COLLEGE OF THE HOLY CROSS
A College of Arts & Sciences

CATALOG
1966-1967
1967-1968
CORPORATE TITLE:

"Trustees of The College of The

Holy Cross"

ACT OF INCORPORATION

Commonwealth of Massachusetts

in the Year One Thousand Eight Hundred and Sixty-Five
# Table of Contents

**OFFICERS AND FACULTY** .......................................................... 7  
   Administration ........................................................................... 8  
   Faculty ....................................................................................... 11  
   Committees ............................................................................... 22  

**OBJECTIVES** ............................................................................. 25  

**COLLEGIATE HISTORY** ............................................................. 27  
   History ....................................................................................... 27  
   Affiliations ............................................................................... 28  
   Presidents ................................................................................ 30  
   Buildings .................................................................................. 31  

**GENERAL INFORMATION** .......................................................... 33  
   Admissions ............................................................................... 33  
   Student Services ...................................................................... 38  
   College Organizations ............................................................. 42  
   Athletics ................................................................................... 49  

**FINANCIAL INFORMATION** ........................................................ 51  
   Expenses .................................................................................. 51  
   Aid ............................................................................................. 53  
   Scholarships ............................................................................. 54  

**ACADEMIC POLICIES** ................................................................. 66  

**DEPARTMENTAL PROGRAMS (COURSES OF INSTRUCTION)** ........ 73  
   Aerospace Studies .................................................................... 73  
   Biology ...................................................................................... 76  
   Chemistry (Undergraduate and Graduate) ................................ 79  
   Classics .................................................................................... 85  
   Economics ............................................................................... 88  
   Education ................................................................................ 92  
   English .................................................................................... 93  
   Fine Arts ................................................................................. 100  
   History ..................................................................................... 102  
   Political Science ...................................................................... 105  
   Mathematics ........................................................................... 108  
   Modern Languages and Literatures ....................................... 112  
   Naval Science .......................................................................... 118  
   Philosophy ............................................................................... 123  
   Physics .................................................................................... 127  
   Psychology ............................................................................... 131  
   Sociology .................................................................................. 134  
   Theology ................................................................................... 137
# Academic Calendar

**FALL TERM**

<table>
<thead>
<tr>
<th>Sept.</th>
<th>3</th>
<th>Saturday</th>
<th>Freshmen arrive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4, 5, 6</td>
<td>Sun., Mon., Tue.</td>
<td>Freshman Orientation.</td>
<td></td>
</tr>
<tr>
<td>Sept.</td>
<td>6</td>
<td>Tuesday</td>
<td>Advisors.</td>
</tr>
<tr>
<td>Sept.</td>
<td>7</td>
<td>Wednesday</td>
<td>Registration for all Classes.</td>
</tr>
<tr>
<td>Sept.</td>
<td>8</td>
<td>Thursday</td>
<td>Fall Term begins. <em>Schola Brevis.</em></td>
</tr>
<tr>
<td>Oct.</td>
<td>14</td>
<td>Friday</td>
<td>A holiday.</td>
</tr>
<tr>
<td>Nov.</td>
<td>11</td>
<td>Friday</td>
<td>Veterans' Day, a holiday.</td>
</tr>
<tr>
<td>Nov.</td>
<td>23</td>
<td>Wednesday</td>
<td>After 10:30 A.M., Thanksgiving Recess.</td>
</tr>
<tr>
<td>Nov.</td>
<td>28</td>
<td>Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>Dec.</td>
<td>12</td>
<td>Monday</td>
<td>First Term Examinations begin.</td>
</tr>
<tr>
<td>Dec.</td>
<td>22</td>
<td>Thursday</td>
<td>Semester Recess.</td>
</tr>
</tbody>
</table>

**SPRING TERM**

<table>
<thead>
<tr>
<th>Jan.</th>
<th>9</th>
<th>Monday</th>
<th>Advisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>10</td>
<td>Tuesday</td>
<td>Registration for all Classes.</td>
</tr>
<tr>
<td>Jan.</td>
<td>11</td>
<td>Wednesday</td>
<td>Spring Term begins.</td>
</tr>
<tr>
<td>Feb.</td>
<td>20</td>
<td>Monday</td>
<td>Recess.</td>
</tr>
<tr>
<td>Feb.</td>
<td>27</td>
<td>Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>Mar.</td>
<td>22</td>
<td>Wednesday</td>
<td>Easter Recess after last class.</td>
</tr>
<tr>
<td>Apr.</td>
<td>3</td>
<td>Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td>Thursday</td>
<td>Ascension Thursday, a holiday.</td>
</tr>
<tr>
<td>May</td>
<td>15</td>
<td>Monday</td>
<td>Second Term Examinations begin.</td>
</tr>
<tr>
<td>May</td>
<td>26</td>
<td>Friday</td>
<td>Examinations end.</td>
</tr>
<tr>
<td>June</td>
<td>3</td>
<td>Saturday</td>
<td>Alumni Day.</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
<td>Tuesday</td>
<td>Baccalaureate Exercises.</td>
</tr>
<tr>
<td>June</td>
<td>7</td>
<td>Wednesday</td>
<td>Commencement Day.</td>
</tr>
</tbody>
</table>
Academic Calendar

September, 1967 - June, 1968

FALL TERM

Sept. 2 Saturday Freshmen arrive.
Sept. 3, 4, 5 Sun., Mon., Tue. Freshman Orientation.
Sept. 5 Tuesday Registration for Seniors and Juniors.
Sept. 6 Wednesday Registration for Sophomores and Freshmen.
Sept. 7 Thursday Fall Term Begins.


Oct. 9 Monday A holiday.
Nov. 10 Friday A holiday.
Nov. 22 Wednesday After second hour, Thanksgiving Recess.
Nov. 27 Monday Classes resume.
Dec. 11 Monday First Term Examinations begin.
Dec. 21 Thursday Semester Recess.

SPRING TERM

Jan. 8 Monday Registration for Seniors and Juniors.
Jan. 9 Tuesday Registration for Sophomores and Freshmen.
Jan. 10 Wednesday Spring Term begins.
Feb. 19 Monday Spring Recess.
Feb. 26 Monday Classes resume.
Apr. 10 Wednesday Easter Recess after last class.
Apr. 22 Monday Classes resume.
May 6 Monday Second Term Examinations begin.
May 17 Friday Examinations end.
May 28 Tuesday Baccalaureate Exercises.
May 29 Wednesday Commencement Day.
OFFICERS & FACULTY

Board of Trustees

Rev. Raymond J. Swords, S.J., Chairman
Rev. Thomas J. Smith, S.J.
Rev. George W. Nolan, S.J.
Rev. Maurice F. Reidy, S.J., Secretary
Rev. William L. Lucey, S.J.
Rev. William L. Keleher, S.J.

Board of Associate Trustees

Mr. Henry M. Hogan, Chairman Retired General Counsel and Vice President, General Motors Corporation, Birmingham, Michigan
Mr. John Adam, Jr. President, Worcester Mutual Fire Insurance Company
John F. Beakey, M.D., Ex officio President, General Alumni Association, Hartford, Conn.
Alexander F. Carson, M.D., F.A.C.S. Surgeon, Oneonta, New York
Mr. Timothy J. Collins Treasurer-General Manager, Collins Plumbing Supply Co., Holyoke, Mass.
Mr. William M. Cousins, Jr. Cousins & Preble Management Consultants, Chicago, Illinois
Dr. John E. Fenton President, Suffolk University, Boston, Mass.
Mr. Jacob Hiatt President, Rand Whitney Corp. & Estey Investment Co., Worcester, Mass.
Mr. Charles S. Horgan Muldoon & Horgan, New York City
Mr. Thomas M. Horan President, Meredith & Grew, Boston, Massachusetts
Mr. Sam S. Mullin President, Pneumo Dynamics Corporation, Cleveland, Ohio
Mr. M. G. O'Neil President, The General Tire & Rubber Co., Akron, Ohio
Mr. James M. Roche President, General Motors Corporation, Detroit, Michigan
Mr. Francis J. Vaas Ropes and Gray, Boston, Massachusetts
Officers of Administration

*President*

Rev. William G. Guindon, S.J., S.T.L., Weston College; Ph.D., Massachusetts Institute of Technology  
*Vice President*

Rev. George W. Nolan, S.J., M.A., M.S., Boston College  
*Treasurer*

Rev. Charles J. Dunn, S.J.,¹ M.A., Boston College; S.T.L., Weston College  
*Vice President for Student Affairs*

Dean of the College

John F. O'Keefe, M.B.A., New York University  
*Vice President for Business Affairs*

George F. Dinneen, A.B., College of the Holy Cross  
*Vice President for Development and College Relations*

Rev. James F. Barry, S.J., M.A., Boston College; S.T.L., Weston College  
*Dean of Men; Director of Health*

Charles A. Baker, Jr., Ph.D., Univ. of Illinois  
*Assistant Dean*

Peter M. Balesano, M.B.A., Louisiana State University  
*Assistant Director, Henry M. Hogan Campus Center*

Rev. Richard P. Burke, S.J., S.T.L., Weston College; Ph.D., Gregorian University  
*Executive Assistant to the President*

Rev. Hubert C. Callaghan, S.J., Ph.D., The Catholic University of America  
*Director of Personnel*

Director, Industrial Relations Institute

Joseph F. Canney, B.S., Boston College; C.P.A.  
*Comptroller*

Matthew P. Cavanaugh, A.B., College of the Holy Cross  
*Director of Alumni Fund*

Paul J. Centi, Ph.D., Fordham University  
*Director, Counseling Center*

Eugene M. DeFoyd⁴  
*Supervisor, Data Processing Center*

Wilfried DeMoor, Lic. Psych., University of Louvain  
*Staff Counselor, Counseling Center*

*Assistant Dean*
Vincent G. Dougherty, Ph.B., College of the Holy Cross; LL.B., Georgetown University
Director of Athletics

John F. Duffek, M.A., University of Rhode Island
Director, Henry M. Hogan Campus Center

William H. Farley, M.B.A., University of Connecticut
Associate Director, Alumni Fund

Rev. Owen E. Finnegan, S.J., Ph.D., Michigan State University
Assistant Dean

James P. Gallagher, M.Ed. Admin., Duquesne University
Assistant Director of Admissions

Frank Gallagher, A.B., College of the Holy Cross
Director of Alumni Placement

William M. Gallagher, A.B., College of the Holy Cross
Manager of the Bookstore

Dennis C. Golden, B.S., College of the Holy Cross
Assistant to the Dean of Men

Phillip A. Graneto, M.F.A., Carnegie Institute of Technology
Designer-Technical Director, Fenwick Theatre

James R. Halpin, M.Ed., Boston College
Director of Admissions

John J. Hanlon
Supervisor, Data Processing Center

Edward J. Herson, M.A.(T), St. Louis University
Director of Fenwick Theatre

James A. Keenan, Jr., LL.B., Georgetown University
Associate Director of Development
Director, Estate Planning

Charles S. Kolak, A.B., College of the Holy Cross
Director of News Bureau

Rev. Ambrose J. Mahoney, S.J., M.A., Boston College; S.T.L., Weston College
Assistant Dean

James M. Mahoney, B.L.S., Columbia University
Acting Librarian

Bernard J. McManus
Special Projects

George P. Nagle, A.B., College of the Holy Cross
Assistant to the Director of Admissions

William J. O'Connell, M.A., Clark University
Secretary of the College

Rev. Leo A. O'Connor, S.J., M.A., Boston College; S.T.L., Weston College
Director, Plant Planning

John Michael O'Keeffe, Imperial Service College
Systems Analyst, Data Processing Center

Intramural Gymnasium

Hogan Center

O'Kane Hall

Fenwick Hall

Hogan Center

O'Kane Hall

Fenwick Hall

O'Kane Hall

Fenwick Hall

O'Kane Hall

O'Kane Hall

Fenwick Hall

Beaven Hall

Dinand Library

Fenwick Hall

Fenwick Hall

Fenwick Hall

Healy Hall

Fenwick Hall
A. Eugene Palchanis, Ph.D., University of Ottawa
  Staff Counselor, Counseling Center
Joseph A. Perrotta, A.B., College of the Holy Cross; LL.B., Boston College
  Alumni Executive Secretary
  Personal Secretary to the President
Rev. Joseph B. Pomeroy, S.J., M.A., M.S., Boston College
  Director, Data Processing Center
Matthew J. Quinn, M.A., Fordham University
  Director, Public Relations
John T. Quirk
  Director of Food Services
Ernest R. Reopel
  Director, Instrumental Music
William A. Reznicek, M.A., Cornell University
  Technical Director, Fenwick Theatre
John E. Shay, Jr., Ph.D., University of Michigan
  Dean of Students
  Military Advisor
  Archivist
Patrick V. Sheehan, B.S.B.A., Clark University
  Assistant Business Manager, Director of Purchasing
Rev. Thomas J. Smith, S.J., M.A., Georgetown University
  Administrator
Rev. J. Leo Sullivan, S.J., M.A., Boston College
  Business Manager
Joel R. Villa, B.S., College of the Holy Cross
  Laboratory Supervisor, Biology
Richard C. Welch, M.S.W., Boston College
  Registrar
J. Dennis Willigan, S.J., B.S., Spring Hill College
  Laboratory Supervisor, Physics
Harry W. Wood, M.A., Syracuse University
  Assistant Director of Admissions
Richard T. Wotruba, Cand. Ph.D., University of Massachusetts
  Assistant to the Dean of Men

College Chaplains
Rev. Robert E. Lindsay, S.J., S.T.D., The Catholic University of America
  College Chaplain
Rev. Francis J. Hart, S.J., M.A., Woodstock College
  Associate College Chaplain
Rev. Joseph J. LaBran, S.J., M.A., Boston College; S.T.L., Weston
College
Assistant College Chaplain
Advisor to the Sodality

Pastor, Students Chapels

Officers of Instruction

Helen G. Agbay, M.A., Boston University
Lecturer, Spanish
1178 Main Street

Professor, Classics
Loyola Hall

Majid G. Al-Khazraji, Ph.D., University of Wisconsin
Assistant Professor, Sociology
8 Buckingham Street

John B. Anderson, Cand. Ph.D., University of Notre Dame
Instructor, History
Director, Special Studies Program
3 Freeland Street

Roger B. Anderson, Cand. Ph.D., University of Michigan
Instructor, Russian
8 Paul Street

William Andrucow, Jr., Ph.D., Tulane University
Assistant Professor, Chemistry
445 Pleasant Street

Charles A. Baker, Ph.D., University of Illinois
Assistant Professor, French
152 Millbury St., Auburn

Bruce H. Bank, Ph.D., Harvard University
Assistant Professor, History
101 Western Ave., Cambridge

M.A., Fordham University
Instructor, Classics
Chairman, Department of Classics
Mulledy Hall

Olier L. Baril, Ph.D., Clark University
Professor, Chemistry
Director of Chemical Research
2 Knollwood Rd., Leicester

Rev. George F. Barry, S.J., M.A., Johns Hopkins University;
S.T.L., Weston College
Assistant Professor, Classics and Theology
Loyola Hall

Rev. Harry E. Bean, S.J., M.A., Georgetown University
Professor, Latin
Loyola Hall

Françoise Roig Bellino, C.A.P.E.S., University of Grenoble
Fulbright Exchange Scholar
Lecturer, French
Neck Road, Lancaster

Jean-Claude Bellino, C.A.P.E.S., University of Paris
Fulbright Exchange Scholar
Lecturer, French
Neck Road, Lancaster

Mark G. Bender, Ph.D., University of Connecticut
Assistant Professor, Economics
62 Cedar Street

John R. Biros, Cand. Ph.D., Duquesne University
Instructor, Philosophy
115 Elm Street
Richard B. Bishop, M.S., College of the Holy Cross  
*Research Associate, Chemistry*  
37 Nelson St., No. Grafton

Lt. Eugene H. Black,¹ USN  
*Instructor, Naval Science*  
132 Main St., Boylston

Drusilla I. Boelcskevy, Cand. Ph.D., University of Pennsylvania  
*Instructor, German*  
1999 Commonwealth Ave., Boston

Richard J. Bourcier, Cand. Ph.D., Laval University  
*Instructor, French*  
53 Romola Road

