1977

Colby College Catalogue 1977 - 1978

Colby College

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Inquiries to the college should be directed as follows:

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OFFICE OF THE DEAN OF STUDENTS

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HARRY R. CARROLL, Dean of Admissions

ADULT EDUCATION AND SUMMER PROGRAMS
ROBERT H. KANY, Director of the Division of Special Programs

BUSINESS MATTERS
DANE J. COX, Treasurer

CENTER FOR COORDINATED STUDIES
E. PARKER JOHNSON, Director

HEALTH AND MEDICAL CARE
CARL E. NELSON, Director of Health Services

HOUSING
JANICE SEITZINGER, Associate Dean of Students

JANUARY PROGRAM
DORIS L. DOWNING, Assistant to the Dean of Faculty

RECORDS AND TRANSCRIPTS
GEORGE L. COLEMAN II, Registrar

SCHOLARSHIPS, EMPLOYMENT, AND PLACEMENT
SIDNEY W. FARR, Director of Financial Aid and Career Counseling

Mailing address: Colby College, Waterville, Maine 04901.
Telephone: (207) 873-1131.

A booklet, *Colby*, with illustrative material, has been prepared for prospective students and may be obtained from the dean of admissions.

The New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Colby College is an equal opportunity employer with an affirmative action program.
General Information
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Colby College

CORPORATE NAME
The President and Trustees of Colby College.

LEGAL BASIS
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.

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

DEGREE CONFERRED
Bachelor of Arts.

ENROLLMENT
1,593 (opening, 1976).

FACULTY
144 full-time and part-time.

ENDOWMENT
$28,650,712 (market value as of June 30, 1976).

LIBRARY
330,000 volumes and 28,800 microtexts; 1,100 current subscriptions to periodicals.

ACCREDITATION AND MEMBERSHIPS
Accredited by the New England Association of Schools and Colleges and the American Chemical Society. Member of the College Entrance Examination Board, the Association of American Colleges, the American Council on Education, the National Association of Independent Colleges and Universities, and The Research Institute of the Gulf of Maine. Colby is a corporate member of the American Association of University Women and has a campus chapter of the American Association of University Professors. The Colby chapter of Phi Beta Kappa was founded in 1895.

LOCATION
Colby Yesterday and Today

In 1813, when Maine was still a part of Massachusetts, a group of Baptists secured a charter for the Maine Literary and Theological Institution, and in 1815 received a grant of land on the Penobscot River. Permitted subsequently to erect the institution on a site other than the land grant, they chose a tract in Waterville on the west bank of the Kennebec, where in 1818 the Reverend Jeremiah Chaplin began instruction of seven theological students.

The first legislature of Maine in 1820 granted the institution the right to confer degrees, and in 1821 changed the name to Waterville College, with Jeremiah Chaplin as the first president. William King, Maine's first governor, had been instrumental in securing the original charter, and was himself for many years a member of the board of trustees.

Though founded by Baptists, the college, even in its earliest days, was not narrowly sectarian. The Maine charter decreed that no applicant should be denied admission on grounds of religious belief. By 1830 the theological course had been abandoned, and the institution became, and remains today, distinctly a nonsectarian college of liberal arts. Though without official ties to any denomination, the college is proud of its Baptist heritage and support.

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 antislavery articles led to his death at the hands of a mob in Alton, Illinois, at the age of thirty-four.

Colby first admitted women in 1871, when Mary Low was the lone female student. By 1890 the number had so increased that President Albion Woodbury Small proposed, and the trustees adopted, a system of coordination, providing for men's and women's divisions with separate classes. In time
coordination changed to coeducation, and Colby is now officially a coeducational college.

After the First World War, Colby found its campus confined to thirty crowded acres hemmed in by the tracks of the Maine Central Railroad. On the campus were ten buildings, while six others sprawled into the downtown area. In 1930 the trustees voted that "as soon as feasible" the college must move to a new site.

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 the 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.

In 1942 Dr. Johnson was succeeded by President J. Seelye Bixler, who for eighteen years extended and solidified the program on the new campus, securing national acclaim. Since 1960 President Robert E. L. Strider has brought Colby further renown, both for its physical plant and the significant strengthening of faculty and program.

The growth of Colby since the transfer to Mayflower Hill has been striking. On 900 acres there are now forty-one buildings and several playing fields. Enrollment has risen from 600 to 1,600, and students come from two thirds of the states and many foreign countries. The faculty, numbering fifty-six in 1940, now is 140. Endowment has increased from three million to twenty-eight million dollars. The physical expansion has been accompanied by growth in variety and quality of the curriculum.

In 1963 Colby College observed its 150th anniversary with a 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.” Colby has continued to explore the possibilities of the liberal arts, experimenting with educational innovations—enriching the traditional liberal arts program while remaining responsive to a changing universe.

<table>
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<tr>
<th>PRESIDENTS</th>
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<tbody>
<tr>
<td>1822-1833</td>
<td>JEREMIAH CHAPLIN</td>
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<tr>
<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>ELIPHAZ 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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<tr>
<td>1857-1873</td>
<td>JAMES TIFF CHAMPLIN</td>
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<tr>
<td>1873-1882</td>
<td>HENRY EPHRAIM ROBINS</td>
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<tr>
<td>1882-1889</td>
<td>GEORGE DANA BOARDMAN PEPPER</td>
</tr>
<tr>
<td>1889-1892</td>
<td>ALBION WOODBURY SMALL</td>
</tr>
<tr>
<td>1892-1895</td>
<td>BENIAH LONGLEY WHITMAN</td>
</tr>
<tr>
<td>1896-1901</td>
<td>NATHANIEL BUTLER, JR.</td>
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<tr>
<td>1901-1908</td>
<td>CHARLES LINCOLN WHITE</td>
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<tr>
<td>1908-1927</td>
<td>ARTHUR JEREMIAH ROBERTS</td>
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<tr>
<td>1929-1942</td>
<td>FRANKLIN WINSLOW JOHNSON</td>
</tr>
<tr>
<td>1942-1960</td>
<td>JULIUS SEELEY BIXLER</td>
</tr>
<tr>
<td>1960-</td>
<td>ROBERT EDWARD LEE STRIDER II</td>
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Colby is a coeducational undergraduate college of liberal arts committed 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 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.

Consistent with the philosophy of the college, responsibility is given each student in the determination of the academic program and in the regulation of social life and daily living. Toward this end, advising, guidance, and counseling are
available. The recommendations of the Constitutional Convention in 1969, adopted by the board of trustees, and of a similar convention reconvened in the spring of 1972, revised the governmental structure of the college to make possible a productive sharing of responsibility in the reaching of decisions. Through work on committees at both the faculty and board levels, this process involves students, faculty, and alumni, as well as the administration and trustees.

Emphasis on independent thought and enterprise by students is nothing new. Colby's January Program of Independent Study, initiated in 1962, encourages the student to acquire the habit and the methods of exploring a particular field of knowledge on his own, which can be carried over beyond graduation and through life.

Students are strongly advised to consider graduate study in further preparation for the professions. Each year a number of Colby graduates enter divinity, law, and medical schools, and graduate schools of arts and sciences, business, education, and engineering.

On the occasion of the college's 150th anniversary, in connection with a convocation dedicated to the general subject The Heritage of Mind in a Civilization of Machines, President Strider wrote: "Colby and other colleges were founded upon ideals that have not changed. A center for sound learning in the quiet wilderness of Maine in 1813 was something to be desired. The quiet wilderness almost everywhere is gone, and the cacophonous megalopolis that stretches the length of our Atlantic coast has crept to the margins of the forests to the North. But the need for sound learning remains, and the human race, wherever it is found, still faces the fundamental questions that are prompted by man's perennial curiosity." In the 1970's Colby College maintains this commitment.
The Campus

In 1977 Colby observed the twenty-fifth anniversary of the move from its original site in downtown Waterville to Mayflower Hill, two miles west of the city. Today forty-one buildings stand on a campus of 900 acres, one of the most modern and beautiful in the nation.

The first building was Lorimer Chapel. The main chapel, in early New England style, contains an organ built in the classical tradition by Walcker of Ludwigsburg, Germany. Its specifications were drawn up by Albert Schweitzer. The Rose Chapel adjoins the main building.

At the center of the campus is Miller Library, described in a section which follows.

A science center, now under construction, will include a new building and the renovation of two that have served the program since the 1950's. The Seeley G. Mudd Science Building, providing for physics, geology, and mathematics, is expected to be completed for the second semester in 1978. The building will be connected with the Keyes Building, for chemistry, and the David Kenneth Arey Life Sciences Building, for biology and psychology. Located in the latter is the Webster Chester Teaching Museum, with collections of birds, shells, mammalian skulls, invertebrates, and plants.

The humanities and social sciences are centered in the Elijah Parish Lovejoy Building, named for the Colby graduate who was one of America's earliest martyrs for freedom of the press. Here are classrooms, faculty offices, laboratories for modern languages and psychology, and an auditorium.

Administration offices are housed in the Eustis Building.

The Bixler Art and Music Center has classrooms, studios, an art and music library, auditorium, rehearsal hall, and practice and listening rooms. The center was expanded in 1973 with the opening of a Museum of Art and the Lenk Building, housing studios for painting and design as well as workshops for wood and metal sculpture. Emphasis in the college's permanent collection is clearly in the American field, but the British Isles and Europe are represented by paintings, sculpture, prints, and drawings.

Colby is a residential college where students are expected to live on campus. Classes are distributed equally through all eighteen dormitories, some of which are coeducational. In
addition to these dormitories, there are eight fraternity houses on campus. In special circumstances, some students have the option of living off campus. There are four coeducational dining halls.

Set into a hillside, the Garrison-Foster Health Center opened in the fall of 1976. The first floor is devoted to outpatient treatment and service rooms. The second floor has inpatient facilities: a twenty-four-bed infirmary, first aid room, lounge, study carrels, kitchen, and dining area.

Completed in 1976, the Performing Arts Center in the Ninetta M. Runnals Union features the 274-seat Strider Theater, with orchestra pit and balcony. Above the balcony are control booths for lighting, sound, and projection. Workshop-storage areas and, on two levels, dressing rooms are behind the stage. The second floor has a studio equipped for dance.

Indoor sports facilities are in the physical education and athletic complex and consist of the Wadsworth Gymnasium (badminton, volleyball, and four basketball courts), Alfond Ice Arena, the fieldhouse (an eighth-of-a-mile track, a baseball diamond, and four tennis courts), the Dunaway Squash and Handball Courts (consisting of seven singles and one doubles), the swimming pool, and a weight training room.

Outdoors there are some fifty acres of playing fields: two football fields, two baseball diamonds, two soccer fields, fourteen tennis courts, and space for field hockey, archery, and informal games. Approximately three miles from campus, the college owns a ski area, which has a T-bar lift, lighted slope, jump, lodge, and snowmaking equipment. Community facilities include bowling lanes and riding stables.

The entire Mayflower Hill campus has been designated by the Maine legislature as a State Wildlife Management Area. Part of the woodland has been set aside as a wildlife sanctuary, The Perkins Arboretum and Bird Sanctuary, and includes 128 acres.

In the Belgrade Lakes area, near Waterville, the college owns the Colby-Marston Preserve, a thirty-four-acre tract containing a kettle-hole bog. The preserve, which is considered a classic example of a northern sphagnum bog, has been classified a Registered Natural Landmark by the United States
National Park Service. It is used for teaching and research in the fields of biology, ecology, and geology.

Near the coast, at Head Tide, the college owns the birthplace of Pulitzer Prize-winning poet Edwin Arlington Robinson. Maintained as a memorial, the house is open on specified days each summer for visitors.
The Library

The Miller Library, at the center of the campus, furnishes printed and audiovisual material for assigned and recreational reading, reference, research, and independent study. Reading rooms and individual carrels in the main library and in departmental libraries provide study areas for approximately one third of the students. The library is a member of the New England Library Information Center. The main building is open from early morning until late at night during the academic year, and mornings and afternoons each weekday in summer. Miller Library houses the humanities and social science collections, college archives, and special collections.

An open-stack system allows browsing through the collection of 330,000 volumes. The library has 1,100 current periodicals, with strong retrospective runs. In addition, on file are specialized types of material such as microfilms of newspapers, periodicals, and documents, a spoken-record collection, some films, and video tapes. Miller Library is a selective depository of United States government documents.

Special collections of first editions and manuscripts in Miller Library have achieved international recognition. The Edwin Arlington Robinson Memorial Room, named for the famous Pulitzer Prize-winning Maine poet, contains his books, manuscripts, letters, and memorabilia. The Thomas Hardy Collection is one of the most extensive in the country. Other authors represented in the Robinson Room include A. E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather, John Masefield, William Dean Howells, and Thomas Mann.

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with numerous inscribed copies, manuscripts, and holograph letters of William Butler Yeats, Sean O'Casey, James Joyce, George Bernard Shaw, and many others. The Healy Collection has 6,500 primary and critical sources representing the Irish Literary Renaissance, 1880-1940.

The Alfred King Chapman Room houses the college archives, which hold over 4,000 manuscript files pertaining to Colby graduates, faculty, and staff dating from 1813 to the present. Also included is an extensive collection of books by Colby graduates and faculty.
There are four small libraries devoted to departmental collections. The Bixler Center has the Ambrose Coghill Cramer Room for the library of fine arts and music. The Allyn Library, containing chemistry, physics, and mathematics collections, is in the Keyes Science Building. The George Otis Smith Library for geology and a library for biology are in the David Kenneth Arey Life Sciences Building where these departments are located.

The Academy of New England Journalists has established its archives in Miller Library. The Academy Room contains some twenty-five daily newspapers.

The Colby Library Associates, founded in 1935, is an organization of friends of the library, many of long standing. Dues are used to purchase books, manuscripts, and letters that the library could not otherwise acquire. Members receive the Colby Library Quarterly.
The Academic Program

The courses in the curriculum are classified under four divisions. In the Division of Humanities are art, classics, English, modern foreign languages, performing arts, and music. The Division of Social Sciences includes administrative science, economics, education, government, history, philosophy, psychology, religion, and sociology. In the Division of Natural Sciences are astronomy, biology, chemistry, geology, mathematics, and physics. The Division of Physical Education and Athletics, besides offering courses, administers the intercollegiate athletic and intramural sports programs.

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

The student at Colby normally takes from twelve to eighteen credit hours in each semester.

To assure distribution among the divisions mentioned above, students must include English composition and literature, a foreign language (unless exempted by examination), and courses to meet "area" requirements in the humanities, social sciences, and natural sciences. Programs are usually planned so that the majority of these requirements are met within the first two years, leaving the junior and senior years for "major" concentration and for free electives.

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 declared his 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. The programs of individual students may vary widely because there is considerable latitude within the requirements. The student preparing for a scientific career or the study of medicine will begin electing scientific subjects at once. Many major departments in both the natural and social sciences recommend mathematics for the freshman year. Each student should discuss his prospective program with his adviser, noting carefully the recommendations and requirements of areas in which he might later wish to major.
To qualify for the degree of Bachelor of Arts, a candidate must meet specific requirements in quantity, quality, distribution, and concentration, and must also complete a January program for every first semester in residence to a maximum of four.

**QUANTITY**
A minimum of 120 semester credit hours, at least 105 of which (hereafter called "basic credits"), including, effective with the class of 1981, all distribution requirements, must be earned in conventionally graded academic courses or specifically designated nongraded courses (see also FLEXIBLE CREDITS).

**QUALITY**
A minimum of 210 quality points in 105 basic credit hours. For each credit hour, 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. Two points are awarded for each hour of Cr. in basic nongraded courses.

**DISTRIBUTION REQUIREMENTS**

**A. English Composition and Literature**: Six credit hours. This requirement will be met by English 115 and 152.

**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 attaining before entrance a score of sixty in a College Entrance Examination Board foreign language achievement test.
2. Successful completion of Greek 232, Latin 232, or three credit hours in courses numbered above 123 in a modern foreign language, with the exception of critical language courses numbered 191, 192, 193, and Spanish 127.
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 a second year of that language at the college level with marks high enough to make the work acceptable toward the Colby degree.
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 minimum of six credit hours in each of the areas described in III below. Three of the credit hours in the natural sciences must involve laboratory experience.

III AREAS

A. HUMANITIES

Art
Classics (except Ancient History)
English (except 111, 112, 115, 152, and 171)
Greek
Latin
Modern Foreign Languages (above the intermediate level)
Music
Performing Arts (except 251)
Philosophy and Religion (certain courses: Religion 223, 224, 311, 312, 351, 352, 353, and 358; Philosophy 313, 355, 356, and 372; philosophy and religion seminars when topics are relevant)
Physical Education 241, 242

B. NATURAL SCIENCES

Astronomy
Biology
Chemistry
Geology
Mathematics
Physics

C. SOCIAL SCIENCES

Administrative Science
Ancient History
Economics
Education
Government
History
Philosophy and Religion (except courses listed among the humanities)
Psychology
Sociology
PHYSICAL EDUCATION  Completion of freshman physical education requirements are required for graduation.

RESIDENCE  Candidates for the degree must earn in residence at least sixty credit hours, including fifty-three basic credits. They must be resident students at Colby for at least four semesters, including the last two semesters before graduation. A resident student is defined as a full-time student taking at least twelve credit hours.

Credits earned at another institution while concurrently registered at Colby may not be applied toward graduation requirements.

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. Credit hours can be earned under specified conditions.

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 credit hours required for graduation. If he still needs no more than one half of the total number, he may meet either the new requirements or those in effect when he first enrolled.

MAJOR  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, in one of a number of designated combinations, or in a specially designed independent major.

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

With the consent of the departments or programs concerned, a student may change his major. Forms for officially effecting such change must be obtained from and returned to the registrar's office.

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: 1.5 grade point average for the first two courses; two points for each credit hour thereafter.

Each department or program designates the courses to which the point scale applies for its major. A student below the point scale may, with the consent of the department or program 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 at least twelve credit hours toward the fulfillment of the new major. If, at the end of his junior year, a student finds no department or program 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.

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<tr>
<th>INTERDEPARTMENTAL MAJORS</th>
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<tr>
<td>Approved interdisciplinary majors are offered in the following areas:</td>
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<tr>
<td>American Studies</td>
<td>Studies in Human Development</td>
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<tr>
<td>East Asian Studies</td>
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<tr>
<td>Environmental Studies</td>
<td>Studies in Western Civilization</td>
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<tr>
<td>In addition, combined majors are offered in the following areas:</td>
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<tr>
<td>Administrative Science-Mathematics</td>
<td>Geology-Biology</td>
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<tr>
<td>Classics-English</td>
<td>Geology-Chemistry</td>
</tr>
<tr>
<td>Classics-Philosophy</td>
<td>Philosophy-Mathematics</td>
</tr>
<tr>
<td>Economics-Mathematics</td>
<td>Philosophy-Religion</td>
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<tr>
<td>Psychology-Mathematics</td>
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<tr>
<th>INDEPENDENT MAJORS</th>
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<td>A student may design an independent major by presenting a detailed written proposal prepared with the support of an adviser who agrees to assume responsibility for the program throughout its course. Normally there will be at least one other adviser who will help to shape and direct the program. The program must include integrated course work representing from one quarter to one third of the total credit hours required for graduation. Implementation requires the written</td>
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approval of the independent major board, which is made up of the dean of the faculty, two faculty members elected from each division, and two students appointed by the Student Association. An annual report is required from each independent major and his adviser, which will include any minor changes in the program; substantial changes, or a change of adviser, must be referred to the board.

**READING PERIOD**

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**

The January Program of Independent Study, introduced in 1961-62, grew from a desire to extend to students a greater measure of academic responsibility. Formal coursework of the first semester begins immediately after Labor Day and extends to the start of the Christmas holiday; this includes semester examinations. The second semester starts in February, freeing January for projects distinct from regular class meetings. January is a period during which topics may be pursued single-mindedly, free from the competing demands of an orthodox curriculum.

Great diversity is evident in the nature and conduct of the projects, which may be undertaken with a group or independently. Students may work on campus or away, in laboratories, museums, libraries, hospitals, professional offices, government agencies, and the like. The college does not impose restrictions on the subject matter nor on the method of research, but each project must have demonstrable academic
or creative merit and be conducted through direct supervision by the faculty or an off-campus sponsor.

Because the January program assures most students considerable flexibility in use of their time, it offers a chance to participate fully in extracurricular activities, including athletics, drama, and music. During January the college maintains a schedule of lectures, seminars, concerts, and art exhibitions.

The concept of January as a period of study or field experience extends to faculty as well. At least half serve as program sponsors; the others, relieved of teaching, have an opportunity for writing, reading, and research.

To be eligible for graduation, each student must successfully complete one January program for each first semester in residence, to a maximum of four.

Registration for the program takes place during the first semester, when descriptions of group projects and a list of faculty available during January are published. Three options are offered:

1. Group plans, designed primarily for freshmen and sophomores.
2. Individual plans outside the major for upperclass students. These projects must be approved by the January program committee.
3. Individual plans in the major. These require approval by the student's major department or interdisciplinary program. Most majors require that one independent (nongroup) January program be done in the major. Each student is responsible for knowing the January program requirements of the major.

A fine of $5 per day is charged for late registration, to a maximum of $15 beginning with the final day of the change-of-plan period in December. A student failing to register for a program by the end of the third day of the January program will be considered to have failed the program for that year. A student may not register for two concurrent January programs.

January programs are graded honors, pass, or fail. Marks of Abs. (absent from final examination) or Inc. (work otherwise incomplete) may be given only in cases where the student has an excuse from the dean of students. A grade of CF (conditional failure) may be reported if the sponsor judges the work generally creditable but flawed by errors or inadequacies which
may be corrected by the student. Projects receiving grades of \textit{Abs.}, \textit{Inc.}, or \textit{CF} must be completed by the end of spring vacation.

Make-up of a deficiency is arranged in consultation with the faculty adviser and the director of the January program. Make-up proposals must be registered by the third Monday in April. Departments may permit not more than one January program deficiency to be made up by successful completion of a summer school course approved in advance for this purpose by the department. Students may not, at any time, apply credits thus earned toward any other requirement for the degree, nor may they register for more than one make-up January program during any semester.

A student whose record shows two January program deficiencies may be placed on probation by the committee on standing.

\begin{tabular}{|l|l|}
\hline
\textbf{SENIOR SCHOLARS} & A limited number of senior scholars, selected by a faculty committee, devote a major part of their senior year to approved scholarly subjects. Each senior scholar pursues this work under the guidance of a faculty member, and a scholar may earn six credit hours per semester. \\
\hline
\textbf{CENTER FOR COORDINATED STUDIES} & The Center for Coordinated Studies is an experimentally active unit whose existence at Colby dates from 1969. It has three declared objectives: (1) to create, through interdepartmental programs of study, more coherent patterns for a liberal arts education, (2) to create and sustain a greater degree of responsiveness between students and faculty in the design and conduct of the curriculum, and (3) to create a more pervasive learning environment for students.

The center is not a “college within a college” with its own distinctive program and student body. It tries, rather, to function as a testing ground for approaches that may help the student break down walls between life and learning, and bridge the gaps among the islands of knowledge.

Located in coeducationally grouped residence halls, the center provides classrooms, offices, and living and dining areas. Students and faculty members shape and combine courses of study within areas of common interest. Thus,
groups have focused, at various times, on such cross-departmental topics as: *Studies in Behavior* (biology and psychology); *Literature and Politics; Homer and History; The Concept of Evolution—Its Impact on Thought and History; Bilingual and Bicultural Studies; Existential Thought and Literature*. Areas, and the courses within them, undergo continuous change.

- **COMPUTER RESOURCES**
  Colby has a PDP-11/50 computer in the computing center in the Lovejoy Building. The system provides seventeen time-sharing terminals, several of which are available for student use, at various locations on campus. Many courses in the natural and social sciences make use of the computer as a problem-solving tool for a variety of applications. Orientation sessions in the use of the terminals and general programming are available to all students.

- **AUDIOVISUAL CENTER**
  The audiovisual center in Miller Library has video-taping equipment, tape recorders, cameras, movie and slide projectors, and record players. These are available for use at the center or for loan to members of the college community.

- **FOREIGN STUDY**
  Since 1970-71 Colby has had a Junior Year Abroad program in France, established in cooperation with the Université de Caen. Enrollment is limited to Colby students. Details of the program are available from the department of modern foreign languages.

  Colby is a member of the Associated Kyoto Program, which makes possible a year of study in Kyoto, Japan. In addition, Kansai Gaikokugo Daigaku of Osaka annually makes a tuition scholarship available to a selected Colby student.

  By agreement with Manchester College, Oxford, and with the universities of Glasgow and Aberdeen, limited numbers of Colby nominees are accepted for a year of study at these institutions.

  Opportunities for study abroad in these and other countries are available through the programs of other institutions or by independent arrangement.

  Permission to study abroad during the junior year is given
by the committee on foreign study and student exchange programs. Credit for such study is guaranteed only if the student follows a program approved in advance by the major department and the committee. Application must be made by November 15 for spring-semester study abroad and by April 15 for fall-semester; forms can be obtained from members of the committee. Approved applicants must notify the dean of students office of their plans by December 15 for a second semester abroad or by May 1 for a first semester abroad.

Committee approval presupposes an academic record for the first three semesters sufficient to give promise that the student will complete his program of foreign study with credit to himself and to the college.

The committee administers the Harold D. Walker Scholarship Grants for study and travel in Latin America and the French Government Scholarship Fund for study abroad in French language and literature.

EXCHANGE PROGRAMS

A student exchange program was begun in 1960-61 between Colby 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. Similar exchange programs are conducted with Pomona College and Pitzer College in California. Ordinarily, exchanges are arranged for a single semester of the junior year. A course exchange program is in effect with Thomas College in Waterville. Students may obtain information from the committee on foreign study and student exchange programs.

OFF-CAMPUS PROGRAMS

A limited number of qualified students may earn up to fifteen hours of academic credit by one or more off-campus field experiences which have a direct, demonstrated relationship to their major field of interest. Such field experiences may be done while in residence at the college, concurrent with regular course work, or away from campus while on a leave of absence. Students must submit a formal proposal, to be approved by the appropriate academic department in advance of the start of
the field experience. Each student earning Colby credits in this program is charged an administrative fee.

An opportunity is provided for a limited number of Colby students in their sophomore and junior years to participate in the various Washington Semester Programs organized by The American University in Washington, D.C. Through these programs, students can obtain firsthand knowledge of the national government as it deals with the crucial problems of cities, foreign policy, economic development, and scientific advancement.

Colby has traditionally encouraged the enrollment of students from other countries and is actively engaged in programs of international cooperation and exchange.

Students from foreign countries other than Canada should write to the dean of admissions for a preliminary application form. Upon its receipt, the college will determine whether or not the candidate has the potential for completing the requirements for a Colby degree. If the decision is affirmative, application material will be forwarded.

Applicants should be aware that financial aid for foreign students is extremely limited.

All foreign applicants are encouraged to take the Scholastic Aptitude Test (SAT) if it is offered in a student’s home country. In addition, applicants who have attended a school in which the medium of instruction is not English are required to take the Test of English as a Foreign Language (TOEFL). The college has no program to teach English as a foreign language.

The adviser to foreign students is Professor J. M. Weiss of the department of modern foreign languages.

Students must register for courses of each semester on the regularly assigned days. A fine of $5 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 students certifies in writing that exceptional circumstances justify such action.

The treasurer is not authorized to permit deferred pay-
ment 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 semester, with the approval of their advisers, students elect programs of study for the following semester; these elections, with approved revisions, are confirmed during the registration period at the beginning of each semester. A student's academic program must bear his adviser's approval and be properly filed with the registrar; no credit will be granted for work in a course for which a student is not correctly registered.

With the approval of the adviser, voluntary changes in a student's program may be made during the first eight class days of a semester, the first day of classes being considered the first day of the semester. After the eighth day, no changes may be made voluntarily from one course or section to another.

Changes of section within a course must be approved by the department or course chairman. Unless otherwise stated in the course description, no course may be repeated for additional credit. A student may not register for two courses scheduled to meet concurrently.

**FLEXIBLE CREDITS**

Fifteen of the 120 hours required for graduation (called "flexible credits") can be earned in any combination of the following: (1) additional basic credits, (2) courses taken on a pass/fail basis, (3) courses specifically designated as carrying flexible credit, or (4) independent, noncurricular field experience that has a direct, demonstrated relationship to the student's curricular program and which has been approved in advance by the appropriate departmental or program committee. Details about field experience can be obtained from the assistant to the dean of faculty.

**PASS/FAIL**

Students may elect a limited number of courses on a pass/fail basis (see FLEXIBLE CREDITS); beginning with the class of 1981, these cannot include distribution requirements. Departments
may specify that major courses must be taken on a conventionally graded basis; it is the student's responsibility to be aware of the policy of his department.

Forms for declaring pass/fail options can be obtained at the registrar's office. The form must be completed and returned no later than ten days after the end of the change of course period of the semester in which the course is to be taken. Once submitted, a pass/fail election may not be voluntarily revoked. Letter grades submitted by instructors will be converted to $P$ (for grades $A$ through $D$) or $NP$ before being posted on permanent record cards. No information about the "quality" of a $P$ will be released by the registrar's office, even upon request of the student himself.

**AUDITING COURSES**

A Colby student may register to audit courses (not for credit) by obtaining written consent of the instructor and his adviser. He is not charged an auditing fee, nor is the audit recorded on the student's permanent record.

Adults who are not students of the college may register to audit courses at a fee of $5 each semester for each credit hour, provided they obtain written consent of the instructor and of the dean of admissions; the fee is waived for persons sixty-five years of age or older. Members of the college staff and their spouses may register without charge to audit courses or to take courses for credit; the necessary forms can be obtained from the registrar. 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 six days is set aside for examinations in all courses except those which are specifically exempted by the chairman of the department concerned.
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 students, or unless he has filed with the registrar a valid conflict-of-exams form based on his having scheduled three examinations in a single day or any four consecutive examinations. A student excused because of an examination conflict may be examined at a later date convenient to the instructor during the examination period or during a make-up date scheduled the day after the end of the regular examination period. 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 students, a student may for unusual reason accept, in lieu of semester examination, a mark for the course equal to seventy-five percent 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.

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. The instructor may dismiss the offender from the course with a mark of F and may also report the case to the department chairman and the dean of students, who may impose other or additional penalties. A student is entitled to appeal charges of academic dishonesty to the faculty appeals board, which shall recommend action to the president of the college.

ACADEMIC STANDING

A student's class standing is determined by the number of credit hours he has passed. Freshman standing, fewer than twenty-four credit hours; sophomore, from twenty-four to fifty-three; junior, from fifty-four to eighty-three; senior, eighty-four or more.
Throughout the semester, at the discretion of the professor, warnings are sent to students. 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 are issued in duplicate to students at the end of each semester. The college does not send grades directly to parents. In practice, a student often obtains his mark directly from the instructor, but the only official record is that in the registrar's office. Normally, grades are posted as $A, B, C, D, E, F$; courses described as "nongraded" are marked $Cr.$ (credit) or $NC$ (no credit). If a course has been elected to be taken on a pass/fail basis, the registrar will convert the letter grade to $P$ or $NP$ before recording and releasing it.

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 subsequently. 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 $E$ to $D$.

A mark of $Abs.$ indicates that a student has been absent from the final examination. 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 January 15 for the first semester and August 30 for the second semester. After these dates, any remaining mark of $Abs.$ or $Inc.$
will be changed to an $F$. The dean of students may give limited extensions for the completion of work without penalty but only for excuses similar to those acceptable for missing a final exam.

Marks of $W$ and $WF$ indicate withdrawal from course, and represent the student's standing at the time of withdrawal. $WF$ indicates that the student was failing; $W$ indicates either passing or no basis for judgment. These marks are excluded from computation of all averages except that $WF$'s incurred within the last thirty calendar days of the semester are treated as $F$'s in averages. Withdrawal is permitted through the final class day of the semester.

For abandoning a course without permission the student shall receive an $F$.

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

When a student's academic record is seriously deficient, the decision to retain or dismiss him from college or to place him on probation is made by the committee on standing. The committee considers both quantity and quality of work in determining whether progress is satisfactory. The faculty has endowed this committee with full power to deal with these matters.

| WITHDRAWAL, LEAVE OF ABSENCE | A voluntary withdrawal and a leave of absence are the same in all respects except that a leave of absence is taken when the semester for which a student will return is specified.
Such withdrawals or leaves must be officially accomplished by filing the appropriate form, which must be obtained from and signed by the dean of students. The proper exit procedure, which includes the surrendering of the student's identification card and dormitory keys, must be followed to be eligible for any refunds that may be due (see REFUNDS). A student who leaves without official notification is not eligible for refunds, which are computed from the date on the approved notice. |
| TRANSFERRED CREDITS | Courses taken at other institutions may be credited toward the Colby degree under the conditions and circumstances listed below. In addition to the conditions listed on these |
pages, restrictions detailed in the section on RESIDENCE requirements (q.v.) should be read with care.

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

(2) College level courses taken by freshmen prior to matriculation are evaluated on the same basis as courses presented by new transfer students.

(3) Students on approved foreign study or student exchange programs will receive credit under terms specified by the committee on foreign study and student exchange programs. Credits earned in summer school may be transferred if approved by the appropriate Colby department; forms for this purpose can be obtained at the registrar's office and should be filed prior to taking the course. No student may receive credit toward graduation for more than fourteen credit hours taken in summer school for the purpose of making up deficiencies incurred at Colby.

(4) 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.
Admission

Colby College admits students as candidates for the degree of Bachelor of Arts. Admission is selective, and evaluation includes data concerning academic achievement and ability, as well as qualities of intellectual promise, interest and excitement in learning, character, and maturity.

The college actively seeks applicants who have special qualities or talents to contribute to the Colby community, as well as those who represent diverse geographical, racial, and economic backgrounds. Such candidates are expected to be within acceptable ranges of academic ability and preparation.

The quality of a candidate's preparation is judged by the academic record, the recommendations of school authorities, and results of tests administered by the College Entrance Examination Board.

To ensure a common educational base, a minimum of sixteen academic preparatory units is recommended, including: English 4, foreign language 2, college preparatory mathematics 3, history or social studies 1, science (laboratory) 1, college preparatory electives 5.

The college admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.

(1) Candidates submit applications provided by the admissions office prior to February 1 of the year admission is desired. A nonrefundable fee of $20 accompanies each application.

(2) Colby grants early decision to well-qualified candidates under a common early-decision program subscribed to by a number of colleges. Applicants submit application papers, junior SAT, and three achievement tests prior to November 1, including a statement that Colby is the student's first choice, that early decision is requested, and that the candidate will enroll if admitted, provided that adequate financial aid as determined by the Parents' Confidential Statement is
Championship meet, Fieldhouse
Across Johnson Pond
granted. Early decision candidates may file regular applications to other colleges with the understanding that these will be withdrawn if the candidate is accepted on an early decision basis by Colby.

College notification of action is normally given no later than December 15, and successful candidates are exempted from further admissions tests except for placement purposes. Successful applicants for financial aid are notified of the amount of the award at the time of acceptance, provided the financial aid forms are complete. Candidates who are not approved for early decision are deferred to the college's regular admission plan and are reviewed without prejudice at the usual time in the spring.

(3) The schedule for admission applicants is:
- **November 1**: Deadline for filing for early decision and financial aid for early decision applicants.
- **December 15**: Notification of decisions on early decision applications.
- **February 1**: Deadline for filing applications for regular admission and financial aid.
- **Mid-April**: Notification of actions by admissions committee to regular applicants.
- **May 1**: Accepted applicants confirm intention to attend Colby by payment of a nonrefundable advance tuition deposit of $100.

**INTERVIEWS**

Individual interviews, though not required, may be scheduled weekdays throughout the year at the admissions office except during the months of February, March, and April. Interviews may also be scheduled on Saturday mornings during the academic year when the college is in session. A group informational session is held at 10:30 on these Saturday mornings to accommodate visitors who were unable to obtain individual appointments.

Alumni interviews can be arranged for students who cannot visit the campus and would like some additional personal contact and information about the college.

**CAMPUS VISITS**

A visit to the campus is encouraged. Guides are normally available at the admissions office weekdays throughout the year and
on Saturday mornings by appointment when the college is in session. Colby does not have overnight guest accommodations. Students occasionally make their own arrangements for lodging with a Colby friend or acquaintance. There are a number of motels near the campus, including a Howard Johnson's Motor Lodge and a Holiday Inn.

Colby is reached by auto from the Maine Turnpike and I-95; Waterville is serviced by Greyhound Bus and Air New England.

**TESTS**

All candidates are asked 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 no later than December or January of the senior year. The achievement tests should include English composition; the others may be of the candidate's choice. A language achievement test for placement purposes may be submitted any time prior to registration in September. A score of sixty on the language test meets the college language graduation requirement.

**ADVANCED STANDING**

Colby participates in the Advanced Placement Program of the College Entrance Examination Board, providing academic credit for students qualified for advanced standing. Those interested take CEEB advanced placement tests and have them submitted to Colby for evaluation. Students scoring four or five receive automatic placement and credit from the college. Scores of three and below are evaluated by the academic department concerned.

In addition to earning advanced placement credits, regularly enrolled students may earn credit by examination in freshman- or sophomore-level courses to a maximum of twelve hours. Departmental examinations or external examinations approved by the department may be used, with credit given for the equivalent of at least C-level work. The cost of each examination is borne by the student.

**EARLY ADMISSION**

A small number of students are admitted without completing the senior year of secondary school. This is done only upon the recommendation of the secondary school and when a candidate has exhausted the educational opportunities at the school.
Considerations of academic and personal maturity are important to the candidate and to the college in earlier-than-usual admission.

| TRANSFER STUDENTS AND VETERANS | First consideration in admission is for freshmen, but some transfer students are accepted each year. Admission by transfer is normally limited to those with satisfactory academic and personal records from accredited colleges or universities.

Transfer application forms, including a special recommendation form, may be obtained from the admissions office. Credits from accredited institutions are generally accepted for courses comparable to ones offered at Colby in which grades of C or better are received. No more than sixty transferred credit hours may be applied toward a Colby degree.

Veterans may request advanced standing consideration for completion of service schools or USAFI courses in advance of matriculation. Credit is not granted for military service or College Level General Educational Development Tests. |

| NONMATRICULATED STUDENTS | Subject to limitation of enrollment in individual courses and the consent of the instructors, the college permits adults to enroll as nonmatriculated students. Such persons must present evidence that they are qualified to pursue the intended courses and pay the fee of $115 per credit hour. Individuals sixty-five or older may audit a course without charge. Admission of nonmatriculated students is the responsibility of the dean of admissions. |

| HEALTH CERTIFICATE | Before matriculation, each student must present a satisfactory health certificate signed by a physician, including evidence of tetanus toxoid immunization within the last three years. A chest X ray and/or current Tine Test is also required. It is recommended that polio immunization be completed prior to entrance. Preregistration cannot be guaranteed unless all required forms are received two weeks prior to registration. |
Orientation

An orientation program for freshmen and other new students is held each fall for several days before the beginning of classes. Designed to acquaint students with the intellectual and social life of the college, the program includes meetings with faculty and staff advisers, and placement examinations.

**READING TESTS**
Tests during orientation week determine levels of speed and comprehension. Students with low scores are offered assistance in a developmental reading program.

**PLACEMENT IN MATHEMATICS**
Interviews are scheduled for freshmen who have not taken the CEEB advanced placement examination in mathematics but who seek advice on placement in Mathematics 122 (Calculus II), 221 (Calculus III), or 241 (Elementary Statistics).

**PLACEMENT IN FOREIGN LANGUAGES**
The college language requirement for 1977-78 is met at entrance by a score of sixty or more on the CEEB language achievement test.

Students *continuing* a foreign language at Colby are placed on the basis of the CEEB achievement test in that language. They are expected to take that test in their senior year or the last year of study of the language at the secondary-school level. If they have not taken this test, or if more than one year has elapsed since the test was taken, and they wish to continue the study of the language, they must take the language placement test during the freshman orientation program. Those presenting two or more units for entrance continue in courses above the 121, 122 level, with the following exceptions:

1. If the last year of a student's study of the language was the sophomore year in high school, regardless of the number of years of previous study, he may enroll in 121, 122 for credit.

2. If a student has had only two years of language work that terminated in the junior or senior year, he may repeat the language with credit if the department feels that the preparation received is not adequate for the 123, 124 level.

3. If the student has completed three years or more of the language, and the third year is either the junior or senior year in high school, he may not enroll in 121, 122 for credit except with special permission of the department.
Fees and Financial Aid

ANNUAL STUDENT CHARGES
1977-78

<table>
<thead>
<tr>
<th>Charge</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,700</td>
</tr>
<tr>
<td>Board</td>
<td>900</td>
</tr>
<tr>
<td>Room</td>
<td>700</td>
</tr>
<tr>
<td>Dormitory Damage Deposit</td>
<td>151</td>
</tr>
<tr>
<td>General Fee</td>
<td>225</td>
</tr>
</tbody>
</table>

Total: $5,540

CALENDAR OF PAYMENTS
1977-78

<table>
<thead>
<tr>
<th>Payment</th>
<th>Due Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon acceptance for admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission deposit - freshmen</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>July 1</td>
<td></td>
<td>$200</td>
</tr>
<tr>
<td>Attendance deposit for first semester - upperclassmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td></td>
<td>$2,890</td>
</tr>
<tr>
<td>December 1</td>
<td></td>
<td>First semester statement</td>
</tr>
<tr>
<td>December 1</td>
<td></td>
<td>Attendance deposit for second semester - all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Second semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On or before January 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One half of annual student charges for tuition, board, and room, plus the dormitory damage deposit and the general fee for the year</td>
<td></td>
<td>$2,650</td>
</tr>
<tr>
<td>(Note: Admission, attendance, and room deposits as paid may be deducted from this first semester payment; applicable miscellaneous charges should be included with the first semester payment.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td></td>
<td>Second semester statement</td>
</tr>
<tr>
<td>April 15</td>
<td></td>
<td>Room deposit for first semester of the following year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$50</td>
</tr>
</tbody>
</table>

Payments must be made in accordance with this calendar of payments whether or not reminder notices are received from the college.
The dormitory damage deposit does not apply to residents of fraternity houses.

Increases in costs may necessitate an adjustment in charges.

Students who are permitted to eat or live off campus may deduct $450 for board or $365 for room and dormitory damage deposit from the amount due in advance of the first semester.

Students who are permitted to eat or live off campus may deduct $450 for board or $350 for room from the amount due in advance of the second semester.

**FEES AND CHARGES EXPLAINED**

**Deposits**

*Admission Deposit – Freshmen:* A nonrefundable deposit of $100 is due on or before the date for confirmation of intention to attend. This deposit is deductible from the first semester payment due August 31.

