics-English Major, 67
Classics-Philosophy Major, 68
Colby Library Associates, 29
Colby Library Quarterly, 29
Colby Today, 12
College Board Tests, 30
Combined Majors, 19
Commencement, June 1965, 158
Committees, Faculty, 152
Committees, Trustee, 143
Comprehensive Examinations, 20
Concerts, 44, 45
Conduct, 50
Corporation, 141
Courses:
  Auditing, 24
  Changes of, 23
  Dropping of, 26, 27
  E, 26, 83
  Election of, 23
  Extra, 23, 35
  Repeated, 27
  Year, 25, 26, 83, 84
Courses of Study, 83
Creative Thinking, 116
Dean's List, 52
Debating, 46
Degree Requirements, 16
Degrees, June 1965, 158
Dentistry, Preparation for, 137
Departments, 67
Deposits Required, 36, 38
Developmental Reading, 33
Dietary Staff, 157
Distinction in the Majors, 51, 161
Distribution Requirements, 16
Division of Adult Education and Extension, 82
Division of Aerospace Studies, 78
Division of Physical Education and Athletics, 80
Division of Humanities, 67
Division of Social Sciences, 71
Division of Natural Sciences, 75
Divisions of Instruction, 14
Dormitories, 63, 64
Dramatics, 46
Dropping Courses, 26, 27
E Courses, 26, 83
Early Decision, 31
Ecology, 90
Economics, 72, 94
Education, 72, 96
Election of Courses, 23
Embryology, 89
Emeriti, 144
Employment, 40, 42
Endowment, 7
Engineering, Preparation for, 137
English, 69, 97
English-Classics Major, 67
English Requirements, 16
Enrollment, 7, 168
Examinations, 24
Exchange Program, 22
Exemption by Examination, 18
Exhibitions, 45, 46
Extension Courses, 82
Extra Courses, 24, 35
Extra-curricular Activities, 43
Faculty, 7, 144
Fees, 35
Fellows of Colby College, 142
Finance, 90
Finances, 35
Financial Aid, 40, 41
Fisk University Exchange Program, 22
Foreign Language Placement Tests, 32
Foreign Language Requirements, 16
Foreign Languages, 32, 69, 70
Foreign Students, 17, 22
Foreign Study, 22
Fraternities, 38, 47
French, 70, 103
Freshman Orientation, 34
Freshman Program, 15
Friends of Art, 45

General Fee, 35, 37
General Information, 7
General Regulations, 48
Genetics, 89
Geographical Distribution of Students, 168
Geology, 77, 105
Geology-Chemistry Major, 75
German, 70, 107
Glee Club, 45
Government, 73, 109
Government Service, Preparation for, 137
Grades, 25
Graduate Study, 136
Graduation Requirements, 16
Greek, 68, 112

Health Service, 37
Histology, 89
History, 73, 113

History of Colby College, 8
Honesty, 25
Honorary Degrees, 162
Honors, 51, 158
Housing, 36, 38, 63, 64
Humanities, 67
Humanities Course, 116
Humanities Requirements, 17
Identification Cards, 38
Incomplete Work, 26
Independent Work, 13, 16, 21, 49
Infirmary, 37, 64
Inquiries, 4
Insurance, 37
Interfaith Association, 43
International Relations, 110
Interviewers for Admission, 164
Interviews, Admissions, 31
Intramural Sports, 80
Italian, 117
January Program, 13, 16, 21, 49
Junior Year Abroad, 22

Language Placement, 32
Language Requirement, 16
Latin, 68, 117
Law, Preparation for, 137
Lectures, 44
Library, 7, 29, 63
Library Staff, 157
Liquor, Regulations, 50
Loans, 41
Location, 7

Maintenance Staff, 157
Major, 13, 19
Major Requirements, 19, 67
Marketing, 91
Marks, 25
Married Students, 50
Mathematics, 77, 119
Mathematics-Philosophy Major, 71
Mathematics Placement Test, 32

Medical Staff, 157
Medicine, Preparation for, 137
Meteorology, 105
Microbiology, 89
Mineralogy, 106
Modern Foreign Languages, 69, 70
Money and Banking, 95
Music, 44, 70, 120
Music Associates, 44, 45
Musical Programs, 44, 45

Natural Sciences, 75
Natural Science Requirements, 17

Officers of the College, 155
Officers of the Corporation, 141
Orchestra, 45
Organizations, 48
Orientation Program, 34

Paleontology, 106
Payment of Bills, 35, 39
Phi Beta Kappa, 51, 162
Philosophy, 74, 122
Philosophy-Mathematics Major, 71
Philosophy-Religion Major, 74
Physical Education, 80, 81, 125
Physics, 77, 78, 125
Physiology, 90
Placement, 42
Placement in Foreign Languages, 32
Placement in Mathematics, 32
Points, Quality, 16
Political Theory, 109
Portuguese, 127
Prizes, 52
Presidents, 11
Professional Schools, 137
Programs of Study, 14
Psychology, 72, 127