Alfred V. Boursy, M.A., Lawrence College  
*Professor, German*  
16 Janet Circle, Shrewsbury

William F. Bowen, M.A., Clark University  
*Professor, French*  
5 St. Elmo Road

Robert L. Brandfon, Ph.D., Harvard University  
*Associate Professor, History*  
65 Frost St., Cambridge

Suzanne Brossette Breton,⁴ C.A.P.E.S., University of Lyon  
*Fulbright Exchange Scholar*  
340 So. Quinsigamond Ave., Shrewsbury

*Associate Professor, Theology*  
Lehy Hall

Rev. Charles E. Buckley, S.J., M.A., St. Louis University; S.T.L.,  
Weston College  
*Loyola Hall*

Rev. Richard P. Burke, S.J., S.T.L., Weston College; Ph.D.,  
Gregorian University  
Clark Hall

*Professor, Biology*  
Beaven Hall

Rev. Joseph F. Cahill, Jr.,⁴ USNR  
*Instructor, Naval Science*  
20 Armandale Street

Rev. Raymond F. X. Cahill, S.J.,⁷ Cand. Ph.D., University of  
Massachusetts; S.T.L., Weston College  
Carlin Hall

Rev. Thomas F. Cahill, S.J., M.A., Boston College; S.T.L.,  
Weston College; M.B.A., Columbia University  
Hanselman Hall

Edward F. Callahan,¹⁰ Ph.D., University of Wisconsin  
*Associate Professor, English*  
14 West Street, Westboro

Rev. Francis F. Callahan, S.J., S.T.L., Weston College; Ph.D.,  
Fordham University  
Loyola Hall

William A. Campbell,⁹ M.S., St. Francis College  
*Associate Professor, Biology*  
73 Willow Hill Rd., Cherry Valley

---

¹ Lieutenant
⁴ Cand. Ph.D.
⁷ Cand. Ph.D.
⁹ M.S.
¹⁰ Ph.D.
Assistant Professor, Classics

Rev. William J. Casey, S.J., M.A., Boston College; S.T.L., Weston College
Professor, Classics and Theology

Rev. William V. E. Casey, S.J., M.A., Boston College; S.T.L., Weston College
Professor, Theology
4 Director, American School of Oriental Research

Capt. Peter F. Cavanaugh, USAF
Assistant Professor, Aerospace Studies

Paul J. Centi, Ph.D., Fordham University
Associate Professor, Psychology

George J. Charest, M.S., College of the Holy Cross
Professor, Chemistry

Hermann-Josef Cloeren, Ph.D., University of Muenster
Assistant Professor, Philosophy

Rev. James K. Connolly, S.J., M.A., Boston College; S.T.L., Weston College
Professor, Physics

Walter D. Connor, Cand. Ph.D., Princeton University
Instructor, Sociology

Eileen M. Connor, B.A., Regis College
Lecturer, Sociology

Rev. Joseph B. Connors, S.J., M.A., Boston College
Professor, English

Rev. Francis O. Corcoran, S.J., M.A., Boston College; S.T.L., Weston College
Professor, History

Denis J. Corish, Cand. Ph.D., University of Toronto
Instructor, Philosophy

Robert S. Crowe, Ph.D., Iowa State University
Associate Professor, Biology

Rev. Patrick J. Cummings, S.J., M.A., Georgetown University
Professor, English

Rev. John F. Dailey, S.J., M.A., St. Louis University
Assistant Professor, English

Richard H. Dammers, S.J., M.A. University of Virginia
Instructor, English

Helen E. Davis, M.A., Middlebury College
Lecturer, French

Vincent R. DeBenedictis, M.A., Boston University
Lecturer, French

Rev. Cyril R. Delaney, S.J., M.A., St. Louis University; S.T.L., Gregorian University
Associate Professor, Theology

13
Patrick F. Delaney, Ph.D., Brown University  
Associate Professor, Biology  
41 Hemlock Dr., Holden

Wilfried DeMoor, Lic. Psych., University of Louvain  
Instructor, Psychology  
87 Elm Street

Associate Professor, French  
Advisor, Foreign Students

Francis P. Devlin, Cand. Ph.D., University of Indiana  
Instructor, English  
40 William Street

Daniel G. Dewey, M.A., University of Kansas  
Assistant Professor, Mathematics  
15 Suburban Road

Rev. John C. Dewing, S.J., M.A., Weston College  
Instructor, Philosophy

Rev. Albert R. DiLanni, S.M., Ph.D., University of Louvain  
Assistant Professor, Philosophy  
Marist College, Framingham

Assistant Professor, Theology

Rev. William T. Donaldson, S.J., M.A., Boston College; S.T.L., Weston College  
Associate Professor, Classics

Rev. John P. Donnelly, S.J., M.A., Boston College; S.T.L., Weston College  
Assistant Professor, Theology

John H. Dorenkamp, Jr., Ph.D., University of Illinois  
Associate Professor, English  
Acting Chairman, Department of English  
15 Brownell Street

Associate Professor, Political Science and Theology

Lt. William D. Ekleberry, 1 USN  
Instructor, Naval Science  
47 Lincoln St., Spencer

Dennis R. Ellingson, Cand. Ph.D., Brown University  
Instructor, Economics  
228 Morris Ave., Providence

Rev. Paul W. Facey, S.J., S.T.L., Weston College; Ph.D., Fordam University  
Professor, Sociology

Rev. Joseph M. Fallon, S.J., M.A., St. Louis University  
Instructor, Sociology

Lt. Thomas L. Ferrier, 4 USN  
Instructor, Naval Science

Rev. Bernard A. Fiekers, S.J., Ph.L., Boston College; Ph.D., Clark University  
Professor, Chemistry

Terrence E. Fieland, Cand. Ph.D., University of Notre Dame  
Instructor, Philosophy

1 Everett Street
Rev. Owen E. Finnegan, S.J., Ph.D., Michigan State University  
Assistant Professor, Philosophy Loyola Hall
Edward L. Fireman, Ph.D., Princeton University  
NSF Visiting Scientist, Physics Smithsonian Astrophysical Observatory, Cambridge
Rev. William H. FitzGerald, S.J., Ph.D., Fordham University  
Assistant Professor, Classics Loyola Hall
Associate Professor, Biology  
Chairman, Department of Biology Loyola Hall
James T. Flynn, Ph.D., Clark University  
Assistant Professor, History 9 Beckman Street
S. Edward Flynn, Ph.D., Fordham University  
Professor, Modern Languages 9 William Street
Ulrich O. R. Fontaine, Candid. Ph.D., University of Massachusetts  
Instructor, German 88 Heywood Street
Trowbridge H. Ford, Ph.D., Columbia University  
Assistant Professor, Political Science 107 Central St., W. Boylston
Maurice A. Geracht, Candid. Ph.D., University of Wisconsin  
Instructor, English 80 Sever Street
Phillip A. Graneto, M.F.A., Carnegie Institute of Technology  
Lecturer, Fine Arts 15 Olympic Street, Shrewsbury
William J. Grattan, Ph.D., Harvard University  
Professor, History 45 Saxon Road
William A. Green, Jr., Ph.D., Harvard University  
Assistant Professor, History 22 Kenilworth Rd., Shrewsbury
Roy C. Gunter, Jr., Ph.D., Boston University  
Professor, Physics Horne Homestead Rd., Charlton
Kenneth F. Happe, Ph.D., Yale University  
Assistant Professor, Classics 14 West St., Westboro
Professor, Philosophy Carlin Hall
Rev. Eugene J. Harrington, S.J., M.A., Boston College  
S.T.L., Weston College  
Associate Professor, Philosophy Loyola Hall
Capt. Edward F. Hayes, USN  
Professor, Naval Science  
Commanding Officer, NROTC Unit 100 Highland St., Holden
Rev. William J. Healy, S.J., S.T.L., Weston College; Ph.D.,  
Gregorian University  
Associate Professor, English Loyola Hall
William R. Healy, Ph.D., University of Michigan  
Assistant Professor, Biology 45 Old Worcester Rd., Oxford
Lt. Col. James S. Hecker, USMC  
Associate Professor, Naval Science  
Executive Officer, NROTC Unit 2 Vega Lane
Charles M. Hegarty, S.J., M.A., Boston College  
*Lecturer, Theology*  
Weston College

Jacob Hen-Tov, M.A., LL.M., Harvard University; Cand. Ph.D.,  
Brandeis University  
*Visiting Assistant Professor, Russian History and Government*  
75 Easton St. Allston

Edward J. Herson, M.A.(T), St. Louis University  
*Lecturer, Fine Arts and Classics*  
9 City View Street

Frederick C. Herx, Ph.D., University of Notre Dame  
*Assistant Professor, Philosophy*  
36 Winthrop St., W. Boylston

Mary Ellen Herx, Ph.D., University of Nebraska  
*Lecturer, English*  
36 Winthrop St., W. Boylston

Ph.D., Fordham University  
*Professor, Political Science*  
Beaven Hall

Rev. Harry J. Hoefnagels, S.J., D. d'Univ., University of Paris  
*Visiting Professor, Philosophy*  
6 Westview, Auburn

Robert L. Horn, Ph.D., University of Wisconsin  
*Assistant Professor, English*  
19 Myrtle St. Westboro

Thomas P. Imse, Ph.D., University of Maryland  
*Professor, Sociology*  
*Chairman, Department of Sociology*  
9 Hayward Ln., Millbury

Walter G. Jeffko, Cand. Ph.D., Fordham University  
*Instructor, Philosophy*  
398 Linwood Ave., Newtonville

Rogers P. Johnson, Cand. Ph.D., Brandeis University  
*Instructor, Sociology*  
Box 926, Allerton Station, Hull

Francis W. Kaseta, Ph.D., Massachusetts Institute of Technology  
*Associate Professor, Physics*  
16 St. John Ave., Norwood

Edward J. Kealey, Ph.D., Johns Hopkins University  
*Associate Professor, History*  
567 Salisbury Street

Robert F. Kelly, M.N.S., Worcester Polytechnic Institute  
*Lecturer, Physics*  
61 Eagle Road

Edward F. Kennedy, Ph.D., University of Notre Dame  
*Associate Professor, Physics*  
21 Hazelwood Road

Rev. Paul Kiley, S.J., M.A., Boston College; S.T.L.,  
*Weston College*  
Carlin Hall

Rev. Gerald A. Kinsella, S.J., M.A., Georgetown University;  
S.T.L., Weston College  
*Associate Professor, History*  
202 Prospect St., Auburn

Richard L. Kopp, Ph.D., New York University  
*Assistant Professor, French*  
8 Glen Ellen Road

Frank Kress, Ph.D., University of Connecticut  
*Assistant Professor, German*
Lt. Jay G. LaGregs, USNR
Instructor, Naval Science
6 Lakeshore Dr., Cranberry Lake, Spencer

Norman J. Lamoureux, Ph.D., University of Indiana
Assistant Professor, French
5 Briarcliff Street

Gerard B. Lavery, Ph.D., Fordham University
Assistant Professor, Classics
82 Elm Street

Thomas C. Lawler, Cand. Ph.D., Yale University
Instructor, English
3 City View Street

Rev. Richard V. Lawlor, S.J., M.A., Boston College; D.Miss.,
Gregorian University
Assistant Professor, Theology
Loyola Hall

H. Tung Li, Cand. Ph.D., Brandeis University
Instructor, Physics
561 Worcester Rd., Apt. 8, Framingham

Rev. Carter H. Lindberg, B.D., Lutheran School of Theology;
Ph.D., University of Iowa
Assistant Professor, Theology
113 Whitney St., Northboro

Rev. Robert E. Lindsay, S.J., S.T.D., The Catholic University of America
Assistant Professor, Theology
Wheeler Hall

Banadakoppa T. Lingappa, Ph.D., Purdue University
Associate Professor, Biology
4 McGill Street

Werner Loewy, M.A., Yale University
Assistant Professor, Classics
24 Stoneland Rd., Shrewsbury

Theodore L. Lowe, Ph.D., University of Pennsylvania
Associate Professor, German
16 Wildrose Avenue

Rev. William L. Lucey, S.J., S.T.L., Weston College; Ph.D.,
Georgetown University
Professor, History
Curator of Manuscripts, Dinand Library
Loyola Hall

John J. Lynch, Ph.D., Fordham University
Associate Professor, Philosophy
Chairman, Department of Philosophy
221 Worcester Rd., No. Grafton

Rev. John J. MacDonnell, S.J., S.T.L., Weston College; Ph.D.,
The Catholic University of America
Assistant Professor, Mathematics
Hanselman Hall

Rev. Robert B. MacDonnell, S.J., M.A., M.S., Boston College; S.T.L.,
Weston College; M.S., Harvard University
Associate Professor, Physics
Coordinator of Institutes and Grants
Loyola Hall

Rev. Arthur J. Madden, S.J., M.A., Boston College; S.T.L.,
Weston College
Assistant Professor, English
Loyola Hall

Joseph H. Maguire, Cand. Ph.D., University of Notre Dame
Instructor, Education
Acting Chairman, Department of Education
Advisor, Day Students
Mulledy Hall

Rev. Robert E. Manning, S.J., M.A., Boston College
Lecturer, Theology
Weston College
V. Andrius Mantautas,¹ Cand. Ph.D., Fordham University  
*Instructor, Philosophy*  
53 Waverly Street

Charles F. Marden,⁴ Ph.D., Columbia University  
*Visiting Professor, Sociology*  
1548 Main St., Leicester

Rev. Joseph M.-F. Marique, S.J., Ph.D., Johns Hopkins University  
*Professor, Greek*  
Alumni Hall

Rev. Michael Marlet,⁶ S.J., Ph.D., Gregorian University  
*Visiting Professor, Philosophy*  
Loyola Hall

Robert D. Martin,⁴ Cand. Ph.D., Harvard University  
*Instructor, History*  
55 Longfellow Road

Rev. Joseph A. Martus, S.J., Ph.L., Weston College; Ph.D.,  
Clark University  
*Professor, Chemistry*  
*Chairman, Department of Chemistry*  
*Director, Graduate Department of Chemistry*  
Healy Hall

George M. Matous, Ph.D., University of Notre Dame  
*Assistant Professor, Physics*  
27 Apollo Road

John T. Mayer,⁴ Ph.D., Fordham University  
*Associate Professor, English*  
Box #191, 15 Rawson Dr., Leicester

Vincent O. McBrien, Ph.D., The Catholic University of America  
*Professor, Mathematics*  
*Chairman, Department of Mathematics*  
14 Saratoga Rd., Auburn

William H. McCann, M.A., Boston University  
*Professor, English*  
58 Maywood Street

Bernard W. McCarthy, M.A., Clark University  
*Professor, Accounting*  
82 Greenhill Parkway

B. Eugene McCarthy, Ph.D., University of Kansas  
*Assistant Professor, English*  
*Assistant Director, Special Studies Program*  
422 Lovell Street

Rev. Eugene D. McCarthy, S.J., M.A., Boston College; S.T.L.,  
Weston College  
*Instructor, Theology*  
Clark Hall

John R. McCarthy, M.A., Boston College  
*Assistant Professor, Mathematics*  
Whitney Cir., Auburn

Rev. Leonard J. McCarthy, S.J., S.T.L., Weston College; Ph.D.,  
Fordham University  
*Assistant Professor, English*  
Loyola Hall

LCdr. Vincent P. McDonough,¹ USN  
*Instructor, Naval Science*  
15 Longfellow Rd., Shrewsbury

Lt. (j.g.) William D. McGarity, Jr.¹ USNR.  
*Instructor, Naval Science*  
11 Foster St., Oxford

Rev. Joseph E. McGrady, S.J., M.A., St. Louis University; S.T.L.,  
Weston College  
*Assistant Professor, Theology*  
Loyola Hall

Michael G. McGrath,⁴ Ph.D., Massachusetts Institute of  
Technology  
*Assistant Professor, Chemistry*  
4 Watson Avenue
John F. McKenna, Ph.D., Fordham University
Associate Professor, French
Chairman, Department of Modern Languages & Literatures
11 Monterey Dr., Cherry Valley

Paul D. McMaster, Ph.D., Clark University
Associate Professor, Chemistry
8 Shary Lane, Auburn

Instructor, Sociology
11 Monterey Dr., Cherry Valley

Robert F. McNerney, Jr., Ph.D., Yale University
Associate Professor, Spanish
193 Whitmarsh Avenue