*Room Deposit:* All upperclass students must, in order to reserve a room for the first semester of the following college year, make a $50 deposit on or before April 15. This deposit will be forfeited if the student does not return to college, unless the room reservation is withdrawn on or before July 1.

*Attendance Deposit for First Semester:* A nonrefundable deposit of $200 is required of all upperclass students on or before July 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 $100 admission deposit satisfies this requirement.

*Attendance Deposit for Second Semester:* A nonrefundable deposit of $100 is required of all students on or before December 1 each year. Room reservations and places in their respective classes will not be held for students failing to make this deposit. The attendance deposit of a student who does not return to Colby will be retained as a credit on the student’s account for one year. If the student does not return the following year, the deposit will be forfeited.

**Advance Payments**

*Tuition:* The tuition charge is $1,850 per semester and must be paid prior to each semester in accordance with the calendar of payments. For schedules of fewer than nine hours, the tuition charge is $125 per credit hour. Nonmatriculating students will be charged at the rate of $125 per credit hour.
**Board:** Board in college dining halls is charged at the rate of $450 per semester. (Increases in food costs may necessitate an adjustment in the board charge.) Payment must be made prior to each semester in accordance with the calendar of payments. All students living on campus are required to pay the board charge to the college.

**Room:** The room charge in college dormitories is $350 per semester, payable prior to each semester in accordance with the calendar of payments. Students are expected to occupy college housing facilities to the full extent of their availability. Other arrangements may be made only with specific approval of the dean of students. Dormitory reservations are made through the office of the dean.

**Dormitory Damage Deposit:** All students living in college dormitories must pay a $15 deposit prior to the first semester in accordance with the calendar of payments. All expenses resulting from damage to or loss of college property in the public areas of the dormitories (lounges, hallways, etc.) 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 prorated basis at the end of the year. Liability for damage to or loss of college property located within individual dormitory rooms lies with the resident(s) of that room. Students living in college dormitories are required to enter into a room contract covering this liability.

**General Fee:** The general fee (compulsory for all students) is $225 for the year and is payable in full prior to the first semester in accordance with the calendar of payments.

**Student Activities:** Included in the general fee is a sum allocated for the Student Association and such student organizations as it chooses to support.

**Health Services:** The general fee also supports the college health services staff. Staff services in the student health center are free during the regular academic year. Included in the general fee is sickness and accident insurance, which the college covers by separate contract with an insurance carrier. Nonboarding students are charged $6 per day for meals in the infirmary. There may be additional charges for special diets ordered by the college physician.
SEMINAR STATEMENTS Charges for miscellaneous items not paid prior to registration are included on semester statements issued December 1 and April 15.

MISCELLANEOUS *Chemistry Laboratory*: A fee of $20 per course is charged. Students enrolled in chemistry courses are also required to pay for excessive breakage or loss of apparatus.

*Fraternity Fee*: Fraternity members are charged a fee in excess of the room rent established for college dormitories. The fee, determined by each fraternity, applies whether or not the student resides in the fraternity house.

*Applied Music*: Students receiving musical instruction for academic credit under the applied-music program are charged a fee of $60 for a one-credit course and $100 for a two-credit course.

*Developmental Reading*: A $25 fee is charged for the developmental reading course.

*Telephone*: Telephones are located in each room of the following dormitories and fraternity: Dana, Taylor, Sturtevant, and KDR. Each student living in these housing facilities is charged a fee of $9.25 per semester for use of these telephones.

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 $1 for each transcript after the first. Official college transcripts are not delivered to students. A student may have an unofficial transcript upon request; the same regulations and fee apply.

PAYMENT OF BILLS Tuition, board, room, dormitory damage deposit, general fee, and any other financial obligation to the college must be paid in full in accordance with the CALENDAR OF PAYMENTS (see previous pages) before a student is permitted to register or attend classes. Students excluded from classes under this rule for longer than ten days may be suspended from college for the remainder of the semester.

Plans providing for monthly payments at moderate cost are
available through the Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108, and Academic Management Services, Inc., P.O. Box 1000, Pawtucket, Rhode Island 02860.

The treasurer cannot permit deferred payment of any portion of the charges due prior to registration. Students and parents must deal directly with the treasurer concerning college bills. No other officer of the college has authority over their collection.

**REFUNDS**

In case of voluntary withdrawal, refund may be made of the balance of a student's account in excess of charges. Tuition, board, and room rent are charged according to the following schedule:

- During first two weeks of classes .......... 20% charged
- During third and fourth weeks of classes .. 40% charged
- During fifth and sixth weeks of classes .... 60% charged
- During seventh and eighth weeks of classes .. 80% charged
- Thereafter .................................. 100% charged

A prorata charge for tuition, room, and board will be made to students who withdraw upon advice from the college physician.

Revised charges for students withdrawing from college will be paid from the following sources in this order: (1) from payments made by the student or the student's parents, (2) from outside scholarships and loans, if any, (3) from Colby loans and National Direct Student Loans, if any, (4) from Colby financial aid, if any. Any Colby aid not needed to cover revised charges will be removed from the student's account and not refunded.

Refunds of federally insured loans and Basic Educational Opportunity Grants are made in accordance with government regulations.

Whenever a student is required to withdraw because of unsatisfactory conduct, no refund will be made.

No refunds will be made to withdrawing students until the withdrawal process is completed.

**OVERPAYMENTS**

Credit balances on semester statements are ordinarily carried forward to the student's account for the following semester.
After semester statements have been issued, requests for refund of credit balances will be honored promptly. Participants in tuition payment plans may make special arrangements for earlier refund at the office of the treasurer. Credit balances on the accounts of graduating seniors will be refunded automatically.

Refund is made directly to a student only upon written authorization directed through the mails to the office of the treasurer by the person responsible for payment of the account.

Information concerning the status of a student's account may be obtained from the treasurer's office upon request.

Colby currently awards over one million dollars annually in the form of scholarships, loans, and campus employment to its students having financial need. A member institution of the College Scholarship Service (Princeton, New Jersey), Colby requires each financial aid applicant to submit a Parents' Confidential Statement, the analysis of which determines individual student need within the context of the college's financial aid policy and schedule of student fees. Most accredited colleges and universities utilize the College Scholarship Service method of need analysis. Accordingly, the amount of expected parental and student contribution does not vary appreciably among colleges.

The primary obligation of financing a college education rests with the family of the student. Assistance is extended by the college to augment the family resources and ease the burden of the needy student. Because of fund limitations and Colby's commitment to meet the need of upperclass students, it may not be possible to extend offers of financial aid to all entering needy freshmen. The financial aid committee selects freshman aid recipients on the basis of need and academic and personal potential. Financial aid is renewable and is contingent upon continuing financial need as determined by analysis of the Parents' Confidential Statement submitted each spring. Students who do not receive aid as freshmen should not assume that they can or will be aided during their upperclass years. While the college will attempt to assist students with need, fund limitations may preclude those students not initially awarded
aid. No applicant is denied aid on the basis of race, religion, or sex. An applicant must first be admitted to Colby before his financial aid application is considered.

Colby's financial aid policy is determined by the financial aid committee of the college.

Financial aid at Colby, as at most colleges and universities, combines gift scholarships, loans, and jobs. Loans and jobs are termed "self-help."

**GIFT SCHOLARSHIPS**

Gift scholarships, in the form of grants, total over $1,000,000 and are derived from endowment income, gifts made possible by the generosity of alumni, trustees, friends of the college, and foundations, as well as current income and federal government Supplemental Educational Opportunity Grants. (Only Kling scholarships for male descendants of Colonial America require special application beyond the Parents' Confidential Statement, although Kling applicants must qualify on the basis of need, as well as verifiable ancestry.)

**TRAVEL ASSISTANCE**

Travel assistance is awarded to financial aid recipients, the amount to be established by the financial aid committee according to available funds. Travel assistance is credited directly to the student's account and may not be disbursed as cash unless a surplus remains in the student's account after all college bills are paid. Travel assistance is intended to release family funds normally allocated for college expenses, making those funds available for student travel expenditures.

**SELF-HELP, CAMPUS EMPLOYMENT**

Self-help consists of low-interest student loans and/or campus work opportunities. Current financial aid policy describes freshman self-help as the first $900 of total need. For upperclassmen, the first $900 of need is self-help, and approximately $75 in additional self-help is required for each $250 of remaining need, to a possible maximum self-help of $1,500. A minimum need of $1,100 is required for Colby gift scholarship award eligibility.

Financial aid recipients with larger self-help responsibility are offered the opportunity to assume one of the approximately 300 campus jobs assigned through the financial aid office. Campus student work positions ordinarily do not exceed ten hours per week and, in any case, are governed by
available hours in the employing department and the student's academic schedule. Freshmen are not offered campus jobs. The freshman self-help requirement is kept purposely low to reduce the necessity for a job, thus permitting more time for study and adjustment to college life.

**Work-Study Program**

While a student may earn up to $600 per year, the average is usually about $500. As part of its student work opportunities, Colby administers a limited federal work-study program with funds appropriated to the college by the federal government. Pay for work-study jobs with nonprofit institutions, including the college and off-campus agencies, varies according to the skill and experience of the employee but is never less than the legal minimum wage.

**Loans**

Loans are becoming a significant part of educational financing; most financial aid recipients will probably need to borrow under one of several excellent loan programs.

Many states administer guaranteed loans for students. Application is normally made through the applicant's hometown bank. Guaranteed Student Loans, which are federally insured and bear seven percent simple interest, have lenient repayment schedules, beginning nearly a year after the completion of college. For students with lower adjusted family incomes, interest is paid by the federal government until post-college repayment begins.

National Direct Student Loans, administered by the financial aid office, are designed to help students with a higher level of financial need. Available loan monies are contingent upon existing repayment experience and federal fund allocations. NDSSL loans accrue three percent simple interest and have many of the same repayment features as the Guaranteed Student Loans described above. Repayment is deferred while the student is a full-time undergraduate or graduate student.

Earnings from summer jobs do not qualify as self-help but are considered a part of the annually evaluated family contribution. Students are expected to use these earnings to defray college expenses as follows: prefreshman, $600; sophomore, $700; junior and senior, $750. Students experiencing shortfalls in expected summer earnings must meet this obligation through an additional loan or other form of assistance.
The college will do all it can to assist students along these lines.

Failure to remit required payments on educational loans administered by the college may result in the immediate suspension of administrative services by the college, including release of transcripts, recommendations, or other information not already prohibited by the Family Educational Rights and Privacy Act of 1974.

APPLICATIONS Applicants for admission and financial aid arrange to have a completed Parents' Confidential Statement or, for qualifying independent students, the Financial Aid Form (obtainable at most high school guidance offices), mailed to the College Scholarship Service in Princeton, New Jersey, by January 1 of the academic year preceding admission. Students applying for early decision and financial aid should have their Parents' Confidential Statement form filed as early as possible in the fall of the academic year preceding admission. Upperclass students' parents file the PCS form annually in March.

1Independent student status guidelines follow current federal regulations, available on request from the financial aid office.
Campus Life

Colby College was founded by New England Baptists, and although it does not now maintain a formal relationship with any denomination, the college supports and encourages an ecumenical ministry on the campus.

The college chaplain acts as coordinator for the activities of a number of religious associations: Newman Club (Catholic), Hillel (Jewish), Canterbury Club (Episcopal), Colby Christian Fellowship (Evangelical Protestant), and Christian Science Organization. All of these groups use the sanctuary and social lounge of Lorimer Chapel. The Roman Catholic diocese of Portland provides the services of a chaplain for Catholic students, and the local rabbi and the rector of the Episcopal parish also carry on a campus ministry.

Each Sunday morning a student group, under the direction of the college chaplain, conducts an all-college worship service in the chapel. Music for this service and for special concerts is performed by the students of the chapel choir under the leadership of Adel Heinrich, associate professor of music.

The director of student activities sponsors a student volunteer corps whose members give time each week to work as Big Brothers and Big Sisters with children in Waterville and neighboring communities.

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

Throughout the year, outstanding scholars, musicians, and artists visit the campus. The two major lecture series are the Guy P. Gannett Lectures, devoted to general subjects, and the Gabrielson Lectures, concerned with national and international affairs.

The Winthrop H. Smith Visiting Scholars Program brings a speaker for two days to lecture, to talk in classes, and to meet informally with students and faculty. The Spencer Lecture, established in 1973, focuses on topics relating to world unity. The Clara M. Southworth Lecture considers subjects in environmental design. The Lovejoy Convocation annually honors a member of the newspaper profession “who has contributed to
the nation's journalistic achievement." In addition to these established lectures, speakers are invited by the Friends of Art at Colby, by student organizations, and by learned societies.

A two-day symposium in recognition of the 200th anniversary of Phi Beta Kappa was presented in December 1976. Sponsored by the Colby chapter of the society, the program brought to the campus four highly respected authorities in the arts and sciences to discuss "The Next Two Hundred Years." The participants were scientist Linus Pauling, twice winner of a Nobel Prize; architect and ecologist Paolo Soleri; economist Robert Heilbroner; and Academy Award-winning actress Ellen Burstyn.

Among other speakers in 1976-77 were Walter Adams, distinguished university professor and professor of economics, Michigan State University; Philip C. Beam, Henry Johnson Professor of Art and Archaeology, Bowdoin College; Sacvan Bercovitch, professor of English, Columbia University; J. Seelye Bixler, president emeritus, Colby; Donald Bogle, author; James Crotty, professor of economics, University of Massachusetts at Amherst; Asa Davis, professor of history and black studies, Amherst College; Richard Die, professor of economics, Bowdoin College; Annette Baker Fox, research associate, Institute of War and Peace Studies, Columbia University; Christian Huneeus, contemporary Chilean author; David Jarden, outdoorsman; Galway Kinnell, poet and novelist; Gwin J. Kolb, professor of English, University of Chicago; Mark Lane, author and lawyer; William Meredith, poet and professor of English, Connecticut College; Vermont Royster, editor emeritus, The Wall Street Journal; May Sarton, poet; Daniel Seltzer, professor of English and director of the program in theater and dance, Princeton University; Maynard Thompson, chairman of mathematics department, Indiana University; William M. Thompson, architect; James Tobin, Sterling Professor of Economics, Yale University; Gerry Wilson, project director, New York City Headstart Regional Training Office.

Musical activities converge in the Bixler Art and Music Center, which contains rehearsal and practice rooms as well as the 400-seat Given Auditorium. Additional facilities for musical theater and opera are provided in the new Performing
Arts Center, while a Wenger acoustical shell permits the adaptation of Wadsworth Gymnasium for large-scale choral and orchestral concerts.

Students are invited to participate (with or without academic credit) in the Colby Band, the Colby Community Symphony Orchestra, the Colby Glee Club, and the Lorimer Chapel Choir, all under faculty direction.

The Colby Trio, a professional chamber ensemble sponsored by the college, presents concerts on and off campus. There are also informal student groups: the Colby Eight, the Colbyettes, the A Capella Singers, and others. A student chapter of the American Guild of Organists was formed in 1972.

Concerts by visiting artists are sponsored by the music department, by the Student Association, and by the Colby Music Associates, a student-college-community group, which arranges the Colby Music Series and contributes to musical life on the campus. In 1976-77 the series included performances by the Aeolian Chamber Players, Betty Allen (mezzo-soprano), I Solisti di Zagreb (string orchestra), and Elaine Comparone (harpsichordist).

Among other programs were concerts by Eliot Fisk (classical guitarist), the McCoy Tyner Sextet, Francois Clemmons (tenor), Andy Pratt (jazz pianist), and Lou and Sally Killen (folksingers). The Mellon Organ Series and the Sunday Chapel Vesper Series offered recitals on the Walcker organ in Lorimer Chapel. Several concerts were given by college musical organizations, faculty, and students at Friday Noonday Recitals and on other occasions.

The Bixler Art and Music Center is the focal point for the college's art program. Continuous exhibitions of works selected from the permanent collection, as well as original and traveling shows, are to be seen in the Jetté Galleries of the Colby Museum of Art. The permanent collection features American and European painting, sculpture, and graphic art. Special collections are the Harold Trowbridge Pulsifer Collection of Winslow Homer Paintings and Drawings, the American Heritage Collection and the American Painters of the Impressionist Period Collection of Edith Kemper Jetté and Ellerton Marcel Jetté, the Helen Warren and Willard Howe
Cummings Collection of American Art, the John Marin Collection, the Adelaide Pearson Collection, the Bernat Collection of Oriental Ceramics and Bronzes, the Langenbach-Pepper Collection of Watercolors by Charles Hovey Pepper, the Weiss Collection of Jack Levine Graphics, and the William J. Pollock '21 Collection of American Indian Rugs and Jewelry (Navaho and Zuni).

Among the 1976-77 special exhibitions were *Maine Forms of American Architecture*, the museum’s Bicentennial exhibition, which traced building in the state of Maine from the pre-Colonial period through the present; *A Selection of American Art: The Skowhegan School, 1947-1976*, the thirtieth-anniversary exhibition of the Skowhegan School; *Winslow Homer: 100 Wood-engravings, Watercolors, and Oils*, which was formed of works by Homer from the permanent collection; *Paintings by Lois Dodd*, the work of Colby’s visiting painter during the January program; the annual *Student Arts Festival Exhibition*; and the *Faculty Exhibition*, paintings by Thomas Higgins and sculpture by Harriet Matthews.

The Friends of Art at Colby, organized in 1959, make substantial contributions to the overall art program throughout the year.

The Archives of Maine Art, located at the Bixler Center, is a repository of information and documents about artists in Maine from the eighteenth century to the present.

In addition to the studio courses in the regular curriculum, workshops are maintained for extracurricular activities in ceramics, typography, and weaving.

In September 1973 a wing to the Bixler Center was opened. Built in response to the growing interest in art and music among students, alumni, and Friends of Art, it contains painting and sculpture studios and gallery space for exhibitions in the Museum of Art. Expansion into the wing made possible enlarged classrooms for art and music, and a new library shared by both departments.

Dance facilities are provided in Dunn Studio of the new Performing Arts Center. Guest artists for brief residencies during the 1976-77 season were Daniel Nagrin and the Louis Falco
Dance Co. In residency for a week, sponsored by the Student Arts Festival, was Judith Scott.

The Colby Dancers participated in the production of *Dido and Aeneas* and presented their own program in the spring. Mindy Silverstein '77 produced a joint concert of her works with dance director Tina Mitchell-Wentzel as an independent study.

**DRAMATICS**

The English department provides courses in drama and dramatic history. Readings, acting-class excerpts, and full productions, as well as work in acting techniques, voice, stage movement, stage design and construction (both history and practical hammer-and-nail application) are vital parts of the drama experience under the performing arts program.

Colby’s new theater has a full stage, shop, makeup rooms, and rehearsal space; light and sound booths over the balcony command a full view of the stage.

The performing arts program presents three or four productions annually. Included were *School for Scandal, Hamlet*, and a chamber production of Yeats’s *On Baile’s Strand* in 1975-76, and *Dido and Aeneas* (opera), *Glass Menagerie*, and *Othello* in 1976-77. These productions were faculty designed and directed and relied on theater-production-course students for crew and technical workers.

The undergraduate drama club, Powder and Wig, offers each year a variety of student-directed productions. In the 1975-76 and '76-77 seasons these included *Harvey, A Little Night Music, The Tavern, Marat/Sade, Jesus Christ Superstar*, two full-length student-written plays, one an adaptation of *1984*, the other a retelling of the Pasiphaë myth, and many smaller-scale productions.

**SPEECH AND DEBATE**

A tradition of public speaking has resulted in the endowment of prizes for oratory, public reading, and debate.

**FILMS**

Film Direction, formed in 1962 by students and faculty, brings films of high quality in various film genres. In addition, there are movies shown by the Student Association and films brought by other student organizations and departments.
WMHB-FM is a student-operated station with a Class D non-commercial license from the Federal Communications Commission. With studios in Roberts Union, the station broadcasts throughout the day and evening.

The fraternity system is a cooperative feature of campus life at Colby. There are chapters of nine fraternities and two national sororities. Eight of the fraternities occupy separate houses on the campus, controlled by the administration and their prudential committees.

In order of founding, the fraternities are Delta Kappa Epsilon, Zeta Psi, Delta Upsilon, Phi Delta Theta, Alpha Tau Omega, Lambda Chi Alpha, Kappa Delta Rho, Tau Delta Phi, and Pi Lambda Phi. The sororities, Sigma Kappa (founded at Colby) and Chi Omega, maintain chapter rooms in Runnals Union.

The board of trustees requires that fraternities and sororities select members without regard to race, religion, or national origin. Hazing of any kind is prohibited.

More than fifty student organizations are chartered by the college. Academic societies are Sigma Delta Pi (Spanish honor society), Chi Epsilon Mu (chemistry), Delta Phi Alpha (German), and Pi Sigma Alpha (political science). Student publications include the weekly newspaper, *The Colby Echo*; the yearbook, *The Oracle*; as well as occasional journals devoted to art, literature, and photography.

Service organizations are the Big Brother/Big Sister Program and the Panhellenic Council.

Other groups include the Chess Club, Coffee House, Colby Outdoor Orientation Trips, Dance Group, Deutschklub, Environmental Council, French Club, International Relations Club, Karate Club, Los Subrosa (Spanish club), Outing Club, Photography Club, Rugby Club, Ski Patrol, Student Organization for Black Unity, Women’s Organization, Yachting Council, and Young Democrats.

There are other clubs and societies described under appropriate catalogue headings. In addition, each class acts as an organization, with elected officials. All organizations and clubs, and many of the campus activities, including film,
lecture, and concert series, are funded through the Student Association. In addition, students are appointed by the Student Association to serve on college committees.
General Regulations

All students are responsible for knowledge of the regulations in the Student Handbook and in the annual catalogue. The handbook covers academic, administrative, and social regulations.

The college reserves the right to dismiss any student whose presence its officers believe to be detrimental to its general welfare.

Although authority regarding discipline is the ultimate responsibility of the dean of students, most cases requiring discipline of students are turned over by him to the proper judicial board. A student judiciary board consisting of twelve members, including a chief justice and subjudiciaries affiliated with some of the various living units, assists in the enforcement of nonacademic rules and regulations of the college. A student may appeal a finding of the student judiciary board to a faculty appeals board, which also hears appeals stemming from disciplinary action for academic infractions.

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 of students. Flagrant repetitions may lead to dismissal from the course without credit. For abandoning a course without permission, the student shall receive an F.

Official excuses for absence are granted only by the deans of students, and only for (1) critical emergencies, (2) athletic or other organizational trips, or (3) illness certified by the college physician or his authorized representative.

Medical excuses are issued only to students who fall within one of three classifications: (1) those confined to the college infirmary or hospital because of illness or surgery, (2) students treated by the medical staff at the dispensary, infirmary, or hospital, (3) students visited by the college physician in dormitories or other places of residence. Med-
Medical excuses are not granted on a retroactive basis unless one of these classifications is satisfied.

All excuses from hour exams must come from the infirmary or, in cases of critical emergency, from the deans of students.

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 dean of students has the authority to issue an official excuse when convinced that no fault lies with the student.

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

**BEHAVIOR**

The administrative officers of the college have a responsibility for maintaining and encouraging an atmosphere on campus consonant with the college's function as a community of students and teachers.

The trustees have delegated to various sectors of the college, including the Student Association, extensive autonomy in the conduct of student affairs. Colby College assumes that those who accept admission to the student body are able and willing to conduct themselves with the maturity consistent with this responsibility. Each student retains the right to organize his own personal life and behavior within the standards agreed upon by the college community, so long as he does not interfere with the rights of others or with the educational process.

The college respects the laws and ordinances of the civil jurisdictions within which it lies. It does not stand in loco parentis for its students, nor is the campus to be considered a sanctuary from civil law.

The college has always encouraged temperance in the use of alcoholic beverages. The laws of the State of Maine forbid possession of alcoholic beverages by any person under the age of twenty. Where drinking leads to disruptive behavior, a student faces sanctions.

The college does not tolerate violations of federal or state drug laws. Such violations may result in dismissal.

**HEALTH POLICY**

Physicians in the Colby College health services treat students on the same basis as community physicians treat the patients under their care.
The college feels that the best interests of students are served by having full medical counseling and treatment from physicians thoroughly informed about personal medical history.

The college respects the rights of these physicians to use their professional judgment in meeting the health needs of students.

Upon recommendation of the college physician, the college reserves the right to require a student to withdraw for medical reasons. If, in the doctor's opinion, a student becomes unable to carry on normal student functions, or when his presence is or may become a hazard to himself or others, withdrawal will be required. Following any medical withdrawal, recommendations from an attending physician may be required before the student is readmitted to the college.

The officers, faculty, and medical staff of the college reserve the right to refuse to divulge information regarding a student's psychological or psychiatric condition or matters of an intimate nature without the student's authorization.

<table>
<thead>
<tr>
<th>SPECIAL DIETS</th>
<th>Short-term arrangements are made for special diets at the request of the college physician. A meatless substitute is provided at all meals.</th>
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</thead>
<tbody>
<tr>
<td>AUTOMOBILES</td>
<td>For a number of reasons, including the desire to preserve the natural quality of the campus environment, parking lots are limited in number and size. Having a car at Colby therefore has its inconveniences as well as conveniences. Students, faculty, and staff are assigned lots according to their place of residence or work, and are discouraged from using their cars simply to move about campus. Penalties for illegal parking or operation on campus are necessarily severe, and, after a small number of violations, a student may lose his privilege to have a car on campus. The annual registration fee for a car is $20. An adjustment is made in the financial aid package of aid recipients who choose to register a car on campus. Details of rules relating to the use of motor vehicles may be found in the Student Handbook.</td>
</tr>
</tbody>
</table>
Housing and Student Living

Students are housed in twenty-six living units: eighteen college residences (some of them coeducational) and eight fraternity houses. All freshmen not living at home or with relatives are required to live in college housing as assigned by the dean of students office. Individual dormitories have broad social autonomy, including control over such matters as parietal hours, quiet hours, and judicial systems. These regulations are reviewed by each residence unit in the fall. The college has charge of the maintenance and security of its buildings.

In special circumstances, limited numbers of upperclass students are permitted to live off campus, with permission from the dean of students.

Student Records

Colby complies with the Family Educational Rights and Privacy Act of 1974, which establishes the right of students to inspect and review their education records and provides guidelines for the correction of inaccurate or misleading data. Complete guidelines used by the college for compliance with the act are printed in the Student Handbook and may be obtained at the dean of students office.
II Divisions, Departments, and Courses of Study
II DIVISIONS, DEPARTMENTS, AND COURSES OF STUDY

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Divisions, Departments, and Courses of Study

Descriptions of major programs can be found as follows: (1) *departmental*, with the appropriate department; (2) *those combining two departments*, with the division of the first-named department; (3) *interdivisional*, in section on interdisciplinary studies; (4) *independent*, in section on the academic program.

Courses are offered within four divisions:

<table>
<thead>
<tr>
<th>DIVISION OF HUMANITIES</th>
<th>Courses in the departments of <em>Art</em>; <em>Classics</em>, including classics in English translation, Greek, and Latin; <em>English</em>; <em>Modern Foreign Languages</em>, including East Asian Languages, French, German, Linguistics, Portuguese, Russian, and Spanish; and <em>Music</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIVISION OF SOCIAL SCIENCES</td>
<td>Divisional courses in <em>Education</em> and courses in the departments of <em>Administrative Science</em>; <em>Economics</em>; <em>History and Government</em>; <em>Philosophy and Religion</em>; <em>Psychology</em>; and <em>Sociology</em>.</td>
</tr>
<tr>
<td>DIVISION OF NATURAL SCIENCES</td>
<td>Courses in the departments of <em>Biology</em>; <em>Chemistry</em>; <em>Geology</em>; <em>Mathematics</em>; and <em>Physics and Astronomy</em>.</td>
</tr>
<tr>
<td>DIVISION OF PHYSICAL EDUCATION AND ATHLETICS</td>
<td>Courses in <em>Physical Education</em> and <em>Dance</em>.</td>
</tr>
</tbody>
</table>

In the departmental statements following, members of the active faculty for the academic year 1976-77 are listed.
Division of Humanities

Chairman, Professor Holland

Interdepartmental majors are offered in classics-English and classics-philosophy. Attention is also called to interdisciplinary majors in American studies, East Asian studies, and studies in western civilization.

Requirements for the major in classics-English:
In classics: either three years of Latin in courses numbered 200 or higher or three years of Greek.
In English: six semester courses approved by the departments.

Requirements for the major in classics-philosophy:
In classics: either three years of Latin in courses numbered 200 or higher or three years of Greek, subject to departmental approval.
In philosophy: Philosophy 112; 133 or 211; 331, 332; 491 or 492.

For each of the above majors, at least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of each of the above majors applies to all courses that may be credited toward the major. All requirements for the major must be met in conventionally graded courses.

Chairman, Professor Carpenter

Professors Carpenter and W. Miller; Visiting Professor Beam; Associate Professor Matthews; Assistant Professor Higgins; Mrs. M. Miller, Ms. Simpkins, and Ms. Dodd.

Requirements for the major in art:
Art 121, 122, 161; at least nine credit hours chosen from 271, 311, 312, 314, 316, 317, 352, 356, 358; additional courses in art to bring the total to 29 semester hours; at least six semester hours chosen from other fields of study related to the individual student's interests within the major (e.g., history, philosophy, music, English). These courses should be selected with the advice and approval of the student's adviser in the sophomore or junior year.

At least one January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to courses taken in the department. All requirements for the major must be met in conventionally graded courses. A departmental examination is to be passed in the senior year.
Attention is called to the interdisciplinary major in American studies and studies in western civilization.

1On leave first semester.
2Part-time first semester only.
3On leave first semester; part-time second semester.
4Visiting lecturer, January.

Classics

Chairman, ASSOCIATE PROFESSOR D. KOONCE
Associate Professors D. Koonce and Westervelt; Messrs. Bratt and Liposky.

Requirements for the major in classics:
Two courses numbered 200 or higher in Greek or Latin. Six additional courses selected from at least two of the following categories: two or more courses numbered 300 or higher in the ancient language elected above; two or more courses in ancient history; two or more courses numbered 200 or higher in the other ancient language; two or more courses elected from Classics 232, Classics 234, Art 311, Philosophy 331.

Attention is called to interdepartmental majors in classics-English and classics-philosophy, and to the interdisciplinary major in studies in western civilization.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all courses in the department. All requirements for the major must be met in conventionally graded courses.

1On leave second semester.
2Second semester only.

English

Chairman, PROFESSOR ARCHIBALD
Professors Strider, Benbow, Sutherland, Archibald, Curran, Mackay; and Suss; Associate Professors Witham, Brancaccio, H. Koonce, Sweney, C. Bassett, E. Kenney, and Mizner; Assistant Professors S. Kenney, R. Gillespie, Ferster, Harris, and Woody; Visiting Assistant Professor Green; Messrs. Lee and Maramarco; Ms. Onion, Ms. Abbott, Ms. Sanborn, Messrs. Sewell and Walker.

Requirements for the major in English and American literature:
English 221, 222, 251, and eight courses numbered 300 or higher. At least three of these must be courses in which the major focus is upon literature written before 1800, and at least three must be courses in which the major focus is upon literature written after 1800.
At least one January program must be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all English courses that may be used to fulfill major requirements. All requirements for the major must be met in conventionally graded courses.

Students planning to continue the study of English in graduate school should confer with their advisers to be sure that they have planned a substantial and adequate curriculum. They should be proficient in at least one foreign language. Most universities require two languages, and some require a classical language as well. Work in classical or foreign literature, history, philosophy, art, music, and some of the social sciences reinforces preparation in the major and enhances one's chances of success in graduate study.

The department encourages interdepartmental and interdisciplinary studies, offers some courses in conjunction with the Center for Coordinated Studies, and supports programs in American studies, Black studies, performing arts, and studies in western civilization.

Chairman, PROFESSOR HOLLAND

Professors Bundy, Holland, Biron, and Schmidt; Associate Professors Kempers, Cauz, Kueter, Filosof³, Ferguson, and Labat; Assistant Professors F. Pérez, P. Doel, Weiss³, Sherard, McIntyre, Oudin, and Reiter; Messrs. Herszenhorn and Rattey³.

*Achievement test: If a student offers a foreign language for entrance credit and wishes to continue it in college, he must either have taken the CEEB achievement test in the language or take the placement test during freshman orientation.

Note: In addition to the following major programs, the department also offers instruction in Chinese, Japanese, Portuguese, and Russian. Work can be done in some of the less commonly taught languages through the critical language program.

Requirements for the major in French:

**OPTION 1**, French literature: a minimum of eight semester French courses numbered above 142. French 131 (required unless exempted) and French 499 may not be counted toward the major.
OPTION 2, French language, history, and culture: a minimum of five semester French courses numbered above 142 and four semester courses to be selected from one of the following areas. Area 1, social sciences: History 137, 138, 245, 246, 352, 355, 358; Government 234, 321, 322, 357; Economics 333, 372, 381, 382, 392. Area 2, humanities: Art 314, 316, 317; History 352; Music 231, 233; Philosophy 236, 374. It is recommended that French 223, 224 (required) be taken during the sophomore year. French 131 (required unless exempted) and French 499 may not be counted toward the major.

Requirements for the major in German:
Eight semester courses numbered above 124.

Requirements for the major in Spanish:
Eight semester Spanish courses numbered above 128 with the exception of Spanish 131 (required unless exempted) and 499.

The following statements apply to the majors in French, German, and Spanish.

1) The point scale for retention of any major within the department is based on courses in the major language only.
2) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.
3) All majors in the department, including students returning from foreign study, must take at least one course in the major, approved by his adviser, each semester until graduation.

Teacher certification: Students desiring certification for teaching any of the above languages must take Modern Foreign Languages 411, and may in some cases be required to take other specified courses.

Chairman, PROFESSOR ARMSTRONG
Professors Ré and Armstrong; Assistant Professors Heinrich, D. Reuman, and Machlin.

Requirements for the major in music:
Music 171, 172, 211, 216, 217, 271; at least nine additional basic credit hours in music courses, of which at least three hours must be in courses numbered 400 or higher. Majors are urged to complete Music 172 not later than the end of the sophomore year. Some skill at the keyboard is required of all majors; consult the department. Students wishing to pursue graduate study in musicology are advised
that a reading knowledge of French and German is a general requirement for such study.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all courses in music history and theory. All requirements for the major must be met in conventionally graded courses.

Attention is called to the interdisciplinary majors in American studies and studies in western civilization, and to the program in performing arts.

1Part-time.

Division of Social Sciences

Chairman, Professor R. Reuman

Interdepartmental majors are offered in administrative science-mathematics, economics-mathematics, philosophy-mathematics, and psychology-mathematics. Attention is called also to interdisciplinary majors in American studies, East Asian studies, studies in human development, and studies in western civilization.

Requirements for the major in administrative science-mathematics:
In administrative science: 221, 222, 321, 322, 352, 413, 494; and Economics 131, 132.

In mathematics: at least 18 credit hours, including 221, 222; either 241, 242 or 381, 382; at least six hours must be at the 300 or 400 level.

Psychology 111, 211, and Sociology 121, 122 are recommended but not required.

Requirements for the major in economics-mathematics:
In economics: 131, 132, 233, 234, 394, and three additional semester courses numbered 300 or higher.

In mathematics: 221, 222, 381, 382, and two additional courses numbered 300 or higher.

Requirements for the major in philosophy-mathematics:
In philosophy: 112 and either 133 or 211; 258, 331, 332; and one further course in the department.

In mathematics: at least 18 credit hours, including 221, 222, 361.

Requirements for the major in psychology-mathematics:
In psychology: 111, 271, 391, and nine additional hours, to include at least one of the following courses: 234, 272, 273, 314, 332.
In mathematics: 241, 242 or 381, 382; at least 12 additional credit hours, of which six must be at the 300 or 400 level.

For each of the above majors, at least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of each mathematics combination major applies to all courses offered toward the major. All requirements for the major must be met in conventionally graded courses.

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

**Administrative Science**

*Chairman, Professor W. Zukowski*

Professor W. Zukowski; Associate Professor Knight; Assistant Professor Clarey; Mr. Samuel.

**Requirements for the major in administrative science:**

Administrative Science 221, 222, 321, 322, 413, 494; two semesters of mathematics; Economics 131, 132; Psychology 111, 211 or Sociology 121, 122 (although only one of the latter two course sequences is required, it is recommended that both be completed); and two semester courses selected from the following: Mathematics 241, 242, 243, 244; Economics 233, 234; or any additional courses in administrative science.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to administrative science courses and to Mathematics 241, 242, 243, 244, and Economics 233, 234, where these courses are used to satisfy major requirements. All requirements for the major must be met in conventionally graded courses.

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

Attention is called to the interdepartmental major in administrative science-mathematics.

**Economics**

*Chairman, Professor Hogendorn*

Professors Pullen and Hogendorn; Associate Professor Gemery; Assistant Professors Hanna, Meehan, and Hagens; Messrs. Dooley, Joseph, and R. Parker.

**Requirements for the major in economics:**

Economics 131, 132, and 30 additional credit hours in economics, including Economics 233 (for class of 1980 and subsequent classes) and 234. Also required is a satisfactory percentile rating in the undergraduate-program field test in economics, given in the spring of the
senior year. Administrative Science 221, 222 or 321, 322, and Mathematics 241, 242 or 381, 382 may be substituted for 12 of the 30 credit hours in advanced economics required for the major.

Students who wish to be recommended for graduate work in economics are urged to elect Economics 394 and 431. A knowledge of mathematics through calculus and statistics is essential.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies only to courses in economics, except that Administrative Science 221, 222 or 321, 322 and Mathematics 241, 242 or 381, 382 will be counted if substituted for courses in advanced economics in fulfilling the major requirement. All requirements for the major must be met in conventionally graded courses.

Attention is called to the interdepartmental major in economics-mathematics, and to the honors program (see description under Economics 491, 492).

1Part-time.

EDUCATION

Director, Associate Professor Jacobson

Associate Professor Jacobson; Assistant Professor M. Mavrinac.

Colby offers a three-year interdepartmental program of courses and field experiences that meets the minimal requirements for secondary-school-teacher certification in the fields of English, social studies, science, mathematics, Latin, American studies, environmental studies, and modern foreign languages. For those students interested in elementary-school-teacher or special-education certification, the sophomore and junior courses may be taken at Colby, and the balance of the program completed elsewhere. For those students who wish to defer their education courses, many graduate schools offer the Master of Arts in Teaching program, which includes a paid teaching internship and regular courses leading to not only the M.A.T. degree but a teaching certificate in the state.

Required program of studies:

Sophomore year: Education 213 and either 253 or 254; Psychology 252. Junior year: Philosophy 333; Education 336 and either 353 or 354. Senior year: Education 441, 442, 453, and full-time teaching internship during January. (English 411 or Modern Foreign Languages 411 is required of students who desire to teach those subjects.)

Guidance and counseling services are available in the office of education, 114 Lovejoy Building.

1Part-time.
HISTORY AND GOVERNMENT

Chairman, PROFESSOR A. MAVRINAC
Professors A. Mavrinac, Gillum, H. Raymond, and Weissberg; Associate Professors Bershneider and Bridgman; Assistant Professors Kany, Maisel, Hauss, and M. Mavrinac; Messrs. Kodama, Feigon, G. Miller, P. Raymond, and Weil.

The department offers majors both in history and in government.

Requirements for the major in history:
Twelve semester courses in history, of which up to two may be in ancient history. Majors in history planning to do professional work in history are encouraged to enroll in a senior seminar, but this is not required. A comprehensive examination is to be passed in the senior year, given on a major field in which the student has taken at least four semester courses, at least two of which are at the 300 or 400 level, and a minor field of two different subjects, at least one of which is at the 300 or 400 level. 100-level courses may not be offered for the comprehensive examination; a two-semester sequence may be offered only in its entirety. The fields of history from which a major or minor field may be chosen are American, Afro-American, English, European, and East Asian.

At least one January program is required to be taken in the major.

The point scale for retention of the major applies to all courses in history. With the exception of History 111, 112, all requirements for the major must be met in conventionally graded courses.

Requirements for the major in government:
Ten semester courses in government. Students are expected to take at least one semester course in government numbered in the 400's. A comprehensive examination is to be passed in the senior year.

The point scale for retention of the major applies to all courses in government. All requirements for the major must be met in conventionally graded courses.

On leave second semester.
Part-time second semester.
Part-time lecturer second semester.
Part-time visiting lecturer second semester.

PHILOSOPHY AND RELIGION

Chairman, PROFESSOR F. PARKER
Professors R. Reuman, Todrank, and F. Parker; Associate Professor Hudson; Assistant Professors Thorwaldsen, McArthur, and Longstaff; Mr. Williams.

Requirements for the major in philosophy:
Philosophy 112, 211, 331, 332, 353, and 12 additional hours in philosophy, only six of which may be in 100-level courses.
Requirements for the major in philosophy and religion:

Requirements for the major in religion:
Religion 121, 122, 223, 224, 311, 312, 316, and two additional courses in religion, at least one of which must be at the 300 level or higher.

While Philosophy 372 and 373 are not required, they are highly recommended and may be used to satisfy the requirement of two additional courses in religion.

For each of the above majors, at least one independent January program is required to be taken in the major during the junior or senior year. Philosophy or Religion 491 or 492, of at least three hours credit, may be substituted for this requirement but cannot also be used to satisfy course requirements for the major.

A maximum of two courses may be taken on a pass/fail basis in partial satisfaction of the requirements of any of the above majors. Effective with the class of 1981, no specifically prescribed course may be taken on a pass/fail basis to satisfy major requirements. The point scale for retention of each of the above majors applies to all other courses that count toward the major.

Attention is called to interdepartmental majors in philosophy-mathematics and classics-philosophy (see list of requirements under Division of Humanities), and to the interdisciplinary majors in studies in human development and studies in western civilization.

1On leave second semester.
2Part-time lecturer second semester.

Acting Chairman, ASSISTANT PROFESSOR SKOWBO
Professors Johnson, J. Gillespie, Jensen, and P. Perez; Associate Professor Zohner; Assistant Professors Lester1 and Skowbo; Mr. Russ2.

Requirements for the major in psychology:
Biology 121, 122; Psychology 111, 114, 271, 391, and 12 additional hours in psychology, to include at least one of the following courses: 234, 272, 273, 314, 332.

The point scale for retention of the major applies to all courses offered toward the major, as prescribed above. All requirements for the major must be met in conventionally graded courses.

Attention is called to the interdepartmental major in psychology-mathematics and to the interdisciplinary major in studies in human development.
On leave second semester.
Part-time lecturer second semester.

**Sociology**

Chairman, Professor Geib
Professors Birge and Geib; Associate Professor Rosenthal; Assistant Professors R. Doel, Morrione, and Kingdon.

Requirements for the major in sociology:
Sociology 121, 122, and 24 additional hours in sociology, including Sociology 311 and one course selected from 313, 318, 338; any combination of four courses selected from history, government, psychology, and economics. A written or oral comprehensive examination is to be passed.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all courses in sociology. At least 30 hours of sociology credit must be earned in conventionally graded courses.

Attention is called to the interdisciplinary major in studies in human development.

**Division of Natural Sciences**

Chairman, Associate Professor Small

Interdepartmental majors are offered in geology-biology and geology-chemistry. Attention is also called to the interdepartmental major in environmental studies.

Requirements for the major in geology-biology:
In geology: 141, 142; 215, 311; six additional credit hours numbered 200 or higher.

In biology: 121, 122, 271; 12 additional credit hours.

Other courses: Chemistry 141, 142; Mathematics 121 and one additional mathematics course numbered above 121. Physics 121, 122 is recommended.

A comprehensive examination is to be passed in the senior year in either geology or biology.

At least one independent January program is required to be taken in the major during the junior or senior year.

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

Requirements for the major in geology-chemistry:
In geology: beginning in the sophomore year, 215, 241, 242, 381, 382.
In chemistry: 141, 142, 331, 332, 341, 342; Physics 121, 122; Mathematics 121, 122.

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.

Requirements for the major in physics-mathematics (discontinued effective with the class of 1981):

In physics: 121, 122, and four additional semester courses as approved. Most physics courses have prerequisites or corequisites in mathematics.

In mathematics: 121, 122, 221, 222, 311, and one additional semester course as approved.

Note: If advanced placement or credit is given in either department, additional courses must be selected from that department to a total of 18 credit hours or more.

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

Chairman, Professor Bennett
Professors Terry and Bennett; Associate Professor Easton; Assistant Professors Fowles, Champlin, Firmage, Muller, and Speel.

Requirements for the major in biology:

Two semesters of mathematics, including 121 (students who enter with Mathematics 121 or equivalent are required to take one semester of mathematics); Chemistry 141, 142; 32 hours in biology, including 121, 122, 271, 272, 301, 302 (substitutions may be made with departmental approval); one additional year of science other than biology. Chemistry 447 or 467 may be credited towards the biology major. The comprehensive examination in the major is administered near the middle of the senior year.

The point scale for retention of the major applies to Chemistry 141, 142, the required course(s) in college mathematics, and all courses in biology. All requirements for the major must be met in conventionally graded courses.

Biology 121, 122, 271, and 272 constitute a core program and are normally prerequisite to all higher-numbered biology courses. With special permission of the department, a student may arrange to take Biology 271 or 272 and higher-numbered biology courses concurrently.

The inclusion of geology is advised for majors preparing for teaching or for work in the field aspects of biology. Students pre-
paring for dental, medical, or veterinary schools must take Mathematics 122, Physics 121, 122, and Organic Chemistry; students preparing for graduate study in the biological sciences should also elect these courses. For most of these students, at least one further course in mathematics should be elected with the advice of the major department. Requirements for the Ph.D. degree in areas of biological science usually include a reading knowledge of two modern foreign languages.

Students are encouraged to take courses at approved summer laboratories, and such courses may be approved for credit toward the major requirement.

Attention is called to the interdepartmental major in geology-biology and the interdisciplinary majors in environmental studies and studies in human development.

Chairman, Professor Reid
Professors Reid and Machemer; Associate Professors Maier and W. Smith; Assistant Professor Shattuck.

The department offers two major programs for the liberal arts student: the basic major and the ACS major (accredited by the American Chemical Society). Both majors involve the same core curriculum, but the basic allows more opportunity for study outside the chemistry department. The ACS major is more sharply focused toward further work in university graduate schools; a student graduating in this program receives official certification from the American Chemical Society.

Requirements for the basic major in chemistry:
Chemistry 141, 142, 241, 242, 331, 341, 342; Mathematics 121, 122; Physics 121, 122. Other courses or substitutions should be selected in consultation with the chairman of the chemistry department.

Requirements for the ACS accredited major in chemistry:
All courses required for the basic major, plus Chemistry 332, 411, 431. Two other semester courses may be taken as electives.

Both junior and senior January programs should be taken in the major.

The point scale for retention of the major applies to all chemistry courses. All prospective chemistry majors should meet with the chairman as early as possible during the freshman year in order to plan their full chemistry programs. With the exception of Chemistry 432 and 434, all requirements for the major must be met in conventionally graded courses.

It should be noted that recently the ACS accredited program has
been modified by the American Chemical Society, with the elimination of any particular required modern foreign language.

A sound program in the basic major meets most of the objectives of the ACS accredited one and will prepare a student to enter many professional or graduate schools, e.g., dental, medical, or veterinary schools (for these, certain biology courses should be included in the students' programs), as well as law, biochemistry, chemistry, environmental science, oceanography, and other schools. Students who plan careers in high-school science teaching should add courses in education.

Completion of either chemistry major with Biochemistry provides an excellent basis for graduate work in biochemistry, the medical sciences, and pharmacology.

At the end of their junior year, chemistry majors are encouraged to obtain summer employment in industrial or professional laboratories.

Seminars for the chemistry department are held on Tuesday evenings. Important topics are developed and discussed; chemistry majors are expected to attend, and seniors are required to participate.

Attention is called to the interdepartmental geology-chemistry major.

Chairman, Professor Koons
Professor Koons; Associate Professors Pestana and Allen; Mr. Keene.

Requirements for the major in geology:
Geology 141, 142, 215, 242, 251, 311, 323 or 371, 381, 452; one year of college mathematics; and Chemistry 141, 142. Geology 382 and one semester of Geology 491, 492 are recommended for professional preparation.

At least one independent January program is required to be taken in the major during the junior or senior year. A comprehensive examination is to be passed in the senior year.

Students planning to teach in the secondary schools may select the earth science option; the requirements are: Geology 141, 142, 215, 251, 292, 311, 323, 324, 381; Chemistry 141. A comprehensive examination is to be passed in the senior year.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all courses taken in the department. All requirements for the major must be met in conventionally graded courses.
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 two foreign languages.

Attention is also called to interdepartmental majors in geology-biology and geology-chemistry and the interdisciplinary major in environmental studies.

1Part-time lecturer second semester.
active science-mathematics, economics-mathematics, philosophy-mathematics, and psychology-mathematics.

1 On leave full year.
2 Part-time.

**PHYSICS AND ASTRONOMY**

*Acting Chairman, Associate Professor Dudley*  
*Associate Professor Dudley; Assistant Professors Metz*, Briggs, and Chodrow.

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, and some areas of engineering. Moreover, analytical training is often profitable to students who intend to pursue other professions, such as medicine, law, or business.

**Requirements for the major in physics:**

Twenty-four credit hours in physics, including 121, 122, 211, 232, 321; Mathematics 121, 122, 221, 222; three additional credit hours in natural science. A comprehensive examination is normally required in the senior year.

Students preparing for graduate work in physics, a related science, or engineering should plan to elect eight additional hours of physics, including Physics 441, and six additional hours of mathematics, including Mathematics 311. Mathematics 121, 122 should be taken during the freshman year. It is strongly recommended that Chemistry 141, 142 be taken during the sophomore year, and that the college language requirement be fulfilled in French, German, or Russian.

Students seeking advanced standing in physics should consult the chairman of the department before electing courses.

At least one independent January program is required to be taken in the major during the junior or senior year.

The point scale for retention of the major applies to all courses taken in the Division of Natural Sciences. All requirements for the major must be met in conventionally graded courses.

1 On leave full year.

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**Interdisciplinary Studies**

Interdisciplinary studies at Colby are coordinated through the interdisciplinary studies council, composed of the director, or a repre-
sentative, from each interdisciplinary area plus three students and a member of the administration:

Chairman, PROFESSOR D. Koonce

MEMBERS: Professors Bassett (American Studies), Brancaccio (Black Studies), Johnson (Center for Coordinated Studies), Kingdon (Human Development), Koonce (Western Civilization), Pestana (Environmental Studies), Sherard (East Asian Studies), and Witham (Performing Arts).

Interdisciplinary majors are offered in American studies, East Asian studies, environmental studies, studies in human development, and studies in western civilization. In addition, there are courses in Black studies and the performing arts, and coordinated courses. Each area is administered by an advisory committee and utilizes courses in several departments of the college.

AMERICAN STUDIES

Director, PROFESSOR BASSETT

ADVISORY COMMITTEE: Professors Bassett (English), Brancaccio (English), Bridgman (History), Cocks (Special Collections), Geib (Sociology), Gemery (Economics), Green (English), Harris (English), Hudson (Philosophy), Longstaff (Religion), Maisel (Government), G. Miller (History), W. Miller (Art), and Morrione (Sociology); six students majoring in American studies elected by fellow majors.

A student majoring in American studies at Colby is taught—in single courses and through a combination of courses—the subject matter of America's past and present, with special effort devoted to the integration and knowledge of more than one academic discipline. Built around a core of courses in American history and American literature, the American studies program strives for genuinely interdisciplinary insights into the complexities of American thought and culture.

Requirements for the major in American studies:

Five courses, to include a senior seminar, in an area of concentration in either American literature or American history. These courses must demonstrate adequate chronological breadth, and include offerings at the 200, 300, and 400 levels.

Three courses in the area, American literature or history, not chosen as the area of concentration.

Note: All majors are strongly advised to complete English 252d in the sophomore year.

One senior seminar or independent study course with an American emphasis in a department other than the area of concentration.

Additional courses with an American emphasis to bring the total to at least 14 courses. These may be selected from a list available
from the major adviser, and include offerings in administrative science, American studies, art, biology, economics, education, geology, government, music, philosophy, psychology, religion, and sociology.

An interdisciplinary oral or written comprehensive examination to be passed in the senior year.

At least one independent January program is required to be taken in the major during the sophomore, junior, or senior year.

The point scale for retention of the major applies to all courses offered toward the major. All requirements for the major must be met in conventionally graded courses.

Courses approved for the major:

**Administrative Science:** 354 Law.

**American Studies:** -97, -98 Selected Topics (except at the 100 level); 491, 492 Independent Study.

**Art:** 271 American Art; 356 Twentieth-Century Art; 491, 492 Independent Study.

**Biology:** 352 Ecological Theory.

**Economics:** 331 Industrial Organization and Antitrust Economics; 332 Regulated Industries; 338 Money, Banking, and Monetary Policy; 351 Public Finance; 352 Fiscal Policy; [356] Public Labor Relations and Manpower Policy; †[374] American Economic History; 431 History of Economic Thought; 491, 492 Independent Study.

**Education:** 336 History of the American School.

**English:** 251d Major American Authors; 252d Introduction to American Studies; 338 Contemporary Poetry; 351d2 Early American Authors; 352d1 The American Renaissance; 353 Realism and Naturalism; 354d1 Modern American Literature; 355 Black American Literature; 356 Contemporary American Fiction; [375] Modern Drama I; [376] Modern Drama II; 491, 492 Independent Study; 493, 494 Seminars in British and American Literature (when appropriate).

**Geology:** *323, 324 Map Interpretation and Geomorphology of the United States.


PHILOSOPHY: *352 American Philosophy; 353 Contemporary Analytic Philosophy; 491, 492 Independent Study.

PSYCHOLOGY: 291d Social Psychology; 491, 492 Independent Study.

RELIGION: †[217] Religion in America; 281 Cultural Euthenics; *316 Contemporary Western Theology; 491, 492 Independent Study.


Director, PROFESSOR BRANCACCIO

Advisory Committee: Professors Brancaccio (English), Gemery (Economics), Green (English), Johnson (Psychology), and Miller (History); and three students.

Activities in the area of Black studies began in 1969 with the formation of a Black studies subcommittee of the educational policy committee. The work of this committee has involved the encouragement of curriculum development, scholarly exchanges through visiting lecturers, faculty attendance at professional meetings such as the one held annually in Atlanta at the Center for Afro-American Studies, exchanges of students, and faculty visits to other colleges to keep abreast of developing programs. The committee also encourages the development of January program topics in this area. The history courses listed below may be offered as a field of concentration within the history major.

Courses offered in Black studies include:

ENGLISH: 355 Black American Literature.
HISTORY: 277 Black History I; 278 Black History II; 379 Black History III; 432 Seminar in Black History.

Students interested in Black studies should also note the following courses, which deal with various American minority and third-world concerns.

ECONOMICS: *333 Economic Development.

GOVERNMENT: 332 Political Development in the Third World.

RELIGION: *319 Primitive Religion.


CENTER FOR COORDINATED STUDIES

Director, Professor Johnson

Faculty Chairman, Professor Bratt

FACULTY ASSOCIATES: Professors Bratt (Consultant to the President), Easton (Biology), Johnson (Psychology), E. Kenney (English), Koonce (Classics), Koonce (English), and Westervelt (Classics).

FACULTY AFFILIATES: Professors Bassett (English), Bratt (Consultant to the President), Easton (Biology), Ferguson (Modern Foreign Languages), Hudson (Philosophy), Johnson (Psychology), Koonce (English), Maisel (Government), Sherard (Modern Foreign Languages), Weiss (Modern Foreign Languages), and Westervelt (Classics).

The Center for Coordinated Studies is described earlier in this catalogue. The center works in close liaison with other interdisciplinary programs. Its offerings, reflecting the needs and experience of the participants, are subject to frequent change.

EAST ASIAN STUDIES

Director, Professor Sherard

ADVISORY COMMITTEE: Professors Carpenter (Art), Feigon (History), Kodama (Government), Reuman (Philosophy and Religion), Sherard (Modern Foreign Languages), and Thorvaldsen (Philosophy and Religion).

The program of East Asian studies contributes a new dimension to the traditional liberal arts curriculum by exposing the student to rich cultures beyond the scope of western civilization. Study abroad during the junior year is encouraged; see FOREIGN STUDY section for information about Colby's participation in the Associated Kyoto Program and exchange agreement with Kansai University of Foreign Studies. Other foreign study possibilities include Hong Kong and Taiwan.

Requirements for the major in East Asian studies:

A minimum of two years of training in an East Asian language, and 21 additional credit hours obtained from courses in East Asian studies, selected with the approval of the program director.
The point scale for retention of the major applies to all courses offered toward the major. All requirements for the major must be met in conventionally graded courses.

Courses approved for the major:

**ART**: *391 Art of Ancient India.

**EAST ASIAN LANGUAGES**: 121, 122 Languages and Civilization of East Asia; 223, 224 Japanese Language and Culture; 225, 226 Chinese Language and Culture; 311 East Asian Linguistics; 312 Classical Written Languages of East Asia; 491, 492 Independent Study.

**EAST ASIAN STUDIES**: 491, 492 Independent Study.

**GOVERNMENT**: 135 Imperialism and Nationalism in East Asia; 138 Japan and the United States; 231 Contemporary Japanese Politics; 271 Asian Revolutionary Movements; 478 Seminar in Japanese Politics.

**HISTORY**: 151, 152 East Asian Civilization; 215 America and Asia: Attitudes and Relationships; 216 Chinese Revolution; 311 Indian Religions and Islam; 317 The Introduction of Marxism into China; 318 The People's Republic of China.

**PHILOSOPHY**: *356 Indian Thought; †[391], 392 Philosophy Seminars (when appropriate).

**RELIGION**: 312 East Asian Religions; †[391], 392 Religion Seminars (when appropriate).

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**ENVIRONMENTAL STUDIES**

**Acting Director 1976-77, Professor Pestana**

**Steering Committee**: Professors Bennett (Biology), Dudley (Physics), Vice-President Jenson (Dean of Faculty), Professors Koons (Geology), Pestana (Geology), Reid (Chemistry), and Zukowski (Mathematics).

**Advisory Committee**: Professors Clarey (Administrative Science), Firmage (Biology), Koons (Geology), Pestana (Geology); two students representing the Colby Environmental Council; Mr. T. Gordon (Cobossee Watershed District); Mr. E. Keene (North Kennebec Regional Planning Commission); Mrs. R. Strider (Waterville Conservation Commission); and Mr. M. Wiebe (Keep Maine Scenic Committee).

A multidisciplinary major in environmental studies, based primarily on the natural sciences, was instituted in March 1971. Academic aims are to provide an understanding of ecosystems, an appreciation for contributions which different disciplines make to the field, an awareness about the roles of institutions that affect the environment, and a working experience with some aspect of the local, regional, or state environment.

**Requirements for the major in environmental studies**:

In biology: one semester course selected from 117, 138, or 271; one semester course selected from 118 or 121; and 352.
In chemistry: two semester courses selected from 111, 112 or 121, 122 or 141, 142.
In geology: two semester courses selected from 141, 142 or 161, 162; either 172 or 292; and 483, 484.
In mathematics: 241 or 381.
In physics: Physics 121 or Astronomy 131.
From the science areas, a student is urged to take at least two courses with laboratory.
An additional seven credit hours from the approved list of courses in astronomy, biology, chemistry, geology, mathematics, and physics. Attention is called to a four-credit summer course in Applied Marine Ecology, offered in conjunction with TRIGOM.
Nine credit hours selected from the approved list of courses in administrative science, economics, government, and sociology.
At least one January program in environmental studies.
The point scale for retention of the major applies to all courses offered toward the major. All requirements for the major must be met in conventionally graded courses.

Courses approved for the major:
ASTRONOMY: 131 Introductory Astronomy.
CHEMISTRY: 111 Studies in Environmental Biochemistry; 112 Topics in Chemistry; 121, 122 General Chemistry; 141, 142 General Chemistry and Elementary Analysis.
GEOLOGY: 141, 142 Introduction to Geological Science; 161, 162 Problems in Geology; 172 Oceanography Laboratory; [292] Meteorology; 483, 484 Environmental Geology.
PHYSICS: 121 General Physics.

Approved courses from the Division of Natural Sciences include those listed above and the following:
GEOLOGY: 234 Rocks in Hand Specimen; 241, 242 Geologic Structures and Field Methods; 251 Invertebrate Paleontology; 252 Micro-
paleontology; 254 Advanced Invertebrate Paleontology; 311 Sedimentation; *323, 324 Map Interpretation and Geomorphology of the United States.


PHYSICS: 122 General Physics.

Approved courses from the Division of Social Sciences:

ADMINISTRATIVE SCIENCE: 354 Law; 413 Organizational Behavior.


GOVERNMENT: 314 American Constitutional Law; 338 International Law; [393] State and Local Government.


PERFORMING ARTS

Coordinator, Professor Witham

Advisory Committee: Professors Machlin (Music), Mitchell-Wentzel (Physical Education), Sewell (Performing Arts), Suss (English), Witham (English), and Woody (Performing Arts).

The program in the performing arts enlarges existing patterns of academic concentration through credited work in theater, musical performance, and dance. The program is founded on two premises: first, that performance is essential to a full understanding of the art form; second, that all the arts share significant modes of thought and expression, and that a knowledge of one art form will contribute to an understanding of all the arts. In addition to traditional lecture/discussion courses, the program includes frequent opportunities for practical experience in the theater.

Courses offered in the performing arts include:


PERFORMING ARTS: 121, 122 Theater Production; 171 Acting I; 221, 222 Theater History; 251 Stage Movement; 272 Acting II; 491, 492 Independent Study in Theater.

PHYSICAL EDUCATION: †[241, 242] Introduction to the Art of Dance; *341, 342 Modern Dance Composition and Theory; 491, 492 Independent Study in Dance.

Courses in the literature of the performing arts, which provide the liberal arts context for the program, include:


ENGLISH: 171 Speech; 275 The Art of the Narrative Film; †[373,

**Music:** †[134] The Symphony; †[231] Chansons and Lieder; †[235] Chamber Music; †[332] Opera; *376dl Counterpoint.

**Spanish:** *351 El Siglo de Oro.

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### STUDIES IN HUMAN DEVELOPMENT

**Director**, PROFESSOR KINGDON

**Steering Committee:** Professors Bennett (Biology), Geib (Sociology), Gillespie (Psychology), and Parker (Philosophy).

**Advisory Committee:** Professors Birge (Sociology), Easton (Biology), Jacobson (Education), Kingdon (Sociology), Perez (Psychology), Reuman (Philosophy), Rosenthal (Sociology), Skowbo (Psychology), and Todrank (Philosophy).

A multidisciplinary study of the origin and development of man. Academic aims of the program are to provide an understanding of the development of man as a biological and psychological organism; an appreciation of the relationship between the individual and his social environment; an opportunity to consider possible future directions for both the individual and society; and working experience with a local, state, or regional agency involved in some aspect of human development.

**Requirements for the major in studies in human development:**

In biology: 121 and either 122 or 134.

In human development: 393d, 493d.

In philosophy: one semester course selected from 211, 236, 281, 372.

In psychology: 111 and two semester courses selected from 132, 211, 252, 261, 262, 291.

In sociology: 121, 122 and two semester courses selected from 232, 233, 237, 273, 274, 353, 361, 362, 391, 394.

An additional nine credit hours above the introductory level in biology, economics, English or American literature, government, history, philosophy, psychology, religion, and sociology.

At least one January program in human development.

The point scale for retention of the major applies to all courses offered toward the major. All requirements for the major must be met in basic credits.

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### STUDIES IN WESTERN CIVILIZATION

**Director**, PROFESSOR D. KOONCE

**Advisory Committee:** Professors Benbow (English), Berschneider (History), Bundy (Modern Foreign Languages), Carpenter (Art), Koonce (Classics), Koonce (English), Parker (Philosophy and Religion), and Westervelt (Classics).
Each student majoring in studies in western civilization will draw up a provisional plan of study with his major adviser before choosing courses. This plan will be reviewed and can be revised by the adviser and the student before registration each semester. Since in a civilization program it is desirable to respond to a culture in its own terms, students in the western civilization major will be expected to pursue at least one classical or modern language for at least one year beyond the all-college language requirement. The exact extent of this requirement, and the language involved, will be part of the plan agreed on by the student and his adviser. As a major of this kind offers students a rich opportunity for contributing to the education of one another, residence in the Center for Coordinated Studies is strongly recommended, although not required. The advisory committee for the studies in western civilization major encourages students to take advantage of opportunities for off-campus study currently available through the committee on foreign study and student exchange and the committee on special programs. Plans for off-campus study, which include provisions for meeting the requirements for the major, will be accepted in lieu of portions of the requirements below.

Requirements for the major in studies in western civilization:
Eighteen hours from courses listed in and counting toward a major in one of the following disciplines: art, classics, English, history, modern foreign languages, philosophy, religion. Nine of these credit hours must be concentrated in no more than two of the following periods of western culture: Greece, Rome, the Middle Ages, the Renaissance, the Enlightenment.

At least six hours in courses in two other disciplines that are in the same period(s) of concentration selected above, and which appear in the list of approved courses below.

Western Civilization 493 and 494. Western Civilization 297, 298, 397, and 398—one-credit coordinating seminars led by instructors who are advisers for the major.

Eight additional credit hours selected from the list of approved courses below.

Courses approved for the major:
ANCIENT HISTORY: +[252] Greek History; *254 Roman History; *352 Athens in the Fifth Century; +[353] Greece in the Fourth Century.
ART: 121, 122 Introduction to Art; *311 The Art of Ancient Greece; +[312] Art of the Renaissance in Italy; *314 Baroque Art; *316 Art of the Renaissance in Northern Europe; *358 Medieval Art.
| ECONOMICS: | *372 European Economic History. |
| ENGLISH: | 221, 222 Major British Writers; 331 The Middle Ages; *332 The Renaissance; †[333] The Seventeenth Century; 334 The Eighteenth Century; 351d2 Early American Authors; 371 Eighteenth-Century British Fiction; †[373] The Development of Dramatic Art I; †[374] The Development of Dramatic Art II; 378d1 History of the English Language; 383, 384 Studies in Shakespeare; 391d2 Chaucer; †[392] Spenser; *394d1 Milton; 433d2 Restoration Literature; 438 Dante in Translation; 493, 494 Seminar in English Literature (when appropriate). |
| GERMAN: | 223, 224 German Cultural Traditions. |
| GOVERNMENT: | 321 Political Theory. |
| LATIN: | all courses listed. |
| SPANISH: | *351 El Siglo de Oro. |

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**Division of Physical Education and Athletics**

*Chairman, ASSISTANT PROFESSOR MCGEE*

*Professor Bither; Assistant Professors McGee, Covell, Nelson, Hodsdon, Hodges, Whitmore, Kelley, Mitchell-Wentzel, and Taylor; Messrs. Mukai and McConnell.*
The department of physical education and athletics offers required and voluntary physical education classes, intramural sports, intercollegiate athletics (varsity and junior varsity), and informal recreational activities.

1On leave first semester.
2On leave full year.

PHYSICAL EDUCATION

Coordinator, ASSOCIATE PROFESSOR BITHER
Physical Education 1, 2: two semesters of physical education are required of all Colby students for graduation. Waivers are available for members of varsity or junior varsity teams.

A program of instruction in a wide variety of activities is offered on a coeducational basis. Activities presently in the program are aquatics: swimming, life saving, water-safety instructors' course, canoeing, synchronized swimming, scuba; leisure-time sports: tennis, golf, squash, skating, figure skating, bicycling, skiing, cross-country skiing, fencing, badminton, riding; dance: modern, folk, ballet, ballroom; team sports: volleyball; other activities: judo, yoga, weight lifting, slimnastics.

INTRAMURALS

Coordinator, ASSISTANT PROFESSOR COVELL
Programs in intramurals are on a coeducational basis; each student is free to engage in the activities of his choice. Competition is organized in touch football, soccer, basketball, ice hockey, volleyball, skiing, track, squash, swimming, softball, tennis, cross-country, golf, and basketball free-throw. Teams are divided into fraternity and independent divisions, with a point system determining winners of each divisional trophy.

INTERCOLLEGIATE ATHLETICS

Athletics for men include varsity teams in golf, lacrosse, tennis, skiing, and squash, and both varsity and junior varsity teams in football, soccer, basketball, hockey, and baseball.

Coed varsity teams are in indoor and outdoor track, cross-country, and swimming.

Varsity teams for women are in field hockey, tennis, ice hockey, basketball, skiing, and softball.

The rules that govern intercollegiate sports are those adopted by the athletic conferences in which Colby holds membership. Colby is a member of the New England Small College Athletic Conference, which also includes Amherst, Bates, Bowdoin, Hamilton, Middlebury, Trinity, Tufts, Union, Wesleyan, and Williams. The college is also a member of the National Collegiate Athletic Association, the
Division of Special Programs

Recognizing the fact that diverse interests exist in every community, and that even the most technically trained individual has a need to continue his education, Colby College maintains a division of special programs with a full-time director.

Each summer nearly 4,000 individuals from throughout the nation and other countries are on campus for courses, conferences, seminars, and institutes ranging from Great Books to the Maine Special Olympics. Continuing-education programs in medicine and allied health fields constitute a significant portion of summer activities. Approximately 150 doctors enroll in the 10-week Lancaster Course in Ophthalmology. Three- to five-day seminars in Dermatology, Epilepsy, Forensic Medicine, Hematology-Oncology, Neurosurgery, Nuclear Medicine, Occupational Medicine, Ophthalmology, Otolaryngology, Pediatrics, Pulmonary Disease, and Surgery are offered annually.

Colby medical programs are fully accredited by the American Medical Association's Council on Medical Education. For courses designed for primary-care physicians, the American Academy of Family Practice credit is generally available. In addition, some of the medical seminars are cosponsored by nationally recognized organizations, such as the American College of Physicians, the American Thoracic Society, the American Society of Hematology, the American Association of Cancer Education, and the American Association of Dermatology.

There are various other summer programs, including the Estate Planning and Tax Institute, Advanced Audiology, Church Music Institute, New England School of Alcohol Studies, as well as youth programs for cheerleaders and basketball clinics.

During the academic year, the division arranges such annual conferences as the Colby Institute for Management. Continuing-education programs and adult courses, although not offered every year, are maintained in special programs.

Noncredit courses for which the continuing-education unit may be earned are also structured and evaluated through special programs.
The use of Colby's facilities by outside groups is coordinated through the division of special programs, too. This past year, some of the groups holding conferences on campus included the State of Maine Conservation Commissioners, the Maine Psychologists, Maine Chapter of the National Association of Teachers of Singing, Maine Chapter of the National Junior Classical League, Maine College of Physics Teachers Association, and others.

A new venture for special programs is the establishment of weekend seminars to provide continuing medical education for Maine physicians. These seminars are held in conjunction with Maine Medical Association and the Mid-Maine Medical Center in Waterville.

Information may be obtained by writing to the director, Robert H. Kany.
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);
- 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 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 D. 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 1977-78.

† A dagger indicates that the course will probably be offered in 1978-79.

* An asterisk indicates that the course will probably not be offered in 1978-79.

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

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

*Credit hours shown are per semester unless otherwise noted.* Courses listing variable credit are offered primarily for the smaller number of credits. Students can earn augmented credit in these courses by completing such extra work as the instructor may specify.

Unless otherwise stated or taken pass/fail, courses carry basic credit.
## Administrative Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>111</td>
<td>The Computer and Decision Making</td>
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<tr>
<td>MR. SAMUEL</td>
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An introduction to the potential uses of the computer as a device in the solution of a variety of management problems. *Three credit hours.*

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>221e, 222</td>
<td>Accounting</td>
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<td>MRS. KNIGHT</td>
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The underlying theory and analytical aspects of accounting as a control device and tool of management, including an examination of the role of accounting in modern society—its relationship to law, economics, and social policy. *Three credit hours.*

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<th>Course</th>
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<tbody>
<tr>
<td>321, 322</td>
<td>Finance</td>
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<tr>
<td>MR. ZUKOWSKI</td>
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</table>

An analytically structured approach to decision making in the financial area. Money and capital markets are considered.  
*Prerequisite:* Administrative Science 221, 222 and Economics 131, 132 or special permission. *Three or four credit hours.*

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<th>Course</th>
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<tbody>
<tr>
<td>333</td>
<td>Marketing</td>
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<td>MR. CLAREY</td>
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Development of the broad concept of marketing as an all-pervasive organizational and societal function, both domestically and internationally.  
*Prerequisite:* Administrative Science 221, 222 or Economics 131, 132. *Four credit hours.*

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<th>Course</th>
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<tr>
<td>334</td>
<td>Administration of Public and Social Service Organizations</td>
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<tr>
<td>MRS. KNIGHT</td>
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</tbody>
</table>

An introduction to the theories and methodologies utilized in the administration of public and social service organizations: federal, state, and local government units, health care and educational institutions. Emphasis placed on the management tools and skills that best enable the organization to perform its function efficiently and effectively in an environment of constantly changing social and economic values.  
*Prerequisite:* Administrative Science 221, 222 or permission of the instructor. *Three credit hours.*

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<th>Course</th>
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<tr>
<td>341, 342</td>
<td>Advanced Accounting</td>
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<tr>
<td>MR. SAMUEL</td>
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</tbody>
</table>

Advanced study of accounting theory, with stress on analytical, interpretative, and managerial aspects of the subject. Concepts relating to major current accounting questions are examined.  
*Prerequisite:* Administrative Science 221, 222. *Three credit hours.*

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<th>Course</th>
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<tr>
<td>352</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>MR. SAMUEL</td>
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</tbody>
</table>

The decision-making process examined in an economic context.  
*Prerequisite:* Administrative Science 221, 222 and Economics 131, 132 or special permission. *Three credit hours.*
354
Law
Mr. Clarey

The processes of law that underlie personal and institutional relationships. *Four credit hours.*

371
Operations Research
Mr. Samuel

The application of the scientific method, with emphasis on the use of mathematical and statistical techniques, to organizational problems to arrive at the “best” or optimal solution.

*Prerequisite:* Mathematics 113 or 121 or permission of the instructor. *Four credit hours.*

411
The Consumer in Society
Mrs. Knight

Consumer behavior is examined within the framework of the financial and social institutions that comprise our complex society. Emphasis is given to those aspects related to financial goals, alternatives, and decisions. *Three credit hours.*

412d1
Investments
Mr. Zukowski

Traditional concepts of investment analysis and an examination of recent scientific research on securities markets and other investments. Aberrations in market behavior due to crowd psychology are considered.

*Prerequisite:* Administrative Science 221, 222, 321, 322. *Three credit hours.*

413
Organizational Behavior
Mr. Clarey

This course utilizes a historical and sociological orientation as it examines the existing empirical data and theoretical concepts dealing with the behavior of people in business and other organizations. *Three credit hours.*

*Note:* This course may be offered cooperatively with Sociology 393. A student may not receive credit for both Administrative Science 413 and Sociology 393.

491, 492
Independent Study
Staff

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

*Prerequisite:* Permission of the instructor. *One to four credit hours.*

494
Senior Seminar
Staff

Topics concerned with the broad administrative spectrum. Choice depends upon the interest and needs of the particular class.

*Prerequisite:* Administrative Science 221, 222, 321, 322, 413, and two additional semester courses in administrative science or from the approved group (see major requirements). *Four credit hours.*
American Studies

491, 492
Indepen dent Study
staff

Individual study of special problems in American studies in areas where the student has demonstrated the interest and competence necessary for independent work.

Prerequisite: Permission of the instructor and the program director. One to four credit hours.

American Studies Major

Attention is called to the major in American studies, incorporating courses from several departments. Courses approved for this major are listed in the section on Interdisciplinary Studies (q.v.).

Ancient History

IN THE DEPARTMENT OF CLASSICS

†[252]
Greek History

Greece from the neolithic period to the sixth century, with emphasis on the Bronze Age generally and the Mycenaean period in particular. Open to freshmen with permission of the instructor. Three or four credit hours.

*254
Roman History
Taylor Lecturer

Topics in Roman history. Open to freshmen with permission of the instructor. Three or four credit hours.

*352
Athens in the Fifth Century
Taylor Lecturer

The forces that shaped Athenian democracy and the cultural and political life distinctive of Periclean Athens.

Prerequisite: Permission of the instructor. Three or four credit hours.

†[353]
Greece in the Fourth Century

The history of Greece from the death of Socrates to the rule of Alexander, drawing largely upon contemporary sources.

Prerequisite: Permission of the instructor. Three or four credit hours.

491, 492
Indepen dent Study
staff

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

Prerequisite: Permission of the instructor. One to three credit hours.
Art

121, 122  
**Introduction to Art**  
Staff

First semester: an analytical approach to the visual arts and the historical development of European art through the Middle Ages. Second semester: the history of western art from the Renaissance to the present. *Four credit hours.*

141, 142  
**Drawing**  
Miss Matthews

Presents the fundamentals of representational drawing. Out-of-class drawing is very important. No previous drawing experience is needed. Enrollment limited. *Three credit hours.*

161, 162  
**Principles of Design**  
Mr. Higgins

First semester: introduction to practical studio-design concepts in two-dimensional art, with emphasis on color. Second semester: further exploration into two-dimensional design concepts, using gouache as the principal medium, with emphasis on color and pictorial composition. Students must supply their own materials; out-of-class work is essential. Enrollment limited. *Three credit hours.*

241, 242  
**Beginning Painting**  
Mr. Higgins

*Prerequisite:* Art 141 and 161 or permission of the instructor. *Three credit hours.*

261, 262  
**Beginning Sculpture**  
Miss Matthews

Designed to help the student to acquire a foundation in the sculptural techniques of wood and stone carving and welding. It is recommended that the student take both semesters. Enrollment limited.  
*Prerequisite:* Art 141 or 161 or permission of the instructor. *Three credit hours.*

271  
**American Art**  
Mr. Miller

Architecture, sculpture, and painting from colonial times to the present. Lectures and problems make use of the original material in the Colby collections. *Three credit hours.*

*311  
**The Art of Ancient Greece**  
Mr. Miller

Architecture, sculpture, and painting from the Mycenaean through the Hellenistic periods.  
*Prerequisite:* Art 121 or permission of the instructor. *Three credit hours.*

†[312]  
**Art of the Renaissance in Italy**

The art of the fifteenth and sixteenth centuries in Italy, with emphasis on the major architects, sculptors, and painters.
Prerequisite: Art 121, 122 or permission of the instructor. Three credit hours.

*314 Baroque Art
Mr. Miller

The art of Europe in the seventeenth and eighteenth centuries, with emphasis on the major painters.

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

*316 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. Three credit hours.

317 European Art since 1800
Mr. Carpenter

Emphasis on French painting of the neoclassic, romantic, realist, impressionist, and postimpressionist movements.

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

341, 342 Advanced Painting
Mr. Higgins

A tutorial painting situation. Enrollment limited.

Prerequisite: Art 242 or permission of the instructor. Three credit hours.

†[352] The Graphic Arts

History and criticism of drawing and print making, with emphasis on European art since the Renaissance.

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

356 Twentieth-Century Art
Mr. Miller, Mr. Carpenter, and Mr. Higgins

The architecture, painting, and sculpture of the present century in Europe and America. Attention to particular problems in the art of the past 50 years will take precedence over a survey-like approach.

Prerequisite: Three semesters of art, including Art 121, 122. Two or three credit hours.

*358 Medieval Art
Mrs. Miller and Mr. Miller

Architecture, sculpture, and painting of western Europe from the mid-sixth to the mid-thirteenth centuries.

Prerequisite: Art 121. Three credit hours.

361, 362 Advanced Sculpture
Miss Matthews

Further use of the techniques acquired in Art 261, 262 in developing the student's own visual ideas. Enrollment limited.

Prerequisite: Art 261, 262. Three credit hours.
Hindu and Buddhist architecture and sculpture.  
Prerequisite: Permission of the instructor. Two credit hours.

Individual study of special problems in the practice, history, or theory of the visual arts.  
Prerequisite: Permission of the instructor. One to four credit hours.

Primarily for senior art majors. Individual reports and discussion based on reading (psychology of perception, critical methods, art theory, etc.) and on examination of original works. Nongraded. Three credit hours.

Directed practice in conduct of discussion sections in art history. Open to a limited number of upperclass art majors. Flexible credit. Nongraded.  
Prerequisite: Permission of the department chairman. Two credit hours.

Major turning points in the history of man's understanding of his world. An examination of the relationships and content of revolutionary changes of thought about motion from Copernicus to Einstein, illustrated primarily by astronomical examples. Occasional laboratory work is designed to illuminate the concepts discussed. Permission of the instructor required for students who have completed Physics 121. Lecture and laboratory. Enrollment limited. Three credit hours.

A study of the universe from a physical point of view, including a discussion of the earth, the solar system, the stars and their evolution, the galaxy and some of the newly-discovered peculiar objects within it (e.g., pulsars, black holes), and cosmology. Three credit hours.

Primarily designed for students majoring in the social sciences or humanities. Each course examines a few biological concepts in some
depth. The relative amounts of time spent in the field, in the laboratory, or in discussion of theory vary according to the topic covered. Satisfies the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. Three credit hours.

117 Ecology and Field Biology
instructor

Field trips examine various habitats and introduce methods of field biology. Lectures and laboratories introduce ecological principles and examine their application to environmental problems. Satisfies the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. Three credit hours.

118 Ecology and Population
instructor

Behavior and control of natural populations, interactions among populations, influence of man upon populations of other species, and topics in human population biology. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. Three credit hours.

121, 122 Introduction to Biology
staff

First semester: the form, function, and behavior of selected organisms. Second semester: the biology of reproduction, inheritance, and development. Illustrative examples will be drawn from a variety of organisms. Lecture and laboratory. Four credit hours.

134 Human Evolution
mr. easton

The evolutionary origin of Man through study of selected original papers and short publications. Attention is given to the basic theory of evolution and the forces that are effective in the process. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major.

Prerequisite: Permission of the instructor. Three credit hours.

138 Plant Biology
mr. fowles

An introduction to the principles of biology as illustrated by plants, with emphasis on structure, activities, and reproduction of green plants. Satisfies the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. Three credit hours.

271 Introduction to Ecology;
Introduction to Evolution
mr. fowles, mr. firmage,
and instructor

Part I: introduction to ecological principles: structure and function of natural ecosystems, patterns of distribution, energy flow, nutrient cycling, and population dynamics. Field trips are taken to sites representative of terrestrial, fresh-water, and marine habitats. Part II: introduction to the scope, significance, and mechanisms of evolution. Lecture and laboratory.

Prerequisite: Biology 121, 122 or equivalent. Four credit hours.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>Cell Biology</td>
<td>Mr. Champlin</td>
<td>An introduction to the study of cellular and molecular biology: an examination of the structure and function of nuclear and cytoplasmic components, with emphasis on experimental findings. Instruction in basic histological and cytochemical techniques is included, in addition to studies of selected cellular properties. Lecture and laboratory. Prerequisite: Biology 121, 122 or equivalent and Chemistry 141, 142 (may be taken concurrently), or permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>301, 302</td>
<td>Biology Seminar</td>
<td>Staff</td>
<td>Discussion of contemporary topics in biology. Nongraded. Prerequisite: Junior standing as a biology or geology-biology major. One credit hour for the year.</td>
</tr>
<tr>
<td>†[311]</td>
<td>Plant Classification</td>
<td></td>
<td>Methods and principles of classification, including the use of keys, nomenclature, collection techniques, and plant structural characteristics. Major plant families and the local flora will be stressed. Lecture and laboratory. Prerequisite: Biology 121 or 138, and 271 (may be concurrent) or permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>313</td>
<td>Invertebrate Zoology</td>
<td>Miss Bennett</td>
<td>The morphology, physiology, and classification of the invertebrates. Lecture and laboratory. Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>314</td>
<td>Plant Physiology</td>
<td>Mr. Fowles</td>
<td>The essential mechanisms of plant functions. Lectures only. Augmented credit of one hour based on the addition of laboratory studies emphasizing the methods of plant physiology. Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Three or four credit hours.</td>
</tr>
<tr>
<td>315</td>
<td>Cellular Physiology</td>
<td>Mr. Terry</td>
<td>An introduction to physiological processes, with emphasis on the functional organization of the cell, the cellular environment, membrane exchange mechanisms, excitability, and contractility. Lecture and laboratory. Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>317</td>
<td>Animal Histology</td>
<td>Mr. Easton</td>
<td>The structure of cells, tissues, and organs, principally of vertebrates, with aspects of function. Lecture and laboratory. Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Four credit hours.</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Description</td>
<td>Prerequisite</td>
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<tr>
<td>318</td>
<td>Microbiology</td>
<td>The biology of bacteria and viruses. The aims of the course are to develop general knowledge in this area and to give practical experience in techniques. Lecture and laboratory.</td>
<td>Biology 121, 122, 271, and 272, or permission of the instructor.</td>
</tr>
<tr>
<td>+319</td>
<td>Biology of the Lower Plants</td>
<td>Comparative studies of the morphology, development, physiology, and significance of algae, fungi, and bryophytes. Lecture and laboratory.</td>
<td>Biology 121, 122, 271, and 272, or permission of the instructor.</td>
</tr>
<tr>
<td>332</td>
<td>Developmental Biology</td>
<td>A study of development, with emphasis on the experimental findings that have led to present ideas of the morphological and chemical processes underlying the development and growth of organisms. Lecture and laboratory.</td>
<td>Biology 121, 122, 271, and 272, or permission of an instructor.</td>
</tr>
<tr>
<td>333</td>
<td>Chordate Evolution</td>
<td>Origin of vertebrate form through consideration of homologies in extinct and living organisms. Lecture and laboratory.</td>
<td>Biology 121, 122, 271, and 272, or permission of the instructor.</td>
</tr>
<tr>
<td>*335</td>
<td>Systematics</td>
<td>A theoretical view of the taxonomic aspects of biological variation, with emphasis on the processes and mechanisms of variation and evolution at the species level. Research methods will also be considered. Augmented credit of one hour based on a laboratory project using one of the avenues of research discussed in class.</td>
<td>Biology 121, 122, 271, and 272.</td>
</tr>
<tr>
<td>352</td>
<td>Ecological Theory</td>
<td>Opposing views regarding the regulation of population abundance and the nature of the biotic community; analyses of mathematical models of life tables, population dispersion, and species diversity; perspectives concerning the basis of our environmental crisis. Lecture only.</td>
<td>Biology 121, 122, 271, and 272, or permission of the instructors.</td>
</tr>
<tr>
<td>*354</td>
<td>Marine Ecology</td>
<td>Field and laboratory studies on estuarine and coastal organisms; quantitative sampling methods and analysis of data will be ac-</td>
<td></td>
</tr>
</tbody>
</table>
MR. FIRMAGE AND INSTRUCTOR

Complished through group and individual projects that include occasional weekend trips to the coast. Laboratory and discussion.