Joseph H. McSweeney, Ph.D., Fordham University
Associate Professor, Biology
11 Kay St., Westboro

Thomas E. Miller, Lic., Venegas-Posada Institute (Bogotá)
Lecturer, Spanish
22 Pattison Avenue, Dudley

Frank J. Mininni, Doct. Cand., University of Munich
Instructor, Theology
34 Gardner St., Allston

George Mitchell, Cand. Ph.D., University of Notre Dame
Instructor, English
720 Main St., Shrewsbury

Joseph F. Mulready, M.M., Hartt College
Instructor, Music
Directcor, Choir and Glee Club
Lestwood Gardens, Auburn

Harold D. Neikirk, Cand., Ph.D., University of Wisconsin
Instructor, German
15 Fairfield Street

James H. Nestor, M.A., Boston College
Professor, Mathematics
17 Curtis St., Auburn

Robert B. Norman, Cand. Ph.D., University of Louvain
Instructor, Philosophy

John D. O'Connell, M.B.A., Boston University, C.P.A.,
Commonwealth of Massachusetts
Assistant Professor, Accounting and Economics
614 Salisbury Street

Rev. Leo A. O'Connor, S.J., M.A., Boston College; S.T.L.,
Weston College
Professor, Theology
Healy Hall

Ph.D., Fordham University
Assistant Professor, Psychology
Chairman, Department of Psychology
Healy Hall

Cdr. Robert E. Orcutt, USN
Associate Professor, Naval Science
Executive Officer, NROTC Unit
R.F.D. #1, Sturbridge

Harold Osterberg, Ph.D., University of Wisconsin
Lecturer, Physics

James W. O'Toole, Cand. Ph.D., University of Notre Dame
Instructor, Mathematics

Joseph V. Owens, S.J., M.A., Boston College
Instructor, Philosophy
Wheeler Hall
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Institution</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Patruno, 4</td>
<td>Cand. Ph.D.</td>
<td>Rutgers</td>
<td>45 Chatham St., Apt. 12</td>
</tr>
<tr>
<td>Clyde V. Pax, 10</td>
<td>Ph.D.</td>
<td>University of Notre Dame</td>
<td>11 Chesterfield Road</td>
</tr>
<tr>
<td>Edward Peragallo, Ph.D.</td>
<td></td>
<td>Columbia University; C.P.A., State of New York</td>
<td>58 Elm Street</td>
</tr>
<tr>
<td>Peter Perkins, Ph.D.</td>
<td></td>
<td>University of California at Berkeley</td>
<td>5 Virginia Cir., Grafton</td>
</tr>
<tr>
<td>Sergio D. Petraroja, 1</td>
<td>Ph.D.</td>
<td>University of Ottawa</td>
<td>33 Copley Road</td>
</tr>
<tr>
<td>Frank Petrella, Jr., Ph.D.</td>
<td></td>
<td>University of Notre Dame</td>
<td>45 Greenwood Street</td>
</tr>
<tr>
<td>Maj. John Phillips, USMC</td>
<td></td>
<td></td>
<td>36 Westmoreland Drive</td>
</tr>
<tr>
<td>James F. Powers, Ph.D.</td>
<td></td>
<td>University of Virginia</td>
<td>30 Lenox Street</td>
</tr>
<tr>
<td>Raymond B. Proulx, 1</td>
<td>M.A.</td>
<td>St. Stephen's College</td>
<td>3 Circuit Avenue</td>
</tr>
<tr>
<td>Paul H. Quinlan, S.J., M.A.</td>
<td></td>
<td>Boston College</td>
<td>Loyola Hall</td>
</tr>
<tr>
<td>John P. Reardon, M.A.</td>
<td></td>
<td>Clark University, M.F.A., University of Guanajuato (Instituto Allende)</td>
<td>26 Briarcliff La., Holden</td>
</tr>
<tr>
<td>Rev. Maurice F. Reidy, S.J., S.T.L.</td>
<td></td>
<td>Weston College; Ph.D., Harvard University</td>
<td>Wheeler Hall</td>
</tr>
<tr>
<td>William E. Reiser, S.J., A.B.</td>
<td></td>
<td>Boston College</td>
<td>Lehy Hall</td>
</tr>
<tr>
<td>Robert W. Ricci, Ph.D.</td>
<td></td>
<td>University of New Hampshire</td>
<td>24 Venus Drive</td>
</tr>
<tr>
<td>Rev. Pierre Riches, 6</td>
<td>S.T.D.</td>
<td>Lateran University</td>
<td>15 McGill Street</td>
</tr>
<tr>
<td>Joel H. Roache III, Ph.D.</td>
<td></td>
<td>University of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Michael P. Roccasalvo, S.J., M.A.</td>
<td></td>
<td>Boston College</td>
<td>Loyola Hall</td>
</tr>
<tr>
<td>Paul S. Rosenkrantz, Ph.D.</td>
<td></td>
<td>Clark University</td>
<td>24 Winthrop La., Holden</td>
</tr>
<tr>
<td>William A. Rust, Jr., Cand. Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>14 Deerfield Rd., Shrewsbury</td>
</tr>
</tbody>
</table>
Rev. John J. Sampey, S.J., S.T.L., Weston College; Ph.D.,
Gregorian University
Professor, Classics

Rev. Francis B. Sarjeant, S.J., S.T.L., Weston College; Ph.D.,
Gregorian University
Professor, Philosophy

Râm Sarup, Ph.D., Johns Hopkins University
Associate Professor, Physics

Rev. Joseph S. Scannell, S.J., M.A., Boston College; S.T.L.,
Weston College
Assistant Professor, Fine Arts
Director, Division of Fine Arts

Warren Schiff, Ph.D., University of California at Berkeley
Associate Professor, History

Col. Howard J. Schwendler, USAF
Professor, Aerospace Studies
Commanding Officer, AFROTC Unit

Patrick Shanahan, Ph.D., University of Indiana
Associate Professor, Mathematics

Emmett A. Shea, M.A., Boston University, M.A., Harvard Univ.
Lecturer, History

Rev. Joseph J. Shea, S.J., M.A., Boston College; S.T.L.,
Gregorian University
Professor, Philosophy

Rev. Walter M. Shea, S.J., M.A., Boston College; S.T.L.,
Weston College
Instructor, Philosophy and Theology

Malcolm Sills, M.D., Middlesex Medical College
Lecturer, Psychology

Rev. Laurence R. Skelly, S.J., M.A., Boston College; S.T.L.,
Weston College
Instructor, English

Reginald J. Smith, M.Ed., Boston University
Associate Professor, Accounting and Business Law

Rev. Thomas J. Smith, S.J., M.A., Georgetown University
Professor, Physics

Boris Sorokin, Cand. Ph.D., University of Chicago
Instructor, Russian

Alexander T. Stecker, Cand. Ph.D., Brandeis University
Instructor, Theology

Hendrikus Struyker-Boudier, Cand. Ph.D., Nijmegen University
Instructor, Philosophy

Frederick R. Strobel, Cand. Ph.D., Clark University
Instructor, Economics

Leonard C. Sulski, Ph.D., University of Notre Dame
Assistant Professor, Mathematics
Lonnie Supnick, Ph.D., Clark University  
Assistant Professor, Psychology  
752 Pleasant Street

James J. Tansey,1 M.A., University of Toronto  
Associate Professor, Chemistry  
Main Street, Charlton

Frank R. Tangherlini,4 Ph.D., Stanford University  
Associate Professor, Physics  
1369 Main Street

Stephen E. Teichgraeben,4 Ph.D., Rice University  
Assistant Professor, English  
16 Town House Ct., Spencer

Melvin C. Tews,4 Ph.D., University of Washington  
Assistant Professor, Mathematics  
151 Delmont Avenue

Maj. Eugene F. Ticknor,4 USAF.  
Assistant Professor, Aerospace Studies  
23 Linda Avenue, Auburn

Sharon A. Tumulty,4 Cand. Ph.D., University of Delaware  
Instructor, English  
30 Boynton Street, Apt. 14

Andrew C. Twaddle,1 Cand. Ph.D., Brown University  
Instructor, Sociology  
801 Pleasant Street

Andrew P. Van Hook, Ph.D., New York University  
Professor, Chemistry  
360 Henshaw St., Leicester

Samuel Van Valkenburg, Ph.D., University of Zurich  
Visiting Professor, Political Geography  
80 Salisbury Street

Francisco Vallhonrat,4 LL.B., University of Havana  
Lecturer, Spanish  
174 Russell Street

George A. Vidulich, Ph.D., Brown University  
Assistant Professor, Chemistry  
34 Dean Street

Edward F. Wall, Jr., Ph.D., Columbia University  
Assistant Professor, History  
1011 Pleasant Street

Associate Professor, Theology  
Loyola Hall

Rev. Thomas J. Walsh, S.J.,11 M.A., Boston College  
Associate Professor, Theology  
Loyola Hall

John H. Wilson, Ph.D., Yale University  
Assistant Professor, English  
14 West St., Westboro

Rudolph L. Zlody, Ph.D., Fordham University  
Associate Professor, Psychology  
9 Roseland Road

William L. Zwiebel, Cand. Ph.D., University of Pennsylvania  
Instructor, German  
96 Susanne Dr., Whitinsville

Faculty Committees 1966-1967

EDUCATIONAL POLICY

NOMINATIONS & ELECTIONS
ACADEMIC STANDING

ADMISSIONS

BUDGET

FACULTY JUDICIAL BOARD

FACULTY FELLOWSHIPS, PUBLICATIONS & RESEARCH
Theodore L. Lowe, Chairman, Robert S. Crowe, William A. Green, Jr., Rev. Francis B. Sarjeant, S.J., Andrew P. VanHook.

FILM SERIES

FINANCIAL AID

GRADUATE STUDIES

JUNIOR YEAR ABROAD

LIBRARY
Edward F. Wall, Jr., Chairman, Rev. William V. E. Casey, S.J., Jacob Hentov, Werner Loewy, Rev. John J. Walsh, S.J.

PRE-MEDICAL & PRE-DENTAL

RANK AND TENURE
SPECIAL STUDIES
John B. Anderson, Director, B. Eugene McCarthy, Assistant Director, Edward
F. Callahan¹, Rev. Joseph M. Fallon, S.J., Gerard B. Lavery, Paul D. McMaster,
Frank Petrella, Jr., William E. Reiser, S.J., Secretary.

STUDENT ACTIVITIES
Rev. Francis O. Corcoran, S.J., Chairman, Rev. Paul Kiley, S.J.¹, Rev. Eugene
¹1966-67; ²1967-68

CODE KEY

¹1966-67
²1966-67 (Fall Term)
³1966-67 (Spring Term)
⁴1967-68
⁵1967-68 (Fall Term)
⁶1967-68 (Spring Term)
⁷On leave, 1966-67
⁸On leave, 1966-67 (Fall Term)
⁹On leave, 1966-67 (Spring Term)
¹⁰On leave, 1967-68
¹¹On leave, 1967-68 (Fall Term)
¹²On leave, 1967-68 (Spring Term)
¹³On leave, 1966-68
OBJECTIVES

The Ideal Graduate: Intellectually and Personally Mature

The ideal Holy Cross graduate should have the ability to analyze, synthesize, and evaluate evidence in the pursuit of truth; he must distinguish the various types of evidence associated with the different methodologies of the humanistic and scientific disciplines. He should have special competence in one of these disciplines in order to give depth to his learning in one area of investigation. When in possession of evidence, he should be able to communicate it effectively. He should understand and be able to evaluate his own culture (its literature, art, and philosophy) both in its historical development and in its present structure, and have some acquaintance with and appreciation of other cultures. Finally, his deep understanding of his own faith should give him a unified view of life, an awareness of his church's continuing redemptive action, and a clear perception of his own role as a member of that church.

Moreover, he should be morally decisive in confronting life, courageous and hopeful in exercising initiative, yet loyal to legitimate authority. This will demand a positive-minded patience that is neither passivity nor abandonment of ideals. In response to the demands of the Judaeo-Christian tradition which undergirds Western culture, a vocation further specified by the contemporary needs and potential of human society, he will be personally dedicated and generously committed to creative involvement and leadership in the intellectual, social, cultural, religious life of the world.

As a person he should be so open in love to God and men of every race and creed, that he may combine sympathetic action in a pluralistic world with personal dedication to his own beliefs. He should be endowed with liberality of mind, awareness of his divinely human dignity, freedom of spirit, and that balance of intellectual humility and independence which respects the traditions and accomplishments of the past but is open to new ideas and developments.

A Liberal Education . . .

The College of the Holy Cross is committed to the excellence of the liberal arts for forming the well-educated human person. Its faculty and students participate in an unhindered pursuit of truth, seeking evidence wherever it may be found, in nature, in reason, in revelation, and probing all the implications of truth, both speculative and practical.

The College offers a broadening curriculum in the liberal arts and sciences, wherein the student's powers of reasoned analysis and synthesis are sharpened by mathematics, the inductions of the natural sciences and the deductions of philosophy; his understanding of man is broadened by great literature; his creative imagination is aroused and his aesthetic awareness is intensified by the fine arts; his faculty of communication is refined by a study of languages. History contributes a sense of perspective; the social sciences, a consciousness of the factors shaping society; theology, the intellectual foundation for man's relationship with God.

Combining this general curriculum with that degree of specialization a student needs to enter upon the career of his choice, the College offers opportunities to major in Biology, Chemistry, Classics, Economics, Economics-Accounting, English, History, Mathematics, Modern Languages and Literatures (French, German, Italian, Russian, Spanish), Philosophy, Physics, Political Science, Psychology, and Sociology.
... in the Judaeo-Christian Tradition

Since the well-educated person is committed not merely to the pursuit of truth, but to the principles and challenges of human living, the College, in its long history, has always provided a rich spiritual atmosphere, in which both the secular pursuit of truth and the individual's religious commitment prosper and lend mutual support to the development of the educated person.

A continuing monument to the intellectual and spiritual labors of the Fathers of the Society of Jesus, who founded and guide the College, and of their personal dedication to the Christian faith, Holy Cross welcomes to full membership in its student body and faculty those of other faiths who share its devotion to the enterprise of a truly liberal education. While its history explains the amplitude of the spiritual programs available to Catholic students, the College stands ready to assist all members of the college community to enjoy and practice the fullness of their personal beliefs.

Religious opportunities available to Catholic students include a dynamic liturgical program, daily Masses at hours convenient for students, retreats in the style of St. Ignatius Loyola, service to the Church through the Sodality of Our Lady, and programs of action in the Lay Apostolate on and off Campus. The Jesuit Fathers of the faculty and administrative staff of the College, whether as individuals or as chaplains of the College or of the Residence Halls, offer the student many occasions for religious guidance and spiritual counsel and direction.

Responsibility

It is the constant purpose of the College to encourage the growth of personal and corporate responsibility consistent with the mature liberty of the educated man. Serious breaches of the code that demands respect for order, morality, personal honor and the rights of others will necessitate withdrawal from the College. The College reserves the right to dismiss a student at any time without any definite public charge. Detailed regulations and customs governing discipline are found in the Student Handbook.
HISTORY OF THE COLLEGE

In 1843 the Most Rev. Benedict Joseph Fenwick, Second Bishop of Boston, founded the College of the Holy Cross. He gave the College the name of his Cathedral with the motto and seal of the Boston Diocese. He entrusted the direction of the college to the Fathers of the Society of Jesus. Classes began on November 2, 1843, and in 1844 the first college building was erected to accommodate ninety students. However, with the exception of the east wing, this building was destroyed by fire on July 14, 1852. With the cooperation of the Bishop of Boston, Most Rev. John B. Fitzpatrick, the Fathers of the Society provided for the building of Fenwick Hall, and the college was reopened in October, 1853, with a newly-enrolled freshman class. The first graduation class of this new period was that of 1858. From 1849 to 1853 and from 1858 to 1865, degrees were conferred by Georgetown University. In 1865 the college received its charter from the state and conferred its own degrees.

In 1868 a west wing was added and the central building was raised one story and capped with two stately towers. In 1875 the east wing of the building was raised and extended. In 1893 O'Kane Hall, really a wing of Fenwick Hall, was built, and classes were held in the new addition in the following year. By 1904 the college enrollment had passed the five hundred mark. To take care of the increased enrollment, Alumni Hall was built under the direction of the President, Rev. Joseph F. Hanselman, S.J. With continued growth, a new dormitory, Beaver Hall, was opened in 1914, in the Presidency of Rev. Joseph N. Dinand, S.J. It was named after Rt. Rev. Thomas D. Beaven, '70, Bishop of Springfield, who had sponsored its construction.

By 1920 the student body had increased to almost eight hundred so that a new dormitory, Loyola Hall, was opened under the direction of Rev. James J. Carlin, S.J., in 1922. In 1924 St. Joseph's Memorial Chapel was dedicated. The Dinand Memorial Library was opened in 1927, under the Presidency of Rev. John M. Fox, S.J. Kimball Hall, the general student center, was erected in 1935, under the aegis of President Francis J. Dolan, S.J. Wheeler Hall was opened in January, 1940, in the Presidency of Rev. Joseph R. N. Maxwell, S.J., during whose term of office Loyola Hall was renamed Carlin Hall.

In 1941 a peacetime Naval ROTC Program was inaugurated, but it was soon converted into the V-1, V-5, V-7, V-12 wartime programs. In the wartime centennial year of 1943, the student body numbered 1,200. On June 26, 1946 the naval wartime programs were discontinued, and the college reverted to its peacetime status.

In 1947 under the Presidency of Rev. William J. Healy, S.J., an intramural gymnasium was added to the college buildings. In the following year, Station WCHC was dedicated. In 1951, a new Biology building was dedicated by the President, Rev. John A. O'Brien, S.J. On July 1, 1951, the Air Force Reserve Officers' Training Corps was established at the College, and training began in September. By 1954 the enrollment was over 1,800 so that two dormitories, Hanselman and Lehy, were constructed under the direction of Rev. John A. O'Brien, S.J. In 1959, in the era of Sputnik and the missile age, the renewed emphasis upon science was reflected with the dedication by President William A. Donaghy, S.J. of the Haberlin science building. This twelfth building was named in honor of the memory of Rt. Rev. Richard J. Haberlin, P.A., Class of 1906.
On June 16, 1960, Reverend Raymond J. Swords, S.J., became the twenty-fourth president of the College. Under his direction the most ambitious development program in the history of the College has been undertaken for several projects considered essential to Holy Cross. Three new residence halls were constructed on the upper campus level, and named for President James Clark, S.J., the Most Reverend James A. Healy, an alumnus who became the first Negro Catholic bishop in the Union, and the Reverend Thomas F. Mulledy, S.J., the College's first president. The most recent of these, Mulledy Hall, was opened in September 1966. Loyola Hall, completed in September 1965, houses the new Jesuit faculty residence and a student infirmary that is a licensed hospital. That same year, a new maintenance building was built. And in September 1967, the College opened the Henry M. Hogan Campus Center which contains complete facilities for student and faculty activities.

Plans for the future include a substantial expansion of Dinand Library and its facilities to support the new emphasis on faculty-student research and special studies programs; modernization of the interior of Fenwick Hall for administrative offices; the renovation of three student residences—Alumni, Beaven, and Carlin; a Mathematics Center; establishment of a full-blown Fine Arts Program, in its own building, for the benefit of both the student body and the cultural interests of Worcester; and, in the long-range program, a modern and adequate Field House.

To realize these goals, the College has begun a $20,400,000 fund raising campaign. This includes increased endowment funds to provide the needed income for keeping faculty salaries competitive and for making available additional scholarship aid for students.

In the intervening years from 1843 to the present, amid the changes which have come through noteworthy additions to the physical plant, the establishment of new organizations for students and alumni and administrative reorganizations, two strands of unity are clearly visible: the grand and noble purpose of education and the primacy of the spiritual.

Affiliations

The better to promote its educational ideals and to share in the fruits of the scholarship of other institutions of learning, the College of the Holy Cross holds institutional membership in the following organizations:


Holy Cross College is a member college of the Harvard University Graduate School of Education “The Twenty-nine College Co-operative Plan.”

**JESUIT EDUCATIONAL ASSOCIATION**

<table>
<thead>
<tr>
<th>Colleges and Universities</th>
<th>Spring Hill College, Spring Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Loyola University of Los Angeles</td>
</tr>
<tr>
<td>California</td>
<td>Santa Clara University, Santa Clara</td>
</tr>
<tr>
<td></td>
<td>University of San Francisco</td>
</tr>
<tr>
<td>Colorado</td>
<td>Regis College, Denver</td>
</tr>
<tr>
<td>State</td>
<td>University/College</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Fairfield University, Fairfield</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Georgetown University, Washington</td>
</tr>
<tr>
<td>Illinois</td>
<td>Loyola University, Chicago</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Loyola University, New Orleans</td>
</tr>
<tr>
<td>Maryland</td>
<td>Loyola College, Baltimore</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Boston College, Chestnut Hill</td>
</tr>
<tr>
<td></td>
<td>College of the Holy Cross, Worcester</td>
</tr>
<tr>
<td>Michigan</td>
<td>University of Detroit, Detroit</td>
</tr>
<tr>
<td>Missouri</td>
<td>Rockhurst College, Kansas City</td>
</tr>
<tr>
<td></td>
<td>St. Louis University, St. Louis</td>
</tr>
<tr>
<td>Nebraska</td>
<td>The Creighton University, Omaha</td>
</tr>
<tr>
<td>New Jersey</td>
<td>St. Peter's College, Jersey City</td>
</tr>
<tr>
<td>New York</td>
<td>Canisius College, Buffalo</td>
</tr>
<tr>
<td></td>
<td>Fordham University, New York City</td>
</tr>
<tr>
<td></td>
<td>Le Moyne College, Syracuse</td>
</tr>
<tr>
<td>Ohio</td>
<td>John Carroll University, Cleveland</td>
</tr>
<tr>
<td></td>
<td>Xavier University, Cincinnati</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>St. Joseph's College, Philadelphia</td>
</tr>
<tr>
<td></td>
<td>University of Scranton, Scranton</td>
</tr>
<tr>
<td>Washington</td>
<td>Gonzaga University, Spokane</td>
</tr>
<tr>
<td></td>
<td>Seattle University, Seattle</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Wheeling College, Wheeling</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Marquette University, Milwaukee</td>
</tr>
</tbody>
</table>

**Presidents of Holy Cross**

1843-1967

<table>
<thead>
<tr>
<th>Years</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1843-45</td>
<td>Rev. Thomas F. Mulledy, S.J.</td>
</tr>
<tr>
<td>1845-48</td>
<td>Rev. James Ryder, S.J.</td>
</tr>
<tr>
<td>1848-51</td>
<td>Rev. John Early, S.J.</td>
</tr>
<tr>
<td>1854-57</td>
<td>Rev. Peter J. Blenkinsop, S.J.</td>
</tr>
<tr>
<td>1861-67</td>
<td>Rev. James Clark, S.J.</td>
</tr>
<tr>
<td>1867-69, 1883-87</td>
<td>Rev. Robert W. Brady, S.J.</td>
</tr>
<tr>
<td>1878-83</td>
<td>Rev. Edward D. Boone, S.J.</td>
</tr>
<tr>
<td>1887-89</td>
<td>Rev. Samuel Cahill, S.J.</td>
</tr>
<tr>
<td>1889-93</td>
<td>Rev. Michael O'Kane, S.J.</td>
</tr>
<tr>
<td>1893-95</td>
<td>Rev. Edward A. McGurk, S.J.</td>
</tr>
<tr>
<td>1895-1901</td>
<td>Rev. John F. Lehy, S.J.</td>
</tr>
<tr>
<td>1901-06</td>
<td>Rev. Joseph F. Hanselman, S.J.</td>
</tr>
</tbody>
</table>
1906-11             Rev. Thomas E. Murphy, S.J.
1918-24             Rev. James J. Carlin, S.J.
1927-33             Rev. John M. Fox, S.J.
1933-39             Rev. Francis J. Dolan, S.J.
1945-48             Rev. William J. Healy, S.J.
1954-60             Rev. William A. Donaghy, S.J.
1960-               Rev. Raymond J. Swords, S.J.

CAMPUS BUILDINGS

ALUMNI HALL, given by former students, contains student residences on the upper floors, classrooms and faculty offices on the lower floors. It was opened in 1904.

THE ATHLETIC FIELDS AND INTRAMURAL GYMNASIUM contain the football gridiron, the baseball diamond, the quarter-mile track, tennis courts, basketball courts, and facilities for all other outdoor and indoor sports. The baseball diamond on Fitton Field is bounded on the east by the football gridiron which is surrounded on four sides by stadia seating nearly 23,000. Freshman Field and Alumni Field are suitable for practice and for the games of the intramural teams. On the plateau that crowns the hill south of the College buildings, as well as on the lower east level, are laid out diamonds and fields for intramural contests, in which the majority of undergraduates participate. The Intramural Gymnasium was constructed in 1947.

BEAVERN HALL is named in honor of the late Bishop Thomas D. Beaven of Springfield, ’70, who sponsored its construction. Opened in 1914, the building contains offices on the first floor and student residences on the upper floors.

BISHOP HEALY HALL was constructed during 1962. It is named for the late Most Rev. James A. Healy, Valedictorian of the College’s first graduating class of 1849, the first American bishop of Negro ancestry, and the second bishop of Portland, Maine. The building contains living accommodations for students and faculty members and has a student lounge on the first floor.

CAMPION HALL was opened in 1936 to provide living quarters for a limited number of students and converted in the summer of 1962 to a student service facility.

CARLIN HALL was opened under the direction of Rev. James J. Carlin, S.J., as Loyola Hall in 1922 and later was re-named for Father Carlin, who was President from 1918-24. Student residences occupy the upper floors and classrooms and faculty offices are located on the lower floors.

CLARK HALL was constructed in 1962 and is dedicated to the late Rev. James P. Clark, S.J., President of the College from 1861-67. It contains living accommodations for students and faculty members and has a student lounge on the first floor.

DINAND LIBRARY was opened in 1927 and bears the name of the late Rev. Joseph N. Dinand, S.J., President of the College from 1911-18 and again during the years 1924-27. It contains more than 240,000 volumes, the Louise Imogene Guiney and David I. Walsh collections.
FENWICK HALL is the oldest of the college buildings. It is named for the founder of Holy Cross, the late Most Rev. Benedict Joseph Fenwick, second Bishop of Boston, who founded the College in 1843. Fenwick Hall was opened in 1844, destroyed by fire in 1852. It was rebuilt in 1853, with additions in 1868 and 1875. It contains administrative and faculty offices, as well as studios for arts programs.


HANSELMAN HALL was constructed during 1954 and bears the name of the late Rev. Joseph F. Hanselman, S.J., President of the College from 1901-1906. It contains living accommodations for students and faculty members and has a student lounge on the first floor.

HENRY M. HOGAN CAMPUS CENTER, opened in September, 1967, offers a wide variety of services and facilities, providing a broad social, cultural, educational and recreational program for the entire college community. Named for Henry M. Hogan, '18, LL.D. '43, the Center is committed to continuing education and to complementing formal instruction with meaningful leisure-time activities.

KIMBALL HALL was constructed in 1935 and honors the name of Rev. Charles L. Kimball, S.J., former Classics professor at Holy Cross. It contains the student dining room and auditorium.

LEHY HALL was constructed during 1954. Dedicated to the late Rev. John F. Lehy, S.J., President of Holy Cross during the years 1895-1901. It contains living accommodations for students and faculty members and has a student lounge on the first floor.

LOYOLA HALL, the faculty residence and college infirmary, was opened in September, 1965 and named for the founder of the Society of Jesus, St. Ignatius Loyola.

MULLEDY HALL is the newest student residence, providing accommodations for nearly 400 students. Opened in 1966, and named in honor of the College's first President, Rev. Thomas F. Mulledy, S.J., this hall also contains lounges, meeting rooms, and areas for quiet study.

O'KANE HALL, built in 1893, stands at the summit of Linden Lane, the main entrance to the college. It honors the late Rev. Michael O'Kane, President of Holy Cross from 1889-93. On the main floor is the visitors' reception lounge and on upper floors are administrative and faculty offices, and the new Fenwick Theatre.

O'NEIL MEMORIAL HALL was opened in 1951 and is dedicated to the William F. O'Neil family, benefactors of the college. Located on the western side of Beaven Hall, it contains classrooms and facilities of the Biology department.

ST. JOSEPH'S MEMORIAL CHAPEL AND THE MARY CHAPEL are dedicated to the memory of the graduates of Holy Cross. Each of the two chapels contains a seating capacity of 900. The Memorial Chapel was constructed in 1924 and the Mary Chapel, which occupies the lower floor, was opened in 1955.

WHEELER HALL was opened in 1940 and honors the late Rev. John D. Wheeler, S.J., a former college administrator. It contains classrooms on the lower floor and student residences on the upper floors.
GENERAL INFORMATION

Admissions

Admission Procedure

All correspondence pertaining to admission to Holy Cross should be addressed to the Director of Admissions. No application for admission to the class entering in September will be accepted after February 1, except for compelling reasons.

All candidates must take the College Board Scholastic Aptitude Test and three Achievement Tests. These tests must be taken in December, January or March of the senior year in high school, preferably in December or January. All candidates must take the Achievement Test in English Composition during senior year of secondary school. Candidates who will continue at Holy Cross the modern foreign language studied in secondary school must take a Modern Language Achievement Test in that language. This test will be used for placement purposes. Candidates who will study Mathematics in their freshman year at Holy Cross as a required or elective course must take the Level II Mathematics Achievement Test. This test will be used for placement purposes. Therefore, the Level II Achievement Test taken in May of the senior year will be acceptable. Candidates whose freshman curriculum does not require the taking of either the Modern Language or Mathematics Level II Achievement Tests may substitute any two tests of their own choosing. The Writing Sample is not required and may not be substituted for one of the required Achievement Tests.

Applications will be accepted only from those students who have graduated from, or who are in the last year at, an approved secondary school, and who offer sufficient credits to satisfy the minimum requirements of sixteen entrance units in approved subjects. The Admissions Committee will give preferential consideration to those applicants whose secondary school records give evidence of superior scholastic achievement, and who merit from their school principal recommendation for college entrance. The results achieved in the College Board Tests will also be a factor in the decision of the committee. It is the responsibility of the candidate to arrange that all College Board scores be sent to the Office of Admissions directly from the College Entrance Examination Board. All acceptances are made with the presumed condition that all senior year courses and examinations will be successfully completed.

Quantitative Admission Requirements

All units submitted to satisfy entrance requirements must be recognized by the secondary school as credits towards graduation in a college preparatory course. Commercial, vocational or industrial subjects will not be accepted as entrance units. Candidates for admission must submit entrance units in the following subjects: Foreign Language, ancient or modern, 2 units; English, 4 units; Mathematics, 3-4 units; History, 1 unit; Science, 1 unit. A single unit of a Foreign Language is not acceptable.

Other units may be made up from additional units in the above subjects or in other high school subjects, excluding commercial or industrial arts courses. A unit at the secondary school level represents a year's study of one subject, normally
in a class meeting five times a week for 40 or 50 minute recitation periods, or the equivalent.

**Scholarship Candidates**

Holy Cross participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating Holy Cross as a recipient, by January 1. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. All scholarships are granted on a provisional four-year basis. To warrant renewal, recipients will be required to achieve a "B" average, to maintain a satisfactory disciplinary record and evidence similar financial need. Scholarships are awarded on the basis of academic excellence and demonstrated financial need. High scholastic achievement, promise of leadership, participation in significant extracurricular activities, character and personality constitute the factors on which scholarship awards are made. Candidates are required to take no examinations beyond the College Board Tests (as outlined above). Candidates who receive scholarships or gift aid from other sources are required to report the source and amount to the Director of Admissions. Adjustment of financial aid granted or to be granted by Holy Cross will then be necessary. For detailed information concerning financial aid opportunities at Holy Cross, please refer to the section of this bulletin entitled Financial Aid.

**Advanced Placement**

The College offers and encourages advanced placement for students suitably prepared. The College's policy presupposes that the candidate has pursued a strictly college-level course in the subject in which he seeks advanced placement and has attained in the Advanced Placement Test of the College Board program, a test score acceptable both to the Committee on Admissions and the Chairman of the particular department concerned. Normally the lowest Advanced Placement Examination grade acceptable for advanced placement or credit or both is a 3. However, in Biology a 4 is desired and in Latin V a 2 is given consideration.