Prerequisite: Biology 352 (may be taken concurrently). Two credit hours.

†[356]

INLAND ECOLOGY

Field and laboratory studies on terrestrial and fresh-water organisms; quantitative sampling methods and analysis of data will be accomplished through group and individual projects. Laboratory and discussion. At least one weekend field trip will be scheduled.

Prerequisite: Biology 352 (may be taken concurrently). Two credit hours.

358

ECOLOGICAL FIELD STUDY

STAFF

A trip to a south temperate or tropical area during the spring recess. Students must cover travel expenses.

Prerequisite: Biology 352 (may be taken concurrently) or permission of the instructor. One credit hour.

371

GENETICS

MR. CHAMPLIN

The mechanisms of inheritance, with emphasis on experimental findings. The physical and chemical bases for the behavior of genes in individuals and populations are examined.

Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Lecture only: three credit hours; lecture and laboratory: four credit hours.

376

PROBLEMS IN COMPARATIVE ANIMAL PHYSIOLOGY

MISS BENNETT

Studies of the manners in which animals of major phyla cope with their functional problems. Both ecological and evolutionary correlations are stressed. Lectures only. Augmented credit of one hour based on the addition of laboratory studies emphasizing the methods of comparative physiology.

Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Three or four credit hours.

377

TOPICS IN NEUROBIOLOGY

MR. MULLER

Lectures, discussions, and readings on the functional organization of nervous systems, and on how nervous information is received, coded, stored, and transmitted by living organisms. Augmented credit of one hour based on addition of laboratory work.

Prerequisite: Biology 121, 122, 271, and 272, or permission of the instructor. Three or four credit hours.

378

ANIMAL BEHAVIOR

An examination of animal behavior from a biological viewpoint. Topics will include the control, development, function, and evolu-
MR. MULLER

491, 492
INDEPENDENT STUDY
STAFF

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

Prerequisite: Permission of the department. One to four credit hours.

Center for Coordinated Studies

(Variously numbered) CENTER SEMINARS STAFF

Small seminars prearranged for freshmen or developed through student-faculty consultation at upperclass levels to explore topics of interest from the viewpoints of more than one academic discipline. Conducted by two or more members of the faculty. Students are expected to have taken, or to be currently enrolled in, courses in the participating departments. One or two credit hours per seminar.

Chemistry

111 STUDIES IN ENVIRONMENTAL BIOCHEMISTRY MR. MAIER

A few situations in which polluting and ultimately toxic chemicals intrude upon the proper functioning of biochemical systems will be studied in great detail. Intended for environmental studies majors or as a nonlaboratory course for nonscience majors. Enrollment limited. Three credit hours.

112 TOPICS IN CHEMISTRY MR. SMITH

Both the philosophical and technological aspects of chemistry are considered in an essentially phenomenological approach. Topics covered include atomic structure, radioactivity, nuclear energy, energy relationships in chemical systems, environmental problems, and industrial applications of chemistry. Intended for environmental studies majors or as a nonlaboratory course for nonscience majors. Three credit hours.

121e, 122 GENERAL CHEMISTRY MR. MACHEMER

Fundamental principles, with examples selected from inorganic chemistry; stoichiometry; atomic theory; chemical bonding; thermochemistry; gases, liquids, and solids; solutions; chemical equi-
141e, 142  
**General Chemistry and Elementary Analysis**  
Mr. Machemer

Lectures and text the same as 121e, 122 but with four hours of discussion-laboratory added. The first-semester laboratory is concerned with gravimetric analysis, the second with volumetric analysis and qualitative analysis. *Four credit hours.*

221e, 222  
**Organic Chemistry**  
Mr. Reid

The chemistry of carbon compounds, aliphatic, aromatic, and heterocyclic, from the point of view of synthesis, structure, properties, and uses. Lecture.  
*Prerequisite:* Chemistry 122. *Three credit hours.*

241e, 242  
**Organic Chemistry**  
Mr. Reid

Lecture and text material the same as 221e, 222 but with laboratory sessions added: separations, purifications, syntheses, determination of important properties. Lecture, discussion, and laboratory.  
*Prerequisite:* Chemistry 142. *Five credit hours.*

317  
**Industrial Chemistry**  
Mr. Smith

Applications of chemistry and the role of chemical technology in our society. Students will present an oral and a written report on a topic in industrial chemistry.  
*Prerequisite:* Chemistry 142. *Two credit hours.*

331  
**Quantitative Analysis**  
Mr. Machemer

A theoretical and practical study of fundamentals of gravimetric and volumetric methods of analysis. Laboratory work emphasizes the acquisition of manipulative skills. Lectures are devoted to principles underlying chemical analysis, literature of analytical chemistry, precision, and sources of error. Lecture and laboratory.  
*Prerequisite:* Chemistry 142. *Four credit hours.*

332  
**Instrumental Analytical Chemistry**  
Mr. Shattuck

Theoretical and practical instruction in special instrumental methods. Laboratory work involves potentiometric determinations, atomic, ultra-violet, infra-red, and nuclear magnetic resonance studies, polarography, gas chromatography, and radio chemistry. Lecture, discussion, and laboratory.  
*Prerequisite:* Chemistry 331, 342, and Mathematics 122 (may be taken concurrently with Chemistry 342). *Four credit hours.*

341, 342  
**Physical Chemistry**  
Mr. Shattuck

The laws governing the physical and chemical behavior of substances, emphasizing the theories and methods of physical chemistry and the application of physical chemical principles to the solution of problems. Lecture, discussion, and laboratory.  
*Prerequisite:* Chemistry 331, Mathematics 122 (may be taken
concurrently with Chemistry 341), and Physics 122. *Five credit hours.*

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>411</td>
<td>Inorganic Chemistry (Mr. Smith)</td>
<td>Chemistry 342. <em>Four credit hours.</em></td>
<td>4</td>
</tr>
<tr>
<td>431</td>
<td>Qualitative Organic Analysis (Mr. Reid)</td>
<td>Chemistry 332 and 342. <em>Four credit hours.</em></td>
<td>4</td>
</tr>
<tr>
<td>434</td>
<td>Advanced Physical Chemistry (Mr. Smith)</td>
<td>Chemistry 342. <em>Three credit hours.</em></td>
<td>3</td>
</tr>
<tr>
<td>447, 448</td>
<td>Biochemistry (Mr. Mayer)</td>
<td>Chemistry 242. <em>Four credit hours.</em></td>
<td>4</td>
</tr>
<tr>
<td>467, 468</td>
<td>Biochemistry (Mr. Mayer)</td>
<td>Chemistry 242. <em>Five credit hours.</em></td>
<td>5</td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study (Staff)</td>
<td>Chemistry 242. <em>One to three credit hours.</em></td>
<td>1–3</td>
</tr>
<tr>
<td>494</td>
<td>Seminar in Biochemistry</td>
<td>Reading and discussion of current literature, emphasizing a common theme in an emerging area of biochemistry.</td>
<td>1</td>
</tr>
</tbody>
</table>
MR. MAIER

Prerequisite: Chemistry 447 or 467 or permission of the department. Two credit hours.

Classics (IN TRANSLATION)

IN THE DEPARTMENT OF CLASSICS

These courses require no knowledge of Latin or Greek. Attention is called also to courses in ancient history.

133
MYTH AND LITERATURE
MR. WESTERVELT

While the plots and characters of Greek literature are from the beginning drawn almost invariably from the realm of Greek mythology, the treatment of mythic material depends on the literary form to which it is adapted and the age for which it is written. Readings will focus on the development of a few well-known myths from the archaic age through the fifth century, and will include Homer's *Odyssey*, selections from the lyric poets, Pindar, and Bacchylides, and representative tragedies of Aeschylus, Sophocles, and Euripides. Three or four credit hours.

†[232]
GREEK TRAGEDY

The development of tragedy as a dramatic form and its relationship to the contemporary changes in Athenian democracy. Readings will include major plays of Aeschylus, Sophocles, and Euripides, and the parody of tragedy in the *Frogs* of Aristophanes. Three or four credit hours.

†[234]
THE HEROIC IDEAL IN EARLY GREEK POETRY

Particular emphasis on Homer's *Iliad* and the odes of Pindar, with some attention to modifications of the heroic ideal that appear in Attic tragedy. Three or four credit hours.

491, 492
INDEPENDENT STUDY
STAFF

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

Prerequisite: Permission of the instructor. One to three credit hours.

East Asian Languages

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

121, 122
LANGUAGES AND CIVILIZATION OF EAST ASIA

Designed to give the student both an appreciation and a practical knowledge of important aspects of East Asian culture. Course matter will be eclectic and will cover such topics as Zen, Taoism, his-
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>223, 224</td>
<td>Japanese Language and Culture</td>
<td>Mr. Sherard</td>
<td>Permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>225, 226</td>
<td>Chinese Language and Culture</td>
<td>Mr. Sherard</td>
<td>Permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>311</td>
<td>East Asian Linguistics</td>
<td>Mr. Sherard</td>
<td>East Asian Languages 224 or 226, and permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>312</td>
<td>Classical Written Languages of East Asia</td>
<td>Mr. Sherard</td>
<td>East Asian Languages 311 and permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study</td>
<td>Mr. Sherard</td>
<td>Permission of the instructor. Two to four credit hours.</td>
</tr>
<tr>
<td>491, 492</td>
<td>East Asian Studies</td>
<td>Staff</td>
<td>Permission of the instructor and the program director. One to four credit hours.</td>
</tr>
</tbody>
</table>
East Asian Studies Major

Attention is called to the major in East Asian studies, incorporating courses from several departments. Courses approved for this major are listed in the section on Interdisciplinary Studies (q.v.).

Economics

131d
Principles of Macroeconomics
Staff

Principal of macroeconomics and their applications to modern economic problems: national product and income accounting, monetary and fiscal policy, inflation, unemployment, and growth. Formerly listed as Economics 141. Three credit hours.

132d
Principles of Microeconomics
Staff

Principal of microeconomics and their applications to modern economic problems: prices, markets, monopoly power, income distribution, and problems of the environment. Formerly listed as Economics 142. Three credit hours.

233d
Macroeconomic Theory
Staff

Analysis of the theories of national income determination, the factors affecting employment and the price level.

Prerequisite: Economics 131, 132. Three credit hours.

234d
Microeconomic Theory
Staff

The theory of the pricing, distribution, and allocation of resources in a market economy. Emphasis will be placed on the various meanings of economic efficiency.

Prerequisite: Economics 131, 132. Three credit hours.

311d
Seminars: Economic Analysis and Policy
Staff

The methods of economic analysis studied in Economics 131, 132 will be applied to various matters of current economic policy. Each section will consider different policy problems, examples of which might include the economics of warfare, welfare, the mystique of growth, law and economics, energy problems, economics of transport and location, poverty and discrimination, the economics of education and medicine, and radical economics, including a critique of “orthodox” economic theory and an extensive reading of the current literature in radical economics. A description of the topics offered by section will be available at registration.

Prerequisite: Economics 131, 132. Three credit hours.

†[314]
Economics of Population

Application of economic analysis to the study of the size and characteristics of human populations; interrelation between economic and population growth in lesser-developed and developed countries;
analysis of marital and fertility patterns in the United States, with emphasis on the changing economic role of women; related public policy issues, such as welfare reform, sexual discrimination, and education. Formerly listed as Economics 313.

*Prerequisite: Economics 131, 132. Three or four credit hours.

331 INDUSTRIAL ORGANIZATION AND ANTITRUST ECONOMICS
Mr. Meehan

An examination of the structure, conduct, and performance of American industries to determine if the market process efficiently allocates resources to meet consumer demand. An economic analysis of the antitrust laws and an evaluation of their performances. Reference will be made to specific industries and cases.

*Prerequisite: Economics 131, 132. Three or four credit hours.

332 REGULATED INDUSTRIES
Mr. Meehan

An examination of specific regulated markets and the rationale for regulation in each. The economic effects of regulation on price, cost of production, and quality of product or service will be explored. The success of regulation will be evaluated relative to the market outcome that would be expected in the absence of regulation.

*Prerequisite: Economics 131, 132. Three or four credit hours.

*333 ECONOMIC DEVELOPMENT
Mr. Hogendorn

The developing areas and their prospects for economic betterment. Analysis of the techniques involved and the problems to be encountered in the growth process.

*Prerequisite: Economics 131, 132. Three or four credit hours.

334 URBAN AND REGIONAL ECONOMICS
Instructor

Economic forces that shape the size, structure, and growth of cities; an assessment of the nature of urban problems and the desirability of alternative solutions. Topics include urban transportation, housing, land use, racial conflict, and the current fiscal crisis.

*Prerequisite: Economics 131, 132. Three or four credit hours.

338 MONEY, BANKING, AND MONETARY POLICY
Instructor

Monetary theory and the banking system of the United States, including problems of money and prices, proper organization and functioning of commercial banking and Federal Reserve systems, monetary standards, and credit control. Analysis, description, and evaluation of monetary policies and their administration. Recent monetary and banking trends. Criteria for appraising monetary performance.

*Prerequisite: Economics 131, 132. Three credit hours.

351 PUBLIC FINANCE
Mr. Hagens

Economics of the public sector. Topics include trends in and theories of government spending, externalities, voting mechanisms, social security, welfare programs, tax structure, and tax reform.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
</table>
| 352         | Fiscal Policy                                             | Mr. Hagens   | The effects of fiscal policy on resource allocation, economic growth, inflation, unemployment, and the public debt. Theory and development of fiscal policy in a federal system.  
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
| 355         | Labor Market Economics                                    | Mr. Dooley   | Wage determination and allocation of human resources in union and nonunion labor markets. Theories of labor supply, labor demand, and human capital investment. Related public policy issues, such as minimum wage laws, income maintenance, and discrimination. Impact of collective bargaining. Inflation, unemployment, and macroeconomic policy. Formerly listed as Economics 354.  
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
| *372        | European Economic History                                 | Mr. Gemery   | The framework of economic analysis applied to European historical patterns and trends. Aspects of industrialization, capital accumulation, technology change, trade and migration, and effects of entrepreneurial and government decisions.  
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
| †[374]     | American Economic History                                |              | The framework of economic analysis applied to American historical patterns and trends. Aspects of industrialization, capital accumulation, technology change, trade and migration, and effects of entrepreneurial and government decisions.  
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
| 377         | Environmental Economics                                   | Instructor   | The relationship between our economic system and the environment; the nature of environmental problems, and existing and alternative policy responses to them. Topics include air and water pollution, population growth, the allocation of exhaustible mineral resources, energy, and the inevitability and desirability of limiting economic growth.  
**Prerequisite:** Economics 131, 132. Three or four credit hours. |
### International Economics

The nature of international economic relations, including the theory of international trade, international monetary analysis, monetary reform, capital movements and unilateral transfers, commodity agreements and cartels, international economic organizations.

*Prerequisite:* Economics 131, 132. Three or four credit hours.

### Comparative Economic Systems

The basic types of economic systems, with special attention to problems of economic management, planning, and development. Emphasis is on western Europe, Japan, the Soviet Union, and China.

*Prerequisite:* Economics 131, 132. Three or four credit hours.

### Foundations of Econometrics

Applications of basic mathematical and statistical concepts to economic analysis. Economic functions, equilibrium, marginal analysis, systems of equations, derivatives, maxima and minima, probability, random variables and their distributions, and application of matrix algebra to input-output analysis and linear programming. Model building and the links between economic prior and posterior decisions.

*Prerequisite:* Economics 131, 132. Three credit hours.

### Econometrics: Theory and Applications

Introduction to econometric theory. Parameter estimation for single and multiple equation systems. Inference and hypothesis testing. Estimation of dynamic equation systems. Problems of designing single and multiple econometric models: serial correlation, multicollinearity, heteroscedasticity, lagged variables, dummy variables, identification, and simultaneous-equation bias.

*Prerequisite:* Economics 131, 132 and either Economics 393, Mathematics 241, or Mathematics 381. Three credit hours.

### History of Economic Thought

An examination and appraisal of the development of economic theory. Major writing from the mercantilist period through the Keynesian is included. Extensive use of source material.

*Prerequisite:* Economics 131, 132 and senior standing. Three credit hours.

### Independent Study

Independent study devoted to a topic chosen by the student with the approval of the department. Students may be invited by the department to prepare a thesis in the second term, successful completion and defense of which will result in the degree being awarded "with honors in economics."

*Prerequisite:* Senior standing as economics major. One to four credit hours.
### 494 Senior Seminar

**Staff**

Advanced topics in economic analysis and policy will be considered in a seminar held once weekly. Students will be expected to prepare and deliver seminar papers on advanced topics in economic analysis and policy.

**Prerequisite:** Senior standing as economics major. *Three credit hours.*

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### Education

#### 213 Sociology of Education

**Mr. Jacobson**

An overview of contemporary schooling in the United States and its relationship to society; cross-cultural studies of child-rearing and schooling practices in the United States and other nations. **Prerequisite to Education 441.** See also Education 253.

**Prerequisite:** An academic average of 2.5 or higher and permission of the instructor. *Three credit hours.*

#### 252 Child and Adolescent Psychology

**Mr. Zohner**

Listed as Psychology 252 (q.v.). **Prerequisite to Education 441.** See also Education 254. *Three credit hours.*

#### 253, 254 Field Experience in Education

**Mrs. Mavrinac**

Five hours weekly to be served as an assistant teacher in a local elementary school; written exercises and evaluations via individual and group projects. **Education 253 or 254 prerequisite to Education 441.** Flexible credit. Nongraded.

**Prerequisite:** Permission of the instructor. *Two or three credit hours.*

#### 333 Philosophy of Education

**Mr. Hudson**

Listed as Philosophy 333 (q.v.). **Prerequisite to Education 441.** See also Education 353. *Three credit hours.*

#### 336 History of the American School

**Mr. Jacobson**

The evolution of the American school: organization, control, curricula, and teaching methods. **Prerequisite to Education 441.** See also Education 354. Enrollment limited. *Three credit hours.*

#### 353, 354 Field Experience in Education

**Mrs. Mavrinac**

Five hours weekly to be served as an associate teacher in a local junior high school; written exercises and evaluations via individual and group projects. **Education 353 or 354 prerequisite to Education 441.** Flexible credit. Nongraded.
Prerequisite: A major commonly taught in secondary school, and permission of the instructor. Two or three credit hours.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>411</td>
<td>The Teaching of English or Modern Foreign Languages&lt;br&gt;Staff</td>
</tr>
<tr>
<td>441, 442</td>
<td>Student Teaching: Theory and Practicum&lt;br&gt;Mr. Jacobson</td>
</tr>
<tr>
<td>453, 454</td>
<td>Field Experience in Education&lt;br&gt;Mrs. Mavrinac</td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study&lt;br&gt;Staff</td>
</tr>
</tbody>
</table>

English

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>111, 112</td>
<td>English Fundamentals&lt;br&gt;Instructor</td>
</tr>
<tr>
<td>115</td>
<td>English Composition&lt;br&gt;Mr. Harris and Others</td>
</tr>
</tbody>
</table>

Prerequisite: A major commonly taught in secondary school, and permission of the instructor. Two or three credit hours.
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<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>117, 118</td>
<td>Creative Writing</td>
<td>Introduction to the writing of poetry and fiction, with emphasis on student manuscripts.</td>
<td>Prerequisite: English 115 or exemption.</td>
<td>Three</td>
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<td></td>
<td></td>
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<td></td>
<td>credit hours</td>
</tr>
<tr>
<td>152</td>
<td>Introduction to Literature</td>
<td>Poetry, prose, and drama from different times and cultures. Topics and texts will vary from section to section, but all sections will emphasize close reading and detailed analysis of imaginative literature and careful critical writing.</td>
<td>Prerequisite: English 115 or exemption.</td>
<td>Three</td>
</tr>
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<tr>
<td>171</td>
<td>General Speech</td>
<td>Fundamental principles of the composition and oral delivery of speeches. Enrollment limited.</td>
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<tr>
<td>215, 216</td>
<td>Intermediate Expository Writing Workshops</td>
<td>Workshops for students wishing to improve their ability to write on topics studied in other courses. Student papers will be presented for workshop criticism so that they may be revised. Focus will be on problems of development and rhetorical structure. May be repeated for additional credit.</td>
<td>Prerequisite: English 115 and permission of the instructor.</td>
<td>One to three</td>
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<td>credit hours</td>
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<tr>
<td>221, 222</td>
<td>Major British Writers</td>
<td>An introduction to British literature, with emphasis on detailed analysis and comparative readings, and some attention to the various methods of inquiry and attempts at understanding. First semester: Beowulf through Milton; second semester: Dryden to the beginnings of the modern movement.</td>
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<tr>
<td>251d</td>
<td>Major American Authors</td>
<td>An introduction to American literature, with emphasis on detailed analysis and comparative readings, and some attention to the various methods of inquiry and attempts at understanding.</td>
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<tr>
<td>252d</td>
<td>Introduction to American Studies</td>
<td>A selected aspect of American thought and culture, employing tools of other academic disciplines to supplement the basic literary orientation of the course. May be repeated once for added credit with permission of the department.</td>
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<tr>
<td>271d2</td>
<td>Argumentation and Debate</td>
<td>Principles of argumentation, with application in extended persuasive speeches and formal debate.</td>
<td>Prerequisite: English 171 or permission of the instructor.</td>
<td>Three</td>
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<td>Course Code</td>
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<tr>
<td>275</td>
<td>The Art of the Narrative Film</td>
<td>The elements of structure, characterization, imagery, and style as they contribute to the awareness of meaning and to aesthetic response in various classic examples of film making. Three credit hours.</td>
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<tr>
<td>315, 316</td>
<td>Advanced Expository Writing Workshops</td>
<td>Workshops for students wishing to improve their ability to write on topics studied in other courses. Student papers will be presented for workshop criticism so that they may be revised. Focus on problems of stylistic consistency and force. May be repeated for additional credit. Prerequisite: English 115 and permission of the instructor. One to three credit hours.</td>
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<tr>
<td>317</td>
<td>Intermediate Fiction Workshop</td>
<td>Practice in the writing of short stories, with major emphasis on student manuscripts. Prerequisite: English 117 or 118 or permission of the instructor. Three credit hours.</td>
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<tr>
<td>318</td>
<td>Intermediate Poetry Workshop</td>
<td>Practice in the writing of poetry, with major emphasis on student manuscripts. Prerequisite: English 117 or 118 or permission of the instructor. Three credit hours.</td>
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<tr>
<td>331</td>
<td>The Middle Ages</td>
<td>The development of western European literature in the context of medieval intellectual and cultural history. Works representing such genres as epic, romance, lyric, allegory, and fabliaux will be studied. Special attention will be devoted to Chaucer and Dante. Three credit hours.</td>
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<tr>
<td>*332</td>
<td>The Renaissance</td>
<td>The influence of Renaissance and Reformation thought on the literature of the English Renaissance. Readings will be drawn from the intellectual backgrounds, Spenser, selected plays of the early sixteenth century and of Marlowe, Kyd, Shakespeare, Tourneur, and Webster. Three credit hours.</td>
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<tr>
<td>†[333]</td>
<td>The Seventeenth Century</td>
<td>Poetic and intellectual traditions in the late sixteenth and seventeenth centuries as represented by Shakespeare, Donne, Milton, Dryden, and selected minor poets. Three or four credit hours.</td>
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<tr>
<td>334</td>
<td>The Eighteenth Century</td>
<td>Selected works by Pope, Swift, Johnson, Blake, and other poets, essayists, novelists, and dramatists of the century. Three credit hours.</td>
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<td>Course Code</td>
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<tr>
<td>335</td>
<td>The Romantic Period</td>
<td>Mr. Mizner</td>
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<td>336</td>
<td>The Victorian Period</td>
<td>Miss Curran</td>
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<tr>
<td>337</td>
<td>Modern British Literature</td>
<td>Mr. Archibald</td>
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<td>338</td>
<td>Contemporary Poetry</td>
<td>Instructor</td>
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<td>339</td>
<td>Modern British Fiction</td>
<td>Mr. Kenney</td>
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<tr>
<td>351</td>
<td>Early American Authors</td>
<td>Mr. Harris</td>
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<tr>
<td>352</td>
<td>The American Renaissance</td>
<td>Mr. Brancaccio</td>
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<tr>
<td>353</td>
<td>Realism and Naturalism</td>
<td>Mr. Kenney</td>
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<tr>
<td>354</td>
<td>Modern American Literature</td>
<td>Mr. Harris</td>
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115 I COLBY COLLEGE: COURSES OF STUDY | ENGLISH

Representative poems of the major romantic poets, with ancillary readings in the novel and the drama designed to explore and test the political, conceptual, and imaginative coherence of romanticism and its relationship to earlier literature. Three or four credit hours.

Victorian poetry and nonfiction prose, with attention to literary and social background. Emphasis will be on changing concepts, "uses," and forms of poetry between 1830 and 1900, and on the period's general aesthetic theories (with a glance at visual and applied arts). Authors will include Tennyson, Browning, Arnold, Ruskin, the Pre-Raphaelites, Pater, and Hopkins. Three or four credit hours.

The origins, nature, and achievements of the modern movement in England and Ireland. The major authors in 1977-78 will be Hardy, Yeats, Eliot, and Joyce. Three credit hours.

A survey of poetry written in English from 1940 to the present, emphasizing poets who best represent the kinds of poetry of the period—objectivism, projectivism, confessional poetry, the deep image, etc. Three credit hours.

Representative British novels of the twentieth century by such writers as Conrad, Ford, Lawrence, Woolf, Forster, Waugh, Greene, and Lessing. Three or four credit hours.

Selected prose and poetry from the Puritan period, the Age of Reason, and the preromantic movement in American literature. Three credit hours.

The major works of Emerson, Thoreau, Hawthorne, Melville, and Whitman. Three or four credit hours.

Major works by Twain, Howells, James, Crane, and others in the context of traditions of the novel, and critical theories of the art and purpose of fiction. Three credit hours.

Studies in major twentieth-century American authors, including Fitzgerald, Hemingway, Faulkner, Frost, Pound, Stevens, and other writers of fiction and poetry who represent significant trends in modern literature. Three credit hours.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>355</td>
<td><strong>Black American Literature</strong></td>
<td><strong>Instructor</strong></td>
<td>The writings of Black Americans, with emphasis on autobiography, fiction, and poetry of the twentieth century. <em>Three credit hours.</em></td>
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<tr>
<td>356</td>
<td><strong>Contemporary American Fiction</strong></td>
<td><strong>Mr. Bassett</strong></td>
<td>Major writers of American fiction since 1945, with some attention to the modernist tradition of Faulkner, Hemingway, and Fitzgerald. Works of Mailer, Bellow, Barth, Updike, Pynchon, and others will be analyzed, emphasizing the pattern of experience of the hero in conflict with the modern world. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>371</td>
<td><strong>Eighteenth-Century British Fiction</strong></td>
<td><strong>Mr. Sutherland</strong></td>
<td>Representative British novels of the eighteenth century by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>372</td>
<td><strong>Nineteenth-Century British Fiction</strong></td>
<td><strong>Miss Curran</strong></td>
<td>Representative British novels of the nineteenth century by such writers as Austen, the Brontës, Dickens, Thackeray, Eliot, Meredith, Trollope, and Hardy. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>†[373]</td>
<td><strong>The Development of Dramatic Art I</strong></td>
<td></td>
<td>Discussion of typical plays of the western world in the context of conditions and conventions of performance from Greek and Roman times through the Middle Ages and the early Renaissance. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>†[374]</td>
<td><strong>The Development of Dramatic Art II</strong></td>
<td></td>
<td>A sequel to English 373, from the later Renaissance through the neoclassic and romantic periods to the beginnings of realism in the nineteenth century. There will be a brief collateral examination of the theater of the Orient. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>[375]</td>
<td><strong>Modern Drama I</strong></td>
<td></td>
<td>Discussion of typical plays of Europe and America in the context of conditions and conventions of performance, emphasizing the works of Ibsen, Chekhov, and Strindberg. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>[376]</td>
<td><strong>Modern Drama II</strong></td>
<td></td>
<td>A sequel to English 375, emphasizing plays of the contemporary American and French theaters. The concepts of modern theater theoreticians and practitioners like Antonin Artaud and Jerzy Grotowski will be examined collateral. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>377d2</td>
<td><strong>History of Literary Criticism</strong></td>
<td><strong>Mr. Harris</strong></td>
<td>Principles and history of literary criticism, ancient through modern, with special attention to Plato, Aristotle, Coleridge, and Eliot. <em>Three or four credit hours.</em></td>
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</tbody>
</table>
378d1
**History of the English Language**
Mr. Mackay

A brief study of the mechanism of speech—primarily to explain the connections between western European Romance and Germanic languages—followed by an examination of the major historical, social, literary, and linguistic reasons for changes in the sound, grammar, spelling, inflection, syntax, and vocabulary of the language from the Anglo-Saxon period to modern American English. *Three or four credit hours.*

379d2
**Blake**
Mr. Sutherland

Close reading of a wide selection of Blake's illuminated poems. Facsimiles and slides will be used in order to emphasize visual aspects of Blake's work. *Three or four credit hours.*

383, 384
**Studies in Shakespeare**
Mr. Benbow

Selected plays, with special attention to the intellectual background and to Shakespeare's development as a dramatist. *Prerequisite:* English 221. *Three credit hours.*

391d2
**Chaucer**
Mr. Mackay

A brief review of the *Canterbury Tales*; an intensive study of *Troilus and Criseyde*; and selections from the *Parliament of Fowls*, the *House of Fame*, and the shorter poems. *Three credit hours.*

†[392]
**Spenser**

The poetry of Spenser, with particular attention to *The Faerie Queene* and the problem of Renaissance epic. *Three or four credit hours.*

*394d1
**Milton**
Mr. Koonce

The poetry and major prose of John Milton. *Three credit hours.*

411
**The Teaching of English**
instructor

Tutorials with individual members of the department about current issues, problems, and methods in the teaching of English. Students and tutors will plan each student's practice teaching, and the tutor will occasionally visit his or her classroom. Nongraded. *Prerequisite:* Concurrent enrollment in Education 441 or permission of the instructor. *Three credit hours.*

417
**Advanced Poetry Workshop**
instructor

Practice in the writing of poetry, with major emphasis on student manuscripts. *Prerequisite:* English 217 or 218 or permission of the instructor. *Three credit hours.*

418
**Advanced Fiction Workshop**

Practice in the writing of short stories and longer fiction, with major emphasis on student manuscripts.
<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>Prerequisite: English 217 or 218 or permission of the instructor. Three credit hours.</th>
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<tbody>
<tr>
<td>433d2 Restoration Literature Mr. Sweney</td>
<td>The prose, poetry, and drama of 1660-1700, with special emphasis on the works of John Dryden. Three credit hours.</td>
</tr>
<tr>
<td>437d2 The Literature of Existentialism Mr. Mizner</td>
<td>Readings in the novel and the drama of Russia, Germany, France, and the United States, from Dostoevski to Walker Percy. Three credit hours.</td>
</tr>
<tr>
<td>*438 Dante in Translation Mr. Mackay</td>
<td>The <em>Vita Nuova</em> and the <em>Divine Comedy</em> (<em>Inferno</em>, <em>Purgatory</em>, <em>Paradise</em>), drawing upon the philosophy, theology, art, and literature of the period. No knowledge of Italian required. Three credit hours.</td>
</tr>
<tr>
<td>472 Oral Interpretation Mr. Witham</td>
<td>Principles of selection, analysis, and preparation of poetry, prose, and drama for oral presentation before an audience. Three credit hours.</td>
</tr>
<tr>
<td>491, 492 Independent Study Staff</td>
<td>Individual projects exploring topics for which the student has demonstrated the interest and competence necessary for independent work. Prerequisite: Consent of a project adviser and permission of the chairman. One to four credit hours.</td>
</tr>
<tr>
<td>493, 494 Seminars in British and American Literature Staff</td>
<td>Topics will change each semester, and a complete description will be published before registration. Three or four credit hours.</td>
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**Environmental Studies**

[491, 492] Independent Study Individual study of special problems in environmental studies in areas where the student has demonstrated the interest and competence necessary for independent work. Prerequisite: Permission of the instructor and the program director. One to four credit hours.

Environmental Studies Major Attention is called to the major in environmental studies, incorporating courses from several departments. Courses approved for this major are listed in the section on Interdisciplinary Studies (q.v.).
Field Experience

Field Experience, -95, -96

Noncurricular experience with direct, demonstrated relationship to the student's curricular program. Flexible credit. Nongraded, credit or no entry, unless otherwise stipulated in project proposal.

Prerequisite: Approval of department or program committee.
One to fifteen credit hours.

French

In the Department of Modern Foreign Languages

Unless otherwise specified, all courses numbered above 124 are conducted in French. French 142 or permission of the instructor is required for all courses numbered 200 or higher.

115d
Practical Phonetics
Mr. Ferguson

Phonetic analysis and transcription, using the international phonetic alphabet as applicable to French. Taped and printed exercises will focus on individual handicaps. The goal of the course is correct oral interpretation of a prose text in French. Enrollment limited to ten. Does not fulfill language requirement. Nongraded.

Prerequisite: Concurrent enrollment in any-level French course or previous training equivalent to one year of college French; preference given to the former. Two credit hours.

121, 122
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.
Four credit hours.

123, 124
Intermediate French
Staff

First semester: an intensive review of the fundamentals of the language. Practice in the oral-aural skills, supplemented by work in the language laboratory; composition based on short readings. Second semester: a variety of topics and approaches to reading materials in French. Descriptions of each section will be published each year prior to spring registration.

Prerequisite: French 122 or appropriate score on the CEEB achievement test. Permission of department required to take 124 without 123. Three credit hours.
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<th>Course Code</th>
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<tr>
<td>131d</td>
<td>Advanced French Staff</td>
<td>An advanced review of grammar with practice in oral expression and written composition. Required for French majors unless exempted by examination. Enrollment limited. <strong>Prerequisite:</strong> French 124 and permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>141, 142</td>
<td>Introduction to French Literature</td>
<td>Introduction to French literature through the reading of selected works. Topics and texts will vary from section to section, but all will emphasize class reading, discussion, and detailed analysis. Descriptions of each section will be available at registration. <strong>Prerequisite:</strong> French 124 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. Three credit hours.</td>
</tr>
<tr>
<td>223, 224</td>
<td>French Civilization</td>
<td>The evolution of French society and culture from the Middle Ages to the present. Historical as well as literary and scientific readings will be used to illustrate social and intellectual attitudes. Three or four credit hours.</td>
</tr>
<tr>
<td>241, 242</td>
<td>Contemporary French Literature</td>
<td>An introduction to modern literature through some of the themes that have inspired novels, poetry, and drama. Non-French majors may choose to write papers and examinations in English. Four credit hours.</td>
</tr>
<tr>
<td>251</td>
<td>Introduction to French-Canadian Literature</td>
<td>A survey of important literary works from the Province of Québec, focusing on literature as a key to the understanding of current French-Canadian social and political attitudes, including the desire for independence. Non-French majors may choose to write papers and examinations in English. Formerly listed as French 351. Four credit hours.</td>
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<tr>
<td>355</td>
<td>Topics in Seventeenth-Century French Literature</td>
<td>Detailed analysis of representative works of French dramatic literature of the Grand Siècle. Three or four credit hours.</td>
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<tr>
<td>†[356]</td>
<td>Topics in Eighteenth-Century French Literature</td>
<td>&quot;Literature of the Enlightenment.&quot; Study of literature as a vehicle for the propagation of radical ideas of the French Enlightenment, using selected works of Montesquieu, Voltaire, Diderot, Rousseau, and Beaumarchais. Non-French majors may choose to write papers and examinations in English. Three or four credit hours.</td>
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<td>Course Code</td>
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<tr>
<td>357</td>
<td>Topics in Nineteenth-Century French Poetry</td>
<td>Mr. Bundy</td>
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<tr>
<td>358</td>
<td>Topics in Nineteenth-Century French Literature</td>
<td>Mr. Bundy</td>
</tr>
<tr>
<td>375d2</td>
<td>Topics in Twentieth-Century French Literature</td>
<td>Mr. Labat</td>
</tr>
<tr>
<td>412</td>
<td>Advanced Composition and Stylistics</td>
<td>Mr. Filosof</td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study</td>
<td>Staff</td>
</tr>
<tr>
<td>[493], 494</td>
<td>Seminar in French Literature</td>
<td>Mr. Ferguson</td>
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<tr>
<td>499d</td>
<td>Language Teaching</td>
<td>Staff</td>
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**Geology**

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<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>141c, 142</td>
<td>Introduction to Geological Science</td>
<td>Mr. Koons and Mr. Allen</td>
<td>The physical and biological evolution of the earth, with emphasis on mechanisms and processes; laboratory and field sessions. Enrollment limited to three laboratory sections of 25 to 30 students; recommended for those planning to major in geology or environmental studies. Lecture and laboratory. Four credit hours.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>161e, 162</td>
<td>Problems in Geology</td>
<td>A study of selected major problems under active investigation about which there is disagreement among competent scholars. At least one problem each semester involves extensive individual laboratory or field investigation. Not an introduction to geologic mechanisms and processes, and not for students planning to major in geology. Enrollment limited to 20 to 25 students. Satisfies the laboratory science distribution requirement. Three credit hours.</td>
<td>Mr. Pestana</td>
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<tr>
<td>172</td>
<td>Oceanography</td>
<td>A descriptive introduction to physical, dynamical, and biological oceanography. Topics will include: the structure and composition of the ocean and its floor; tides, currents, and other important dynamic features; the nature of ocean life. The value of the oceans for food and physical resources will be discussed. Lecture. Three credit hours.</td>
<td>Mr. Pestana</td>
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<tr>
<td>174</td>
<td>Oceanography Laboratory</td>
<td>Laboratory exercises in oceanography and a field trip to the seashore. Enrollment limited to 25 students. Prerequisite: Concurrent enrollment in Geology 172 and permission of the instructor. One credit hour.</td>
<td>Mr. Pestana</td>
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<tr>
<td>215</td>
<td>Mineralogy</td>
<td>Physical properties and chemical structure of minerals leading to investigation of the chemical composition and optical properties of minerals. Lecture and laboratory. Formerly listed as Geology 281, 282. Prerequisite: Geology 141, and Chemistry 141 (may be taken concurrently) or permission of the instructor. Four credit hours.</td>
<td>Mr. Allen</td>
</tr>
<tr>
<td>[234]</td>
<td>Rocks in Hand Specimen</td>
<td>Identification and description of rocks in hand specimen, and study of the modes of formation. Igneous, sedimentary, and metamorphic rocks are considered systematically. Field occurrences will be emphasized whenever possible. Lecture and laboratory. Formerly listed as Geology 214. Prerequisite: Geology 142 (may be taken concurrently) and permission of the instructor. Four credit hours.</td>
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<tr>
<td>241, 242</td>
<td>Geologic Structures and Field Methods</td>
<td>Analysis of rock structures and their significance, and techniques of field mapping. Lecture and laboratory. Prerequisite: Geology 142. Four credit hours.</td>
<td>Mr. Allen</td>
</tr>
<tr>
<td>251</td>
<td>Invertebrate Paleontology</td>
<td>Morphology of invertebrates and general principles, including nomenclature, taxonomy, paleoecology, evolution, correlation, and techniques of identification. Lecture and laboratory.</td>
<td>Mr. Pestana</td>
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<tr>
<td>Course Code</td>
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<td>Instructor</td>
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<tr>
<td>252</td>
<td>Micropaleontology</td>
<td>Mr. Pestana</td>
<td>Prerequisite: Geology 251 or permission of the instructor. One to three credit hours.</td>
</tr>
<tr>
<td>254</td>
<td>Advanced Invertebrate Paleontology</td>
<td>Mr. Pestana</td>
<td>Prerequisite: Geology 251 or permission of the instructor. One to three credit hours.</td>
</tr>
<tr>
<td>[292]</td>
<td>Meteorology</td>
<td></td>
<td>Physical properties of the atmosphere, the origin and classification of weather types, air mass analysis and principles of prediction, and meteorology of air quality. Does not satisfy the science requirement. Lecture. Two credit hours.</td>
</tr>
<tr>
<td>311</td>
<td>Sedimentation</td>
<td>Mr. Pestana</td>
<td>Prerequisite: Geology 142 and 215 or permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>*323, 324</td>
<td>Map Interpretation and Geomorphology of the United States</td>
<td>Mr. Koons</td>
<td>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. Lecture and laboratory. Formerly listed as Geology 221, 222. Prerequisite: Geology 142. Four credit hours.</td>
</tr>
<tr>
<td>[371]</td>
<td>Glacial Geology</td>
<td></td>
<td>The origin and development of glaciers, with special attention to the Pleistocene of New England. An extended field mapping problem will be assigned. Lecture and laboratory. Formerly listed as Geology 271. Prerequisite: Geology 142. Four credit hours.</td>
</tr>
<tr>
<td>374</td>
<td>Ore Deposits</td>
<td>Mr. Allen</td>
<td>An investigation of the genesis and localization of ore deposits. Topics may include the history of mineral deposits, materials and formation of ore deposits, supergene sulfide enrichment, paragenesis</td>
</tr>
</tbody>
</table>
and zoning, epigenetic versus syngenetic deposits, magmatic segregation deposits and mineral deposits related to regional tectonic environments.

*Prerequisite:* Geology 215 and Chemistry 141. *Three credit hours.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>381, 382</td>
<td>First semester: determination of mineral composition and properties by means of petrographic microscope and emission spectrograph. Second semester: hand-specimen and thin-section examination of igneous and metamorphic rocks to determine structure, composition, and origin. May be taken for credit in addition to Geology 234. Lecture and laboratory. Formerly included in Geology 282, 321, 322. <em>Prerequisite:</em> Geology 215. <em>Four credit hours.</em></td>
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<tr>
<td>452</td>
<td>Principles of stratigraphy. Includes a study of the relationships and correlation of sedimentary rocks. Laboratories include work with index fossils and a detailed analysis and correlation of well samples. Lecture and laboratory. Formerly listed as Geology 352. <em>Prerequisite:</em> Geology 251 and Geology 311. <em>Four credit hours.</em></td>
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</tr>
<tr>
<td>483, 484</td>
<td>Selected topics dealing with environmental quality. Extensive individual investigation. <em>Prerequisite:</em> Senior standing as an environmental studies major. <em>Three or four credit hours.</em></td>
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<tr>
<td>491, 492</td>
<td>Field and laboratory problems in geology or environmental problems, with regular reports and a final written report. <em>Prerequisite:</em> Permission of the instructor. <em>One to four credit hours.</em></td>
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</table>

**German**

**IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES**

Unless otherwise specified, all courses numbered above 124 are conducted in German. German 242 or permission of the instructor is required for all higher-numbered German courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>121, 122</td>
<td>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. <em>Four credit hours.</em></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Prerequisite / Notes</td>
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<tr>
<td>123, 124</td>
<td>Intermediate German</td>
<td>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.</td>
<td>German 122 or two years of high school German and appropriate score on the placement test. Three credit hours.</td>
</tr>
<tr>
<td>131</td>
<td>Composition and Conversation</td>
<td>Advanced conversational German, with minor stress on grammar and composition. Class recitation based on language-laboratory work.</td>
<td>German 124 or permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>136</td>
<td>German through Songs</td>
<td>Folksongs, chansons, songs from the cabaret and theater (Brecht). Perceptive listening to records and tapes in class and language laboratory. In-class translation, discussion, and interpretation of texts. Does not satisfy the college language requirement.</td>
<td>One year of college German or equivalent. Three credit hours.</td>
</tr>
<tr>
<td>223, 224</td>
<td>German Cultural Traditions</td>
<td>A chronological survey of German history from the rise of the barbarian tribes to the fall of Hitler will serve as the background for a discussion of current trends in the German-speaking countries of Europe. Students with the equivalent of German 124 will develop specialized vocabulary; others will study appropriate literary masterpieces in translation.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>241, 242</td>
<td>Masterpieces of German Literature</td>
<td>Introduction to German literature through readings of selected masterpieces illustrative of major literary movements. Formerly listed as German 231.</td>
<td>German 124 or equivalent. Three or four credit hours.</td>
</tr>
<tr>
<td>[336]</td>
<td>Translation</td>
<td>The art of translating from English to German and German to English, based on both literary German as well as contemporary journalistic style.</td>
<td>Three or four credit hours.</td>
</tr>
<tr>
<td>353d2</td>
<td>Topics in Eighteenth-Century German Literature</td>
<td>Spring 1978: literature of the classical period: Lessing, Goethe, and Schiller.</td>
<td>Three or four credit hours.</td>
</tr>
</tbody>
</table>
Topics in Nineteenth-Century German Literature

Fall 1978: the German romantic movement. Three or four credit hours.

Topics in Twentieth-Century German Literature

Fall 1977: German literature after 1925. Emphasis on Thomas Mann and Herman Hesse. Three or four credit hours.

Independent Study

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

Prerequisite: Permission of the instructor. Two to four credit hours.

Seminar in German Literature

Topics, which change each semester, may cover an author, a genre, or a literary movement. Three or four credit hours.

Directed practice in conduct of introductory language courses. Open to a limited number of students enrolled in Modern Foreign Languages 411. Flexible credit. Nongraded. Two credit hours.

Government

In the Department of History and Government

Introduction to the Study of the Political Order

An introduction to thought about the art and science of politics and to diverse forms of political action. Each instructor approaches politics in terms of a different problem. A description of the work for each section is available at registration. Students may not study with the same instructor more than one semester. Open to freshmen only. Three credit hours.

Imperialism and Nationalism in East Asia

International politics in East Asia, with emphasis on imperialist expansion by Japan and western powers (including the United States) and on the emergence of Asian nationalism. Designed to provide a perspective for understanding contemporary international activity in Asia. Attention given to theories of imperialism and to the realities of political and economic expansion. Three credit hours.

Japan and the United States

A survey of relations between Japan and the United States from the Pacific war to the present. Emphasis will be on the consequences for Japan of American policies in the Pacific, particularly those changes
211
**The American System and the Shaping of the Modern Polity**
Mr. Mavrinac

A systematic introduction to the ideas, practices, and experiences which shape modern politics, focusing on the evolution of the American system beginning with the constitutional period. Underlying philosophies and operational assumptions of other complex political systems are considered in order to provide perspective. The goal is to strengthen the student's overall model of the American political system and to help develop an appreciation of contemporary approaches of political scientists to political phenomena. Particularly intended as an introduction to American political thought, and as a foundation for further work in American government and politics, the political systems of other developed societies, and political theory. Designed for students from a variety of majors, including American studies, history, and government. *Three credit hours.*

215
**Transnational Relations in the Modern World**
Mr. Weissberg

The basic actors, theories, and systematic elements of international politics and their relationship in the fluidity of the modern world. Emphasis is placed on the search for a structure of international security, and on such subjects as transnational power politics (including the role both of traditional states and of contemporary nonstate movements), comparative conceptions of diplomacy and war as instruments of goal achievement, and institutions of collective security. Intended both for students planning further study in international relations and for those who will not have other occasion in college to study the shape of the international system. *Three credit hours.*

231
**Contemporary Japanese Politics**
Mr. Kodama

A survey of the political process in postwar Japan, with emphasis on some of the major institutions of political life. Japan is considered as a political system comparable to those of other industrial democracies, in spite of marked differences in social and cultural values. *Three credit hours.*

234
**European Politics**
Mr. Hauss

An introduction to comparative political analysis and to the politics of Great Britain, France, Italy, and the Federal Republic of Germany. *Three credit hours.*

258
**American Government and Politics: The Executive-Legislative Conflict**
Mr. Maisel

The relationship between the executive and legislative branches from theoretical and historical perspectives as well as in the light of current discussion, centering around assertions of presidential powers and prerogatives and congressional efforts to exercise effective control over governmental decision making. Familiarity with
<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>271</td>
<td>Asian Revolutionary Movements</td>
<td>Mr. Kodama</td>
<td>An examination of revolutionary political change in India, China, and Vietnam. The social forces making for revolution, the characteristics of revolutionary leadership, and the problems of mobilization and organization in revolutionary struggles. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>314</td>
<td>American Constitutional Law</td>
<td>Mr. Mavrinac</td>
<td>The United States Supreme Court and constitutional litigation as part of the American political process. Four credit hours.</td>
<td></td>
</tr>
<tr>
<td>321, 322</td>
<td>Political Theory</td>
<td>Mr. Mavrinac</td>
<td>Some of the principal western approaches to the nature of the political order, with emphasis on the historical delineation of the fundamentals of constitutional theory. Beginning in 1978-79, familiarity with material covered in Government 211 will be assumed. Three credit hours.</td>
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</tr>
<tr>
<td>332</td>
<td>Political Development in the Third World</td>
<td>Mr. Kodama</td>
<td>The process of political change and modernization in the Third World. The course will include an introduction to contemporary theories of political development, followed by an examination of the problems of integration, leadership, and stability in new nations. Three credit hours.</td>
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<tr>
<td>333</td>
<td>Totalitarian Government and Politics</td>
<td></td>
<td>The ideological framework, organization, operation, and evolution of such political institutions as those of the Communist world, Nazi Germany, and Fascist Italy, with major attention given to the USSR. Three credit hours.</td>
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<tr>
<td>334</td>
<td>Contemporary Forms of Political Analysis</td>
<td></td>
<td>The principal approaches to political analysis used by contemporary political scientists. Particular attention is given to the application of these approaches to the study of comparative political institutions. Government 321 is recommended as a preliminary to this course. Three credit hours.</td>
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<tr>
<td>336</td>
<td>International Organization</td>
<td></td>
<td>The structure, politics, and current operation of international organizations within the nation-state system, with particular emphasis on the United Nations. Three credit hours.</td>
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</tr>
<tr>
<td>338</td>
<td>International Law</td>
<td>Mr. Weissberg</td>
<td>The body of rules and principles of behavior that govern states in their relations with each other, as illustrated in cases and texts. Three credit hours.</td>
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</table>

material covered in Government 211 will be assumed. Three or four credit hours.
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<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>351</td>
<td>The Welfare State</td>
<td>An exploration of the policies and political forces of western Europe’s “welfare states.” Emphasis will be placed on recent political developments in Great Britain, the Federal Republic of Germany, and Sweden. Thorough familiarity with material covered in Government 234 is assumed. Three credit hours.</td>
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</tr>
<tr>
<td>353d2</td>
<td>Comparative Political Parties</td>
<td>Political parties as organizations in political systems. An introduction to some theories and approaches in the study of parties, and a study of instances, or cases, of party ideology, policy, and structure in several nations. Three credit hours.</td>
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</tr>
<tr>
<td>356</td>
<td>Parties and the Electoral Process</td>
<td>An analysis of partisan politics and elections in the United States, emphasizing the role of parties, and dealing with candidates, their staffs, the electorate, and the media. Three or four credit hours.</td>
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<tr>
<td>357</td>
<td>Politics in France and Italy</td>
<td>An examination of attempts in both countries to cope with their centralized political structures, fragmented political cultures, and ideological divisions. In particular, the French fifth republic will be contrasted with the postwar Italian republic. Thorough familiarity with material covered in Government 234 is assumed. Three credit hours.</td>
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</tr>
<tr>
<td>359</td>
<td>Government and the Press</td>
<td>The role of the press as the “fourth branch of the government,” focusing on the internal workings of the various news media and on the relationships between those who report on the government and government officials. Four credit hours.</td>
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<tr>
<td>377</td>
<td>Special Problems in Local Government</td>
<td>Problems vary from year to year, but 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. Three credit hours.</td>
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<tr>
<td>391</td>
<td>The American Bureaucrat</td>
<td>The context within which the professionals staffing the executive branch of the American national government work: personnel policies, operating codes, and operating techniques in the national bureaucracy. An analysis will be made within an understanding of the bureaucratic phenomenon as such. Three credit hours.</td>
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<td>Course</td>
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<tr>
<td>393</td>
<td>State and Local Government</td>
<td>The evolution of the federal system, with particular emphasis on current intergovernmental programs together with a comparative analysis of state and local governments, their organizational patterns and political climates. <em>Three credit hours.</em></td>
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<tr>
<td>413</td>
<td>The European Left since 1945</td>
<td>A thorough analysis of the evolution of the European left since World War II, with particular attention to the impact of long-term social and economic change on the programs and support of left-wing political parties and movements. Thorough familiarity with the material covered in Government 234 is assumed. <em>Three credit hours.</em></td>
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</tbody>
</table>
| 435    | Seminar in American National Government and Politics | The American national government as organization and process, and the elements of national political life. 
*Prerequisite:* Permission of the instructor. *Three or four credit hours.* |
| 436    | American Politics Seminar: Voting Behavior | An intensive examination of the social and psychological determinants of voting behavior. *Three credit hours.* |
| 457    | Foreign Policy of the United States | Problems of planning and executing American foreign policy. 
*Prerequisite:* Government 215 or equivalent or permission of the instructor. *Three credit hours.* |
| 458    | Seminar on the United Nations | Conducted in the form of a political or judicial organ of the United Nations. Case studies will be presented and analyzed, each participant assuming the role of a representative of the nation-state that is involved in the dispute. 
*Prerequisite:* Permission of the instructor. *Three credit hours.* |
| 478    | Seminar in Japanese Politics | An advanced seminar on politics and the policy-making process in postwar Japan. This seminar focuses on the role of political opposition in Japanese politics. Particular attention will be given to left-wing parties and other organizations. *Three credit hours.* |
| 491, 492 | Independent Study | A study of government through individual projects. 
*Prerequisite:* Government major and permission of the department chairman. *Two to four credit hours.* |
# Greek

**IN THE DEPARTMENT OF CLASSICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructors</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>111</td>
<td>Introductory Greek</td>
<td>Mrs. Koonce</td>
<td>4 hours</td>
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<tr>
<td></td>
<td>Introduction to Homeric Greek. <em>Four credit hours.</em></td>
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<tr>
<td>112</td>
<td>Intermediate Greek</td>
<td>Mrs. Koonce</td>
<td>4 hours</td>
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<tr>
<td></td>
<td>Readings in Homer's <em>Iliad</em>. Does not satisfy college language requirement. <em>Four credit hours.</em></td>
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<tr>
<td>131</td>
<td>Introduction to Greek Literature</td>
<td>Mr. Westervelt</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>The <em>Odyssey</em> of Homer. <em>Three credit hours.</em></td>
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<tr>
<td>232</td>
<td>Attic Prose</td>
<td>Mrs. Koonce</td>
<td>3-4</td>
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<td></td>
<td>Plato: <em>Apology, Crito, Euthyphro</em>. <em>Three or four credit hours.</em></td>
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<tr>
<td>[254]</td>
<td>Attic Poetry</td>
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<tr>
<td></td>
<td>Euripides. <em>Three or four credit hours.</em></td>
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<tr>
<td>[351]</td>
<td>Greek Literature</td>
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<td>3 or 4</td>
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<tr>
<td></td>
<td>Thucydides. <em>Three or four credit hours.</em></td>
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<tr>
<td>[352]</td>
<td>Greek Literature</td>
<td></td>
<td>3 or 4</td>
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<tr>
<td></td>
<td>Sophocles. <em>Three or four credit hours.</em></td>
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<tr>
<td>[353]</td>
<td>Greek Literature</td>
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<td>3 or 4</td>
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<tr>
<td></td>
<td>Demosthenes. <em>Three or four credit hours.</em></td>
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<tr>
<td>[355]</td>
<td>Greek Literature</td>
<td>Mrs. Koonce</td>
<td>3 or 4</td>
</tr>
<tr>
<td></td>
<td>Herodotus. <em>Three or four credit hours.</em></td>
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<tr>
<td>[356]</td>
<td>Greek Literature</td>
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<td>3 or 4</td>
</tr>
<tr>
<td></td>
<td>Plato. <em>Three or four credit hours.</em></td>
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History

IN THE DEPARTMENT OF HISTORY AND GOVERNMENT

111  The Rise of Europe
Mr. Gillum

A survey of principal developments and trends in European history from about 1450 to about 1890. The expansion of Europe, Renaissance, Reformation, Age of Reason, Revolutionary Epoch, romanticism, liberalism, nationalism, socialism, and imperialism are all given brief attention in an introductory course designed for students who have not already studied this subject. Enrollment is restricted to freshmen and may be limited. Three credit hours.

112  The Decline of Europe
Mr. Gillum

The diplomatic backgrounds of World War I and World War II and the period of the cold war, with some attention to the causes and consequences of the Suez crisis of 1956, the conflict in Indo-China, and the wars in the Middle East. Enrollment is restricted to freshmen and may be limited. Three credit hours.

137  Medieval History, 476-1300
Mr. Berschneider

A historical survey of the “first Europe” of Christendom from the time of the fall of Rome and the establishment of the Christian church to the beginnings of the Renaissance. Emphasis will be on western (Latin and Germanic) and nonwestern (Byzantine and Moslem) influences. Primarily for freshmen but open to sophomores; a limited number of upperclassmen admitted by special permission. Formerly listed as History 231. Three or four credit hours.

138  Medieval History, 1300-1648
Mr. Berschneider

A historical survey of the period of transition between the “first Europe” of Christendom and the “second Europe” of sovereign, independent states. Major emphasis will be given to political and social
developments, but attention will also be given to the cultural Renaissance and the religious Reformation. Primarily for freshmen but open to sophomores; a limited number of upperclassmen admitted by special permission. Formerly listed as History 232. Three or four credit hours.

151, 152  
**EAST ASIAN CIVILIZATION**  
Mr. Feigon  
The development of and interaction between the various cultures and civilizations of East Asia, particularly China and Japan, from “Peking Man” to the present. Archaeology, geography, philosophy, anthropology, and political institutions of the region will be discussed, focusing on the development of the traditional civilizations of China and Japan and their responses to the modern, industrial west. Formerly listed as History 221, 222. Three credit hours.

215  
**AMERICA AND ASIA: ATTITUDES AND RELATIONSHIPS**  
Mr. Feigon  
United States attitudes and relations with Asian countries, principally China and Japan, particularly as manifested in such episodes as the opium wars, the American anti-Oriental exclusion laws, the American open-door policy, the Pacific side of World War II, the war in Vietnam, and present-day U.S.-China and U.S.-Japan relations. The American view of the Orient will be compared with other accounts of life in the region. Formerly listed as History 133. Three credit hours.

216  
**THE CHINESE REVOLUTION**  
Mr. Feigon  
Modern China, concentrating on the massive upheavals that have shaped her history in the past century, from the Taiping Rebellion of 1850-1864 to the death of Mao. Formerly listed as History 134. Three credit hours.

223, 224  
**SURVEY OF UNITED STATES HISTORY**  
Instructor  
United States history from the age of discovery to the present. Although chronological symmetry is maintained, an effort is made to demonstrate the particular value of political, economic, and constitutional interpretations. Open to a limited number of freshmen. Three credit hours.

237  
**THE EMERGENCE OF MODERN BRITAIN, 1688-1867**  
Mr. Gillum  
England during the American, French, and Industrial revolutions. Three credit hours.

238  
**BRITAIN SINCE 1867**  
Mr. Gillum  
Britain from the age of imperialism through the era of world wars and to the dissolution of the empire. Three credit hours.
Diplomacy, its methodology and history. First semester: the modern European state system, analyzing the diplomatic relations that existed among the major powers from 1815 to about 1890. Second semester: the extension of this system throughout the world, considering the waning of European hegemony and the development of the United States as a world power, from about 1890 to 1945. Comparisons will be drawn between what purports to be an "old diplomacy" and a "new diplomacy" in the establishment of concerts of power for the maintenance of peace. Formerly listed as History 323, 324. Three or four credit hours.

The economic and social impact on the United States of the Industrial Revolution. Focus is upon the twin emergent giants, the factory and the city, from 1865 to 1915. Topics include unionism, income scaling, occupational diversity, citied manners, social Darwinism, and political unrest. Three credit hours.

The history of the Black American and race relations from the African background to the 1830's. Open to freshmen. Three credit hours.

The history of the Black American and race relations from the 1830's through the Progressive Era, stressing emancipation, reconstruction, the New South, the Du Bois-Washington conflict, the Niagara Movement, and the rise of the NAACP. Open to freshmen. Three credit hours.

Individual work in history, especially for juniors, built around weekly one-hour tutorial sessions between each tutee and the instructor. Enrollment limited to six students.

Prerequisite: Permission of the instructor. Three credit hours.

Differing historical explanations of the nature and origin of political revolution, 1500 to 1970. Theories of revolution will be related to a number of specific case studies presented at class meetings and developed through individual student research studies. Three credit hours.

The reasons for the acceptance of Marxism by many of the most influential members of the Chinese intelligentsia during the 1920's, focusing on two phenomena: the gradual radicalization of Chinese students and intellectuals throughout the late nineteenth and early
twentieth centuries as a result of the breakup of the traditional Chinese imperial system; and the development and application of Marxist-Leninist theories of revolution in the west during the same period. *Three or four credit hours.*

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<thead>
<tr>
<th>Course Code</th>
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<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>318</td>
<td>The People's Republic of China</td>
<td>Mr. Feigon</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Maoist theories and practice since 1949 and their relation to socialist ideas and activities in other countries. Special emphasis will be placed on the relationship between Maoist theory and sociohistorical development and the problems involved in attempting to bring about a socialist reorganization of state and society in conditions of economic scarcity. <em>Three credit hours.</em></td>
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<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[331]</td>
<td>The British Empire and Commonwealth</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>A history of the British empire and its evolution into the modern commonwealth of nations. <em>Three credit hours.</em></td>
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<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†[333]</td>
<td>Medieval England</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A political survey of English history in the Saxon, Norman, Angevin, Lancastrian, and Yorkist periods. <em>Three credit hours.</em></td>
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<tr>
<td>*335</td>
<td>A Constitutional and Legal History of Medieval England</td>
<td>Mr. Gillum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English governmental and legal principles in the Saxon period, in the time of Henry II, and in the thirteenth century. Developments since 1307 will be considered briefly. <em>Three credit hours.</em></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†[336]</td>
<td>Tudor-Stuart England</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The contest of religious doctrines and the conflict of political concepts, from the Renaissance monarchy of Henry VII to the “Glorious Revolution” of 1688. <em>Three credit hours.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>341, 342</td>
<td>History of Russia and the USSR</td>
<td>Mr. Raymond</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The expansion of the Russian state and the political and social development of the Russian people under the Tsarist and Soviet regimes. <em>Three credit hours.</em></td>
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</tbody>
</table>

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<thead>
<tr>
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<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*352</td>
<td>Intellectual and Cultural History of Modern Europe</td>
<td>Mr. Bershneider</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A historical survey of the changes in the idea of history expressed by representative speculators from Hegel to Heidegger. Major attention will be given to the contributions made by Darwin, Marx, and Freud in the development of the modern ideologies of liberalism, communism, and fascism, and the production of the cultural phenomenon of existentialism. Formerly listed as History 351. <em>Three or four credit hours.</em></td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>355</td>
<td>The French Revolution and Napoleon</td>
<td>Mr. Raymond</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>European history from 1789 to 1815, with emphasis on political and social developments in France. <em>Three credit hours.</em></td>
<td></td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Description</td>
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</tr>
<tr>
<td>356</td>
<td>Modern Germany</td>
<td>Mr. Gillum</td>
<td>The political and economic development and the international influence of Germany from 1806 to 1945. Three credit hours.</td>
</tr>
<tr>
<td>358</td>
<td>Modern France, 1815 to Present</td>
<td>Mr. Berschneider</td>
<td>A survey of the political history of France from 1815 to the present. The theme of “Liberalism and the Challenge of Fascism” will be developed in analyzing and evaluating those currents of thought which have given character to the political developments shaping republicanism in modern and contemporary France. Formerly listed as History 353. Three or four credit hours.</td>
</tr>
<tr>
<td>371</td>
<td>Modern American Elections</td>
<td></td>
<td>Recent American elections in historical perspective, as illustrated by selected campaigns at the local, state, and national levels. Emphasis is on social and cultural interpretations. Three credit hours.</td>
</tr>
<tr>
<td>372</td>
<td>The American Civil War</td>
<td>Mr. Raymond</td>
<td>The origins and the military and political history of the Civil War from about 1850 to 1865. Three credit hours.</td>
</tr>
<tr>
<td>374</td>
<td>Contemporary America, 1929 to Present</td>
<td>Mr. Bridgman</td>
<td>The United States from the onset of the Great Depression to the present, integrating social, economic, and political interpretations of this period. Three credit hours.</td>
</tr>
<tr>
<td>375</td>
<td>American Colonial History</td>
<td></td>
<td>The period of European colonization of North America and of the emergence of the American social and political “system” of 1776 and 1787 that prefigures the United States of the nineteenth and twentieth centuries. Three credit hours.</td>
</tr>
<tr>
<td>376</td>
<td>The Era of the American Revolution, 1763-1789</td>
<td></td>
<td>Interpretations of the coming of the Revolution, the Declaration of Independence, the War, the Articles of Confederation, and the Constitution. Foundations of American institutions and traditions are viewed. Three credit hours.</td>
</tr>
<tr>
<td>377</td>
<td>Historical Introduction to American Studies: The United States, 1824-1850</td>
<td></td>
<td>Jacksonianism, the rise of the Whig party, the plantation system, the institution of slavery, abolitionism, women’s rights, urbanism, and manifest destiny. Social and intellectual developments will be examined together with political and economic issues. Changing interpretations of historians will also be investigated. Three credit hours.</td>
</tr>
<tr>
<td>378</td>
<td>The United States, 1850-1880</td>
<td></td>
<td>Political, economic, and social developments, including such subjects as disunion and reunion, the Gilded Age, the intellectual and</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Description</td>
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<tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 379        | Black History III                               | Mr. Berschneider             | The history of the Black American and race relations from World War I to 1955, stressing the great migration, the Red Summer of 1919, the Garvey Movement, the Harlem Renaissance, Blacks and the New Deal and World War II, and events in the Truman and Eisenhower administrations.  
Prerequisite: History 277, 278 or permission of the instructor. Three credit hours. |
| *391       | American Diplomatic History, 1775-1901           | Mr. Berschneider             | A historical study of American foreign policy and of the diplomacy conducted by the United States from the time of its war for independence to the time of its specific involvement in the politics of imperialism. Formerly listed as History 392. Three or four credit hours. |
| 394        | The American South, 1819-1861                    | Mr. Bridgman                | The American south and its peculiar institutions. An effort is made to illustrate how this area accomplished a partial transition from agrarianism to industrialism. Three credit hours.                                      |
| 397        | Time, Work, and Leisure, Colonial and Contemporary America | Mr. Bridgman                | Characteristic forms of work and the primary uses of time in two distinctly separate and dissimilar periods in American history: usual forms of work; authority of the clock; professional training; occupational specialization; role and status of manual labor, skilled labor, entrepreneurs, and professionals; geographic and occupational mobility; labor relations; leisure and entertainment. Three credit hours. |
| 415, 416   | Seminar in American History                      | Mr. Bridgman                | Special topics in American history.                       
Prerequisite: Permission of the instructor. Three credit hours. |
| 417        | Seminar in Diplomatic History                    | Mr. Berschneider             | A case study in the history of the cold war. An analysis of the diplomatic and military involvement of France and the United States in the movement for Vietnamese independence.  
Prerequisite: History 246 and 358 and Government 271, or permission of the instructor. Three or four credit hours. |
| [419]      | Seminar in Medieval History                      |                              | The Crusades, 1095-1274: a critical study of the history and the historiography of the medieval holy wars. Readings in both medieval chronicles and secondary accounts of the Crusades. Formerly listed as History 418. Three or four credit hours. |
432
Seminar in Black History
Instructor

Group discussion and individual reports based on readings and research on selected topics in Black history from 1955 to the present, including current ideologies and activities in the Black community.

Prerequisite: Permission of the instructor. Three credit hours.

491, 492
Independent Study
Staff

A study of history through individual projects.

Prerequisite: History major and permission of the department chairman. Two to four credit hours.

Human Development

393d
Seminar
Staff

Application of multidisciplinary perspectives to problems in human development. Two credit hours.

491, 492
Independent Study
Staff

Individual study of special problems in human development in areas where the student has demonstrated the interest and competence necessary for independent work.

Prerequisite: Permission of the instructor and the program director. One to three credit hours.

493d
Seminar in Human Development
Staff

An interdisciplinary seminar required of all senior majors in human development. Students are expected to develop their own focus in depth and to become articulate in communicating this perspective to their colleagues. Three credit hours.

Human Development Major

Attention is called to the major in studies in human development, incorporating courses from several departments. Courses approved for this major are listed in the section on Interdisciplinary Studies (q.v.).

Latin

In the Department of Classics

111
Intensive Elementary Latin
MR. WESTERVELT

An intensive course in Latin grammar and syntax. Four credit hours.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>112 Intermediate Latin</td>
<td>Selected readings from Latin authors. Does not satisfy college language requirement. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>113 Introduction to Latin Literature</td>
<td>Readings in Plautus. Does not satisfy college language requirement. <em>Three credit hours.</em></td>
</tr>
<tr>
<td>232 Introduction to Latin Poetry</td>
<td>Readings in Virgil’s <em>Aeneid</em>. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>[251] Latin Literature</td>
<td>Roman drama. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>[351] Latin Literature</td>
<td>Lucretius. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>†[352] Latin Literature</td>
<td>Livy. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>[353] Latin Literature</td>
<td>Roman elegy. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>†[354] Latin Literature</td>
<td>Cicero: selected speeches. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>[355] Latin Literature</td>
<td>Roman satire. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>357 Latin Literature</td>
<td>Horace: <em>Odes</em> and <em>Ars Poetica</em>. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>[358] Latin Literature</td>
<td>Tacitus. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>†[359] Latin Literature</td>
<td>Virgil: <em>Eclogues</em> and <em>Georgics</em>. <em>Three or four credit hours.</em></td>
</tr>
</tbody>
</table>
Latin Literature

[371] Terence. *Three or four credit hours.*

491, 492 Reading in a field of the student's interest, with essays and conferences. *One to three credit hours by prior arrangement.*

Independent Study

*494 Virgil: *Aeneid.* *Three or four credit hours.*

Staff

Seminars

Taylor Lecturer

Linguistics

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

211 A practical introduction to the methodology and techniques of linguistic science. Analysis of grammatical structures and sound systems of language.

*Prerequisite:* Successful completion of any intermediate language course or demonstration of equivalent proficiency. *Three credit hours.*

212 Application of linguistic skills, general knowledge, and common sense to speculate on the larger questions of human communication and culture. The scope of the course is broad; possible topics include dialects, women's speech, semantics, Black English, code breaking, nonhuman communication, jokes, logic, and lies.

*Prerequisite:* Linguistics 211 or permission of the instructor. *Three credit hours.*

Literature in Translation

OFFERED BY THE DEPARTMENTS OF CLASSICS AND ENGLISH

133 Listed as Classics 133 (q.v.). *Three credit hours.*

Myth and Literature

Mr. Westervelt

223, 224 Listed as German 223, 224 (q.v.). *Three credit hours.*

German Cultural Traditions

Mr. McIntyre
†[232]  
GREEK TRAGEDY  
Listed as Classics 232 (q.v.). Three or four credit hours.

†[234]  
THE HEROIC IDEAL IN EARLY GREEK POETRY  
Listed as Classics 234 (q.v.). Three or four credit hours.

†[373]  
THE DEVELOPMENT OF DRAMATIC ART I  
Listed as English 373 (q.v.). Three credit hours.

†[374]  
THE DEVELOPMENT OF DRAMATIC ART II  
Listed as English 374 (q.v.). Three credit hours.

[375]  
MODERN DRAMA I  
Listed as English 375 (q.v.). Three credit hours.

[376]  
MODERN DRAMA II  
Listed as English 376 (q.v.). Three credit hours.

437d2  
THE LITERATURE OF EXISTENTIALISM  
Listed as English 437d2 (q.v.). Three credit hours.

*438  
DANTE IN TRANSLATION  
Listed as English 438 (q.v.). Three credit hours.

---

Mathematics

113d  
LINEAR ALGEBRA  
Listed as Mathematics 113 (q.v.). Basic concepts and techniques of higher algebra that will be useful in further applications of mathematics. Systems of equations and matrices are used as vehicles for this study. Effective with the class of 1978, this course will not count toward the major requirements in mathematics. Three credit hours.

121d  
CALCULUS I  
Listed as Mathematics 121 (q.v.). Elementary differential and integral calculus. Three credit hours.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>122d</td>
<td>Further study of differential and integral calculus, with selected applications.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 121. Four credit hours.</em></td>
</tr>
<tr>
<td>221d</td>
<td>An introduction to linear algebra, with applications to differential equations.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 122. Four credit hours.</em></td>
</tr>
<tr>
<td>222d2</td>
<td>Topics in multivariable calculus and a continuation of work in differential equations.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 221. Four credit hours.</em></td>
</tr>
<tr>
<td>241d, 242</td>
<td>Statistics I: descriptive statistics, elementary probability theory, binomial and normal distributions, elementary sampling theory, tests of hypotheses, confidence intervals, nonparametric statistics, correlation. Applications are emphasized. Offered each semester. Statistics II: a continuation, including regression, analysis of variance, and time series. Offered second semester only. Neither course open to mathematics majors.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 121. Mathematics 241: four credit hours; 242: two credit hours.</em></td>
</tr>
<tr>
<td>*243, 244</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>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 113 or 121. Three credit hours.</em></td>
</tr>
<tr>
<td>311d</td>
<td>Solutions of elementary differential equations and an introduction to partial differential equations.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Mathematics 222. Three credit hours.</em></td>
</tr>
<tr>
<td>312</td>
<td>Further study of differential equations and their applications. <em>Prerequisite: Mathematics 311. Three credit hours.</em></td>
</tr>
<tr>
<td>332</td>
<td>Solution by numerical methods of linear and nonlinear equations, systems of equations, and differential equations; numerical integration; polynomial approximation; matrix inversion; error analysis. A time-sharing computer system will be used to solve problems.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>352</td>
<td>Complex Variables</td>
</tr>
<tr>
<td>361, 362</td>
<td>Higher Algebra</td>
</tr>
<tr>
<td>372</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>381, 382</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>401, 402</td>
<td>Mathematics Seminar</td>
</tr>
<tr>
<td>421, 422</td>
<td>Advanced Calculus</td>
</tr>
<tr>
<td>431d2</td>
<td>Introduction to Topology</td>
</tr>
<tr>
<td>[432]</td>
<td>Higher Geometry</td>
</tr>
</tbody>
</table>
491, 492
**INDEPENDENT STUDY**

**STAFF**

Independent study in an area of mathematics of particular interest to the student.

*Prerequisite:* Mathematics major and permission of the department. Two to four credit hours.

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**Modern Foreign Languages**

191, 192
**INDEPENDENT STUDY IN CRITICAL LANGUAGES**

**STAFF**

Independent study of a critical language, involving weekly tutorial sessions with a native speaker of the language. Final course evaluation made by resident faculty member or by visiting faculty member from a college or university where the language is taught regularly.

*Prerequisite:* Permission of the department chairman. Three credit hours.

193, 194
**CRITICAL LANGUAGES: SECOND LEVEL**

**STAFF**

The continued independent study of one of the critical languages as described above. The successful completion of 194 satisfies the college requirement in foreign language. Credit varies depending on level of attainment.

*Prerequisite:* Modern Foreign Languages 191, 192 and permission of the department chairman. Three or four credit hours.

411
**TEACHING OF MODERN FOREIGN LANGUAGES**

**MR. BUNDY**

Problems and methods of teaching modern foreign languages. 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-school-teaching certificate. Conducted in English. Nongraded.

*Prerequisite:* Two 200-level modern foreign literature courses. Three credit hours.

491, 492
**INDEPENDENT TOPICS IN MODERN FOREIGN LANGUAGES**

**STAFF**

Individual projects in language or literature in which the student has demonstrated the interest and competence necessary for independent work.

*Prerequisite:* Permission of the department chairman. Two to four credit hours.

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**Music**

111d
**INTRODUCTION TO MUSIC**

Introduction to the western musical tradition and development of perceptive listening through the study of selected works from the
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[131]</td>
<td>Studies in American Music</td>
<td></td>
<td>Aspects of American music, examined from historical and critical perspectives. Areas to be studied may include topics in the eighteenth and nineteenth centuries, the works of important contemporary composers, or music in popular culture. A description of specific topics to be covered will be published before registration.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Music 111 or permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>[134]</td>
<td>The Symphony</td>
<td></td>
<td>Representative symphonies from the eighteenth century to the present. Primarily for students not intending to major in music.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Music 111 or permission of the instructor. Three credit hours.</td>
</tr>
<tr>
<td>*151</td>
<td>Music in the Liberal Arts</td>
<td>Mrs. Reuman</td>
<td>An exploration of relationships between the art of music and other areas within the liberal arts. Such areas might include physics, mathematics, physiology and psychology, philosophy and aesthetics, the visual arts, anthropology and sociology, language and literature, historical or area studies, theater and dance, and religion. A description of specific topics to be studied will be published before registration; the choice of topics will depend in part on the background of prospective registrants and on the availability of guest lecturers. Three credit hours.</td>
</tr>
<tr>
<td>163, 164</td>
<td>Introduction to Music Theory</td>
<td>Miss Heinrich</td>
<td>An introductory survey of the main aspects of music theory, including intervallic, melodic, and rhythmic dictation, creative writing, and analytical studies of representative compositions from various historical periods. Primarily for students not intending to major in music, but students who complete Music 164 may proceed to Music 172. Three credit hours.</td>
</tr>
<tr>
<td>171</td>
<td>Music Theory I</td>
<td>Mrs. Reuman</td>
<td>Within a sequence of courses designed to present analytical skills for understanding the elements and structure of tonal music, Music Theory I covers skills pertaining to notation, intervals, scales, tonality, and melodic construction. Includes ear training and sight singing. Primarily for music majors. Prerequisite: Permission of the instructor. Four credit hours.</td>
</tr>
<tr>
<td>172</td>
<td>Music Theory II</td>
<td>Mrs. Reuman</td>
<td>A continuation of Music Theory I, covering skills pertaining to further melodic analysis, two- and three-part writing, and basic chord structure. Primarily for music majors.</td>
</tr>
</tbody>
</table>
Prerequisite: Music 164 or 171, and keyboard proficiency test.
Four credit hours.

191, 192
APPLIED MUSIC: INDIVIDUAL STUDY
STAFF

Instruction in voice and instruments for qualified students. Possible offerings in 1977-78, depending upon demand, include guitar, flute, harpsichord, organ, piano, trombone, trumpet, viola, violin, violoncello, and voice. For additional information concerning fees and related matters, see the applied music statement following Music 499. Interested students should consult the department before registering. May be repeated for additional credit. Flexible credit. Nongraded.

Prerequisite: Music 163, 164 or Music 171 (may be taken concurrently) and permission of the department. One or two credit hours.

193, 194
APPLIED MUSIC: ENSEMBLE
STAFF

Optional credit for participation in musical organizations and ensembles for students of applied music. In addition to the college band, chapel choir, glee club, and symphony orchestra, the department will undertake to form small ensemble groups as the need arises. Interested students should consult the department for additional information before registering for credit. May be repeated for additional credit. Flexible credit. Nongraded.

Prerequisite: Concurrent enrollment in Music 191, 192 and permission of the department. One credit hour.

211
MUSIC HISTORY I
MR. ARMSTRONG

The history of western music from the Middle Ages to 1750. Primarily for music majors.

Prerequisite: Music 164 or 171. Four credit hours.

216
MUSIC HISTORY II
MR. MACHLIN

The history of western music from 1750 to 1870. Primarily for music majors.

Prerequisite: Music 172. Four credit hours.

217
MUSIC HISTORY III
MR. MACHLIN

The history of western music from 1870 to the present. Primarily for music majors.

Prerequisite: Music 172. Four credit hours.

†[231]
CHANSONS AND LIEDER

A detailed study of art songs, French chansons, and German lieder, with emphasis given to the songs and song cycles of Schubert, Schumann, Brahms, Mahler, Wolf, Debussy, and contemporary composers.

Prerequisite: A college-level course in music history or theory. Three or four credit hours.
**233**

*Studies in Medieval and Renaissance Music*

Miss Heinrich

Selected aspects of the music of the Middle Ages and Renaissance, with emphasis on a study of performance practices; students will combine in a collegium musicum to perform some of the works studied. A description of specific topics to be covered will be published before registration.

*Prerequisite:* A college-level course in music history or theory.

*Three or four credit hours.*

### [234]

**Baroque Music**

Music in western Europe from Monteverdi to Bach and Handel.

*Prerequisite:* A college-level course in music history or theory.

*Three credit hours.*

### †[235]

**Chamber Music**

The development of chamber music written for various groups, with emphasis on representative composers and works. Augmented credit of one hour based on participation in a performance laboratory.

*Prerequisite:* A college-level course in music history or theory.

*Three or four credit hours.*

**271**

**Music Theory III**

Mr. Ré

A continuation of Music Theory II, covering the elements of harmony, including an introduction to chromatic harmony. Primarily for music majors.

*Prerequisite:* Music 172. *Four credit hours.*

**278**

**Opera as Theater**

Mr. Machlin

A historical study of principles of opera production, with laboratory experience in staging scenes from several periods.

*Prerequisite:* Permission of the instructor. *Four credit hours.*

### †[332]

**Studies in Operatic Style**

Representative operas will be examined in detail, noting the individual stylistic tendencies of the composer, as well as the various ways in which the music reflects aesthetic trends of the age in which it was composed.

*Prerequisite:* Music 172 and one college-level course in music history or theory, or permission of the instructor. *Four credit hours.*

**372**

**Composition I**

Mr. Ré

Creative writing for students prepared to undertake original work in composition.

*Prerequisite:* Music 271 and permission of the instructor. *Three or four credit hours.*

**374**

**Composition II**

Mr. Ré

Additional opportunities for original creative work in music.

*Prerequisite:* Music 372 and permission of the instructor. *Three or four credit hours.*
I

COLBY COLLEGE: COURSES OF STUDY | MUSIC

*376d
COUNTERPOINT
mr. ré


Prerequisite: Music 271. Three credit hours.

†[378]
CONDUCTING

Score reading, studies in basic baton technique. Analysis of works of various periods and application of conducting techniques to stylistic interpretation.

Prerequisite: Music 271 and permission of the instructor. Three credit hours.

491, 492
INDEPENDENT STUDY
STAFF

Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors.

Prerequisite: Permission of the department. One to four credit hours.

493, 494
SEMINAR IN MUSIC
STAFF

Topics will change each semester; a complete description will be available before registration. Primarily for senior music majors.

Prerequisite: Music 271 and permission of the instructor. Three or four credit hours.

499d
MUSIC TEACHING
STAFF

Directed practice in conduct of introductory music courses. Open to a limited number of upperclass music majors. Flexible credit. Nongraded.

Prerequisite: Permission of the department. Two credit hours.

APPLIED MUSIC

Private lessons in voice and a variety of instruments are available, with or without academic credit, at additional cost. Students of applied music are invited to participate in the college band, chapel choir, glee club, and symphony orchestra, with or without academic credit; small ensembles are also formed from time to time. For information concerning academic credit, see the statements for Music 191, 192 and 193, 194. In the case of Music 191, 192, a fee of $100 is charged for each semester of instruction in a two-credit course; for a one-credit course the fee is $60. Fees are payable on the semester bill. Students are not charged for membership in musical organizations or small ensembles.

All majors are expected to demonstrate some skill at the keyboard; consult the department. Students not already proficient are
urged to remedy this deficiency as soon as possible by enrolling for piano study.

The department reserves some scholarship money to aid talented students of applied music; consult the chairman.