**Early Decision**

Holy Cross offers an Early Decision Program which allows a superior student, who has taken all required College Board examinations in junior year, to submit an application prior to November 1 of his senior year. He must file with his application a statement that he has applied to no other college. The Admissions Committee will inform the candidate of its decision by December 1. If the Committee decision is negative, the candidate will be required to retake all College Board Examinations during his senior year and his application for admission will be given full consideration at the regular time.

**Early Admission**

Through its program of Early Admission, by which outstanding candidates enter college one year early, the College also welcomes the applications of superior high school juniors, recommended by their high school officials as having already attained a high degree of personal maturity and social adjustment. Such applica-
tions must be submitted prior to August 1. The required College Board Examina-
tions must have been taken during the junior year of high school.

Finances

College expenses vary with the individual, but at the present time, the minimum
at Holy Cross would be about $3,400 a year for boarding students, $2,270 for
off-campus students, and $2,250 a year for day students. These figures include
$1,700 for tuition; $1,130 for board and room, plus a $20 health service fee
where applicable; $120 for textbooks and supplies; and $430 for ordinary personal
expenses. There is an application fee of ten dollars which must be sent by check
or postal money order, along with the pre-application card, directly to the Office
of Admissions. The fee is non-refundable and is not applied to any college bill.
Upon receipt of formal notice of acceptance for admission to Holy Cross College,
all candidates are required to forward a non-refundable deposit of one hundred
($100) or two hundred dollars ($200) for students granted Early Decision or
substantial financial aid. This deposit is applied to the first semester bill.

Special Studies Program

The Special Studies Program at Holy Cross covers the four years and meets the
outstanding and promising student on his own level of ability and promise. By
means of advanced sectioning, seminars, tutorials and independent study, the
gifted student is challenged on the level of his interest and intellectual capability.
The goal of the program is the full development of the student toward intellectual
self-reliance, scholarly resourcefulness, and the fruitful exploration of his potential
as a scholar and an intellectual leader in his community.

There are two divisions of the Special Studies Program: FRESHMAN STUD-
IES, and the HONORS PROGRAM, which encompasses the sophomore, junior
and senior years. Although both programs are under the Committee on Special
Studies, the two are separate, and inclusion in the Freshman seminars and special
projects does not guarantee the student automatic admission to the Honors Pro-
gram. At the same time, participation in the Freshman Studies Program is not a
requisite for Honors candidacy.

Freshman Studies

The Freshman Studies Program for the promising student aims toward further
articulation of advanced high school work with study on the collegiate level. It
provides for advanced placement, special sectioning, freshman seminars, and
tutorial study. It is open to students whose background and ability warrant special
attention in the planning of their curriculum. The degree of advanced work pos-
sible for each student is determined by his special qualities and the requisite back-
ground demanded by the various academic disciplines.

Freshman Seminars

Seminars of no more than ten students each are offered by departments to those
students whose high school work has been on an advanced or honors level. These
seminars take the place of freshman courses in the area concerned. The student
may apply for any seminar which he feels qualified to undertake. Information on
the seminars available and the application procedure is sent to all accepted fresh-
men in July.
In 1967-68 the following seminars and special sections will be offered:

- Greek: Herodotus the Historian
- Economics: Principles of Economics
- English: Problems of Critical Analysis
- History: The Elements of Western Civilization: Roman Law
- Latin: Literary Criticism
- Theology: Archeology of Palestine and the Old Testament

The Honors Program

The Honors Program begins in Sophomore year and extends through the Senior year. Admission to the Program is initiated through application during the second semester of Freshman year. Each student's candidacy is evaluated in the light of his Freshman academic performance, faculty recommendations, individual interviews and national testing scores. Successful candidates are notified of their admission before the end of the second semester of Freshman year.

The Program, which supervises the entire academic program of the student in his last three years, attempts to stimulate each student to high standards of excellence not only in his major field of study but also in his whole undergraduate career. The Program is designed to provide opportunities for Honors work in all aspects of collegiate work.

An Honors student's most important work is done in his major field. Each department of the college attempts to provide some form of special work for its Honors students: seminars, tutorials, research programs, or independent study. In addition to work in his major field, each member of the Program is offered special opportunities in the core curriculum and in the area of electives. Intensive courses exclusively for Honors students are offered by the departments of Philosophy and Theology. These include semester courses in Metaphysics and Ethics in Philosophy and in New Testament Studies in the Theology Department. Each of these special seminar courses fulfills the collegiate requirements in these fields. Honors students may take an extra course free of charge, in some cases with a pass-fail grading system. With the approval of the Special Studies Committee and the concerned department, Honors students may take an advanced course without having the usual pre-requisites for it.

Students who fail to show distinction in their work are dropped from the Program.

The Fenwick Scholar Program

The Fenwick Scholar Program was begun in 1966. This Program is open only to Seniors in the Honors Program. As a Fenwick Scholar a student is free to design, with his advisor, the academic program which he believes will complete his undergraduate education in the most profitable way. Scholars are free to take courses or not, to do independent study, or to undertake a combination of courses and independent study. In choosing scholars, the Special Studies Committee seeks those students who will put this unusual opportunity to best use. Several Honors students are invited to apply for the Program in the second semester of their Junior year, and appointments are announced before the beginning of Senior year.

Admission of Transfer Students

Application for admission with advanced standing must be completed prior to June 1, for the fall semester, prior to December 1, for the spring semester. Since
Holy Cross can take a very limited number of transfer students each year, admission can be granted only to those who have completed with high grades (at least “B”) courses equivalent to the courses completed by the class to which they are making application.

In order to qualify for a degree from Holy Cross, at least one-half of a student's courses, including the two full semesters of senior year, must be completed at Holy Cross.

Transfer students are not eligible to apply for scholarship awards during their first year at Holy Cross.

Admission of Special Students

Occasionally applicants who fulfill all the requirements for admission may, with the approval of the Committee on Admissions, choose special courses without following a complete degree program.

Course of Studies

The College of the Holy Cross offers a curriculum leading to the Bachelor of Arts (A.B.) degree with majors in biology, chemistry, classics, economics, economics-accounting, English, history, mathematics, modern languages and literatures (French, German, Italian, Russian, Spanish), philosophy, physics, political science, psychology, and sociology.

Requisite for graduation will be the successful completion of forty semester courses, five in each semester. (A semester course is a course of one semester duration for which three or four credits are granted.) The curriculum is divided into three parts: the Core, the Major, and Free Electives.

The CORE curriculum includes the following requirements: Theology, four semester courses; philosophy, three semester courses; English, two semester courses; history, two semester courses; modern foreign language, two or four semester courses; and natural science, two semester courses.

A MAJOR consists of a maximum of fourteen semester courses, including any that may be required within the CORE. Some departments may require specific courses in allied fields.

FREE ELECTIVES may be chosen from allied or non-allied fields under the direction of the chairman of the department in which the student is to major.

Under this curriculum, most freshman programs contain four courses common to every first year student. A change of curriculum or major, therefore, if desired at the end of freshman year, will not be difficult.

Preparation for Medical or Dental School

For many years Holy Cross has maintained an excellent record in its successful preparation of students for entrance to medical and dental schools. In order to continue this record Holy Cross now offers what it believes is a most effective program for medical school preparation. A student may select any one of the 14 majors offered with the exception of Accounting and at the same time meet all requirements for admission to medical or dental school. If the applicant is offered admission as a student preparing for medical or dental school the College will see
to it that the proper science requirements are fulfilled as part of his regular course of studies. It is not necessary to select a science major. In fact, a student should select a major in which he is sincerely interested and for which he feels he is qualified. He should not select a major (e.g. Biology, Chemistry) because he feels that it is a requirement for entrance to medical or dental school. However, it is absolutely essential that any student seeking to qualify for medical or dental school have successfully completed a Chemistry course in secondary school.

Many medical and dental schools recommend that students have completed one year of college Mathematics. Such a course is REQUIRED for the following majors: Biology, Chemistry, Economics, Mathematics, Physics, Psychology. It is recommended to all Philosophy majors in Sophomore Year and may be elected by the Modern Language major in either Sophomore or Senior Year and by all other majors in Junior or Senior Year.

Preparation for Teaching in Secondary Schools

Students who wish to prepare to teach in secondary school may elect courses in Education; the program, in practice, lays the basis for certification as a secondary school teacher in Massachusetts.

Student Services

Health Service Programs

The Student Health Service Program and the Student Accident and Sickness Insurance are especially designed to provide broad medical coverage and to relieve parents of possible financial strain in meeting this type of unanticipated expense.

Student Health Service Program

The College's new infirmary will provide board, room, limited nursing care, daily physician's visits, medicines prescribed by our staff, bandages, dressings, etc., for all boarding and off-campus resident students. All boarding and off-campus resident students are required to enroll in the Health Service Program; the fee is $20.00 per year. Beginning with the third day of confinement, off-campus resident students will incur a nominal charge ($5.00 per day) for room and board.

Student Accident and Sickness Insurance

Expenses incurred as a result of any accident or sickness are reimbursed by The Hanover Insurance Company, New York under a liberal schedule. Reimbursement up to $2,750.00 is possible under the Accident Benefit Schedule while the Sickness Benefit Schedule compensates for hospital, surgical, nursing, physicians costs, etc. Charges for the Student Accident and Sickness Insurance ($20.00 per year) together with complete information about this service will be included with the first semester bill.

Dormitory Accommodations

The residence halls of Holy Cross have accommodations for 1,900 students. Each living room in the student dormitories is provided with the essential articles
of furniture, such as telephones, desks, chairs, locker, beds, mattresses, pillows. Students contract privately with a linen service company recommended by the college which will supply and launder two sheets, one pillow case, two bath towels and two hand towels each week of the school year.

**Dinand Library**

The library houses a collection of over 240,000 volumes and currently subscribes to over 1000 journals in all fields of endeavor. Audio-visual resources consist of newspapers, journals, and books on microfilm, microcard, and microfiche. The New York Times holdings run from 1851 to the present. The student is afforded ample study areas in the Main Reading Room, the Stack area, the Periodical and Browsing Rooms. Most activity is realized in the Main Reading Room where thousands of reference works which span the vast areas of human knowledge, rich in subject matter and extensive in bibliography, are immediately available.

The students are instructed in the use of the library and made familiar with both the instruments and methods of research. The Periodical room affords a pleasant study atmosphere amidst a multitude of periodicals and significant periodical indices. The Browsing Room offers an air of comfort and relaxation where the student may smoke while studying or, if he prefers, may indulge in recreational reading or make use of the 3 hi-fidelity record playing units at his disposal.

The library boasts of many special collections consisting of incunabula—books printed prior to 1500—early 16th and 17th century Jesuitana, Americana—books published in America prior to 1820—manuscript collections, Louise Imogen Guiney Memorial Collection, David I. Walsh Collection and many others.

**Counseling Services**

The offices of the Deans, the Registrar, the Director of Student Aid, the Director of Health, the Director of Placement, the College Chaplains, Resident Chaplains of Dormitories and the professional staff of the Counseling Center are available to the student for guidance and assistance.

The chairmen of the academic departments are the chief academic advisors for upper-classmen. Faculty advisors assist freshmen in academic matters.

Special faculty advisors are appointed to guide the student in preparing for professional careers and in applying for graduate fellowships.

College Chaplains are ready at all times to assist the student in the problems that assert themselves during college years. In each dormitory live several priests available for counseling.

**Counseling Center**

The Counseling Center offers the following programs:

**FRESHMAN TESTING PROGRAM.** All entering freshmen are required to participate in a testing program, the purpose of which is to determine each student's academic potential and to assess his proficiency in the learning skills which are considered important for success in studies.

**FACULTY ADVISORS.** During the first week of school each freshman is provided with a list of faculty advisors. The advisors are available to the students to an-
swer questions concerning courses of study, educational and vocational goals, and the like, and to help students with any problems which may arise during the freshman year.

**READING IMPROVEMENT AND STUDY SKILLS PROGRAM.** Since the college realizes that even students of high intellectual promise may not do well in their studies because of poor reading or study skills, the Counseling Center offers during each semester special courses in these areas. Through instruction and intensive practice in these courses, the student acquires effective study skills and the ability to read rapidly with a high degree of comprehension. A similar program is offered during July to interested students who have completed junior or senior year of high school.

**EDUCATIONAL AND VOCATIONAL GUIDANCE.** Staff members are available to help students to choose worthwhile and appropriate educational and vocational goals. The Counseling Center also maintains an extensive library of literature describing the educational opportunities and the vocational areas available to college graduates.

**PERSONAL COUNSELING.** Professionally qualified counselors are available to help students who may be having difficulty with their studies because of personal or emotional problems.

The Counseling Center is located in Alumni 64. Students interested in the services provided may make appointments Monday through Friday, 9 A.M. to 5 P.M.

**Alumni Placement Bureau**

The Alumni Placement Bureau was established as a service to all Holy Cross graduates. Undergraduates of all classes are also urged to utilize the facilities of the bureau.

A series of career guidance talks is held during the year in which alumni and other business and professional leaders speak informally of career opportunities.

Campus conferences with personnel officers of businesses and industrial firms, representatives of secondary schools and federal agencies are arranged by the bureau.

**Henry M. Hogan Campus Center**

The Henry M. Hogan Campus Center offers a wide variety of services, and houses numerous facilities, providing a broad social, cultural, educational and recreational program for the college community.

The Campus Center includes meeting rooms, lounges, bowling lanes, student organization and administrative offices, the college bookstore, a cafeteria and snackbar, private dining rooms, ballroom and party rooms, an information center, barber shop, duplicating center, and record and art print libraries. In addition, substantial day student facilities are provided to accommodate the needs of non-resident students.

The Campus Center Board of Directors represents all members of the college—students, faculty, and staff—and oversees the activity of the Campus Center, in coordination with the Campus Center staff.

In its program, the Campus Center is committed to continuing education and to complementing formal instruction with meaningful leisure time activities. Par-
Participation in and the development of mature appreciation for social, cultural, intellectual and recreational activities for the entire college community is the primary goal of the Campus Center.

Cultural Events

Each year the educational program of the college is enriched by fall and spring programs of lectures, theatrical productions, concerts, classic films series. Eminent artists, distinguished men of letters and science, political and social scientists are invited to the campus for formal and informal presentations. In addition to the campus program, the city of Worcester offers many cultural opportunities to the students at Holy Cross. Several fine museums are located in the city, including the famous Worcester Art Museum, the John W. Higgins Armory Museum and the Worcester Science Museums, as well as the Library of the American Antiquarian Society. The newly-constructed Worcester Public Library is also available to Holy Cross students. Old Sturbridge Village, a re-creation of a colonial village, is located nearby. The Annual Worcester Music Festival is a popular event for Holy Cross students.

Reserve Officers’ Training Program

All students are eligible to apply for the ROTC programs of the Air Force and Navy.

The Air Force program leads to a commission in the Air Force Reserve and prepares for specific duties in the Regular Air Force, the Air Force Reserve and the Air National Guard Units. The Naval ROTC program prepares qualified officers for the Navy and Marine Corps, the Naval Reserve and the Marine Corps Reserve.

Societies and Organizations

The oldest student organization on campus is the Sodality of Our Lady, which aims at fostering devotion to the Mother of God and at encouraging a manly piety among its members. Other religious organizations are the Confraternity of Christian Doctrine, which affords the student an opportunity to teach religion classes in local parishes, and the St. John Berchmans Sanctuary Society, from whose membership Mass servers at Holy Cross are drawn.

The Cross and Scroll Society has as its goal the promotion of student and faculty interest in the fine arts and cultural affairs. Each year it sponsors a series of lectures on subjects ranging from philosophy to politics, concerts ranging from folk music to Bach, and a wide variety of art exhibits.