### Performing Arts

**OFFERED BY THE DEPARTMENTS OF ENGLISH, MUSIC, AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>121, 122</td>
<td>A basic course in stage design, building, care, management, and practice. One of the requirements of the course will be the practical application of theory to production. Flexible credit. Three or four credit hours.</td>
</tr>
<tr>
<td>171</td>
<td>Basic techniques of stage performance. Flexible credit. Three credit hours.</td>
</tr>
<tr>
<td>221, 222</td>
<td>The analysis of plays in relation to theater architecture and design. First semester: from the Greeks to the English Renaissance. Second semester: the Renaissance to the contemporary theater. Application of architectural requirements and design theory to practical problems in theatrical performance. Three credit hours.</td>
</tr>
<tr>
<td>251</td>
<td>A study of basic body movement and efficiency of movement. The course will deal mostly with improvisational problems geared for the stage. Flexible credit. Three credit hours.</td>
</tr>
<tr>
<td>272</td>
<td>Advanced techniques of stage acting. Scenes and short plays. Prerequisite: Performing Arts 171 or permission of the instructor. Flexible credit. Three or four credit hours.</td>
</tr>
<tr>
<td>491, 492</td>
<td>Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Basic or flexible credit, as stipulated in project proposal and approved by instructor. Prerequisite: Permission of the instructor. One to four credit hours.</td>
</tr>
</tbody>
</table>

1For additional offerings in the performing arts, see section on Interdisciplinary Studies.
# Philosophy

## IN THE DEPARTMENT OF PHILOSOPHY AND RELIGION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>112d</td>
<td>Logic</td>
<td>The techniques of formal reasoning and their application to argumentation in ordinary language.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>MR. MCArthur</td>
<td></td>
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</tr>
<tr>
<td>133</td>
<td>Introduction to Western Philosophy I</td>
<td>Some typical problems in western philosophy: ethics, sociopolitical philosophy, and philosophy of religion.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>MR. HUDSON AND OTHERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>134</td>
<td>Introduction to Western Philosophy II</td>
<td>Some typical problems in western philosophy: theory of knowledge, metaphysics, and philosophy of science.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>MR. HUDSON AND OTHERS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>211</td>
<td>Moral Philosophy</td>
<td>The bases of judgment on questions of good and bad, right and wrong; the application of ethical principles to problem cases.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>MR. REUMAN</td>
<td></td>
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<tr>
<td>236d1</td>
<td>Social Philosophy</td>
<td>Readings from Plato, Locke, Rousseau, and Marx; their relevance to contemporary problems.</td>
<td>Three credit hours.</td>
</tr>
<tr>
<td>MR. PARKER</td>
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<tr>
<td>†258</td>
<td>Philosophical Problems in Logic and Mathematics</td>
<td>A treatment of philosophical problems arising from logic and mathematics, e.g., the nature of axiomatic theories, the limitations of the axiomatic method, the nature of logical and mathematical truth, nominalism and realism, and the relation of logic to philosophy. Prerequisite: Philosophy 112 or permission of the instructor.</td>
<td>Three credit hours.</td>
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</tr>
<tr>
<td>277, 278</td>
<td>Philosophical Perspectives</td>
<td>Interdisciplinary considerations of various topics, involving lecturers from several departments.</td>
<td>Three credit hours.</td>
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<tr>
<td>281, 282</td>
<td>Cultural Euthenics: A New Adam and a New Eden</td>
<td>Listed as Religion 281, 282 (q.v.).</td>
<td>Three or four credit hours.</td>
</tr>
<tr>
<td>MR. TODRANK</td>
<td></td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Prerequisite</td>
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</tr>
</tbody>
</table>
| [313]       | Aesthetics                                       | Problems that arise in analyses and criticisms of the arts.  
*Prerequisite:* Three hours of philosophy or permission of the instructor. *Three credit hours.*                                                                                      |                                                                              |         |
| *316d1      | Metaphysics                                      | A contemporary approach to the problem of reality or being and such metaphysical topics as time, space, substance, and causality.  
Attention also to methods for dealing with metaphysical problems and of validating metaphysical claims. *Three credit hours.*                                                                 | *Prerequisite:* Three hours of philosophy or permission of the instructor. |         |
| *317d2      | Philosophy of Science                            | Inductive logic and problems in the philosophy of science. Observation, law, explanation, theory, and associated concepts in the social and natural sciences will be considered. *Three credit hours.*                                                                 |                                                                              |         |
| †[318]      | Ethics and General Theory of Value               | Philosophic approaches to the nature of value, especially ethical judgments. Among the views considered will be intuitionism, emotivism, "good reasons" theory, and those relating to scientific findings.  
*Prerequisite:* Philosophy 211 or permission of the instructor. *Three credit hours.*                                                                 |                                                                              |         |
| 331         | History of Ancient Philosophy                    | Comparative study of the philosophical systems of Plato and Aristotle, with secondary attention to the pre-Socratics, Socrates, Epicurus, the Stoics, and Plotinus. *Three or four credit hours.*                                                           | *Prerequisite:* Two semester courses in philosophy or permission of the instructor. |         |
| 332         | History of Modern Philosophy                     | European philosophy from Descartes to the nineteenth century, with special attention to the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. *Four credit hours.*                                                                         |                                                                              |         |
| 333         | Philosophy of Education                          | 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 the instructor. *Three credit hours.* |                                                                              |         |
| *352        | American Philosophy                              | Representative thinkers in each major period and movement in American philosophical thought, and an attempt to relate the teachings of these thinkers to contemporary philosophical, educational, and social issues. *Three credit hours.*   |                                                                              |         |
| 353         | Contemporary Analytic Philosophy                  | Major figures in the analytic tradition from 1900 to the present, with particular emphasis on Russell, Wittgenstein, and Quine.  
*Prerequisite:* Two semester courses in philosophy or permission of the instructor. *Three credit hours.*                                                                 |                                                                              |         |
Types of Indian philosophy of the ancient period.

Prerequisite: Two semester courses in philosophy and/or religion; no previous Indian thought. Three credit hours.

Types of Indian philosophy of the modern period, with special reference to Gandhi and Tagore.

Prerequisite: Two semester courses in philosophy and/or religion. Three credit hours.

Post-Kantian thinkers such as Hegel, Kierkegaard, Schopenhauer, Nietzsche, and Bergson. Special attention to the revolt against reason, evolution, and alienation.

Prerequisite: Philosophy 331 and 332, or permission of the instructor. Three credit hours.

Some of the principal philosophical problems concerning the nature and justification of religious belief and experience, problems such as the nature of God, arguments for the existence of God, the problem of evil, mysticism, and the relation of faith and reason.

Prerequisite: One course in philosophy and one course in religion, or permission of the instructor. Three credit hours.

History of philosophy from Augustine to Ockham. The principal issue studied is the problem of the reconciliation of faith and reason in the work of the scholastics.

Prerequisite: Philosophy 331. Three or four credit hours.

A survey of the principal thinkers of twentieth-century existential philosophy, with minor attention to phenomenology. Readings will be from some of the following: Heidegger, Sartre, Jaspers, Marcel, Buber, and Merleau-Ponty. Philosophy 359 is a desirable background but is not required.

Prerequisite: Two semester courses in philosophy or permission of the instructor. Three credit hours.

Seminars in selected areas of philosophy. In 1977-78 the topics will be: 392A, “India and the West” (Mr. Naravane); 392B, “Rationality and Religious Belief” (Mr. McArthur). Open to majors and non-majors.
**Physical Education**

*241, 242
Introduction to the Art of Dance
Ms. Mitchell-Wentzel

A historic survey of the art of dance from its primitive ritual beginnings to its development as an art form in western civilization. The course includes lectures, films, an introduction to basic theory, composition, and movement experience. No dance experience necessary.

*Prerequisite:* Permission of the instructor. *Three credit hours.*

311, 312
Coaching of Team Sports and Administration of Athletics
Mr. McGee and Mr. Nelson

Principles and methods of coaching team sports. Policies and practices in organization and administration of athletic programs. Brief exposure to physiology of exercises and care and prevention of athletic injuries.

*Prerequisite:* Permission of the instructor. *Three credit hours.*

323, 324
Principles and Methods of Physical Education
Mrs. Bither, Mr. Nelson, and Instructor

Policies, practices, standards, and educational methods of secondary school physical education and coaching of individual sports. Physiology of exercise, prevention and care of athletic injuries. May be coordinated with education courses to include practice teaching.

*Prerequisite:* Permission of the instructor. *Three credit hours.*

341, 342
Modern Dance Composition and Theory
Ms. Mitchell-Wentzel

Compositional problems relating to the theories of various modern dance artists, an introduction to dance notation, a study of the modern dance repertory through films and direct movement experience. Flexible credit.

*Prerequisite:* Service class in modern dance or movement and permission of the instructor. *Three credit hours.*

491, 492
Independent Study
Ms. Mitchell-Wentzel

Individual dance problems in areas where the student has the interest and competence to work independently. Flexible credit.

*Prerequisite:* Physical Education 341, 342 and permission of the instructor. *One to three credit hours.*
Physics

IN THE DEPARTMENT OF PHYSICS AND ASTRONOMY

121, 122  
GENERAL PHYSICS  
instructor

A quantitative introduction to the interpretation of theoretical and experimental problems in the fields of mechanics, thermodynamics, electricity and magnetism, relativity, and quantum physics. Physics 211 may serve as a prerequisite for Physics 122. Fall enrollment in Mathematics 121 or prior equivalent is recommended. Lecture and laboratory. Four credit hours.

211  
INTERMEDIATE MECHANICS  
MR. METZ

Newtonian mechanics in theory and experiment: moving coordinate systems, momentum and energy, gravitation and Kepler’s laws, forced and damped harmonic motion. Special emphasis is placed on the analysis of data obtained in the laboratory, including extensive use of the computer. Lecture and laboratory.

Prerequisite: Physics 121 or permission of the department, and Mathematics 122 (may be taken concurrently). Open to freshmen with advanced standing in calculus who have had a strong preparation in physics. Four credit hours.

232  
ATOMIC AND NUCLEAR PHYSICS  
instructor

An intermediate treatment of quantum physics, illustrated by topics in atomic, nuclear, and solid-state physics, and emphasizing the experimental evidence for modern theories of the structure of matter. Lecture and discussion.

Prerequisite: Physics 122 and Mathematics 122. Four credit hours.

[252]  
ELECTRONICS

A semi-independent-study laboratory course in electronic principles, circuits, and instrumentation. Open to the limit of available equipment.

Prerequisite: Physics 122, Mathematics 121, and permission of the department. Two or three credit hours.

311  
ADVANCED MECHANICS  
instructor

Lagrangian and Hamiltonian dynamics, the dynamics of rigid bodies, and systems with many degrees of freedom. The techniques of linear algebra and of differential equations will be applied. Lecture and discussion.

Prerequisite: Physics 211 and Mathematics 311 (may be taken concurrently). Four credit hours.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>321, 322</td>
<td>First semester: a theoretical treatment of electrostatics and magnetostatics in vacuum and material media. Lecture and discussion. Second semester: Maxwell’s equations, electrodynamics, and modern optics. Lecture and laboratory.</td>
<td>For 321, Physics 122 and Mathematics 221 (may be taken concurrently); for 322, Mathematics 222 (may be taken concurrently).</td>
<td>Four</td>
</tr>
<tr>
<td>332</td>
<td>Concepts of temperature, energy, entropy, heat, and work, and their thermodynamic relations as developed from a microscopic point of view. Single and multicomponent systems are discussed, using both classical and quantum statistics. Lecture and discussion.</td>
<td>Physics 211, 232, and Mathematics 222 (may be taken concurrently).</td>
<td>Four</td>
</tr>
<tr>
<td>441, 442</td>
<td>First semester: an introduction to the mathematical formulations of nonrelativistic quantum mechanics, including Schroedinger wave mechanics, operator algebra, perturbation techniques, and electron spin. Applications to one-dimensional and simple three-dimensional systems are developed. Second semester: a continuation of the first semester, with applications to selected topics in solid-state physics, nuclear physics, and quantum optics, as interests dictate. Lecture.</td>
<td>Physics 232 and 311 or permission of the department.</td>
<td>Three</td>
</tr>
<tr>
<td>451, 452</td>
<td>Experiments drawn from classical and modern physics, with emphasis on precision and experimental technique.</td>
<td>Permission of the department.</td>
<td>Two</td>
</tr>
<tr>
<td>491, 492</td>
<td>Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work.</td>
<td>Permission of the instructor.</td>
<td>Two to five</td>
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</tbody>
</table>

**Portuguese**

**IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†[121, 122]</td>
<td>The spoken and written language of Portugal and Brazil, utilizing previous knowledge of a Romance language. Extensive use is made of taped materials.</td>
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</tr>
</tbody>
</table>
Prerequisite: Successful completion of intermediate French or Spanish, or indication of equivalent proficiency by placement test. Four credit hours.

Psychology

111d  
Introduction to Psychology  
Staff

An overview of contemporary psychology, introducing concepts, theories, and methods current in the field. This course is prerequisite to any further work in the department. Three credit hours.

114d  
Quantitative Methods  
Mr. Johnson

Quantitative methods in psychology, with emphasis on basic statistical principles and techniques of data gathering, processing, and analysis. Introduction to computing and programming as applied to psychology.

Prerequisite: Psychology 111. Four credit hours.

132  
Human Sexuality  
Mr. Easton and Mr. Perez

This course aims to provide students with accurate information to aid them in forming their personal value systems and in coping with current and future problems. Topics will include mammalian anatomy, embryology, and sexual behavior, the physiology of human sexual response, cross-cultural perspectives, normal psychosexual development and response, the paraphilias, major sexual dysfunctions, and reproductive problems. Guest lecturers will be utilized whenever feasible. Cannot be counted toward the psychology or psychology-mathematics major. Three credit hours.

211  
Personality, Social and Abnormal Psychology  
Staff

Individual and group behavior, emphasizing patterns of development, interpersonal relationships, and social interaction. Both normal and abnormal functioning will be considered. May not be taken for credit by psychology majors, whose attention is called to Psychology 261, 262, and 291.

Prerequisite: Psychology 111. Three credit hours.

234  
Psychological Tests and Measurements  
Mr. Lester

The theory and problems of psychological measurement, with special emphasis on the construction and application of psychological tests.

Prerequisite: Psychology 111 and 114. Three credit hours.

252  
Child and Adolescent Psychology

The psychological processes of the child and adolescent, with special emphasis on their practical importance for education, emotional stability, and parenthood. May not be taken for credit by
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>258d</td>
<td>Human Interaction Laboratory</td>
<td>Mr. Lester</td>
<td>The experience-based study of individual and small-group dynamics. Students will participate in a group that will meet throughout the semester. Readings and discussions will emphasize the application of specific conceptual models. Nongraded.</td>
<td>Psychology 111 or 252 and permission of the instructor.</td>
<td>Two credit hours</td>
</tr>
<tr>
<td>261, 262</td>
<td>Seminar in Personality and Psychopathology</td>
<td>Mr. Lester and Mr. Perez</td>
<td>An analysis of the problems, theories, and research concerned with the dynamics of behavior. First semester: major systematic interpretations, assessment, and current research in personality. Second semester: a theoretical and clinical study of the dynamics and treatment of abnormal behavior.</td>
<td>Psychology 111, 114, and permission of the instructor.</td>
<td>Three credit hours</td>
</tr>
<tr>
<td>271</td>
<td>Experimental Psychology</td>
<td>Mr. Zohner</td>
<td>Discussion of the planning, execution, and interpretation of research in psychology.</td>
<td>Psychology 111, and Psychology 114 or Mathematics 242.</td>
<td>Four credit hours</td>
</tr>
<tr>
<td>272</td>
<td>Physiological Psychology</td>
<td>Ms. Skowbo</td>
<td>The study of neural processes underlying experience and behavior; the ways in which the nervous system codes perception, movement, hunger, sleep, attention, motivation, memory, and learning.</td>
<td>Psychology 111, 114, and two semester courses in biology.</td>
<td>Three credit hours</td>
</tr>
<tr>
<td>273</td>
<td>Sensation and Perception</td>
<td>Ms. Skowbo</td>
<td>The major human senses (vision, audition, somesthesia, taste, smell) studied as physiological systems and as intermediaries between the physical and perceived environments.</td>
<td>Psychology 111 and 114.</td>
<td>Three credit hours</td>
</tr>
<tr>
<td>291d</td>
<td>Social Psychology</td>
<td>Instructor</td>
<td>Representative topics in contemporary social psychology: methodological problems, the self, attitudes, social motivation, person perception, and group influence.</td>
<td>Psychology 111 and 114.</td>
<td>Three credit hours</td>
</tr>
<tr>
<td>311</td>
<td>Developmental Psychology</td>
<td>Mr. Zohner</td>
<td>Principles of development from conception through adolescence, examined from biological, sociocultural, and psychodynamic perspectives.</td>
<td></td>
<td>Three credit hours</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Description</td>
<td>Prerequisite</td>
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<tr>
<td>*314</td>
<td>Motivation</td>
<td>Mr. Zohner</td>
<td>A theoretical and historical analysis of current research in motivation, focusing on such topics as drive, reinforcement, consummatory behavior, aggression, emotion, sleep, and imprinting.</td>
<td>Psychology 271. Three credit hours.</td>
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</tr>
<tr>
<td>317</td>
<td>Seminar in Developmental Psychology</td>
<td>Mr. Zohner</td>
<td>Historical, theoretical, and empirical aspects of the development of the individual. Special attention will be given to a critical analysis of existing research and methodology.</td>
<td>Permission of the instructor. Three credit hours.</td>
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</tr>
<tr>
<td>†[332]</td>
<td>Learning</td>
<td></td>
<td>A consideration of the principles of learning and the empirical evidence underlying them.</td>
<td>Psychology 271 and permission of the instructor. Four credit hours.</td>
<td></td>
</tr>
<tr>
<td>391</td>
<td>History and Systems of Psychology</td>
<td>Mr. Johnson</td>
<td>The historical background of modern psychology and the development of such systematic viewpoints as behaviorism, Gestalt psychology, and psychoanalysis.</td>
<td>Three semester courses in psychology. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study</td>
<td>Staff</td>
<td>Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work.</td>
<td>Permission of the department. One to four credit hours.</td>
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</table>

### Religion

**In the Department of Philosophy and Religion**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>121, 122</td>
<td>Introduction to Western Religion</td>
<td>Mr. Todka</td>
<td>The Judaeo-Christian tradition in historical perspective: basic beliefs, institutions, and movements characteristic of successive epochs, and their influence on western culture. Three credit hours.</td>
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</tr>
<tr>
<td>†[217]</td>
<td>Religion in America</td>
<td></td>
<td>The beliefs and practices of Protestantism, Catholicism, and Judaism as examined against the background of a historical survey of religion in American life, leading to an exploration of selected issues of current interest in American religion. Three or four credit hours.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Description</td>
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<tr>
<td>†[218]</td>
<td>The Scientific Study of Religion</td>
<td></td>
<td>Methodologies and classical studies in the disciplines of anthropology, sociology, psychology, history of religions, economics, art history, and theology. Three credit hours.</td>
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</tr>
<tr>
<td>223, 224</td>
<td>Biblical Literature</td>
<td>Instructor</td>
<td>Biblical literature in terms of its historical and cultural context, its original meaning, and its relevance to the contemporary world. The first semester deals with the Old Testament; the second, with the Apocrypha and the New Testament. Three or four credit hours.</td>
<td></td>
</tr>
<tr>
<td>†[277, 278]</td>
<td>Religious Perspectives</td>
<td></td>
<td>Interdisciplinary considerations of various topics, involving lecturers from several departments. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>281, 282</td>
<td>Cultural Euthenics: A New Adam and a New Eden</td>
<td>Mr. Todrank</td>
<td>First semester: the relationship between the life-style of modern man and the current environmental crisis, and the resulting urgent need for a new “Adam” and a new “Eden.” Second semester: an analysis of some of the economic, political, ethical, and religious aspects of essential reforms to achieve a new era for a new earth. Faculty members from other departments will participate in panel discussions of the basic issues. Three or four credit hours.</td>
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<tr>
<td>311</td>
<td>Indian Religions and Islam</td>
<td>Mr. Thorwaldsen</td>
<td>A survey of the religious traditions of India and Islam. Three credit hours.</td>
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<tr>
<td>312</td>
<td>East Asian Religions</td>
<td>Mr. Thorwaldsen</td>
<td>A survey of Buddhism, Taoism, and Confucianism, with emphasis on Jodo and Zen traditions. Prerequisite: Religion 311 or a course in East Asian history or culture. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>*316</td>
<td>Contemporary Western Theology</td>
<td>Instructor</td>
<td>A survey of modern methods and styles in theological discourse, including examples of the use of poetry, drama, art, and music. Prerequisite: Permission of the instructor. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>*319</td>
<td>Primitive Religion</td>
<td>Mr. Thorwaldsen</td>
<td>Archaic and primitive religious life. The religion of aborigines, Polynesians, African and Latin-American tribes, and North American Indians. Prerequisite: One course in philosophy or religion. Three credit hours.</td>
<td></td>
</tr>
<tr>
<td>*351</td>
<td>The Book of Job</td>
<td>Instructor</td>
<td>The main themes of the narrative and the speeches will be explored with reference to the genre, the original context, and the relevance of the book to contemporary events and problems.</td>
<td></td>
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</tbody>
</table>
Prerequisite: Religion 121 or 223. Three credit hours.

†[352]  
THE THEOLOGY OF PAUL  
Paul’s letters, and the controversies that prompted them, will be studied as a basis for understanding Pauline theology, its relation to other elements of first-century Christianity, and its influence on later western thought.  
Prerequisite: Religion 224. Three credit hours.

†[353]  
THE GREAT PROPHETS OF ISRAEL  
An intensive study of several of the Old Testament prophets, their lives, and messages. The course will consider each prophet’s impact on his own times, and will raise the question of the importance of prophecy in ancient and modern times.  
Prerequisite: Religion 223. Three credit hours.

*358  
JESUS OF NAZARETH  
iNSTRUCTOR  
A critical study of the Gospel materials dealing with the life and teaching of Jesus. Giving attention to method, the course will examine some of the recent literature on the topic.  
Prerequisite: Religion 224 and permission of the instructor. Three credit hours.

†[372]  
PHILOSOPHY OF RELIGION  
Listed as Philosophy 372 (q.v.). Three credit hours.

†[373]  
HISTORY OF MEDIEVAL PHILOSOPHY  
Listed as Philosophy 373 (q.v.). Three or four credit hours.

[391], 392  
RELIGION SEMINAR  
MR. THORWALDSEN  
Seminars in selected areas of religion. In 1977-78 the topic will be “The Teachings and Practices of Zen Buddhism.” Open to majors and nonmajors.  
Prerequisite: Permission of the instructor. Three credit hours.

491, 492  
INDEPENDENT STUDY  
STAFF  
Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work.  
Prerequisite: Permission of the instructor. One to four credit hours.

Russian  
IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

121, 122  
ELEMENTARY RUSSIAN  
Introduction to the language by a modified audio-lingual method, with emphasis on understanding spoken Russian and on reading.
Use of taped materials in the language laboratory is a regular part of the class work. *Four credit hours.*

**123, 124**  
**Intermediate Russian**  
*MR. KEMPERS*  
Continued study of grammar, with emphasis on understanding spoken Russian and on reading, through the study of short stories and plays. Use of taped materials in the language laboratory continues as an integral part of the course.

*Prerequisite:* Russian 122 or two years of high school Russian and appropriate score on the placement test. *Four credit hours.*

**225, 226**  
**Advanced Russian**  
*MR. KEMPERS*  
Continued work on the language, intensive study of selected works of Russian literature.

*Prerequisite:* Russian 124 or permission of the instructor. *Three or four credit hours.*

**491, 492**  
**Independent Study**  
*MR. KEMPERS*  
Individual readings in areas of the student's major interest.

*Prerequisite:* Permission of the instructor. *Two to four credit hours.*

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### Selected Topics

**-97, -98**  
**Study of Selected Topics**  
Each department and interdisciplinary major may from time to time offer special courses not otherwise included in its regular course listing. When such a course is offered, it will be listed under the appropriate subject heading. The first digit of its number will depend on the level at which it is offered. Titles, descriptions, prerequisites, and number and type of credits will be determined by the department or interdisciplinary major offering the course, and will be available at registration.

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### Sociology

**112**  
**Interaction Process Analysis**  
*MR. ROSENTHAL*  
Theories and methods of understanding interpersonal behavior as it occurs in small groups. An attempt to synthesize concepts, theory, and observation of the group. Enrollment limited.

*Prerequisite:* Freshman standing, no previous sociology, and permission of the instructor. *Three credit hours.*
121e, 122
Principles of Sociology
Staff

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. Three credit hours.

212
Short Courses in Sociology
Staff

Several topics will be considered over varying time segments throughout the semester. Each short course is autonomous, and a student may elect any or all. Topics for 1976-77 included “The Thirties, a Time for Remembrance,” “Racial Desegregation of the Public Schools,” and “The Impact of College on Students.”

Prerequisite: Sociology 121, 122 and permission of the instructor. One to three credit hours per topic.

231
Contemporary Social Issues
Mr. Doel

Analysis of selected controversial issues in contemporary society. Attention given to areas such as alienation, economic and political freedom, population, poverty, and the depletion of natural resources. Programs for the alleviation of social problems will be reviewed and evaluated. Three credit hours.

232
Human Ecology
Mr. Doel

The spatial distribution of people and institutions from the prehistoric to the present time. Consideration will be given to the relationship between human society and the ecosystem concept: theory of demographic transition; world population growth in terms of fertility, migration, and mortality; individual and institutional competition in space; and environmental carrying capacity.

Prerequisite: Sociology 122 or permission of the instructor. Three credit hours.

†[233]
Criminology

Crime in social and cultural perspective, conditions and situations that encourage antisocial conduct, the philosophy and practice of punishment, and programs for reducing or eliminating crime.

Prerequisite: Sociology 121, 122. Three credit hours.

237
The Sociology of Child Development
Mr. Rosenthal

The family as transmitter of the culture, relationships between social forces acting upon the family and the socialization process, and relationships between family characteristics, transmission, and socialization.

Prerequisite: Sociology 121, 122. Three credit hours.

252
Race and Minorities
Mr. Rosenthal

Major problems of race and minority groups, focusing on contemporary United States.

Prerequisite: Sociology 121, 122. Three credit hours.
Introduction to the variety of basic research methods employed by sociologists. Major topics include the reciprocal relation between theory and research, research design, sampling, and techniques for data collection and analysis.

**Prerequisite:** Sociology 121, 122. Three credit hours.

A 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.

**Prerequisite:** Sociology 121, 122. Three credit hours.

Social classes of North America, as portrayed through the literature of community studies. Emphasis will center on the culture of the middle class.

**Prerequisite:** Sociology 121, 122. Three credit hours.

The history of sociology, and a critical examination of the systems of thought about society and social action. The place of theory in social research is emphasized.

**Prerequisite:** Sociology 121, 122. Three credit hours.

Survey of man's ideas about human nature and the social order, centered on social thinkers prior to the development of sociology. Selected social thoughts of civilized man from Hammurabi to Comte, contrasted with selections from folklore, myths, stories, songs, proverbs, and riddles of nonliterate peoples.

**Prerequisite:** Sociology 121, 122 or permission of the instructor. Three credit hours.

The relationship between religion and society. Major world religions and those of primitive peoples, analyzed in terms of origin, development, and function within social systems. Modes of human adjustment to the natural world, myth and ritual, mana and taboo, totemism, magic, witchcraft, and divination.

**Prerequisite:** Sociology 121, 122 or permission of the instructor. Three credit hours.

Topics in selected areas of sociology. In 1976-77 the topic was "Native American Issues."

**Prerequisite:** Permission of the instructor. Three credit hours.

An analysis of the contemporary state of sociology as a discipline, with focus on problems of theory building, utilization of data col-
Definitions of deviance and theories of explanation and analysis of deviant behavior. Readings and discussions will emphasize the history and development of contemporary perspectives and attempts to synthesize them.

**Prerequisite**: Sociology 121, 122 and permission of the instructor. Three credit hours.

**†[334]**
**Social Deviance**

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 121, 122. Three credit hours.

**[353]**
**Urban Sociology**

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 121, 122. Three credit hours.

**[354]**
**Comparative Social Systems**

Contemporary societies as they relate to ideal-typical models of western technological development. Analysis of social processes effected by the transition from traditionalism to industrialism in newly developing nations.

**Prerequisite**: Sociology 121, 122. Three credit hours.

**†[372]**
**Practicum in Sociological Research**

Each student will develop and pursue a sociological research project of limited scope. Although survey research is the design most frequently chosen, alternate modes appropriate to the problem defined and data derived may be developed (e.g., field studies, field experiments, laboratory experiments, participant observation, content analysis).
**Social Change**

Prerequisite: Sociology 271 and permission of the instructor.  
Three or four credit hours.

**Complex Social Organizations**

Although a historical approach is used at times, this course is primarily theoretical. The mechanisms, functions, and consequences of social change. Particular attention is given to the relevance of social change for the social order.  
Prerequisite: Sociology 121, 122. Three credit hours.

**Collective Behavior**

Utilizing a historical perspective and sociological orientation, this course will examine the existing and empirical data and theoretical concepts dealing with the behavior of people in business and other organizations.  
Prerequisite: Sociology 121, 122. Three credit hours.  
Note: This course may be offered cooperatively with Administrative Science 413. A student may not receive credit for both Sociology 393 and Administrative Science 413.

**Sociology Seminar**

A course that seeks to shed light on the plight of contemporary man through the examination of the various instances of collective behavior—crowds, masses, publics, and social movements—and the forces that mold each. Consideration is given also to public opinion, propaganda, communication and the major mass media, and their functions in modern society.  
Prerequisite: Sociology 121, 122 or permission of the instructor. Three credit hours.

**Independent Study**

Major problems of sociology as a science. Much of the work is devoted to individual projects developed from group discussions.  
Prerequisite: Senior standing and permission of the instructor. Three credit hours.

**Psychology 291d, Social Psychology**

Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work.  
Prerequisite: Senior standing and permission of the department. Two to four credit hours.

**Psychology 291d, Social Psychology, is also applicable toward fulfillment of the major in sociology (see psychology listings for description of this course). If so applied, it cannot also be counted among the required collateral courses. Three credit hours.**
Spanish

IN THE DEPARTMENT OF MODERN FOREIGN LANGUAGES

Unless otherwise specified, all courses numbered above 128 are conducted in Spanish. Spanish 142 or permission of the instructor is required for all courses numbered 200 or higher.

121, 122
Elementary Spanish

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. Four credit hours.

123, 124
Intermediate Spanish

Continued practice in the oral-aural skills, with increasing emphasis on reading and writing through use of reading from Spanish and Latin-American literature. Studies and grammar review supplemented with drill work in the laboratory.

*Prerequisite:* Spanish 122 or two years of high school Spanish and appropriate score on the placement test. Three credit hours.

127, 128
Intensive Intermediate Spanish

An expanded intermediate course similar in format to Spanish 123, 124 for those students desiring additional exposure to the language. Recommended for those planning to continue in Spanish. Spanish 127 alone will not satisfy the language requirement.

*Prerequisite:* Spanish 121, 122 with a grade of A or B, or equivalent. Four credit hours.

131
Advanced Spanish

Mr. Pérez

An advanced review of grammar, with practice in written composition.

*Prerequisite:* Spanish 124 or equivalent. Three credit hours.

141, 142
Introducción Al Mundo
Hispanico

The Hispanic tradition reflected in the works of major figures of Spain and Latin America. In-depth study of selected works with collateral readings.

*Prerequisite:* Spanish 124. Three credit hours.

†[255]
Nineteenth-Century Spanish Literature I

Representative works of romanticism and realism. Three credit hours.

†[256]
Nineteenth-Century Spanish Literature II

Primarily readings from Bénito Pérez Galdós and Leopoldo Alas "Clarín." Three credit hours.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>†[261], 262d1</td>
<td>Latin-American Literature</td>
<td>Ms. Doel</td>
<td>First semester: Latin-American literature from the colonial period through the nineteenth century. Second semester: literature from the Modernistas through Rómulo Gallegos. <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>332</td>
<td>Contemporary Latin-American Literature</td>
<td>Mr. Herszenhorn</td>
<td>Authors to be studied will include Carlos Fuentes, García Márquez, and Vargas Llosa. <em>Four credit hours.</em></td>
</tr>
<tr>
<td>†[337]</td>
<td>Medieval Spanish Literature</td>
<td></td>
<td>Medieval Spanish classics: <em>El Cid, El libro de buen amor, La Celestina,</em> and <em>El romancero.</em> <em>Three or four credit hours.</em></td>
</tr>
<tr>
<td>*351</td>
<td>El Siglo de Oro</td>
<td>Mr. Cauz</td>
<td>The Spanish classical theater, the picaresque novel, and selected works of Cervantes. <em>Four credit hours.</em></td>
</tr>
<tr>
<td>†[352]</td>
<td>Don Quijote</td>
<td></td>
<td>Study and analysis of <em>Don Quijote de la Mancha.</em> <em>Four credit hours.</em></td>
</tr>
<tr>
<td>*356d1</td>
<td>The Generation of 1898</td>
<td>Mr. Holland</td>
<td>The principal figures of this generation: Unamuno, Azorín, Baroja, Valle-Inclán, and Machado. <em>Four credit hours.</em></td>
</tr>
<tr>
<td>*357d2</td>
<td>Modern Spanish Literature</td>
<td>Mr. Pérez</td>
<td>The literature of twentieth-century Spain through Federico García Lorca. <em>Four credit hours.</em></td>
</tr>
<tr>
<td>†[358]</td>
<td>The Contemporary Spanish Novel</td>
<td></td>
<td>The Spanish novel from Camilo José Cela through the 1970's. <em>Four credit hours.</em></td>
</tr>
<tr>
<td>491, 492</td>
<td>Independent Study</td>
<td>Staff</td>
<td>Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. <em>Prerequisite:</em> Permission of the instructor. <em>Two to four credit hours.</em></td>
</tr>
<tr>
<td>[493, 494]</td>
<td>Seminar in Spanish and Latin-American Literature</td>
<td></td>
<td>Topics, which change each semester, may cover an author, a genre, or a literary movement. <em>Prerequisite:</em> Permission of the instructor. <em>Three or four credit hours.</em></td>
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</tbody>
</table>
499d
LANGUAGE TEACHING
STAFF
Directed practice in conduct of introductory language courses. Open to a limited number of students enrolled in Modern Foreign Languages 411. Flexible credit. Nongraded. Two credit hours.

Student-Taught Courses

-99d
STUDENT-TAUGHT COURSES
Student-organized and student-taught courses are offered from time to time in various departments and programs. Any such course must have a faculty sponsor and be approved by the educational policy committee. No student may register for more than three credits in such courses in any one semester unless he or she has completed or is concurrently completing the 105-basic-hour requirement. Flexible credit. Nongraded. One to three credit hours.

Western Civilization

491, 492
INDEPENDENT STUDY
STAFF
Individual study of special problems in western civilization in areas where the student has demonstrated the interest and competence necessary for independent work.

Prerequisite: Permission of the instructor and the program director. One to three credit hours.

493, 494
SEMINAR IN WESTERN CIVILIZATION
STAFF
Interdisciplinary seminars conducted by at least two members of the western civilization advising faculty, leading to the composition of a major essay. Required of all senior majors in western civilization. Three credit hours.

WESTERN CIVILIZATION MAJOR
Attention is called to the major in studies in western civilization, incorporating courses from several departments. Courses approved for this major are listed in the section on Interdisciplinary Studies (q.v.).
Preparation for Graduate and Professional Schools

The staff of the office of career counseling advise on matters related to graduate study; information on graduate programs is available in the office. They work 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 admission 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 and their major advisers.

LAW AND GOVERNMENT SERVICE

The committee on professional preparation for law and government service advises students preparing for careers in these areas. The prelaw 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.

MEDICINE AND DENTISTRY

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. It is strongly advised that mathematics be pursued at least through the first year of calculus. Organic and general chemistry are required.

The medical-college admission test is ordinarily taken in the spring of the student's junior year.

Although some dental schools admit applicants after three years, and sometimes after only two years, of college work, the leading schools prefer students with a college degree. Each applicant, regardless of his major, must meet the specific requirements in biology, chemistry, physics, and English, which differ with different dental schools.

The dental-college admission test is ordinarily taken in the spring of the junior or fall of the senior year.

Each interested student should consult a member of the committee on professional preparation for medicine and dentistry early in his freshman year.
Colby College and the University of Rochester are affiliated in 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 and two at Rochester. 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 that will follow. In his Colby program, however, he is assured a broad grounding in the humanities and social sciences as well.

Students graduating in this program are exempt from Colby's usual requirement of residence during the senior year, but all other graduation requirements must be met.

A member of the physics department serves as adviser to students intending to enter the joint program. He should be consulted early in a student's Colby career to plan for meeting Rochester's requirements.

Another option for the student who wants ultimately to be an engineer but also wants a liberal arts college education is a regular physics or chemistry major at Colby, followed by engineering studies in a graduate school. Members of those departments are prepared to advise students who make this choice.

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, in cooperation with the college chaplain, serves as adviser to students who plan to enter seminaries.

Students preparing for the ministry are assisted in attending seminary conferences by grants from the Clarence R. Johnson Conference Fund.

Preparing secondary school teachers is a tradition at Colby, and many graduates have continued their education in graduate schools around the nation. In addition, students interested in elementary school teaching and special education have taken their foundation courses at Colby before completing their preparation in graduate school programs.
Career guidance and counseling is available from the director, office of education, 114 Lovejoy Building.

Graduate programs in the administrative sciences at such schools as Harvard, Chicago, Cornell, the Wharton School of the University of Pennsylvania, and the Amos Tuck School of Dartmouth College continue to attract many Colby College graduates. Interested students should, early in their college careers, seek counsel from members of the department of administrative science. Seniors are urged to take the graduate management admission test.
III Directories and Appendices
III DIRECTORIES AND APPENDICES

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   Degrees Awarded at Commencement, 198
   Honors, 202
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# The Corporation

**Corporate Name**  
The President and Trustees of Colby College

## Officers

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<tr>
<th>Role</th>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman of the Board</td>
<td>Albert Carlton Palmer, B.A., L.L.D.</td>
<td>Stoneham, Massachusetts</td>
</tr>
<tr>
<td>Vice-President for Academic</td>
<td>Paul Gerhard Jenson, Ph.D.</td>
<td>Vassalboro, Maine</td>
</tr>
<tr>
<td>Affairs and Dean of Faculty</td>
<td>Robert White Pullen, Ph.D.</td>
<td>Waterville, Maine</td>
</tr>
<tr>
<td>Administrative Vice-President</td>
<td>Edward Hill Turner, B.A., L.H.D.</td>
<td>Belgrade, Maine</td>
</tr>
<tr>
<td>Vice-President for Development</td>
<td>Paul Gerhard Jenson, Ph.D.</td>
<td>Waterville, Maine</td>
</tr>
<tr>
<td>Secretary</td>
<td>Sidney Weymouth Farr, M.A.</td>
<td>Waterville, Maine</td>
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<tr>
<td>Treasurer</td>
<td>Dane Joseph Cox, Ph.D.</td>
<td>Waterville, Maine</td>
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## Board of Trustees 1976-77

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>1976</td>
<td>Charles Putnam Barnes II, LL.B.</td>
<td>Cape Elizabeth, Maine</td>
</tr>
<tr>
<td>1976</td>
<td>Susan Fairchild Bean (Mrs. Robert), A.B., M.A.</td>
<td>Glastonbury, Connecticut</td>
</tr>
<tr>
<td>1976</td>
<td>H. King Cummings, B.S., M.A.</td>
<td>Guilford, Maine</td>
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<tr>
<td>1976</td>
<td>Nissie Grossman, M.B.A.</td>
<td>Wellesley, Massachusetts</td>
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<tr>
<td>1976</td>
<td>Jean Hahlbohm Hampton (Mrs. Richard), B.A., M.A.</td>
<td>Topsfield, Massachusetts</td>
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<td>1976</td>
<td>Wallace Meredith Haselton, M.A.</td>
<td>Augusta, Maine</td>
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<tr>
<td>1976</td>
<td>Kevin Hill, M.D.</td>
<td>Waterville, Maine</td>
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<td>1976</td>
<td>Ellerton Marcel Jetté, L.L.D.</td>
<td>Sebec, Maine</td>
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<td>1976</td>
<td>Gordon Burr Jones, M.B.A.</td>
<td>Needham, Massachusetts</td>
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<td>1976</td>
<td>Robert Allen Marden, LL.B.</td>
<td>Waterville, Maine</td>
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<td>1976</td>
<td>C. David O'Brien, B.A., M.A.</td>
<td>Yarmouth, Maine</td>
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<tr>
<td>1976</td>
<td>Paul Donnelly Paganucci, J.D.</td>
<td>Hanover, New Hampshire</td>
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<tr>
<td>1976</td>
<td>Wilson Collins Piper, LL.B., LL.D.</td>
<td>Stoneham, Massachusetts</td>
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<tr>
<td>1976</td>
<td>Frederick Albert Pottle, Ph.D., LL.D., Litt.D., L.H.D.</td>
<td>Boston, Massachusetts</td>
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<td>1976</td>
<td>John Franklin Reynolds, M.D.</td>
<td>New Haven, Connecticut</td>
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<tr>
<td>1976</td>
<td>Robert Sage, B.A., M.A.</td>
<td>Waterville, Maine</td>
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<tr>
<td>1976</td>
<td>Richard Robert Schmaltz, B.A., M.A.</td>
<td>Newton, Massachusetts</td>
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<tr>
<td>1976</td>
<td>Anne O'Hanian Szostak (Mrs. Michael), B.A., M.A.</td>
<td>Darien, Connecticut</td>
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<tr>
<td>1976</td>
<td>Thomas John Watson III, A.B., LL.B.</td>
<td>Woonsocket, Rhode Island</td>
</tr>
</tbody>
</table>
(1977) Esther Ziskind Weltman (Mrs. Sol W.), M.E.D., LL.D. Cambridge, Massachusetts
(1979) Ralph Samuel Williams, M.B.A., L.H.D. Southport, Maine
(1977) R. Frederick Woolworth, M.A. Winthrop, Maine

Faculty (1978) Jonas Oettinger Rosenthal, M.A. Waterville, Maine
Representatives (1977) Lucille Pinette Zukowski, M.A. Waterville, Maine

Student (1977) James Philip Bruen '77 Lynn, Massachusetts
Representatives (1977) Bruce Ashley Dyer '77 Yarmouth, Maine

Honorary life member.

Fellows of Colby College

Clifford A. Bean Concord, Massachusetts
Carleton D. Brown Waterville, Maine
Mr. and Mrs. Alexander Buck Princeton, New Jersey
Alida Milliken Camp (Mrs. Frederic E.) East Blue Hill, Maine
James R. Cochrane Lynnfield Center, Mass.
Augustine A. D'Amico Bangor, Maine
Richard N. Dyer Waterville, Maine
Edith E. Emery Haverhill, Massachusetts
Ansel A. Grindall Winslow, Maine
Thomas M. Horan Boston, Massachusetts
Bernice B. McGorrill (Mrs. Virgil) Portland, Maine
John McGowan Waterville, Maine
H. Stanley Palmer China, Maine
Edward H. Turner Belgrade, Maine
Peter A. Vlachos New York, New York
Elmer C. Warren Waterville, Maine

Committees of the Board of Trustees 1976-77

The chairman of the board and the president are members ex officio of all committees.

Budget and Finance
Mr. Carter, Chairman; Messrs. Anthony, Barnes, Cummings, Lee, Sage; Vice-President Pullen, Secretary.

Buildings and Grounds
Mr. Grossman, Chairman; Messrs. Barnes, Marden, Reynolds, Woolworth; Professors Miller, Reid; two students (Miss McRae; Mr. Schwartz); Vice-President Pullen, Secretary.

Development
Mr. Sage, Chairman; Mrs. Szostak; Messrs. Grossman, Haselton, Lee, O'Brien, Schmaltz, Watson, Woolworth; Vice-President Turner, Secretary.
Mrs. Camp; Mr. and Mrs. Alexander Buck; Messrs. Cochrane, Horan, Vlachos.
EDUCATIONAL POLICY  Miss McCabe, Chairman; Mrs. Bean, Mrs. Hampton, Mrs. Szostak, Mrs. Weltman; Messrs. Anthony, Hill, Johnson, Paganucci, Piper, Pottle; Professors Benbow, Koons; two students (Misses Mitchell, Rolerson); Vice-President Jenson, Secretary.
Mrs. Camp, Miss Emery.

EXECUTIVE  Chairman of the Board Palmer, Chairman; President Strider; Miss McCabe; Messrs. Anthony, Carter, Haselton, Marden, Piper, Sage; Mr. Farr, Secretary.

HONORARY DEGREES  Dr. Pottle, Chairman; Mrs. Weltman; Messrs. Johnson, Paganucci; Professors Rosenthal, L. Zukowski.

INVESTMENT  Mr. Jones, Chairman; Messrs. Carter, Haselton, O’Brien, Paganucci, Schmaltz, Williams; Vice-President Pullen, Secretary.
Mr. Cox.

NOMINATING  Mr. Williams, Chairman; Miss McCabe; Messrs. Carter, Cummings, Haselton, Jones, Sage, Watson; Vice-President Turner, Secretary.

PLANNING  Mr. Piper, Chairman; Miss McCabe; Messrs. Anthony, Bryan, Grossman, Johnson, Woolworth; Professors Champlin, Parker; two students (Miss Williams; Mr. Simesso); Vice-President Turner, Secretary.
Mrs. McGorrill; Messrs. Bean, Dyer.

STUDENT AFFAIRS  Mr. Cummings, Chairman; Mrs. Hampton, Mrs. Szostak; Messrs. Barnes, Bryan, Hill, Marden, Reynolds; Professors Hanna, Morrione; two students (Miss Johnson; Mr. Lamont); Dean Smith, Secretary.
### Faculty Emeriti 1976-77

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julius Seelye Bixler</td>
<td>Professor of Philosophy, Emeritus; President, Emeritus</td>
</tr>
<tr>
<td>Dennison Bancroft</td>
<td>Professor of Physics, Emeritus</td>
</tr>
<tr>
<td>Philip Stewart Bither</td>
<td>Professor of Modern Languages, Emeritus</td>
</tr>
<tr>
<td>Wilbert Lester Carr</td>
<td>Professor of Latin, Emeritus</td>
</tr>
<tr>
<td>Richard Cary</td>
<td>Professor of English, Emeritus</td>
</tr>
<tr>
<td>Alfred King Chapman</td>
<td>Roberts Professor of English Literature, Emeritus</td>
</tr>
<tr>
<td>Edward Joseph Colgan</td>
<td>Professor of Education and Psychology, Emeritus</td>
</tr>
<tr>
<td>Alice Pattee Comparetti</td>
<td>Professor of English, Emeritus</td>
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<tr>
<td>Ermanno Francis Comparetti</td>
<td>Professor of Music, Emeritus</td>
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<tr>
<td>Jack Donald Foner</td>
<td>Professor of History, Emeritus</td>
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<tr>
<td>Earl Austin Junghans</td>
<td>Associate Professor of Mathematics, Emeritus</td>
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<tr>
<td>Richard Knowlton Kellenberger</td>
<td>Professor of Modern Languages, Emeritus</td>
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<tr>
<td>Florence Elizabeth Libbey</td>
<td>Associate Professor of Library Science, Emeritus</td>
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<tr>
<td>E. Janet Marchant</td>
<td>Associate Professor of Physical Education, Emeritus</td>
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<tr>
<td>Ernest Cummings Marriner</td>
<td>Professor of English, Emeritus; Dean, Emeritus; College Historian</td>
</tr>
<tr>
<td>Leonard Withington Mayo</td>
<td>Professor of Human Development, Emeritus</td>
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<tr>
<td>Earle Alton McKeen</td>
<td>Associate Professor of Education, Emeritus</td>
</tr>
<tr>
<td>George Thomas Nickerson</td>
<td>Dean of Men, Emeritus</td>
</tr>
<tr>
<td>Luella Fredericka Norwood</td>
<td>Professor of English, Emeritus</td>
</tr>
</tbody>
</table>
The active faculty is arranged alphabetically in rank. In parentheses are listed colleges from which earned degrees have been received.

PROFESSORS

DOUGLAS NELSON ARCHIBALD, PH.D. (Dartmouth, Michigan)  
Professor of English

JAMES FOSTER ARMSTRONG, PH.D. (Harvard)  
Professor of Music

PHILIP CONWAY BEAM, PH.D. (Harvard)  
Visiting Professor of Music

ROBERT MARK BENBOW, PH.D. (University of Washington, Yale)  
Roberts Professor of English Literature

MIRIAM FRANCES BENNETT, PH.D. (Carleton, Mount Holyoke, Northwestern)  
Dana Professor of Biology

KINGSLEY HARLOW BIRGE, PH.D. (Dartmouth, Yale)  
Professor of Sociology
ARCHILLE HENRI BIRON, A.M. (Clark, Paris, Middlebury)
Professor of Modern Languages (French)

MARJORIE DUFFY BITHER, M.A. (Simmons, Columbia)
Professor of Physical Education

JEAN D. BUNDY, PH.D. (Washington State, Wisconsin)
Dana Professor of French Literature

JAMES MORTON CARPENTER, PH.D. (Harvard)
Ellerton M. Jetté Professor of Art

WILFRED JAMES COMBELLACK, PH.D. (Colby, Boston University)
Professor of Mathematics

EILEEN MARY CURRAN, PH.D. (Cornell, Cambridge, Cornell)
Professor of English

FREDERICK ARTHUR GEIB, PH.D. (New Hampshire, Brown, Syracuse)
Professor of Sociology

JAMES MACKINNON GILLESPIE, PH.D. (Harvard)
Professor of Psychology; Associate Dean of Students

KEMP FREDERICK GILLUM, PH.D. (Illinois, Wisconsin)
Professor of History

JAN STAFFORD HOGENDORN, PH.D. (Wesleyan, London School of Economics)
The Grossman Professor of Economics

HENRY HOLLAND, PH.D. (Maine, Harvard, Madrid)
Professor of Modern Languages (Spanish)

PAUL GERHARD JENSON, PH.D. (Luther, Minnesota)
Professor of Psychology; Vice-President for Academic Affairs and Dean of Faculty

ERNEST PARKER JOHNSON, PH.D. (Springfield, Brown)
Dana Professor of Psychology; Director of Center for Coordinated Studies

DONALDSON KOONS, PH.D. (Columbia), Sc.D.
Dana Professor of Geology

PAUL EWERS MACHEMER, PH.D. (Princeton, Pennsylvania)
Professor of Chemistry

COLIN EDWARD MACKAY, PH.D. (Brown)
Professor of English

ALBERT ANTHONY MAVRINAC, PH.D. (Pittsburgh, Harvard)
Professor of Government

WILLIAM BLACKALL MILLER, PH.D. (Harvard, Columbia)
Professor of Art
Francis Howard Parker, Ph.D. (Evansville, Indiana, Harvard)
Dana Professor of Philosophy

Paul Powers Perez, Ph.D. (U.S. Coast Guard Academy, New York University)
Professor of Psychology; Clinical Psychologist

Robert White Pullen, Ph.D. (Colby, Massachusetts Institute of Technology)
Professor of Economics; Administrative Vice-President

Harold Bradford Raymond, Ph.D. (Black Mountain, Harvard)
Professor of History

Peter Joseph Ré, M.A. (Yale, Columbia)
Professor of Music

Evans Burton Reid, Ph.D. (McGill)
Merrill Professor of Chemistry

Robert Everett Reuman, Ph.D. (Middlebury, Pennsylvania)
Professor of Philosophy

Henry Otto Schmidt, Ph.D. (Ursinus, Pennsylvania, Boston University)
Professor of Modern Languages (German)

Professor of English; President

Irving David Suss, Ph.D. (North Carolina, Columbia)
Professor of English

John Hale Sutherland, Ph.D. (Swarthmore, Pennsylvania)
Professor of English; Editor of Colby Library Quarterly

Robert Lee Terry, Ph.D. (Earlham, Pennsylvania)
Professor of Biology

Gustave Herman Todrank, Ph.D.3 (DePauw, Boston University)
Professor of Philosophy and Religion

Günter Weissberg, J.D., Ph.D. (New York University, Columbia Law, Columbia)
Professor of Government

Lucille Pinette Zukowski, M.A. (Colby, Syracuse)
Professor of Mathematics

Walter Henry Zukowski, Ph.D. (Clark)
Wadsworth Professor of Administrative Science

Associate Professors

Donald Bruce Allen, Ph.D. (Fresno State, Illinois)
Associate Professor of Geology
Charles Walker Bassett, Ph.D. (South Dakota, Kansas)
Associate Professor of English

Clifford Joseph Berschneider, M.A. (Duquesne, Pittsburgh)
Associate Professor of History

Patrick Brancaccio, Ph.D. (Brooklyn College, Ohio State, Rutgers)
Associate Professor of English

David Gordon Bridgman, Ph.D. (Yale, Wisconsin, Harvard)
Associate Professor of History

Harry Rowland Carroll, M.A. (New Hampshire)
Associate Professor; Dean of Admissions

Francisco Antonio Cauz, Ph.D. (Villanova, Middlebury, Rutgers)
Associate Professor of Modern Languages (Spanish)

George Leidigh Coleman II, M.A. (Cornell, Kansas)
Associate Professor; Registrar

Dane Joseph Cox, Ph.D. (Harpur, Cornell)
Associate Professor; Treasurer

John Minot Dudley, Ph.D. (Massachusetts Institute of Technology, California at Berkeley)
Associate Professor of Physics

Thomas William Easton, Ph.D. (Maine, Brown)
Associate Professor of Biology

Charles Anthony Ferguson, Ph.D. (Oberlin, Ohio State)
Associate Professor of Modern Languages (French)

Guy Theophile Filosof, Ph.D.² (Rollins, Middlebury, Rochester)
Associate Professor of Modern Languages (French)

Henry Albert Gemery, Ph.D. (Southern Connecticut, Harvard, Pennsylvania)
Associate Professor of Economics

Yeager Hudson, Ph.D. (Millsaps, Boston University)
Associate Professor of Philosophy

Associate Professor of Education

John Kempers, Ph.D. (Hastings, Nebraska, Syracuse)
Associate Professor of Modern Languages (Russian)

Edwin James Kenney, Jr., Ph.D. (Hamilton, Cornell)
Associate Professor of English

Yvonne Richmond Knight, M.B.A. (Colby, Cornell)
Associate Professor of Administrative Science
DOROTHY MARIE KOONCE, PH.D. (Cornell, Pennsylvania)
Associate Professor of Classics

HOWARD LEE KOONCE, PH.D. (Dartmouth, Pennsylvania)
Associate Professor of English

HUBERT CHRISTIAN KUETER, PH.D. (Valparaiso, Michigan)
Associate Professor of Modern Languages (German)

ALVIN VINCENT LABAT, PH.D. (Wisconsin, Columbia)
Associate Professor of Modern Languages (French)

GEORGE DOUGLAS MAIER, PH.D. (Cornell College, Iowa State)
Associate Professor of Chemistry

HARRIETT MATTHEWS, M.F.A. (Sullins Junior, Georgia)
Associate Professor of Art

JOHN MIZNER, PH.D.® (Antioch, Pennsylvania)
Associate Professor of English

HAROLD RICHARD PEStANA, PH.D. (California, Iowa)
Associate Professor of Geology

JONAS OETTINGER ROSENTHAL, M.A. (Swarthmore, North Carolina)
Associate Professor of Sociology

DONALD BRIDGHAM SMALL, PH.D. (Middlebury, Kansas, Connecticut)
Associate Professor of Mathematics

WAYNE LEE SMITH, PH.D. (Hartwick, Pennsylvania State)
Associate Professor of Chemistry

JOHN ROBERT SWENEY, PH.D. (Colorado College, Claremont, Wisconsin)
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GLENN DORIN ZOHNER, PH.D. (Brigham Young, Massachusetts)
Associate Professor of Psychology

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Assistant Professor of Physics

EDWARD JOSEPH BURKE, M.S.T. (Colby, New Hampshire)
Assistant Professor; Alumni Secretary

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Assistant Professor of Biology

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Assistant Professor of Physics
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Assistant Professor of Administrative Science

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Adjunct Assistant Professor of Physical Education

Priscilla Allen Doel, M.A. (Colby Junior, New York University)
Assistant Professor of Modern Languages (Portuguese and Spanish)

Robert George Doel, M.A. (Heidelberg, Kent State)
Assistant Professor of Sociology

Judith Ilana Ferster, Ph.D. (Smith, Brown)
Assistant Professor of English

David H. Firmage, Ph.D. (Brigham Young, Montana)
Assistant Professor of Biology

Bruce Edward Fowles, Ph.D. (Brown, California at Berkeley)
Assistant Professor of Biology

Robert Alexander Gillespie, Ph.D. (Cornell, Iowa)
Assistant Professor of English

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Assistant Professor of Mathematics

Isaac Green, Jr., M.A. (Oberlin, Ball State)
Visiting Assistant Professor of English

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Assistant Professor of Economics

Raouf Saad Hanna, Ph.D. (Cairo, Ohio State, Indiana)
Assistant Professor of Economics

Peter Bromwell Harris, Ph.D. (Middlebury, Indiana)
Assistant Professor of English

Charles Stewart Hauss, Ph.D. (Oberlin, Michigan)
Assistant Professor of Government

Homer T. Hayslett, Jr., Ph.D. (Bridgewater, Virginia Polytechnic, Dartmouth)
Assistant Professor of Mathematics

Adel Verna Heinrich, A.Mus.D. (Flora Stone Mather, Union Theological, Wisconsin)
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Assistant Professor of Art

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Assistant Professor of History; Director of the Division of Special Programs

John Henry Kelley, B.S. (Boston University)
Adjunct Assistant Professor of Physical Education

Susan McIlvaine Kenney, Ph.D. (Northwestern, Cornell)
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Lewis Frederick Lester, Ph.D. (City University of New York, Connecticut)
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Assistant Professor of Physics

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MAURICE GEORGES OUDIN, PH.D. (Montana State, Oregon)
Assistant Professor of Modern Languages (French)

FRANCISCO R. PÉREZ, M.A. (Texas Western)
Assistant Professor of Modern Languages (Spanish)

JOSEPH ANTHONY REITER, M.A. (Rutgers)
Assistant Professor of Modern Languages (French and German)

DOROTHY SWAN REUMAN, M.A. (Wooster, Wisconsin)
Assistant Professor of Music

RICHARD CARMEN SCALZO, PH.D. (Illinois Institute of Technology, Northwestern)
Assistant Professor of Mathematics

THOMAS WAYNE SHATTUCK, PH.D. (Lake Forest, California at Berkeley)
Assistant Professor of Chemistry

CARL BUCK SHEPARDSON, PH.D. (Middlebury, Syracuse)
Assistant Professor of Mathematics

MICHAEL LEWIS SHERARD, PH.D. (Cornell)
Assistant Professor of East Asian Languages and Linguistics

DIANE CAROL SKOWBO, PH.D. (Miami [Ohio], Brandeis)
Assistant Professor of Psychology

EARL HAROLD SMITH, B.A. (Maine)
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JANIS AVERY SPEEL, PH.D. (Radcliffe, Maine)
Assistant Professor of Biology

RICHARD ALLEN TAYLOR, M.A. (Trenton State, Trinity)
Adjunct Assistant Professor of Physical Education

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Assistant Professor of Philosophy and Religion; Chaplain

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Assistant Professor of Modern Languages (French)

RICHARD LATHAM WHITMORE, JR., M.Ed. (Bowdoin, Maine)
Adjunct Assistant Professor of Physical Education

STEPHEN RICHARD WOODY, M.F.A. (California State, Yale)
Assistant Professor; Technical Director for Performing Arts
INSTRUCTORS  
CAROL H. BASSETT, M.A.* (South Dakota)  
*Instructor in Mathematics  
MARTIN DONOVAN DOOLEY, M.S. (Indiana, Wisconsin)  
*Instructor in Economics  
LEE NATHAN FEIGON, M.A. (California at Berkeley, Chicago)  
*Instructor in History  
JAIMIE HERSZENHORN, B.A. (City College of New York)  
*Instructor in Modern Languages (Spanish)  
KENNETH MAKOTO KODAMA, M.A., M.PHIL. (Hawaii, Yale)  
*Instructor in Government  
WILLIAM LAMBORN LEE, M.PHIL. (Dartmouth, Lincoln [Oxford], Yale)  
*Instructor in English  
ANTHONY MARTIN MARAMARCO, M.A. (Colby, Chicago)  
*Instructor in English; Administrative Assistant to the President  
ROBERT KALADIN McCONNELL, M.S. (Maine, Colorado)  
*Adjunct Instructor in Physical Education  
GEORGE MASON MILLER, M.A. (Livingston, American, Columbia)  
*Instructor in History  
MARGARET KOONS MILLER, B.A.* (Wooster)  
*Instructor in Art  
KENNETH HIROSHI MUKAI, B.A.* (Colby)  
*Adjunct Instructor in Physical Education  
LOWELL DEAN SAMUEL, JR., M.B.A. (DePauw, Washington University)  
*Instructor in Administrative Science  

LECTURERS  
CHERYL LEONICE ABBOTT, M.A.* (Bucknell, Trinity [Ireland])  
*Lecturer in English  
KENNETH D. BRATT, M.A. (Calvin, Princeton)  
*Lecturer in Classics; Consultant to the President  
LOIS DODD*  
*Artist in Residence  
SIDNEY WEYMOUTH FARR, M.A. (Colby, Maine)  
*Lecturer in Government; Director of Financial Aid and Career Counseling  
JOHN MARROJ JOSEPH, JR., PH.D.* (Boston College, Georgetown)  
*Lecturer in Economics  
W. ELERY KEENE, M.S.* (Wisconsin)  
*Lecturer in Geology
JAMES PETER LIPOVSKY, M.A. (Cincinnati, Princeton)
Taylor Lecturer in Classics

PATRICIA ARNOLD ONION, PH.D. (Connecticut College, Harvard)
Lecturer in English

RICHARD BURBANK PARKER, PH.D. (Massachusetts Institute of Technology, Boston College)
Lecturer in Economics

NORMAN JAMES RATTEY, M.A. (Colby, Middlebury)
Lecturer in Modern Languages (Spanish)

PAUL BRADFORD RAYMOND, B.A. (Wooster)
Lecturer in Government

RAYMOND CHESTER RUSSELL, M.A. (Maine)
Lecturer in Psychology

JEAN MARIE SANBORN, M.A.T. (Mount Holyoke, Harvard)
Lecturer in English

RICHARD CRITTENDEN SEWELL, M.A.
Lecturer in English; Director of Powder and Wig

DAVID CLIFTON WALKER, B.A., B.LITT. (Bowdoin, Oxford)
Lecturer in English

GORDON LEE WEIL, PH.D. (Columbia)
Lecturer in Government

DAVID NEWELL WILLIAMS, M.A. (Tulsa, Vanderbilt)
Lecturer in Religion

FACULTY WITHOUT RANK

GENE W. CLEVELDNER, M.S.L.S. (Missouri, Denver)
Assistant Director for Technical Services, Library

J. FRASER COCKS III, PH.D. (Occidental, Michigan)
Special Collections Librarian; Acting Director of Miller Library

WILLIAM STUART DEBENHAM, JR., M.L.S. (Pittsburgh)
Director of Miller Library

MICHELLE DUFFY, M.S.L.S. (Mount Holyoke, Florida State)
Cataloguer, Library

DEBORAH LEA GIRARDIN, M.S. (Elmira, Simmons)
Audiovisual Librarian

HUGH JAMES GOURLEY III, A.B. (Brown)
Director of Museum of Art

FRANCES M. PARKER, M.S.L.S. (Harpur, Columbia)
Assistant Director for Public Services, Library

MARSHA TEITELBAUM, M.S.L.S. (Barnard, Case Western Reserve)
Reference Librarian
visiting tutors  

in applied music  

Norman Balabas  

Concertmaster  

Gordon Bowie, m.mus.ed. (Colby, Colorado)  

Trombone and Brass; Director of Colby Band  

Thomas Hoffmann, m.m. (Syracuse)  

Guitar  

Adrian Lo, m.m. (Indiana, Smith)  

Violin and Viola  

Freda Gray-Massé, b.a. (Maine)  

Voice  

Jean Rosenblum, b.a. (Oberlin)  

Flute  

Daniel Tudor, b.mus.ed. (Berklee)  

Jazz Piano  

William Wallace, b.m. (Oberlin)  

Piano  

1 On leave full year 1976-77.  
2 On leave first semester 1976-77.  
3 On leave second semester 1976-77.  
4 First semester only 1976-77.  
5 Second semester only 1976-77.  
6 Part-time 1976-77.  
7 Part-time first semester 1976-77.  
8 Part-time second semester 1976-77.  
9 January program only.  
10 Until March 14, 1977.  

The president of the college, and in his absence the vice-president for academic affairs, shall be a member ex officio of all committees of the college. The first-named member of each committee is its chairman. Names with numerals following in parentheses are elected members; the numerals indicate the year of expiration of the term on the committee.

President Strider; Vice-Presidents Jenson, Pullen; Professors Allen ('77), Machlin ('78), Jacobson ('79); Dean of Students Smith; Assistant to the President Dyer; Mr. Maramarco (secretary, nonvoting); three students (Ms. Saunders; Messrs. Kahn, P. Roy).

Vice-Presidents Jenson, Pullen; Dean of Students Smith; Professors Rosenthal ('77), Berschneider ('77), Easton ('78), Sweney ('79); Dean of Admissions Carroll (nonvoting); four students (Misses King, Mains; Messrs. Pfitzer, Uchida); one nonvoting alumna (Ms. Guité).
ATHLETICS Professors Machemer ('77), Biron ('78), Hagens ('79); Director of Athletics Mc Gee; Assistant Director of Athletics Hodsdon; three students (Misses Burdan, Vayhinger; Mr. Hoffman); one nonvoting alumnus (Mr. Reinhardt).

BOOKSTORE Professors Dudley ('77), Clarey ('78), Reiter ('79); Bookstore Manager Fair; three students (Messrs. McAuliffe, Sacks, Slavin).

EDUCATIONAL POLICY Vice-President Jenson; President Strider; Professors Knight, W. Smith, Brancaccio ('77), Morri n ('77), Shepardson ('77), Holland ('78), Kodama ('78), Koons ('78); two students appointed by the president (Ms. Mickalide; Mr. Russian); three students selected by the Student Association (Ms. Maguire; Messrs. Linsky, Wilson); without vote: Associate Dean of Students Gillespie; Mr. Maramarco (secretary); alumni representative (Mrs. Abbott).

FINANCIAL AID Vice-President Pullen; Deans Carroll, Seitzinger, Gillespie; Treasurer Cox; Director of Financial Aid Farr; Professors Geib ('77), Suss ('77) replacing Mizner on leave, Jacobson ('78), Champlin ('79), Weiss ('79) on leave second semester and replaced by Ferguson; four students (Misses Eckland, London, Macedo; Mr. Rosengran); one nonvoting alumnus (Mr. Bither).

FINANCIAL PRIORITIES Vice-Presidents Pullen, Jenson; Professors Carpenter ('77), Morri n ('78), Briggs ('79); three students (Messrs. B. Brown, Colton, Lefebv er); one nonvoting alumnus (Mr. Eustis).

FOREIGN STUDY AND STUDENT EXCHANGE Professors Cauz, Biron, Brancaccio, Champlin, Sherard, Schmidt, Longstaff, P. Perez; Registrar Coleman; Associate Dean of Students Seitzinger; Assistant to the Dean of Faculty Downing; four students (Misses Frechette, Pacun; Messrs. Macedo, Richardson).

INDEPENDENT MAJOR BOARD Vice-President Jenson; Professors Carpenter ('77), Kodama ('77), Small ('77), Archibald ('78), Kingdon ('78), Easton ('78); two students (Misses Keegan, Silverstein).

JANUARY PROGRAM Professors Combellack ('77), Weiss ('78) on leave second semester, Skowbo ('79); Assistant to the Dean of Faculty Downing; three students (Misses Cleaves, White; Mr. Moody).

LIBRARY Professors Longstaff ('78), Pestana ('77), Reiter ('78), Dudley ('79); Acting Director of the Library Cocks; Audiovisual Librarian Girardin; three students (Misses Greenberg, Peters; Mr. Forman).

RIGHTS AND RULES Ms. Brox (student); Associate Dean of Students Seitzinger; Director of Student Activities Benson; Professors Kingdon ('77), Harris ('78); four additional students (Misses Bogdonoff, Maynard; Messrs. Cecelski, Donegan).
SENIOR SCHOLARS  Professors Maier ('77), P. Perez ('78), H. Koonce ('79), Westervelt; one student (Mr. Wommack).

STANDING  Professors Benbow, Knight, Bennett; Vice-President Jenson; Dean of Students Smith; Registrar Coleman.

FACULTY COMMITTEES
1976-77

ADVISORY COMMITTEE ON FACULTY PERSONNEL POLICIES  Professors Holland, Allen, L. Zukowski ('77) replacing Hayslett who is on leave, Parker ('78), Bassett ('79); Vice-President Jenson.

AFFIRMATIVE ACTION  (Chairman to be elected by the committee.) Registrar Coleman ('77); Professor Sherard ('78); Ms. Parker ('78); Mr. Kodama ('77); Mr. McAleer ('78, buildings and grounds); Mrs. Googins ('77, food service); Mr. Dyer ('78, administration without faculty rank); Mrs. Todrank ('78, support staff); Mr. Erickson ('77, student).

APPEALS BOARD'  Professors Morrione ('77), Todrank ('78) on leave second semester and replaced by Raymond, Hauss ('79).

GRADUATE SCHOLARSHIP  Director of Career Counseling Farr; Professors Bassett, Harris, Bundy, D. Reuman, Easton, Terry, Todrank, Maisel, W. Zukowski.

GRIEVANCE  Professors Ferguson ('77), Geib ('78), Hanna ('79).

HEARING COMMITTEE FOR DISMISSAL PROCEEDINGS  (Chairman to be elected by the committee.) Professors Carpenter ('77), L. Zukowski ('77), Maisel ('77), P. Doel ('77), Rosenthal ('77), Sweney ('78), Meehan ('78), Small ('78), Bither ('78), Westervelt ('78), E. Kenney ('79), Gemery ('79), Pestana ('79), Cocks ('79), Nelson ('79).

NOMINATING  Professors Curran, R. Reuman, Small, Morrione, Pestana.

REMEMBRANCE  Professors Bither, Combellack, Hodges.

RESEARCH, TRAVEL, AND SABBATICAL LEAVES  Vice-Presidents Jenson, Pullen; Professors Curran, R. Reuman, Small.

'As described in Article IV, "Student Judiciary."

OTHER COMMITTEES OR COUNCILS 1976-77

ADVISORY COMMITTEE ON FOREIGN STUDENT ADMISSIONS  Professors Holland, Weiss, Easton, Sherard; Dean of Admissions Carroll; Director of Financial Aid Farr; Registrar Coleman; three students (Messrs. Omatseye, Sanches, Simesso).

ADVISORY COMMITTEE ON SPECIAL COLLECTIONS (LIBRARY)  Professors Curran, Cocks, Pestana, Kany; Vice-President Jenson.
Computer
Professors Combellack, Hanna, Lester, Maisel, Firmage, Clarey; Vice-Presidents Jenson, Pullen; Assistant Director for Technical Services (library) Clevenger; Director of the Computer Center Roberts; two students (Messrs. Nelson, Rieck).

Humanities Grants
Professors Curran, Archibald, Armstrong, Carpenter, Gillum, Holland, D. Koonce, Parker; Vice-Presidents Jenson, Pullen.

Interdisciplinary Studies Council
Professors D. Koonce, Bassett, Brancaccio, Pestana, Johnson, Kington, Sherard, Witham; Vice-President Jenson.

Natural Sciences Grants
Professors Small, Bennett, Koons, Dudley, Reid, L. Zukowski; Vice-Presidents Jenson, Pullen.

Performing Arts
Professors Witham, Machlin, Mitchell, Suss, Woody; Mr. Sewell.

Professional Preparation
Law and Government Service
Professors Maisel, Meehan, Weissberg.

Medical and Dental
Professors Terry, Bennett, Dudley, Maier.

Promotion and Tenure
Vice-President Jenson; Professors Bundy ('77), R. Reuman ('77), Machemer ('77), Benbow ('78), Raymond ('78), Bennett ('78), Bassett ('79), Gemery ('79), Koons ('79).

Social Sciences Grants
Professors R. Reuman, Geib, Skowbo, Hogendorn, A. Mavrinac, Jacobson, W. Zukowski; Vice-Presidents Jenson, Pullen.

1Formerly COMMITTEE OF NINE OF THE ACADEMIC COUNCIL.
Administrative Staff 1976-77

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HH.D., L.H.D., D.S. in B.A., D.ED.

ASSISTANT TO THE PRESIDENT
Richard Nye Dyer, B.A.

ADMINISTRATIVE ASSISTANT TO THE PRESIDENT
Anthony M. Maramarco, M.A.

VICE-PRESIDENT FOR ACADEMIC AFFAIRS
AND DEAN OF FACULTY
Paul Gerhard Jenson, PH.D.

ASSISTANT TO THE DEAN OF FACULTY
Doris L. Downing (Mrs.), B.A.

ADMINISTRATIVE VICE-PRESIDENT
Robert White Pullen, PH.D.

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ASSOCIATE DEAN OF STUDENTS
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ASSOCIATE DEAN OF STUDENTS
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TUTORING AND STUDY COUNSELOR
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Alison K. Bielli, M.ED.

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OF SPECIAL PROGRAMS
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Edward J. Burke, Jr., M.S.T.

CHAPLAIN
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DIRECTOR OF THE MUSEUM OF ART
Hugh J. Gourley III, A.B.

DIRECTOR OF MILLER LIBRARY
William Stuart Debenham, Jr.
(as of March 14, 1977)

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Donald E. Sanborn, Jr., B.A.

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DIRECTOR OF THE NEWS BUREAU
Peter Kingsley, M.A.
COORDINATOR OF THE COLLEGE CALENDAR
Sarah C. Vetault, B.A.

DIRECTOR OF STUDENT ACTIVITIES
Susan B. Benson, B.A.

PLANT ENGINEER
H. Stanley Palmer, S.B.

SUPERINTENDENT OF BUILDINGS AND GROUNDS
Ansel A. Grindall

DIRECTOR OF FOOD SERVICE
J. Paul O'Connor

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Ernest Cummings Marriner, M.A., L.H.D.

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SueBeth Fair, B.A.

DIRECTOR OF THE COMPUTER CENTER
Kenneth W. Roberts, B.A.

COMPUTER PROGRAMMER
Robert Ingraham, B.A.

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Francisco Antonio Cauz, Ph.D.
Wilfred J. Combellack, Ph.D.
Sidney W. Farr, M.A.
Assistant College Marshals
Robert White Pulleen, Ph.D.
Platform Marshal

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Doris Armstrong (Mrs.)
Addressograph
Elva F. Armstrong (Mrs.)
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Norma Bartlett (Mrs.)
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Dorothy Beson
Secretary, Alumni Office
Jodi Bickford
Cashier, Treasurer's Office
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Laurel Bratt (Mrs.)
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Secretary, Development Office
Marilyn E. Canavan (Mrs.)
Secretary, Dean of Students Office
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Eleanor Clark (Mrs.)
Manager, Mimeograph and Supply Service
Jean Clarke (Mrs.)
Switchboard
Betsy Ann Cole (Mrs.)
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Rosemary Cole, B.A.
Secretary, Registrar's Office
Miriam Covell (Mrs.)
Secretary, Treasurer's Office
Linda Cummings
Secretary, Admissions Office
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Supervisor, Telephone
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Publications Assistant

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Cashier, Bookstore

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Secretary, Dean of Students Office

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Trudy King (Mrs.)
Secretary to the Director of Student Activities

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Clerk, Bookstore

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Secretary, Clinical Psychologists

Patience-Ann Lenk (Mrs.), M.ED.
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Hazel Longley (Mrs.)
Secretary to the Vice-President for Development

Dorothea E. Marchetti
Circulation Assistant, Library

Joyce Matthews (Mrs.)
Secretary, Lovejoy

Carole C. McCaslin (Mrs.)
Secretary, Development Council

Jean McIntyre (Mrs.), B.A.
Assistant, Chemistry

Sylvie Meunier
Assistant, French

Glenna M. Michaud (Mrs.)
Secretary, Physical Education

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Secretary to the Director of the News Bureau

Valerie C. Mitchell (Mrs.)
Secretary, Development Office

Linda Morin
Accounts Payable, Treasurer’s Office

Terry L. Morrisseau (Mrs.)
Secretary, Lovejoy Faculty

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Assistant, News Bureau

S. Carleen Nelson (Mrs.)
Secretary to the Dean of Admissions

Tadamasa Nishimura
Assistant, Japanese

Barbara Nowland (Mrs.)
Secretary, Modern Languages

Margaret G. Nutting (Mrs.), Ph.D.
Secretary, Art Department and Museum

Pauline C. Otis (Mrs.)
Secretary, Physical Education

Collette P. Pelkey
Secretary, Admissions Office

Helen Picard (Mrs.)
Accounts Payable, Treasurer’s Office
Thelma Plusquellic (Mrs.)
Secretary, Registrar's Office

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Circulation Assistant, Library

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Constance Pomerleau (Mrs.)
Secretary to the Plant Engineer

Urania A. Pomerleau (Mrs.)
Reader's Services Assistant, Library

Pauline Poulin
Secretary, Dean of Students Office

Ann Quirion
Bookkeeper, Bookstore

Elizabeth A. Reilly
Secretary, Chaplain's Office

Annette Reynolds (Mrs.)
Mimeograph and Supply; Lovejoy Copier

Linda E. Rico, B.A.
Clerk, Audiovisual

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Mary C. Roy (Mrs.)
Secretary to the Administrative Vice-President

Ann Rummel (Mrs.)
Secretary, Physical Education

Ellen F. St. Peter (Mrs.)
Students' Accounts, Treasurer's Office

Mary Sawtelle (Mrs.)
Payroll Clerk, Treasurer's Office

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Interviewer, Admissions; Assistant, Art

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Helen Staples (Mrs.)
Secretary, Music

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Secretary, Alumni Office

Theresa Veilleux
Secretary to the Assistant to the Director of Financial Aid

Dorothy I. Walton
Secretary to the Treasurer

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Barbara Williamson (Mrs.)
Supervisor, Mail Room

Beverly Wilson (Mrs.)
Secretary, Biology and Geology

Pauline F. Wing (Mrs.)
Secretary, Natural Sciences

Christine W. Winkin (Mrs.)
Secretary, Treasurer's Office

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J. Norman Poulin
Sanitation Foreman

Robie F. Bickmore
Heating Foreman

Fernand J. Michaud
Outside Foreman

Roy Brackett
Electrical Foreman

Stanley E. Crowell
Campus Security

MEDICAL STAFF

Clarence E. Dore, M.D.
College Physician

John F. Reynolds, M.D.
Consultant in Surgery

Carl E. Nelson, M.Ed.
Director of Health Services

Normand Sylvestre, B.A.
Assistant Head Trainer
Priscilla Sargent, R.N.
Head Nurse

NURSES
Linda Barr (Mrs.), R.N.
Marion S. Collins (Mrs.), R.N.
Janet Easton (Mrs.), R.N.
Bonnie Hobitz (Mrs.), R.N.
Eleanor Murphy (Mrs.), R.N.
Lita Poulin (Mrs.), Nurse's Aide
Mildred Richardson (Mrs.), R.N.
Patsy Weakland (Mrs.), R.N.

DIETARY STAFF
Russell W. Colvin
Manager, Roberts Union Dining Hall
Inza T. Foster (Mrs.)
Manager, Foss Dining Hall
John Jenkins
Manager, Dana Dining Hall
# Enrollment by States and Countries

**Classified According to Geographical Locations of Students' Homes 1976-77**

<table>
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</table>

*Each * denotes one American citizen.*
Degrees and Honors

The degree of Bachelor of Arts with honors is awarded in three grades: *summa cum laude* to those who obtain a 3.75 grade point average; *magna cum laude* to those with a 3.50 grade point average; *cum laude* to those with a 3.25 grade point average.

A second category of honors, entitled *distinction in the major*, is awarded to a student on the specific recommendation of the department. To be eligible, the student must have at least an average of 3.25 in the major and recommendation of the major department. The department recommends *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 society, founded in 1776, restricts its chapters to leading colleges and universities, and maintains high scholastic standards. The Beta Chapter of Maine was organized at Colby in 1895.

Each spring, the college recognizes student achievement with the announcement of various honors and awards. Among those recognized are: members of Phi Beta Kappa; Senior Scholars for the ensuing year; winners of college prizes; and recipients of Phi Beta Kappa certificates, awarded to members of the three lower classes for distinction in scholarship.

Academic excellence is also recognized at a convocation each fall for the Julius Seelye Bixler and Charles A. Dana scholars. Bixler Scholars are the top-ranking students as determined by the academic records of the preceding year. Dana Scholars are selected on the basis of a strong academic performance and potential leadership.

The Dean’s List, recognizing high academic standing, and announced at the conclusion of each semester, includes the name of every student whose average of all marks in the previous semester has been at least 3.2 in a minimum of twelve basic credit hours for upperclassmen, 3.0 in a minimum of twelve basic credit hours for freshmen.
Degrees Awarded at Commencement
Sunday, May 30, 1976

BACHELOR OF ARTS

Scott Foster Adams, China, Me.
Robert Gregory Allyn, Berwick, Me.
Alexandra Catharine Anagnost, River Vale, N.J.
Jan Elton Anderson, Brunswick, Me.
Kathleen Virginia Anderson, Ashland, Mass.
Scott W. Anderson, Fairfield, Conn.
Alan Eric Andres, Wells, Me.
Thomas Edward Angers, Pemaquid Beach, Me.
Richard M. Anzelc, Jr., Fairfiled, Me.
David Michael Arseneault, Reading, Mass.
Peter Kent Ashton, Auburn, Me.
Debra Ann Atkinson, Bergenfield, N.J.
Charles Stewart Baeder, Greenwich, Conn.
Janice Ann Barber, Brattleboro, Vt.
Noel Barry, Media, Pa.
Laura Lee Baskerville, Minneapolis, Minn.
John Steven Bawot, Jr., Greenwich, Conn.
Dawn Lenore Beasley, Teaneck, N.J.
Bradley Scott Belanger, West Poland, Me.
Deborah Sue Belanger, Auburn, Me.
Martha McDowell Bell, Glen Ridge, N.J.
Robert Alan Bell, Centerville, Mass.
Nancy Anne Bengis, Sharon, Mass.
Paul Chibas Bishop, Dedham, Mass.
Janice Juiline Bispham, Brooklyn, N.Y.
Paul Preston Bither, Houlton, Me.
Karen Sue Blough, Tokyo, Japan.
Toby Elaine Bobbitt, Hartford, Conn.
David Monroe Bodine, Trenton, N.J.
Paul Oscar Boghossian, Pawtucket, R.I.
Robert Dulles Bourne, Jr., Potomac, Md.
Thomas Christopher Bove, Portland, Me.
Betsy Anne Bowen, Kingston-upon-Thames, Eng.
Barbara Elizabeth Bowers, West Hartford, Conn.
Michael Quentin Boyson, Billerica, Mass.
Roger Jay Breene, Warren, N.J.