The Saint Thomas More Pre-legal Society, the Biology Society, the Physics Club, the Mathematics Club, the Economics Club, the International Relations Club, the Cross and Crucible Chemistry Society, the Business Club, the Sociology Club, the History Academy and the John Colet Educational Society all provide an opportunity for extra-curricular investigation of those fields by students interested in them. Distinguished scholarship may be recognized by an invitation to membership in the following honorary organizations: Delta Epsilon Sigma (National Catholic Honor Society), Alpha Sigma Nu (National Jesuit Honor Society), Alpha Epsilon Delta (pre-medical), Eta Sigma Phi (classics), Phi Alpha Theta (history), Pi Mu Epsilon (mathematics), and Psi Chi (psychology).
The importance of athletics and sportsmanship in developing character has long been recognized by educational institutions. Holy Cross is no exception. The reputation of the "Holy Cross Crusaders" in football, baseball, basketball, cross country and track is familiar to all. In addition, intercollegiate competition is carried on in such sports as fencing, swimming, crew, lacrosse, wrestling, golf, tennis, rugby and hockey. Intramural softball, football, basketball, tennis, golf, track and bowling programs allow all to participate in the sport of their choice.

For students who are interested in the communication arts, Holy Cross maintains a weekly campus newspaper, The Crusader; a literary magazine, The Purple; the college yearbook, The Purple Patcher; and the campus radio station, WCHC.

Debaters will find the Benedict Joseph Fenwick Debating Society, with its varsity teams, awaiting them. Those interested in any phase of the drama will find ample opportunity to exercise their talents and to learn new ones as participants in the Fenwick Theatre Company. Musicians will be welcomed by the Glee Club, the Marching Band and the Crusaders' Dance Band.

Self-government is emphasized by the establishment of the Student Government with its three branches—Student Senate, Executive Office, and Judicial Board—and the provision for representative government in the residence halls through the establishment of Residence Hall Councils. Other campus organizations include the Purple Key, the Campus Center Board of Directors, the Class Councils, the 1843 Club, Christian Encounter, Emerald Shield, Knights of Columbus, Trident Society, Semper Fidelis Society, Arnold Air Society, the James Madison Society, Ski Club, Flying Club, Cheerleaders, Political Clubs, Limbo, Chess Club, Yacht Club and geographical clubs serving students from the same general home area.

Social life at Holy Cross, however, consists in more than merely belonging to clubs. There are formal dances, such as the Junior Prom, the Senior Ball and the Military Ball. There are informal dances, such as the 1843 Club's Mixers and the Homecoming Weekend dance. There are football weekends in the crisp October air, basketball games with the nation's leading teams, baseball games on Fitton Field in the warmth of May. There is the Spring interclass song fest on the library steps, and there are picnics, banquets, informal get-togethers, golf matches, and movies. There is the overall congeniality of living, working and praying with a great group of men. This adds up, in the long run, to what can be expressed in a few words—college life at Holy Cross.

College Organizations

STUDENT GOVERNMENT

The Student Government is composed of elected representatives and officers of the student body whose purpose is to act as the official representative of the student body; to receive and express student opinion; and to advance the best interests of the student body with the administration and faculty and with other educational institutions and associations.

Honor Societies

ALPHA EPSILON DELTA

The Massachusetts Alpha chapter of Alpha Epsilon Delta was established on May 16, 1965. The international premedical society, composed of superior stu-
dent, encourages excellence in pre-professional scholarship, stimulates pre-professional education in the study of the healing arts and promotes cooperation and contacts between professionals and pre-professional students and educators.

**ALPHA SIGMA NU**

Alpha Sigma Nu is a National Honor Society with chapters in Jesuit Colleges and Universities throughout the United States. It is a society organized to honor students who have distinguished themselves in Scholarship, Service and Loyalty to their College, to promote the interests of the College, to foster all praiseworthy student activities, to unite those alumni who most fully understand and appreciate the ideals of Jesuit Education and who seek to realize those ideals in themselves and others.

**DELTA EPSILON SIGMA**

Delta Epsilon Sigma, a national scholastic Honor Society for students and graduates of Catholic Colleges and Universities, was first organized in April 1939, and its constitution adopted in March, 1940. It is constituted to give recognition and encouragement to high scholarship among students of Catholic Colleges and Universities. Its purpose features academic excellence. Student membership is drawn from ten percent of the Senior Class with scholastic honor rating.

**ETA SIGMA PHI**

Eta Sigma Phi, the national honor society in the Classics, selects as members students who distinguish themselves in the study of the classical languages. Delta Lambda Chapter was established at Holy Cross in 1964.

**PHI ALPHA THETA**

Phi Alpha Theta, the national honor society in History, is a professional society, the objective of which is the promotion of the study of history by the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians. Kappa Omega Chapter was established on campus in the spring of 1966.

**PI MU EPSILON**

Pi Mu Epsilon, the national honor society in Mathematics, promotes scholarly activity in mathematics among students in academic institutions by electing members on an honorary basis according to their proficiency in mathematics and by engaging in activities designed to promote the mathematical and scholarly development of its members. Chapters are chartered only in institutions of university grade as indicated by the high quality of its faculty and academic standards in all liberal arts departments, particularly in mathematics. Massachusetts Beta Chapter was established on campus in the spring of 1967.

**PSI CHI**

Psi Chi, the national honor society in Psychology, was established on campus in the spring of 1965. As an affiliate of the American Psychological Association, it seeks to nurture a creative atmosphere in Psychology.

**Professional and Departmental Organizations**

**AQUINAS CIRCLE**

The Aquinas Circle is an organization of seniors interested in further study and discussion of philosophical problems and their correlation with modern thought in science and literature.
ARNOLD AIR SOCIETY
The Arnold Air Society is a professional honorary service organization of selected advanced AFROTC cadets to promote American citizenship in an air age; to advance the support of air power; to further the purpose, mission, tradition and concept of the U.S. Air Force for national security and to create a closer and more efficient relationship within the Air Force ROTC.

BIOLOGY SOCIETY
The Biology Society, composed of students majoring in biology, provides its members with the opportunity to study more intensively and critically some of the problems of that science.

BLAKELY LABOR ACADEMY
The Blakely Labor Academy, open to students majoring in Economics, was organized in 1935 to encourage the study of Catholic principles applicable to the labor problems in the United States.

CROSS AND CRUCIBLE CHEMISTS’ CLUB
This club is devoted to the advancement of chemistry and the development of social and professional relations among its members. The club was founded in 1927 and is open to all undergraduate students of chemistry. The club is a chapter of Student Affiliates of the American Chemical Society.

ECONOMICS CLUB
The Economics Club hopes to instill in its members both the willingness to confront the complexities of modern economic problems and the ability to pose and weigh alternatives to the questions of economic policy. At its meetings members present papers on topics of interest to the group.

HISTORY ACADEMY
The History Academy is open to all students interested in history. The meetings of the Academy provide an opportunity for student discussion of topics of interest to the members, for the presentation and discussion of student research papers, and for discussion of special topics with invited historians from the Holy Cross faculty and from neighboring institutions.

INTERNATIONAL RELATIONS CLUB
The club seeks to provide a campus forum for serious discussion of current international issues. The club meets regularly to hold panels and open discussions, to view films, and occasionally to hear guest speakers. All students are invited to attend and to contribute to the discussions.

JOHN COLET EDUCATION SOCIETY
The John Colet Education Society was established in 1959 to stimulate interest in secondary school and college teaching.

MATHEMATICS CLUB
The Mathematics Club, established in 1946, meets regularly to discuss topics in advanced undergraduate mathematics. The purpose of the club is to promote the study of pure and applied mathematics.

PHYSICS SOCIETY
The Physics Society, composed of students interested in physics, has for its purpose the development of deeper and wider interest in that subject. Speakers
from the faculty, student body and industry discuss aspects of pure physics and its applications.

**ST. THOMAS MORE SOCIETY**

The St. Thomas More Society is open to all who are interested in a future career in the law. Through lectures and discussions by lawyers, professors and deans of law schools, students gain both a theoretical and practical knowledge of the profession.

**SEMPER FIDELIS SOCIETY**

The Semper Fidelis Society is a national association dedicated to the stimulation and protection of the high traditions of the U.S. Marine Corps. It is composed of selected cadets enrolled in a program leading to a commission as an officer in the Marine Corps. The Alpha Gamma chapter at Holy Cross meets regularly with distinguished guest speakers and holds an annual field trip to a Marine installation.

**SOCIOL OGY CLUB**

The Sociology Club seeks to stimulate in its members a greater understanding of the sociological dimensions of modern society, its issues and problems.

**TRIDENT SOCIETY**

The purpose of the Trident Society is to instill a greater *esprit de corps* among the NROTC midshipmen in both the Navy and their own unit by engendering a spirit of camaraderie through social and informational activities. The society is a voluntary organization open to all midshipmen, which gives them social and professional opportunities not available through individual action.

**Student Publications and Communications**

**THE CRUSADER**

*The Crusader*, the newspaper of the College, has been published since 1924. Its purpose is twofold: to train interested students in the art of journalism; and to secure a firmer bond among undergraduates and alumni through reporting and commenting upon the important events on and beyond the Hill.

**THE PURPLE**

*The Purple* is a magazine published by the students of the College. Its aim is to cultivate a high literary taste among the students by exercising them in both critical and creative compositions.

**THE PURPLE PATCHER**

*The Purple Patcher*, published annually by the Senior Class, is a chronicle of the activities of the Class during its four years.

**WCHC**

The Campus Radio Station, WHCH, which began a formal broadcasting schedule on December 6, 1948, is operated entirely on an extracurricular basis by student members. It provides a talent outlet and radio experience for students in its various departments: station management, programming, production, announcing, radio, dramatics, sports, newswriting, music, commercial departments and other functions common to commercial radio stations.
Departmental Publications

THE BIOLOGY JOURNAL

*The Biology Journal* is published annually by the members of the Biology Society. It offers pre-medical, pre-dental and Biology students an opportunity to have superior papers published.

THE CROSS PRODUCT

*The Cross Product* is published twice a year by members of the Holy Cross Physics Society. It serves as a medium for the publication of student research in physics and as a forum for discussion of current topics in physics.

THE CROSS AND CRUCIBLE

*The Cross and Crucible* is normally published four times a year by the Department of Chemistry. It provides a medium of scientific expression for chemistry students; it records work of a progressive nature done in the department; it supplements the textbooks with timely articles of general interest to the student of chemistry; and it records the abstracts of departmental seminars and theses.

Religious Organizations

COLLEGE CHOIR

The College Choir was organized to assist at chapel services and to promote devotion by acquainting students with the treasury of Church music.

CONFRATERNITY OF CHRISTIAN DOCTRINE

The Confraternity of Christian Doctrine is a student teachers unit. The purpose of the Confraternity is "to bring Christ to youth and to bring youth to Christ." Holy Cross students conduct religious doctrine classes for grammar school boys and girls and for high school students.

KNIGHTS OF COLUMBUS

The Crusader Council, No. 2706, was founded in March, 1929. Since that date it has been quite active. At present there are 535 members, the greater number of whom have already graduated.

ST. JOHN BERCHMANS SANCTUARY SOCIETY

The St. John Berchmans Sanctuary Society has for its object the fostering of a special devotion in the assisting at the altar in all religious ceremonies.

SODALITY

As a means of engendering filial love and inculcating virtue in the students the Sodality of Our Lady was established in 1844 under the title of the Immaculate Conception and with the patronage of St. Aloysius Gonzaga. The Sodality has for its object the realization of the fullness of the Christ-life through Mary, by means of the solemn consecration of its members, and their active dedication to the "way of life" of their Christian Baptism.

VOLUNTEER TEACHERS PROGRAM

Originally named the Lay Missionary Program, the Volunteer Teachers Program serves as the vehicle for the recruitment and preparation of teachers for
depressed areas in the United States, and for Iraq and Jamaica. Service is for a period of from one to two years upon graduation with expenses paid. Interested students undergo a program of orientation, interviews, information and preparation during senior year in a series of weekly meetings.

Other Organizations

B.J.F. DEBATING SOCIETY

Organized in 1846 in honor of the founder of Holy Cross College, the Most Reverend Benedict Joseph Fenwick, S.J., this society in the one hundred and twenty-one years of its existence has a tradition of excellence in public speaking. It supports an extensive schedule of house, lecture, radio and intercollegiate debates.

CAMPUS CENTER BOARD OF DIRECTORS

The Board of Directors provides an activities program of a social, cultural, intellectual, and recreational nature for the benefit of all members of the College. Membership is limited to six students and one member of the faculty.

CHEERLEADERS

The Cheerleaders are selected to lead the College cheers and songs at athletic events and pre-game rallies.

CHESS CLUB

The Chess Club is responsible for the promotion of chess instructions, matches, and tournaments within the organization and with teams representing area schools and clubs.

CHRISTIAN ENCOUNTER

A lecture series which presents the student with the modern predicament. Noted intellectuals present their resolution of the confrontation of the timeless principles of Christianity and contemporary living.

CLASS COUNCILS

Four Class Councils are elected to represent the interest of each of the classes in social and cultural activities.

CROSS AND SCROLL SOCIETY

The Cross and Scroll Society, originally formed as the Hellenic Academy for the promotion of interest in classical studies, has through the years expanded its aims to include topics of literature, arts and general culture. Besides its group meetings the Society sponsors public lectures, concerts, and art exhibits.

CRUSADER DANCE BAND

The Crusader Dance Band performs at various school social functions and official events.

1843 CLUB

The 1843 Club is one of the larger organizations on the campus. Its purpose is to develop a strong bond of friendship between its members and the members of other colleges by means of social activities.
EMERALD SHIELD
A common interest in satire and the unusual provides the basis for the activities of the Emerald Shield.

FENWICK THEATRE COMPANY
The Fenwick Theatre Company is a company of actors and technicians from the College and actresses from the community. Guided by a faculty director and technical director, and playing in modern Fenwick Theatre on the campus, it offers the student body a chance to participate in and to see the finest dramatic works in the history of world theatre.

Fenwick Theatre also houses Theatre 481, a theatre workshop, where freshman apprentice programs are presented. All members of the company may experiment in acting, directing, lighting, and design.

FLYING CLUB
The Flying Club was established in 1966 to promote and facilitate the flying of private aircraft for sport and recreation.

GEOGRAPHICAL CLUBS
Membership in the various geographical clubs offers an opportunity for students from the same metropolitan areas to participate in social and service activities.

GLEE CLUB
Selected students, under the direction of the Vocal Music Director, present programs on campus and as representatives of the College in various community and alumni events.

INTRAMURALS
The Intramural athletics program is one of the most active programs on the campus. Organized leagues are maintained in such sports as football, basketball, softball, tennis, golf, track, wrestling, and bowling.

JAMES MADISON SOCIETY
The James Madison Society, founded to "educate for liberty and act for its preservation," offers a series of lectures and seminars on topical subjects.

LIMBO
Limbo, the campus coffeehouse, provides the setting for student-faculty dialogues, student and professional talent performances, experimental theatre, and good coffee. It is operated entirely by the students as a service for students and faculty.

MARCHING BAND
The members of the Marching Band are selected through auditions to perform at athletic events, sponsor Band Day, and offer occasional campus concerts.

POLITICAL CLUBS
A concern for partisan political activities at the local, state, and national levels sustains the activities of the Young Democrats and Young Republicans.
PURPLE KEY

It is the purpose of the Purple Key to foster loyalty and enthusiasm for the activities and goals of the College. Meaningful school spirit is encouraged by the membership of selected students.

RUGBY CLUB

The Rugby Club offers a program of instruction and competition in the international sport of rugby football. The Club has represented the College in intercollegiate competition and national tournaments.

SKI CLUB

Participation in intercollegiate competition is supplemented by a program of instruction and recreational skiing for members of the Ski Club.

YACHT CLUB

The Yacht Club provides instruction, recreational sailing, and competition for students and faculty.

Athletics

ATHLETIC ASSOCIATION

The object of the Athletic Association is to promote the athletic interests of the college, and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

INTRAMURAL ATHLETICS

This most flourishing co-curricular activity brings the advantages of healthy and competitive indoor and outdoor sports to very many undergraduates through a year-long program of games and tournaments.