Barbara Jane Brennan, Charlotte, N.C.
Janet D. Breslin, Braintree, Mass.
Wendy Jane Broadbooks, Cottage Hills, Ill.
Karen Lee Brown, Santa Fe, N.M.
Mitchell Edward Brown, Wilton, Conn.
Patricia Anne Brown, Virginia Beach, Va.
Jerre Robert Bryant, Norway, Me.
Mary Elizabeth Buckland, Swampscott, Mass.
Philip Joseph Burke, Boston, Mass.
Scott Dale Butchart, South Portland, Me.
Harriet Ann Buxbaum, Houston, Tex.
Francis Xavier Callanan, Brighton, Mass.
Pamela Mary Camer, West Simsbury, Conn.
Candace Lee Campbell, Frenchtown, N.J.
William Hutchinson Campbell, Hanover, Mass.
Mario Luis Cardenas, Brighton, Mass.
Kevin Patrick Carley, Jr., Ridgewood, N.J.
Peter Wallace Carman, Ridgewood, N.J.
Carolyn Claire Carpenter, Weston, Mass.
Richard Anthony Caruso, New York, N.Y.
Julia Anne Cassidy, Lynn, Mass.
Paul Alan Casto, Redwood City, Calif.
Myrna Ann Cath, New York, N.Y.
Sarah Ann Chambers, Providence, R.I.
Sara Champlin, Albion, Me.
Ambrose Lin-Yau Cheung, Hong Kong
David Paul Christie, Topsham, Me.
Richard Lawrence Cifelli, Silver Spring, Md.
Chuck J. Clarke, Smithfield, Me.
A. Robert Clay, Pontiac, Ill.
Richard John Clunie, Danvers, Mass.
Neville David Clynes, Piermont, N.Y.
Joann Denise Cochran, Rutland, Vt.
Bradley Roy Cohen, Brookline, Mass.
Robert Edward Compagna, Saco, Me.
Kathleen Ellen Cone, Littleton, Mass.
Ann Catherine Conway, Greenville, R.I.
Robert Reynold Cooper, Jr., Fairhaven, N.J.
Debra Hirsch Corman, Sharon, Mass.
Nancy Anne Coyne, Westboro, Mass.
Dale-Marie Crooks, Sturbridge, Mass.
Constance Anne Crosby, Pembroke, Mass.
Shirley Mae Cunningham, Halifax, Mass.
Kenneth McIntire Curtis, Winchester, Mass.
Nancy Anne Daly, Tempe, Ariz.
Adele Louise D’Amico, Biddeford, Me.
David Allen Dane, Hamilton, Mass.
Susan Gail Davison, Belmont, Mass.
Jonathan Putnam Davis, Osterville, Mass.
Daniel William Dawe, Brewer, Me.
Cynthia Ann Dawson, Stoneham, Mass.
John H. Dean, Cohasset, Mass.
Luis Rafael de Corral, Rio Piedras, P. R.
Richard John Deeran, East Boston, Mass.
Joanne Frances DeFilipp, Mexico, Me.
Sherry Lynne DeLuca, Greenwich, Conn.
Katherine Joyce Donohue, Needham, Mass.
Dayle Ann Drescher, Woodbury, Conn.
Sean Paul Drummey, Duxbury, Mass.
Nancy Margaret Dubuc, Adams, Mass.
Laure Denise Duclos, Manchester, N.H.
Janet Allyn Dunwoody, Bethlehem, Pa.
Jennifer Betts Easton, Glenmont, N. Y.
Susan Ida Ellowitz, Belmont, Mass.
Andrew Kent English, Pomona, N. Y.
Joyce Marie Evans, Bangor, Me.
Douglas Robert Feldman, Westfield, N. J.
Kim Jade Fennell, Stratford, Conn.
David W. Finley, Somers, Conn.
Karen Ruth Finn, Medfield, Mass.
Heather Louise Finney, Lancaster, Pa.
Charles Richard Fitts, Excelsior, Minn.
Robert Gerald Fitzgibbons, Jr., Sudbury, Mass.
Cecil Ely Floyd, Jr., Port Chester, N. Y.
Christine Foster, Painted Post, N. Y.
Susan Lee Fox, Sudbury, Mass.
Philip Martin Freese, Holden, Mass.
Philip Howard Freund, Victor, N. Y.
Jennifer Susannah Frutchy, Elmira, N. Y.
Jeffrey Newell Garden, West Newton, Mass.
Enid Helene Gardner, Sharon, Mass.
Stephen Arthur Gasiorowski, Wilmington, Del.
James Paul Gay, Jr., Sharon, Mass.
James Madison Gaylord, Jr., Bridgewater, Mass.
Donald John Gentile, Newtonville, Mass.
Carrie L. Getty, Quaker Hill, Conn.
Karen Gikas, Manchester, N. H.
Cass Augustus Gilbert, Dorset, Vt.
Karen Judith Gillum, Waterville, Me.
Marguerite Marie Gingras, Augusta, Me.
Susan Marian Giroux, Weston, Mass.
Andrew Scott Gleeman, Westfield, N. J.
Pamela Wildes Gordon, Westwood, Mass.
Janet Wray Gorman, Rehoboth, Mass.
Walter Robert Gorman, Jr., Barrington, R. I.
Samuel Ward Gowan, Candor, N. Y.
Glenn R. Graham, North Dartmouth, Mass.
Robert Bruce Gregory, Flemington, N. J.
Louise Ann Gross, Teuksbury, Mass.
Rebecca Allen Guild, Brimfield, Mass.
Avery Ransome Gundersen, La Crosse, Wis.
Diane Marie Gurniak, Elkins Park, Pa.
Donald M. Gwinner, East Setauket, N. Y.
Nancy Judkins Hall, Wellesley, Mass.
Michael Ashbough Halsey, Mamaroneck, N. Y.
Robert Mitchell Hamblett, Nashua, N. H.
Susan Elizabeth Hannigen, Andover, Mass.
Charles Michel Harper, Jr., Excelsior, Minn.
John H. Harris III, Carlisle, Pa.
Michael Paul Harris, North Weymouth, Mass.
Edwin Daniel Harvey, Media, Pa.
Charles Lewis Hayden II, Houston, Tex.
James Michael Hayes, Westborough, Mass.
Mark Robert Helmus, Garden City, N. Y.
Peter Richard Hodge, Amesbury, Mass.
Susan Foster Hoitt, Portsmouth, R. I.
John Robison Hoopes III, Cohasset, Mass.
Scott Wentworth Houser, Boxford, Mass.
Alan Bruce Howard, Harborside, Me.
Martin Allen Hubbe, Millinocket, Me.
Lindsay Huntington, New Rochelle, N. Y.
Brian Thomas Hurley, Westwood, Mass.
Rebecca Ann Hushing, Bath, Me.
Robert Dudley Ingraham, West Springfield, Mass.
John Hawkins Irwin III, Limestone, Me.
Alan Horne Jackson, Rochester, N. H.
Sarah Janney, Glyndon, Md.
Mark Louis Janos, Amesbury, Mass.
Virginia Amanda Jaschke, Albuquerque, N. M.
Elizabeth Davee Johnson, Monmouth, Me.
Kenneth Clifton Johnson, Barrington, R.I.
Lucinda Carol Johnson, South Hamilton, Mass.
Gary Hallowell Jones, Charlotte, N.C.
Valerie Gail Jones, Needham, Mass.
Alfred Maroon Joseph, Jr., Waterville, Me.
Robert Aate Kahelin, Osterville, Mass.
Olen Anthony Kalkus, Newport, R.I.
David Gerard Kavanaugh, South Dartmouth, Mass.
Maureen Kelliher, Canton, Mass.
Patricia Mary Kelly, Acton, Mass.
Thomas William Kelly, Chatham, N.J.
Brian Francis Kiely, Shrewsbury, Mass.
Robert Donald kirouac, Manchester, N.H.
Elizabeth Margaret Knight, North Branford, Conn.
Christopher Eaton Koerner, Woodstock, Conn.
Kimberly Ann Koza, Claremont, N.H.
Peter Randolph Kraft, Medford Lakes, N.J.
Paul Stephen Kueffner, Fairfield, Conn.
Brandon Harris Kulik, Dix Hills, N.Y.
Peter Michael Labombarde, Nashua, N.H.
Steven Louis Lachance, Auburn, Mass.
Angela LaVopa, Kennebunk, Me.
Lynn Leavitt, Rye, N.Y.
Robert Edward Leist, Newton, Mass.
Peter Mark Leschner, Tenafly, N.J.
Arthur Chester Levering II, Baltimore, Md.
Edward Buck Lipes, Wethersfield, Conn.
Marian Martha Lishman, Waltham, Mass.
Thomas Franklin Litant, Lexington, Mass.
Diane Elizabeth Lockwood, Cape Elizabeth, Me.
John Louis LoConte, Stoneham, Mass.
Jane Ellen Lombard, Woodbury, Conn.
Robert Alfred Luciano, Westhampton, Mass.
John Ashmore Lombard, New York, N.Y.
Paula Nancy Lust, Merrick, N.Y.
Mary Mabon, St. Louis, Mo.
Frank Joseph Malinoski, Watervliet, N.Y.
Daniel Paul Malloie, New London, Conn.
Maury Robert Maniff, Swampscott, Mass.
John Philip Mara, Gardner, Mass.
Cynthia Louise Marchand, Somerset, Mass.
Stephen Michael Marcus, Holbrook, Mass.
Harold Locke Marden, Wilmington, Del.
Sharon Irene Marden, Waterville, Me.
Ellen Jaye Maren, Swampscott, Mass.
Irl Houston Marshall III, Northbrook, Ill.
Roland Maurice Martel, Berwick, Me.
John McKinstry Maull, Uxbridge, Mass.
Dennis Paul May, Marlborough, Mass.
Lydia Hart McAnerney, Hopkinton, N.H.
Robert Edwin McAuliffe, Jr., Braintree, Mass.
Barbara Jane McCarty, Fort Myers, Fla.
Scott Francis McDermott, Westwood, Mass.
Lois Katharine McDowell, Amherst, N.H.
Steven Michael McGill, Warwick, R.I.
Carol Gay McIntyre, Marblehead, Mass.
Jeffrey Michael McKeen, West Boylston, Mass.
John Francis McKeon, Longmeadow, Mass.
Alan David McKersie, Jr., Chelmsford, Mass.
Janet Marie McManama, Belmont, Mass.
James Douglas McMurray, Jr., Houston, Tex.
John Henry Mesevage, Park Ridge, N.J.
Edith Anne Metcalf, Sewickley, Pa.
Karl Eager Methven, Concord, N.H.
Roy Trevor Meyers, Ridgewood, N.J.
Stuart Reid Michener, Arlington, Va.
Stephen Leonard Mixter, Darien, Conn.
Elizabeth Lynn Moberg, Chatham, Mass.
James Robert Moore, West Chester, Pa.
Shelby Ann Moravec, Twin Mountain, N.H.
Ortha James Morgan, Shreveport, La.
Roger Dickinson Morse, Guilford, Conn.
John William Mulcahy, Jr., Boxford, Mass.
Daniel Aloysius Murphy II, Marshfield Hills, Mass.
Kevin Joseph Murphy, Carmel, N.Y.
R. Morgan Murphy, New York, N.Y.
Gisele Muriel Nadeau, Lewiston, Me.
Kenneth Edward Ness, East Lyme, Conn.
Nancy Joyce Noreen, Laconia, N.H.
Michael Patrick North, Manchester, N.H.
Carolyn Courtenay O'Bryan, Washington, D.C.
Virginia Zoe Ogozalek, Shrewsbury, Mass.
Karen Ann Ogulinick, Tenafly, N.J.
Vincent Francis O'Hara, Stamford, Conn.
Janet Oken, Richmond, Va.
William George Oldman, Glastonbury, Conn.
Bruce R. Olson, Wellesley, Mass.
Richard John Steven Oparowski, South Hadley, Mass.
Henry Thayer Osborne, Belmont, Vt.
Jayne Ryder Osler, Bangor, Me.
Steven Bruce Ossoff, Beverly, Mass.
Fredericka Suzanne Ott, Wauwatosa, Wis.
Karen Joan Pagnotta, Fisher's Island, N.Y.
Jackson Alan Parker, West Bath, Me.
Steven George Parks, Portland, Conn.
Willard Clark Parrish,III, Joliet, Ill.
Maidli Ann Perrin, South Windham, Me.
Robert David Petersen, Manhasset, N.Y.
Diane Elizabeth Peterson, Arcadia, Calif.
Thomas Edward Petot, Cleveland Heights, Ohio
Raymond Walter Petzold, Andover, Mass.
Paul Patrick Philbin, North Bay, Ontario
Thomas David Plourde, Fort Kent, Me.
David Bain Pollard, Bucksport, Me.
Winfield Leroy Polley, Jr., Westbrook, Me.
William James Porter, Old Saybrook, Conn.
Barry Rabin, Brookline, Mass.
David Philip Raue, Pelham Manor, N. Y.
Leslie Ellen Reap, New Milford, Conn.
Susan Cummings Reed, Woolwich, Me.
Janean Maring Reedy, Coventry, Conn.
Clifford Fred Reichert II, Sudbury, Mass.
Robert W. Richardson, Bronx, N.Y.
Michelle Marie Robert, Biddeford, Me.
Katharine Elizabeth Rogers, Wellesley Hills, Mass.
Stephen Benson Rogers, Newton Centre, Mass.
Douglas John Rooks, Edison, N.J.
Manuel Anthony Rosa, Bronx, N.Y.
Alan Smith Rosenfeld, Belmont, Mass.
Jack Hilton Rowbottom, Ashton, R.I.
John Bradford Sanborn III, West Simsbury, Conn.
Peter Algerdas Saras, Cambridge, Mass.
John Patrick Sarson, Brockton, Mass.
Joy Cushing Sawyer, Jaffrey, N.H.
David Fisk Scudder, Hyannis, Mass.
Susan Anne Seaman, Nashotah, Wis.
Peggy Ann Seiden, East Brunswick, N.J.
Martha Caren Seligman, Augusta, Me.
Jean Marian Sennett, West Hartford, Conn.
Joan Marie Sennett, West Hartford, Conn.
Steven Jay Shafarman, Westfield, N.J.
Joseph Louis Shaker, Timnout, Vt.
Edward Dennis Shanahan, Swampsctt, Mass.
Albert Henry Shapiro, Newton, Mass.
Peter Van Arsdale Shaw, New Providence, Bahamas
Julia Elizabeth Shaylor, Westfield, Mass.

Daniel Aaron Shepard, Belmont, Mass.
Robin A. Sherwood, Bancro, Va.
Anthony Robert Shupin, Bricktown, N.J.
Anne Marie Sicilian, Milford, Conn.
Thomas Allen Silverman, White Plains, N.Y.
William Bruce Silverman, Metuchen, N.J.
Leslie Mara Simon, Valhalla, N.Y.
Elting H. Smith, Jr., Pelham, N.Y.
Esther Mae Smith, Kennebunk, Me.
Jeffrey V. Smith, Houston, Tex.
Karen Forde Smith, Newtonville, Mass.
Karen Lucinda Smith, Pittsfield, Mass.
Scott Lyman Smith, Andover, Mass.
Jed Cobb Snyder, Gladwyne, Pa.
Jane Virginia Souza, Greene, Me.
Craig Nelson Spencer, Danville, Vt.
Caren Lee Starr, New Rochelle, N.Y.
Joseph Michael Stella, Berlin, N.H.
Julia Elizabeth Stewart, Chappaqua, N.Y.
James Wellesley Stubner, Jr., Mercer Island, Wash.
Jane Susan Sudol, Waterford, Conn.
Young Hoon Suk, Seoul, Korea
Peter Douglas Suorsa, Coventry, R.I.
Wendy Wright Swallow, McLean, Va.
Joel Brian Swets, Winchester, Mass.
David Murray Systrom, Jr., Concord, Mass.
Diane Susan Szymkowicz, East Hartford, Conn.
Mark Peter Tanguay, Marshfield, Mass.
Leslie Jane Taylor, Nashua, N.H.
Carol Ruth Tellett, Minneapolis, Minn.
James Louis Theriault, Winslow, Me.
Lynn Gayle Thommen, Sag Harbor, N.Y.
Peter Lloyd Thompson, Marshfield Hills, Mass.
Gary Alan Thornberg, Framingham, Mass.
Mark Robinson Tilton, Alna, Me.
Pamela Hebert Tracey, Wellesley, Mass.
Barbara Joan Trippel, Evanston, Ill.
George Claibourne Turner, Jr., Kennett Square, Pa.
Mary Wright Tuttle, Hancock, N.H.
Howard Robert Tuttman, Swampsctt, Mass.
Paige Tyson, San Diego, Calif.
Edmund William Underwood, Jr., Indianapolis, Ind.
Mary Margaret Uppgren, Stillwater, Minn.
Raymond David Vensel, Oxford, Conn.
Sarah Craig Vetault, East Hampton, N.Y.
Melissa Ann Waldron, Trumbull, Conn.
Melinda Kathryn Waldron, Brookline, Mass.
Sharon Ann Walsh, Concord, Mass.
Holly Margaret Ware, Ludlow, Mass.
Richard Paul Weaver, Needham, Mass.
Robert Alan Weinstein, Silver Spring, Md.
Douglas Raynar Werme, Painesville, Ohio
Danforth Emerson West, Jr., Bangor, Me.
Stephen Lane Whitfield, Wiscasset, Me.
Carol Jean Whitkop, East Longmeadow, Mass.
James Held Wiederhold, Franklin Square, N.Y.
Nancy Evelyn Wilson, Manchester, Conn.
Nathan Bernard Winstanley, Pittsford, N.Y.
Lisa Ann Wolman, Owings Mills, Md.
Tamara Benita Woods, Portsmouth, Va.
Cathy Eileen Worcester, Lincoln, Me.
William David Younker, Charlottetown, P.E.I.
As of the Class of 1975
Mark Joel Goldman, Portland, Me.
Donald Elihu Shaw, Quincy, Mass.
As of the Class of 1974
Nina Christine Gigante, Westwood, Mass.
As of the Class of 1972
Daniel Smith Bloomer, Brewster, N.Y.
Jay Thaxter Philoon, Turner, Me.
As of the Class of 1971
John Carl Philson, Medford, Mass.
Degrees Granted in October as of the Class of 1975
Eric Breckenridge Arnzen, Lexington, Mass.
Anita Baldwin, Oneonta, N.Y.
Rodney Philip Deprey, Fort Kent, Me.
Michael Henry Huber, Fanwood, N.J.
Alice Elizabeth Smith, Ramsey, N.J.
Stephen Gerrard Smith, Wayne, Me.

MASTER OF SCIENCE IN TEACHING
George F. Andoscia, North Smithfield, R.I.
Leonard M. Itzkowitz, Plainview, N.Y.
Jeffrey Allen Miller, Huntingdon Valley, Pa.
Vaughn G. Putnam, Houlton, Me.

BACHELOR'S DEGREE WITH HONORS

Summa Cum Laude
Thomas Edward Angers
Robert Alan Bell
Nancy Anne Bengis
Ambrose Lin-Yau Cheung
A. Robert Clay
Adele Louise D'Amico

Honors

Laure Denise Duclos
Robert Bruce Gregory
Avery Ransome Gundersen
Michael Ashbough Halsey
Susan Foster Hoitt
Steven Louis Lachance
Alan David McKersie, Jr.
John Henry Mesevage
Shelby Ann Moravec
Thomas David Plourde
Stephen Benson Rogers
Joy Cushing Sawyer
Peggy Ann Seiden
Joseph Louis Shaker
Julia Elizabeth Stewart
Diane Susan Szymkowicz
Carol Ruth Tellett

Magna Cum Laude
Alan Eric Andres
Peter Kent Ashton
Ann Wilson Beadle
Bradley Scott Belanger
Martha McDowell Bell
Betsy Anne Bowen
Scott Dale Butchart
Richard Lawrence Cifelli
Karen Ruth Finn
Heather Louise Finney
Robert Gerald Fitzgibbons, Jr.
Christine Foster
Karen Judith Gillum
David Gerard Kavanaugh
Kimberly Ann Koza
Edward Buck Lipes
Sharon Irene Marden
John McKinstry Mauell
Robert Edwin McAuliffe, Jr.
Ortha James Morgan
Janet Oken
Douglas John Rooks
Alan Smith Rosenfeld
Jean Marian Sennett
Robin A. Sherwood
Young Hoon Suk
David Murray Systrom, Jr.
Melissa Ann Waldron
Susan Currie Whilton

Cum Laude
Janice Ann Barber
Paul Preston Bither
Toby Elaine Bobbitt
David Monroe Bodine IV
Roger Jay Breene
Julia Anne Cassidy
Neville David Clynes
Debra Hirsch Corman

Joanne Frances DeFilipp
Katherine Joyce Donohue
Dayle Ann Drescher
Janet Allyn Dunwoody
Jennifer Betts Easton
Susan Ida Ellowitz
Enid Helene Gardner
James Paul Gay, Jr.
Carrie L. Getty
Rebecca Allen Guild
Mark Robert Helmus
Martin Allen Hubbe
Robert Dudley Ingraham
Peter Mark Leschner
Barbara Jane McCarty
Scott Francis McDermott
Roy Trevor Meyers
James Robert Moore
Giselle Muriel Nadeau
Jeanne Elizabeth O'Brien
Richard John Steven Oparowski
Steven Bruce Ossoff
Lynn Carver Pitman
Barry Rabin
Joan Mary Sennett
Steven Jay Shaframman
Anne Marie Sicilian
Leslie Mara Simon
Esther Mae Smith
Craig Nelson Spencer
Caren Lee Starr
Leslie Jane Taylor
James Louis Theriault
Lynn Gayle Thommen
Pamela H渤ert Tracey
Sharon Ann Walsh
Robert Alan Weinstein
Nathan Bernard Winstanley III

HONORS IN ECONOMICS
Peter Kent Ashton
Robert Gerald Fitzgibbons, Jr.

DISTINCTION IN THE MAJOR
Administrative Science
Bradley Scott Belanger
Dayle Ann Drescher
Laure Denise Duclos
Edward Buck Lipes
Jean Marian Sennett
Diane Susan Szymkowicz
Howard Robert Tuttman

Administrative Science-Mathematics
Janet Oken

American Studies
Nancy Anne Bengis
Rebecca Allen Guild
Julia Elizabeth Stewart
Barbara Joan Trippel
Robert Alan Weinstein

Art
Alan Eric Andres
Julia Anne Cassidy
Elizabeth Lynn Moberg
Shelby Ann Moravec
Lynn Gayle Thommen

Biology
David Monroe Bodine
Adele Louise D’Amico
Andrew Scott Gleeman
Charles Michel Harper, Jr.
David Gerard Kavanagh
Steven Louis Lachance
John McKinstry Maull
Alan David McKersie, Jr.
Willard Clark Parrish
Alan Smith Rosenfeld
Anne Marie Sicilian
Esther Mae Smith
Peter Douglas Suorsa
David Murray Systrom, Jr.

Chemistry
Ambrose Lin-Yau Cheung
Martin Allen Hubbe
Steven Louis Lachance
Alan Smith Rosenfeld
Joseph Louis Shaker

Classics
Thomas Edward Angers
Betsy Anne Bowen
Karen Judith Gillum
Avery Ransome Gundersen
John Henry Mesevage
Stephen Benson Rogers

Economics
Kathleen Virginia Anderson
Peter Kent Ashton
Gilbert Bernard Becker
Janet D. Breslin
A. Robert Clay
Robert Gerald Fitzgibbons, Jr.
Robert Edwin McAuliffe, Jr.
Richard John Steven Oparowski

Economics-Mathematics
Joseph Louis Shaker

English
Robert Alan Bell
Nancy Anne Bengis
Betsy Anne Bowen
Candace Lee Campbell
David Allen Dane
Jennifer Betts Easton
Christine Foster
Edwin Daniel Harvey
Charles Lewis Hayden
Kimberly Ann Koza
Thomas Franklin Litant
Sharon Irene Marden
John Henry Mesevage
James Robert Moore
Ortha James Morgan
Thomas David Plourde
Joy Cushing Sawyer
Wendy Wright Swallow
Nathan Bernard Winstanley

Environmental Studies
David Monroe Bodine

French
Robert Gregory Allyn
Paul Preston Bither
Scott Dale Butchart

Geology
Mark Robert Helmus
Mark Robinson Tilton

Geology-Biology
Charles Richard Fitts
Craig Nelson Spencer

German
Robert Bruce Gregory
Karen Ann Ogulnick
Government
Peter Kent Ashton
Janice Ann Barber
Christine Foster
Susan Marian Giroux
Robert Bruce Gregory
Mark Robert Helmus
Roy Trevor Meyers
Steven Bruce Ossoff
William James Porter
Elting H. Smith, Jr.
Sharon Ann Walsh
Susan Currie Whilton

History
Scott Foster Adams
Alexandra Catharine Anagnost
Janet Allyn Dunwoody
John Francis McKeon
Susan Anne Seaman
James Louis Theriault

Human Development
Martha McDowell Bell
Steven Jay Shafarman

Mathematics
Richard M. Anzelc, Jr.
Ann Wilson Beadle
Laure Denise Duclos
Enid Helene Gardner
Michael Ashbough Halsey
Jean Marian Sennett
Diane Susan Szymkowicz

Music
Heather Louise Finney
Peter Michael Labombarde
Joy Cushing Sawyer
Wendy Wright Swallow

Philosophy
Stephen Arthur Gasiorowski
Gisele Muriel Nadeau
Thomas David Plourde
Steven Jay Shafarman

Physics
Ambrose Lin-Yau Cheung

Psychology
Karen Ruth Finn

Susan Foster Hoitt
Carol Ruth Tellett

Religion
Laura Lee Baskerville
Robert Edward Compagna
Katherine Joyce Donohue
Enid Helene Gardner

Sociology
Katherine Joyce Donohue
Steven Bruce Ossoff

Spanish
Scott Dale Butchart

Western Civilization
Peggy Ann Seiden

PHI BETA KAPPA
Elected in Junior Year
Thomas Edward Angers
Ambrose Lin-Yau Cheung
Sharon Irene Marden
Shelby Ann Moravec
Stephen Benson Rogers
Diane Susan Szymkowicz

Elected in Senior Year
Peter Kent Ashton
Martha McDowell Bell
Robert Alan Bell
Nancy Anne Bengis
Betsy Anne Bowen
Scott Dale Butchart
Adele Louise D'Amico
Laure Denise Duclos
Karen Ruth Finn
Christine Foster
Carrie L. Getty
Karen Judith Gillum
Robert Bruce Gregory
Avery Ransome Gundersen
Michael Ashbough Halsey
David Gerard Kavanaugh
Steven Louis Lachance
Edward Buck Lipes
John McKinstry Maull
Alan David McKersie, Jr.
John Henry Mesevage
Thomas David Plourde
Douglas John Rooks
Alan Smith Rosenfeld
Joy Cushing Sawyer
Peggy Ann Seiden
Joseph Louis Shaker
Julia Elizabeth Stewart
David Murray Systrom, Jr.
Carol Ruth Tellett

SENIOR SCHOLARS
Diane Marie Gurniak
Light Scattering
Roy Trevor Meyers
New Voluntary Political Organizations in Maine: Creation, Behavior, and Significance
Shelby Ann Moravec
Public Art: A Human Experience
Ortha James Morgan
The Importance of the Grotesque in Dickens
Jeffrey V. Smith
Claude Debussy and his Relationship to the Impressionist Movement
Nathan Bernard Winstanley III
Contemporary Avant-Garde Literature: a study of four American authors

JULIUS SEELYE BIXLER SCHOLARS
Class of 1976
Thomas Edward Angers
Christine Foster
Diane Susan Szymkowicz
Class of 1977
Sally Ruth Byrd
Nicholas Andrew Jans
Victoria Marie Johnson
Class of 1978
Kathy Anne Colello
Paula Elaine Debnar
Kevin A. Gliwa

CHARLES A. DANA SCHOLARS
Class of 1976
Robert Alan Bell
Scott Dale Butchart
Ambrose Lin-Yau Cheung
Karen Ruth Finn

Carrie Louise Getty
Avery Ransome Gundersen
Shelby Ann Moravec
Thomas David Plourde
Stephen Benson Rogers
Joseph Louis Shaker
Julia Elizabeth Stewart
Class of 1977
Kimberlee Ayer
Timothy Joseph Clark
Cheryl Ann Doughty
Kevin Michael Farnham
Peter Leonard Garrambone, Jr.
Thomas Weston Hearne III
Robin Sue Kessler
Anne Prosser Kohlbry
David Lau Tai-Yui
Julio Gerarde Sanchez
Mindy Rae Silverstein
Class of 1978
Anita Boomer
Deborah Ellen Cronin
Donna Maria Dietzko
Verne Kennedy Heckel
Patricia Farren Hotchkiss
Paula Marie Jones
Elisabeth Mathey
Ann Margaret McCreary
Paul Rose
Bonnitta Marie Roy
David Michael Sciore
**College Prizes 1975-76**

**GENERAL**  *George F. Baker Scholarships.* Awarded to sophomores (and usually reawarded to juniors) demonstrating high qualities of character and motivation, a high degree of recognition by their contemporaries, superior mental competence, and an expressed interest in a business career.


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

Not awarded.

**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.

**Frederick F. Brewster Honor Scholarships.**

Theodore S. Bolduc ’80, Kevin Michael Davey ’79, Lee Charles Roberts ’78.

**Colby Library Associates Book Prize.**

Not awarded.

**Condon Medal.** Gift of the late Randall J. Condon ’86, 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.”

Robert Arthur Anderson ’76.

**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. Each year, approximately sixty new Dana Scholars are selected.

**Adelaide True Ellery Scholarship.** Awarded to a woman for outstanding religious leadership.

Rebecca Jean London ’78.
Arthur Galen Eustis, Jr., Prize. Awarded to a member of the junior class who, as an adviser to freshmen or as a member of the dormitory staff, has exhibited qualities of integrity, leadership, warmth of personality, and concern for others.

Linda Garrard ’77.

Leila M. Forster Prizes. Awards are made to the freshman man and woman 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."

Savas Steve Zembillas ’79, Rebecca Mary Rogers ’79.

Phyllis S. Fraser Scholarship. Presented by Alpha chapter of Sigma Kappa to a Colby son or daughter.

Not awarded.

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

Not awarded.

Lieutenant John Parker Holden, II, Award. For students who exemplify the ideals of citizenship, responsibility, integrity, and loyalty.

Not awarded.

Donald P. Lake Award. Given to a senior whom the Varsity "C" Club selects for outstanding scholastic achievement, athletic leadership, and ability.

Edward Buck Lipes ’76.

Kim Miller Scholarship and Trophy. Given by the alumni and active chapter of Lambda Chi Alpha to an outstanding junior man who exemplifies the qualities of friendship, individualism, and leadership.

Stephen Emery Cummings ’77.

Lorraine Morel Memorial Award. Given to a junior woman who, by her sense of purpose and service, has made significant contributions to the academic and social life of the campus.

Paula Elaine Debnar ’77.

George T. Nickerson Award. Presented by the Council of Fraternity Presidents to the fraternity that fosters to the greatest extent student, faculty, and administrative relations.

Not awarded.

Jacqueline Nunez Award. Given to a woman student with outstanding qualities.

Adele Louise D’Amico ’76.
Laurie Peterson Memorial Book Prize. Given to a junior government major who, through academic achievement and evidence of leadership and character, has made an outstanding contribution to the department.

Kent William Wommack '77.

Ninetta M. Runnals Scholarship. Awarded by Delta Alpha Upsilon to an undergraduate woman for scholastic performance, well-defined educational objectives, and community participation.

Mindy Rae Silverstein '77.

Scott Paper Foundation Award for Leadership. Awarded to a sophomore who has demonstrated outstanding scholarship, leadership, and participation in extracurricular activities.

James Drennan Lowell '78.

Student Association Service Awards. Presented to a senior man, a senior woman, and a college employee for service to the college.

William Henry Nelson IV '76, Melissa Day '76, Eleanor Clark.

Philip W. Tirabassi Memorial Award. A book awarded to a junior man who has "willingly assisted his classmates, promoted the best interests of the college, and maintained a superior academic average."

Peter Leonard Garrambone, Jr. '77.

Carrie M. True Award. Given to a woman selected for pronounced religious leadership and influence on the life of the college.

Carolyn Page Cain '77.

Waterville Area Colby Alumni Association Award. Presented for scholastic and personal achievement to a senior from the Waterville area.

Not awarded.

Administrative Science

James J. Harris Prizes.

Ronald Francis Clarke '77, Donald Arthur Erickson '77, Margaret Anne Felton '77, Bruce Edward Thomson '77.

Ernest L. Parsons Prizes.

Laure Denise Duclos '76, Edward Buck Lipes '76, Stephen Leonard Mixter '76, Janet Oken '76, Diane Susan Szymkowicz '76.

Prentice-Hall Accounting Award.

James Drennan Lowell '78.

Wall Street Journal Award in Finance.

Bruce Edward Thomson '77.

Art and Architecture

Maine Chapter of the American Institute of Architects Prizes.

Not awarded.
Charles Hovey Pepper Prizes.
Paul Alan Casto '76 (sculpture), Shelby Ann Moravec '76 (painting).

Classics John B. Foster Prizes.
Thomas Edward Angers '76, Karen Judith Gillum '76, Avery Ransome Gundersen '76, John Henry Mezvage '76, Stephen Benson Rogers '76, Leslie Mara Simon '76.

Dramatics Andrew Blodgett Award.
John William Mulcahy, Jr. '76.

Economics Departmental Prizes in Economics.
Peter Kent Ashton '76, Alonzo Robert Clay '76, Joseph Louis Shaker '76.

English Mary Low Carver Prizes for Poetry.
Women:
  1st Prize: Jennifer Carol Barber '78.
  2nd Prize: Dale-Marie Crooks '76.
Men:
  1st Prize: Lloyd Peter Wise '77.
  2nd Prize: William Henderson Welte '77.

Solomon Gallert Short Story Prizes.
  1st Prize: Robert Cummings Chandler '76.
  2nd Prize: Evan Theodore Katz '77.

Elmira Nelson Jones Essay Prize.
James Robert Moore '76.

History and Government F. Harold Dubord Prize in Political Science.
Robert Bruce Gregory '76.
Paul A. Fullam History Prize.
James Louis Theriault '76.

Edward Lampert History Prize.
Alexandra Catharine Anagnost '76.

William J. Wilkinson History Prizes.
Carol Ann Samaras '77, Alan Shaw Taylor '77.

Susan Lee Yovic Award. Presented to the student who has achieved the highest degree of competence in the field of international law.
Amy Ruth Goldstein '77.

Modern Languages Chinese Book Prize.
Young Hoon Suk '76.

Delta Phi Alpha German Prizes.
Not awarded.

French Book Prizes.
Robert Gregory Allyn '76, Scott Dale Butchart '76, Felicia
Sczepanski Johnson '79, Martin Maximilian Lobkowicz '77, Lauren Margaret Proctor '78.

*German Consulate Book Prizes.*
Not awarded.

*Japanese Book Prize.*
Dennis Paul May '76.

*Harrington Putnam Prizes for Excellence in German.*

*Russian Book Prize.*
Joanna Roberts Pease '77.

*Spanish Book Prizes.*
Kimberlee Ayer '77, Elizabeth Cobb Bucklin '79, Stacey Jill Cox '79, Thomas Maurice Wakeman '76.

*Music*  
*Colby College Band Award.*
Stephen Arthur Gasiorek '76.

*Ermanno Comparetti Music Prize.*
Heather Louise Finney '76.

*Glee Club Awards.*
Paul Preston Bither '76, Karen Sue Blough '76, Holly Margaret Ware '76.

*Alma Morrissette Award.*
Robert Alan Weinstein '76.

*Symphony Orchestra Awards.*
Nancy Joyce Nooren '76, Alan Smith Rosenfeld '76.

*Natural Sciences*  
*ACS Undergraduate Award in Analytic Chemistry.*
Timothy Joseph Clark '77.

*American Institute of Chemists Award.*
Ambrose Lin-Yau Cheung '76.

*The Webster Chester Biology Prize.*
David Monroe Bodine IV '76.

*Chi Epsilon Mu Prize in Chemistry.*
Marc Jon Alperin '79.

*Alan Samuel Coit Biology Prizes.*
Willard Clark Parrish III '76, Alan Smith Rosenfeld '76, Esther Mae Smith '76.

*Departmental Prizes in Science.*
Biology: Not awarded.
Chemistry: Ambrose Lin-Yau Cheung '76, Timothy Joseph Clark '77, Allan Wade Koerner '78.

Geology: Linda Garrard '77, Mark Robert Helmus '76, Linda Elaine Page '78.

Mathematics: Richard Tower Clampitt '77, Michael Ashbough Halsey '76.

Physics: Not awarded.

Samuel R. Feldman Award for Premedical Studies.
Steven Louis Lachance '76.

Mark Lederman Prize for Study of Medicine.
Ambrose Lin-Yau Cheung '76.

Mark Lederman Scholarships in Biology.
Paul Rose '78, Bonnitta Marie Roy '78, Julio Gerardo Sanchez '77.

William A. Rogers Prize in Physics.
Kevin Michael Farnham '77.

Philosophy

John Alden Clark Essay Prize in Philosophy and Religion.
Leon Alvah Bradbury '76.

Stephen Coburn Pepper Prize in Philosophy.
Thomas David Plourde '76.

Psychology

Departmental Prizes in Psychology.
Susan Foster Hoitt '76, Robert Dudley Ingraham '76, Carol Ruth Tellett '76.

Public Speaking

Coburn Speaking Prizes.
1st Prize: Charles Ogden Cowing '77.
2nd Prize: Robert Alan Bell '76.
3rd Prize: Scott W. Anderson '76.

Goodwin Public Speaking Prize.
Sylvia Marian Bullock '78.

Hannibal Hamlin Speaking Prizes.
1st Prize: Bruce Douglas Brown '79.
2nd Prize: David Paul Linsky '79.

Julius and Rachel Levine Speaking Prizes.
1st Prize: David Paul Linsky '79.
2nd Prize: Awetu Simesso '78.
3rd Prize: Jerrold Coburn Chadwick '77.

Herbert Carlyle Libby Prize.
Not held.

Montgomery Interscholastic Speaking Contest Prizes.
1st Prize: Gregory Clancy, Bangor High School.
2nd Prize: Elizabeth Maury, Lewiston High School.
3rd Prize: Schuyler Steele, Nokomis High School.

Murray Debating Prizes.
Jerrold Coburn Chadwick '77, David Paul Linsky '79.

Sociology
Albion Woodbury Small Prizes.
Not awarded.

Athletics
J. Seelye Bixler Award in Track.
Robert W. Richardson '76.

James Brudno Award in Track.
William John Getchell '78.

Coaches' Awards.
Baseball: Not awarded.
Basketball: Not awarded.
Football: James Louis Theriault '76.

Lacrosse: Jonathan Putnam Davis '76, Prospere Shelton Virden III '78.

David W. Dobson Memorial Skiing Award.
Edward Buck Lipes '76.

Peter Doran Award in Track.
Robert W. Richardson '76.

Ewell-Steinberg-Goodhope Lacrosse Award.
Charles John Burch III '77.

Paul F. "Ginger" Fraser Award for a Nonletterman in Football.
Stephen Nichols Sparkes '78.

Free Throw Award in Basketball.
James Henry Crook '78.

Robert LaFleur Memorial Basketball Award.
Paul Eugene Harvey, Jr. '78.

Gilbert F. "Mike" Loeb's Soccer Award.
Brian Francis Kiely '76.

Ellsworth W. Millett Award for Outstanding Contribution to Athletics over Four Years.
James Michael Hayes '76.

Ellsworth W. Millett Hockey Awards.
Karl Eager Methven '76, Paul Patrick Philbin '76.

Most Valuable Defensive Player in Football Award.
Jackson Alan Parker '76.

Cy Perkins Track Award.
Thomas Allen Silverman '76.
Edward C. Roundy Memorial Baseball Award.
JAMES MICHAEL HAYES '76.

Mike Ryan Track Award.
RONALD SCOT PARET '77.

Theodore N. Shiro Basketball Award.
JAMES HENRY CROOK '78.

Herbert E. Wadsworth Football Award.
JAMES MICHAEL HAYES '76.

Robert "Tink" Wagner Baseball Award.
EDWARD FRANCIS CIAMPA '77.

Norman E. Walker Hockey Award.
WILLIAM REGINALD MACLEAN, JR. '77.

Norman R. White Leadership and Sportsmanship Award.
VALERIE GAIL JONES '76.

Matthew Zweig Award.
Not awarded.
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5813 Edsall Road, #304  
Alexandria 22304

Ms. Patricia L. Hickson '73  
124 North Columbus Street  
Arlington 22203

Mr./Mrs. Nathaniel E. Butler '63/63  
726 Park Avenue  
Herndon 22070

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2226 Wheelwright Court  
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Seattle 98112

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Seattle 98111

Mrs. Jeremy Mattox '59  
2591 Perkins Lane, West  
Seattle 98199

Mr. Karl B. Ostendorf '66  
5101 N.E. 70th Street  
Seattle 98115

Mr. Donald G. Sachs '45  
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Seattle 98166

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Ms. Rosemarie Carbino '62  
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Mr. John Ladky '74  
1711 East Fox Lane  
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ENGLAND  
Mr. David Galvin '75  
c/o P. W. James  
British Museum (Natural History)  
Cromwell Road  
London SW 75BD

Mrs. Warren J. Randolph '57  
22 Avenue Close, Ave. Rd.  
London NW8 6B7

SWEDEN  
Ms. Faye K. Kurnick '69  
Djaknegatan 31-330  
75425 Uppsala

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The Research Institute of 
the Gulf of Maine  *(TRIGOM)*

Colby College is a charter member of The Research Institute of the Gulf of Maine. This is a nonprofit corporation established as a consortium to conduct research and to provide educational and informative services relative to oceanography. TRIGOM carries out projects that involve faculty members and students, as well as the physical facilities of institutional members.

Academic members of TRIGOM, apart from Colby College, are Bates and Bowdoin colleges, Cornell University, Maine Maritime Academy, Nasson College, Southern Maine Vocational Technical Institute, St. Francis College, and the University of Maine at Orono and at Portland-Gorham.

In recent years a limited-enrollment summer course in applied marine ecology, carrying college credit, has been offered. Information is available from TRIGOM, Box 2320, South Portland, Maine 04106, or from Professor Miriam Bennett, Colby's academic representative to TRIGOM.
WCBB-TV

WCBB-TV, a public television station, is licensed to the Colby-Bates-Bowdoin Educational Telecasting Corporation, formed by the three colleges in 1961. Offices and studios are in Lewiston. At the time of its founding, WCBB-TV was the first educational television station in Maine, the third in New England, and the sixth in the nation.
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College Calendar 1977-78

FIRST SEMESTER

Thursday, September 8
Sunday, September 11
Monday, September 12
Friday-Sunday, September 30 - October 2

Friday-Sunday, October 7-9
Friday, October 21
Friday-Sunday, October 21-23
Wednesday, November 23, at the conclusion of the 11:30 class period to
Monday, November 28, 8:00 a.m.

Thursday, December 8
Saturday, December 10 through
Friday, December 16
Saturday, December 17
Sunday, December 18
Monday, January 9 through
Friday, February 3

SECOND SEMESTER

Tuesday, February 7
Wednesday, February 8
Thursday, March 23
Friday, March 24, 5:30 p.m. to
Monday, April 3, 8:00 a.m.

Monday, May 1 through
Friday, May 5
Monday, May 1 through
Friday, May 12
Friday, May 12
Saturday, May 13
Tuesday, May 16 through
Monday, May 22
Tuesday, May 23
Sunday, May 28

Freshman program begins
Upperclass registration
First classes
Weekend for families of sophomores, juniors, and seniors
Weekend for families of freshmen
Midsemester
Homecoming weekend
Thanksgiving recess

Last classes of the first semester
Semester examinations
Make-up examinations
Christmas recess begins (residence halls closed)
January program

Registration
First classes
Midsemester
Spring recess (residence halls closed)
Spring registration
Optional reading period for 300 and 400 courses
Last classes of the second semester
Last day for scheduled events
Semester examinations
Make-up examinations
Commencement

The college reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.
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<th>January</th>
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