ATHLETIC STAFF

Vincent G. Dougherty, Ph.B., LL.B. ....................... Director of Athletics
Joseph W. McDonough, B.S. ............................. Business Manager
Rev. Francis J. Hart, S.J., M.A. ......................... Director of Intramurals
Richard R. Lewis ........................................ Director of Sports Information
Thomas C. Boisture, A.B. ................................. Coach of Football
Milton Pielup, B.S. ........................................ Assistant Coach of Football
Carlin Lynch, B.S. .......................................... Assistant Coach of Football
Roger Donahoo, B.S., M.S. ............................... Assistant Coach of Football
Francis P. Donaher, A.B. ................................. Assistant Coach of Football
Robert Burns, B.S. ................................. Assistant Coach of Football
Dennis C. Golden, B.S. .................................... Assistant Coach of Football
John P. Donohue, M.A. .................................... Coach of Basketball
James Herrion, A.B. ................................. Assistant Coach of Basketball
Bartholomew F. Sullivan .................. Coach of Track (Emeritus)
Thomas F. Duffy, B.S. .................................. Coach of Track
Richard Donohue, B.S. ................................. Assistant Coach of Track
Robert T. Curran, B.S. ........................................ Coach of Baseball
Ralph Raymond, B.S. .................................... Assistant Coach of Baseball
Gerald R. Anderson, A.B. ................................. Coach of Golf
Walter H. Kane ............................................. Coach of Hockey
Robert Skinner, B.S. ..................................... Assistant Coach of Hockey
Hampton S. Perkins, A.B. ................................. Coach of Wrestling and Lacrosse
Nicholas Sharry, A.B. .................................. Coach of Tennis
Paul Parenteau ............................................. Coach of Swimming
John C. Scott ............................................... Trainer
Edward Lambton ......................................... Assistant Trainer
Walter M. Mulvihill, M.D. ............................... Physician
Francis H. Carr, M.D. .................................. Physician
Financial Information

College Expenses

GENERAL

Tuition

1966-67
  All Classes $1,400
1967-1968
  Class of 1968 only 1,600
  Class of 1969, 1970 and 1971 1,700

Board and Room

  All Classes 1,130

Student Health Service Program

  All Boarding and Off-Campus Students 20

Payment of Bills

Bills for one-half of each of these fees will be issued not later than two weeks prior to the opening of each semester, and are due and payable by the date indicated on each statement rendered. Payment is to be made by check or money order, payable to the College of the Holy Cross, and sent to the Treasurer, College of the Holy Cross, Worcester, Massachusetts 01610.

Installment Payments

No provision is made for installment payment, whether monthly, quarterly or otherwise, directly with the College. Parents who wish to make such arrangements should do so with a bank or other commercial firm that handles such financing.

Tuition Plan, Inc., 1 Park Avenue, New York, N.Y. 10016; Education Funds, Inc., 10 Dorrance Street, Providence, R.I. 02901 and Funds for Education, Inc., 319 Lincoln Street, Manchester, New Hampshire 03103 are three of the many firms which write contracts for installment payments.

Many states have a bank guarantee program for long-term, low-interest education loans. Certain religious, labor and service organizations, as well as some companies also have loan programs available to members or employees.

Parents should investigate and evaluate the different programs before committing themselves to a particular repayment schedule. Whenever required, the College will be happy to cooperate with parents in arranging for any loan program that will make it easier for parents to meet the College's own requirements that semester fees must be paid in advance of registration.
SPECIAL FEES

Application Fee

*A fee of $10 (non-refundable) must accompany all applications for admission to the College.

Acceptance Deposits

Candidates, usually notified of acceptance from January to April, are obliged to forward a non-refundable reservation deposit of $100. For students accepted under the Early Decision Plan and for all Financial Aid Awardees the required deposit fee will be $200. This fee will be required within two weeks of the date of the candidate's notification of acceptance and/or Financial Aid Award and will not, under any circumstances, be refunded. The amount deposited will be credited toward payment of the first semester bill.

Audit: (per semester hour) ............................................................... $45 $55
Clerical Charge: (Late payment of semester fees) ....................... 10 10
Curriculum Change: ................................................................. 10 10
Examination, Absentee: ($5 per exam, but not to exceed a total of $15) ......................................................... 5 5
Examination, Conditional: (Freshmen, first semester only) .... 5 5
Extra Course Fee: (per semester hour) ....................................... 45 55
Graduation Fee: (2nd semester, Senior year) ......................... 15 15
Late Registration Fee: ........................................................... 10 10
Program Schedule Change: (includes Section Change, Course Change, Add a Course, Withdrawal from Course) ........... 5 5
Reading Clinic Fee: ................................................................. 30 30
Transcript: .................................................................................. 1 1

TELEPHONES

General Use

The College provides a telephone in each student room. No fee is charged and the telephone may be used both for intra-campus calls and, on an unlimited no-fee basis, for off-campus calls to the areas listed in the Worcester Directory. Toll calls are billed directly to the student at cost.

Toll Calls

Toll calls are the personal responsibility of the student(s). Toll calls made from a student telephone and reverse-charge calls received, will be automatically billed
by the Telephone Company to the student telephone involved. Such charges must be paid to the Telephone Company either at the sub-office in the Treasurer's Office or at any other Bell Telephone Office.

Non-payment of Bills

The College assumes no responsibility for supervising collection of telephone bills. The Telephone Company has informed the College that if such bills are not paid by the next billing date after the charge is made, service will be discontinued. If payment is not made within one week after discontinuance of service, the Company will remove the instrument. Re-installation will not be permitted until all charges are paid and a re-installation fee collected in advance.

Financial Aid

Scholarships

More than a hundred scholarships are awarded annually to entering Freshmen with stipends ranging from $100.00 to as much as full tuition depending upon the student's financial need. Included in our scholarships awards are a General Motors Scholarship and five College of the Holy Cross Merit Scholarships. Each applicant is considered for all awards for which he may be eligible, including those scholarships restricted by geographical location, parish, and so forth. Holy Cross participates in the College Scholarship Service and all applicants for scholarship aid must file a copy of the Parents' Confidential Statement which is used as a guide in determining the amount of each stipend. However, students applying for an honorary scholarship in recognition of scholastic excellence and where financial need is not a factor are not required to file the Parents' Confidential Statement.

National Defense Student Loan Program

The College administers the National Defense Student Loan Program in accordance with the National Defense Education Act of 1958 (Public Law 85-864, as amended) and such regulations and instructions as may be issued by the United States Commission of Education. The Parents' Confidential Statement is required of all loan applicants.

Campus Employment

Openings for campus employment occur each year and are part of the financial aid program. Students may earn an average of $250.00 per year and this money is paid directly to the student and is tax exempt. Students seeking campus employment must file the Parents' Confidential Statement.

Work-Study Program

Any student who is in need of earnings from part-time employment in order to pursue a course of studies is eligible. Preference for employment will be given to students from low-income families, as determined by a formula which considers both the level of income and size of family. If employment is available and funds
have been appropriated, a student accepted for this program may work a maximum of forty hours a week during the summer and vacation periods, and fifteen hours a week while school is in session. Earnings may be credited toward payment of tuition and other fees at the option of the student. The Parents' Confidential Statement is required of all applicants for the Work-Study Program.

**Educational Opportunity Grants**

Students who show evidence of academic or creative promise and capability of maintaining good standing in their courses will be considered for grants under the Higher Education Act of 1965. The student must be in exceptional financial need, and must show that he would not, except for an Educational Opportunity Grant, be financially able to pursue a course of study at the College. The Parents' Confidential Statement is required of all applicants for an Educational Opportunity Grant.

**Guaranteed Loan Program**

Under the terms of Title IV of the Higher Education Act of 1965, students may borrow funds for college expenses from banks, savings and loan associations, insurance companies and credit unions without the necessity of the usual collateral requirements. However, it is recommended that the student borrower apply at a home town bank, preferably the one where he and his parents do their banking. The amounts loaned to a student borrower may vary from State to State. The rate of interest is 6%. If the student borrower's adjusted family income is under $15,000 a year, the Federal Government will pay the bank interest on the loan up to 6% while the student is in college and 3% during the repayment period. Principal repayment may be deferred while the student continues his studies, serves in the Peace Corps or in the armed services.

**U.S.A. Funds, Inc.**

This lending program operates in much the same way as the Guaranteed Loan Program except that the College itself guarantees the loans. Undergraduates may borrow up to $1000 per year through a local bank. Interest is usually 6% per annum and repayment begins the first day of the tenth month after the student graduates or leaves school.

**Applications for Loans**

Information and application procedures will be provided to the student when he is notified of the disposition of his Financial Aid application.

**Scholarships**

**General**

There are a limited number of tuition or other partial awards that are made from the college funds.

**Presidential Scholarships**

These scholarships were instituted in 1961 in recognition of those Jesuit Education Association high schools which regularly send to Holy Cross College excel-
ently prepared students. One Presidential Scholarship will be awarded annually to a senior from each of these Jesuit high schools. The winner will be named by the College from three finalists designated by the administrators of each high school as outstanding for academic achievement, character, personality, and leadership. The high schools announce this competition annually. The scholarship stipend will vary from $100.00 (where there is no financial need) to a maximum of full-tuition. Holy Cross will meet additional need through loans and/or campus employment. Scholarships will be renewed each year according to need, provided that the recipient achieves a "B" average and maintains a satisfactory disciplinary record.

Endowed Scholarships

THE GOVERNOR AMES SCHOLARSHIP

Established in 1887 by Governor Oliver Ames. (Income on $1,000.00)

ANONYMOUS

Established in December, 1965, by an anonymous donor. Income to be used for scholarships to be awarded at the discretion of the President of the College. Preference to students of any creed from the Diocese of Springfield, Massachusetts. (Income on $69,000.00)

THE EUGENE A. BICKFORD SCHOLARSHIP

Established in October, 1932, from the estate of Mrs. Mary A. Magenis of Brookline, Mass., in memory of her brother, the late Eugene A. Bickford, '96. The annual income to provide for the education of a deserving student under such conditions and regulations as imposed by the Faculty of the College. (Income on $5,000.00)

THE REV. CHARLES E. BURKE SCHOLARSHIP

Established in 1895. Appointment to be made from residents of St. Francis Parish, North Adams, Mass. (Income on $3,000.00)

THE JAMES M. BURKE SCHOLARSHIP

Established on April 1, 1950, from the Estate of William H. Burke. The beneficiary is to be selected by the Trustees of the College. (Income on $11,662.69)

THE DR. AND MRS. HARRY P. CAHILL SCHOLARSHIP

Established in June 1963, from a Trust Fund established by Dr. Harry P. Cahill and the Estate of his wife, Anne R. Cahill. Income to be used to aid students who lack sufficient financial means for their education. Selection is to be made by college authorities. (Income on $55,542.48)

THE ROBERT J. CAIRNS MEMORIAL FUND

Established on September 24, 1953, by bequest from the estate of Alfred F. Finneran, for scholarship aid to worthy students. (Income on $5,000.00)

THE THOMAS CALLAGHAN SCHOLARSHIP

Established in 1914 by the late Thomas Callaghan of Leicester, Mass., limited to residents of Worcester County, "preference to be given to those preparing for the priesthood." (Income on $2,000.00)
THE HONORABLE JAMES BERNARD CARROLL SCHOLARSHIP
Established in 1939 by Mrs. James Bernard Carroll as a memorial of her husband, the late Justice James Bernard Carroll of the class of 1878. Restricted to graduates of St. Michael's Cathedral High School, Springfield, Massachusetts. Selection to be made by the Very Reverend Rector of Holy Cross College and the Reverend Rector of St. Michael's Cathedral, Springfield, on candidate’s character, scholarship and extracurricular achievements.

THE FRANK D. COMERFORD MEMORIAL FUND
Established by Archibald R. Graustein in 1959. (Income on $16,500.00).

CLASS OF 1963
Pledges of members of The Class of 1963 to Development Fund to be used to establish a scholarship. Payments to June 30, 1967, $18,022.80.

CLASS OF 1964 SCHOLARSHIP
Pledges of members of the Class of 1964 to Development Fund used to establish a scholarship. Payments to June 30, 1967, $12,859.32.

THE CONNECTICUT VALLEY ALUMNI SCHOLARSHIP
Established in 1912 by the Alumni of Connecticut Valley. (Income on $1,725.00)

THE MAURICE CONNOR MEMORIAL SCHOLARSHIP
Established in 1929 by Mr. John T. Connor in memory of his brother, Maurice. The intention of the donor is to provide, for one boy, board, room, tuition and fee charges, as far as the income will provide them. The single beneficiary is to be chosen by the Pastor of St. Mary's Church, Westfield, Mass. (Income on $15,000.00)

THE MONSIGNOR GEORGE S. L. CONNOR SCHOLARSHIP
Established on October 18, 1955, by gift of the late Msgr. George S. L. Connor, '07. Selection to be made by the President of the College who shall give first preference to a worthy applicant who is a member of Holy Name Parish in Springfield, Massachusetts. If no such eligible candidate applies, then such a candidate who graduates from Cathedral High School shall be considered; if none such, then any applicant from the Springfield high schools. Candidates must pass scholarship test as set up and be of good personality with evidence of leadership qualities.

THE THOMAS COSTELLO AND ANN COSTELLO SCHOLARSHIP
Established on December 9, 1947, by bequest of Susan A. Costello in memory of her parents, and by a bequest from the estate of Fanny Goodwin Hobbs. Income to be used to aid a student who lacks sufficient financial means for his education and who has expressed the intention of entering the priesthood. (Income on $10,000)

THE CROWLEY FAMILY MEMORIAL SCHOLARSHIP I.
Established on July 2, 1947, by bequest of Miss Bridget T. Crowley of Springfield, Mass. Beneficiary to be selected by competitive examination and is open to students of the parochial and public high schools of Springfield, Mass., who are morally, mentally and physically worthy and competent and who show promise of ability, but who have such limited financial means that, if not aided by a scholarship, they would be unable to attend college. (Income on $13,033.00)
THE CROWLEY FAMILY MEMORIAL SCHOLARSHIP II.
Established in 1947 by bequest of Miss Bridget T. Crowley of Springfield, Mass. Conditions same as the Crowley Family Memorial Scholarship I. (Income on $14,642.14)

THE CROWLEY FAMILY MEMORIAL SCHOLARSHIP III.
Established in 1947 by bequest of Miss Bridget T. Crowley of Springfield, Mass. Conditions same as the Crowley Family Memorial Scholarship I. (Income on $14,122.99)

THE CRUSADER COUNCIL KNIGHTS OF COLUMBUS SCHOLARSHIP
Established in June, 1963 by a gift of $5,000.00 toward the establishment of a $15,000.00 scholarship in honor of Rev. Joseph F. Busam, S.J., and in gratitude for his many years of service as Chaplain of the Crusader Council. Income to be used with preference to be given to pre-medical or pre-dental students. (Income on $15,000.00)

THE RIGHT REV. MONSIGNOR DANIEL F. CURTIN SCHOLARSHIP
Established in 1921 by the Rt. Rev. Monsignor Daniel F. Curtin, Glenn Falls, N.Y., to be appointed by the pastor of St. Mary's Church, Glens Falls, N. Y. (Income on $10,000.00)

DR. AND MRS. CARL J. DE PRIZIO SCHOLARSHIP
Established on October 30, 1959, by gift of 300 shares of Boston Fund, Inc. Income to be used for award to deserving student in the sciences.

THE DANIEL T. DEVINE SCHOLARSHIP
Established in October, 1945, from the estate of Mary F. Devine in memory of her brother, Rev. Daniel T. Devine. To be awarded as a result of competitive examination to the member of the graduating class of St. Mary's Parochial School, Milford, Mass., who has attended said high school for four years and who has been a member of St. Mary's Parish throughout his high school course. (Income on $15,000.00)

THE JAMES F. DONNELLY, '99 SCHOLARSHIP
Established on May 11, 1956 by gift from Sylvan Oestreicher Foundation. (Income on $15,000.00)

THE EASTMAN KODAK COMPANY SCHOLARSHIP
Established on September 16, 1960. (Income on $7,200.00)

THE THEODORE T. AND MARY G. ELLIS SCHOLARSHIP FUND
Established in 1941 by the estate and through the generosity of the late Theodore T. and Mary G. Ellis. From the income of this fund, several scholarship awards of full or partial tuition are annually granted to residents of the City of Worcester. (Income on $283,834.49)

THE REV. PATRICK J. FINNEGAN, P. R. SCHOLARSHIP
Established on November 28, 1955, by bequest from the estate of Rev. Patrick J. Finnegan. Income to be used to assist needy boys from Portsmouth, N. H. (Income on $5,032.60)
GENERAL MOTORS COLLEGE PLAN SCHOLARSHIP
A four year scholarship offered annually by General Motors Corporation. The amount of the award varies with the financial need of the recipient as determined by the General Motors Scholarship Committee.

THE "IN MEMORY OF DAVID GOGGIN" SCHOLARSHIP
Established in 1925 by Mrs. Catherine M. Goggin, in memory of David Goggin. Preference to be given a relative. (Income on $1,000.00)

THE THOMAS F. GROGAN SCHOLARSHIP
A memorial of the deceased father of Dr. Richard H. Grogan, '35, and his brother, Fr. Thomas Grogan, S.J., (Income on $4,100.00)

THE MONSIGNOR GRIFFIN SCHOLARSHIP
Established in 1895, limited to residents of St. John's Parish, Worcester, Mass. (Income on $1,000.00)

THE MARY AGNES HABERLIN FOUNDATION
For worthy students chosen by the President or Faculty of the College. (Income on $249,111.14)

THE JOSEPH T. HACKETT MEMORIAL SCHOLARSHIP
Established by a bequest from the estate of Malachi C. Hackett. Income to be awarded to worthy and needy students with preference given to residents of Meriden, Conn. (Income on $50,000.00)

THE JOHN H. HALLORAN SCHOLARSHIP I.
Established in 1909 by Mr. John H. Halloran of New York, as a memorial of his brother, the late William J. Halloran, of Worcester, competition open to the country. (Income on $12,000.00)

THE JOHN H. HALLORAN SCHOLARSHIP II.
Established in 1921 by Mr. John H. Halloran of New York, as a memorial of his brother, the late William J. Halloran, of Worcester. Selection to be made from the students of the public and parochial schools of Northampton, Mass., by means of competitive examinations. (Income on $12,000.00)

THE REV. THOMAS STEPHEN HANRAHAN SCHOLARSHIP
Established in January, 1963 by a bequest from the Estate of Margaret Ellen Kearney as a memorial to the Rev. Thomas Stephen Hanrahan. Income to be used to aid a worthy student. (Income on $5,000.00)

THE REV. JEREMIAH J. HEALY SCHOLARSHIP I.
Established in 1912 by the Rev. Jeremiah J. Healy, of Gloucester, Mass., for a candidate for the priesthood worthy of financial aid. (Income on $1,500.00)

THE REV. JEREMIAH J. HEALY SCHOLARSHIP II.
Same as the "Rev. Jeremiah J. Healy Scholarship I." (Income on $1,500.00)

THE RICHARD HEALY SCHOLARSHIP
Established in 1908 by Mr. Richard Healy of Worcester, open to competition for residents of Worcester County regardless of creed. (Income on $8,000.00)
THE MR. AND MRS. RICHARD HEALY SCHOLARSHIP
Established in 1916 by Mr. and Mrs. Richard Healy of Worcester, for benefit of a direct relative of donors. (Income on $43,872.84)

THE REV. FREDERICK W. HEANEY, S.J., SCHOLARSHIP
Established in 1920 by Miss Lillian Heaney, in memory of her deceased brother, the Rev. Frederick W. Heaney, S.J. (Income on $2,500.00)

THE FRANCES AND JACOB HIATT SCHOLARSHIP
Established for deserving students, with preference to those from Worcester County; selection to be made by the President of the College.

THE JOHN W. HODGE SCHOLARSHIP
Established in 1946 by a bequest from the late John W. Hodge to aid some worthy Catholic boy from Cambridge, Mass., the terms and conditions of which are to be fixed and regulated by the college. (Income on $4,466.20)

THE HENRY HOGAN SCHOLARSHIP
Established by gifts of Mr. Henry M. Hogan '18. Income to be awarded to worthy students selected by the President or Faculty of the College. (Income on $197,800.00)

THE JOHN T. HOLLAND ’17, MEMORIAL SCHOLARSHIP
Established on January 2, 1954, by gift from Matthew M. Berman. To be used for worthy students selected by the President of the College. (Income on $8,500.00)

THE HOLY CROSS SCHOLARSHIPS
These are a limited number of tuition or other partial awards that are made from the college funds, at the times and to the amounts that the financial position of the college permits.

KATHERINE H. HOY SCHOLARSHIP
Established on December 14, 1959 by bequest of $5,000.00 from the Estate of James M. Hoy, '05. Income to be used to assist a student with preference given to a needy and deserving boy of St. Stephen's Catholic Parish of Worcester.

THE JOHN COLLINS HURLEY SCHOLARSHIP
Established on April 28, 1953 by bequest from the estate of Margaret M. Hurley. Income to be used for education of worthy graduate of Durfee High School, Fall River, Mass. (Income on $5,026.67)

THE WARREN JOSEPH HURLEY SCHOLARSHIP
Established in 1929 by Mrs. Jeremiah J. Hurley in memory of Warren Joseph Hurley, '29, for the benefit of one or more worthy students aspiring to the priesthood. Selection to be made by the President of the College. (Income on $5,000.00)

THE "IN MEMORIAM" SCHOLARSHIP
Established in 1915 by an alumnus of the college for a deserving student. (Income on $8,000.00)

THE REV. CHARLES L. KIMBALL, S.J. SCHOLARSHIP
Established in June, 1961 by a bequest from the Estate of Rev. Arthur B.
Kimball. Income to be used to aid a worthy student selected by the Faculty. (Income on $6,551.40)

THE OTTO SEIDENBURG KING SCHOLARSHIP
Established in October, 1954, by gifts from Atty. John King, '25. Income to be used for a deserving student from a Jesuit high school in the New York City area selected by the President of the College. (Income on $12,325.00)

THE REV. MICHAEL H. KITTREDGE SCHOLARSHIP
Established in 1917 by Rev. Michael H. Kittridge, '75. (Income on $5,000.00)

THE MASSACHUSETTS STATE COUNCIL OF KNIGHTS OF COLUMBUS SCHOLARSHIP FUND
Established in 1937 by the Massachusetts State Council Knights of Columbus; open to members and sons of members of the Knights of Columbus residing and having their membership in the Order in Massachusetts. Award to be made by competitive scholastic examinations under the administration of the College of the Holy Cross.

THE PATRICK W. LALLY MEMORIAL SCHOLARSHIP
Established in March, 1954, from the estate of James Lally to be awarded to a worthy graduate of St. Mary's High School, Milford, Mass., who will be selected by the President of the College of the Holy Cross. (Income on $5,221.60)

THE MICHAEL J. LAWLOR SCHOLARSHIP
Established in February, 1949, by bequest from the late Retta M. Lawlor. Income to be used to aid a bright and needy student, resident of Waterbury, Conn., who in the opinion of college authorities, shall be deserving of financial assistance. (Income on $5,000.00)

WILLIAM E. LEAHY, '07 MEMORIAL SCHOLARSHIP FUND
Established on May 8, 1959 by The Holy Cross Alumni Club, Washington, D.C.

W. H. LEE MILK COMPANY ENDOWMENT FUND
Established on September 4, 1959 with a gift of 50 shares of Eastman Kodak with the provision that the income from these shares be added to the principal until September 1, 1973. After September 1, 1973, the income to be used for scholarship aid in accordance with specifications as set down in the agreements.

THE JOHN J. LEONARD SCHOLARSHIP OF THE M.C.O.F.
Founded in 1926 and restricted to members, or sons of members, of the M.C.O.F., selection to be made by competitive examinations. (Income on $6,000.00)

THE REV. JOHN G. MAHONEY, S.J., A FORMER PROFESSOR AT THE COLLEGE, AND JAMES E. MAHONEY, '10, MEMORIAL SCHOLARSHIP
Established in 1946 by Mrs. Edward C. Donnelly in memory of her brothers; to be awarded to a deserving student studying for the degree of Bachelor of Arts in the Classical course who is to be selected by the President of this College. (Income on $20,000.00)
THE HENRY VINCENT McCABE SCHOLARSHIP
   Established in 1916 by the late Mary McCabe of Providence, R.I., for a desiring student. (Income on $5,000.00)

THE REV. DENIS F. McCAFFREY SCHOLARSHIP
   Established on September 29, 1953, by bequest from the estate of Rose A. McCaffrey. (Income on $700.00)

THE EUGENE AND MARGARET MCCARTHY SCHOLARSHIP
   Established in July 1962 by a bequest from the Estate of Margaret McCarthy. Income to be used to aid a worthy student with preference to be given to a resident of Springfield, Mass. (Income on $24,702.63)

THE PETER McCORD SCHOLARSHIP
   Established by Mary Lambert McCord for a deserving student.

THE REVEREND JOHN F. McDONNELL SCHOLARSHIP FUND
   Established in June, 1967, in memory of Reverend John F. McDonnell, ’00. Income to be used for the education of deserving and needy students. Selection to be made by President of the College. (Income on $10,000.00 available for the academic year 1968-69)

THE REV. DAVID F. McGrath Scholarship I.
   Established in 1907 by the Rev. David F. McGrath, ’70, beneficiary to be selected by competitive examinations. Restricted to graduates of St. Mary’s Parish School, Milford, Mass., if there be more than one eligible candidate. If but one such, graduates of Milford Public High School may be admitted to competition; if but one candidate from both schools, any one otherwise eligible in the State to be admitted to competition. (Income on $6,000.00)

THE REV. DAVID F. McGrath Scholarship II.
   Established in 1920 by the Rev. David F. McGrath, ’70; conditions same as the “Rev. David F. McGrath Scholarship I.” (Income on $6,000.00)

THE REV. DAVID F. McGrath Scholarship III.
   Established in 1920 by the Rev. David F. McGrath, ’70; conditions same as the “Rev. David F. McGrath Scholarship I.” (Income on $8,000.00)

THE DR. FREDERICK J. McKECHNIE SCHOLARSHIP
   Established in December, 1962, by a bequest from the Estate of Mary I. Dunn. (Income on $6,223.76)

THE MONSIGNOR JOHN W. McMAHON SCHOLARSHIP
   Established in 1938 under provisions of the will of Rt. Rev. Msgr. John W. McMahon, ’67, to give scholarship aid to a Holy Cross student to be designated by the Reverend Pastor of St. Mary’s parish, Charlestown, Boston, Massachusetts, preference being given to students coming from St. Mary’s parish. (Income on $5,000.00)

THE FRANCIS L. MILLER SCHOLARSHIP
   Founded and augmented by gifts in honor of the late Francis L. Miller, Bursar of the College from 1931 to 1961. Income to be awarded to worthy and needy students with preference given to fatherless boys. (Income on $26,742.77)
THE PATRICK J. MURPHY SCHOLARSHIP
   Established in 1914 by Mrs. Ellen M. Murphy, as a memorial to her husband, the late Patrick J. Murphy, Worcester, Mass. (Income on $1,500.00)

THE MONSIGNOR RICHARD NEAGLE SCHOLARSHIP
   Established in 1943 by His Excellency the Honorable Alvan T. Fuller, former Governor of the Commonwealth of Massachusetts, in memory of the late Right Reverend Monsignor Richard Neagle of the Class of 1873, to assist boys qualified, in the opinion of the Faculty, but who otherwise could not afford such an expenditure as would be necessary to enjoy the educational and religious advantages of the College of the Holy Cross. (Income on $35,000.00)

THE DENIS F. AND LORETTO RADEL O'CONNOR SCHOLARSHIP
   Established on May 26, 1955 by Dr. Denis F. O'Connor, '93, to be used for a worthy student to be selected by college authorities. (Income on $30,000)

THE O'DRISCOLL SCHOLARSHIP
   Established in 1874, for a student (limited to residents of the City of Worcester), who is a candidate for the priesthood and is selected by the Bishop of Worcester or his delegate. (Income on $3,000.00)

THE MAY AND SYLVAN OESTREICHER SCHOLARSHIP
   Established on December 30, 1957, by gift of Sylvan Oestreicher. (Income on $37,926.80)

THE MARY C. O'NEIL FUND FOR BRISTOL COUNTY STUDENTS
   Established on January 7, 1955 by gifts from Margaret T. O'Neil, to be used to aid a student from Bristol County. (Income on $19,973.98)

THE REV. DANIEL H. O'NEILL SCHOLARSHIP I.
   Established in 1895, limited to residents of St. Peter's Parish, Worcester, Mass. (Income on $1,000.00)

THE REV. DANIEL H. O'NEILL SCHOLARSHIP II.
   Established in 1908, limited to the residents of the City of Worcester. (Income on $1,500.00)

PENHALL-O'ROURKE SCHOLARSHIP
   Established on September 9, 1958, by bequest of $1,000.00 from the estate of Dr. James J. O'Rourke, '09 to be used for scholarship purposes in aiding a deserving student.

REVEREND LAWRENCE F. O'TOOLE SCHOLARSHIP
   Established in May 1966, in memory of Reverend Lawrence F. O'Toole, '13 by his sister, Mrs. Florence Drury. Preference to priesthood aspirants with preference, first, to a member of St. Bernard's Parish, Worcester and, second, to anyone in the Diocese of Worcester. (Income on $10,000.00)

THE REV. DR. PATRICK B. PHELAN SCHOLARSHIP
   Established in 1917 by Rev. Dr. Patrick B. Phelan, '69; open to competition for graduates of the Sacred Heart School, Holyoke, Mass. (Income on $16,000.00)

REVEREND MICHAEL G. PIERCE, S.J., SCHOLARSHIP FUND
   Established by gifts from Robert H. McCooey, '52. (Income on $3,000.00)
THE DAVID H. POSNER AND MARY MURPHY POSNER FOUNDATION
Established on July 1, 1957 by bequest from the estate of Mary M. Posner. Income to be used toward tuition of worthy students. (Income on $14,922.68)

THE MR. AND MRS. ALOYSIUS F. POWER SCHOLARSHIP
Established by a gift from Mr. Aloysius F. Power, ’23. Income to be awarded to whom the College authorities judge to be in need of financial assistance and worthy of aid. (Income on $70,709.38)

THE REV. JOHN J. POWER SCHOLARSHIP
Established in 1907 by the late Rev. John J. Power, D.D., limited to residents of St. Paul’s Parish, Worcester, Mass. (Income on $1,500.00)

THE MARY A. PRENDERGAST SCHOLARSHIP
Established in 1945 under the will of the late Mary A. Prendergast for deserving orphan students. (Income on $4,948.40)

THE PURPLE PATCHER SCHOLARSHIP
Established in June, 1963 by the staff of the yearbook, The Purple Patcher, Class of 1963, and augmented by the staffs of the Classes of 1964, 1965 and 1966. (Income on $19,277.58)

THE "QUID RETRIBUAM" SCHOLARSHIP
Established in 1907 by a friend of education in gratitude for divine favors; if not filled by founder, competitive examinations will be held. (Income on $8,000.00)

THE PATRICK W. RAFFERTY SCHOLARSHIP
Established in 1920 and open to competition among deserving students of the City of Worcester. (Income on $2,000.00)

IN MEMORY OF DENNIS M. AND JOSEPHINE R. REARDON SCHOLARSHIP
Established on January 11, 1952, by bequest from the estate of Josephine F. Reardon. Income to be used to aid a worthy student preparing for the holy priesthood. (Income on $10,575.39)

THE JOHN REID SCHOLARSHIP
Established in 1894, limited to residents of Worcester. (Income on $1,500.00)

THE CATHERINE F. REILLY SCHOLARSHIP
Established on June 1, 1955, by bequest from the estate of Joseph J. Reilly, '04, in memory of his mother. Income to be used for a worthy student to be selected by college authorities. (Income on $12,500.00)

THE JAMES H. REILLY SCHOLARSHIP
Established on June 1, 1955 from the estate of Joseph J. Reilly, '04, in memory of his father. Income to be used for a worthy student to be selected by college authorities. (Income on $12,500.00)

THE REILLY MEMORIAL SCHOLARSHIP
Established in 1922 by the late Joseph J. Reilly, '04. (Income on $1,000.00)

THE MARY J. ROBINSON SCHOLARSHIP
Established in 1943 by the late Mary J. Robinson in memory of her mother and father and brothers to assist deserving young men of the Roman Catholic faith in
obtaining a collegiate education at the College of the Holy Cross. (Income on $11,297.86)

THE REV. WILLIAM H. ROGERS SCHOLARSHIP
   Established in 1918 by Rev. William H. Rogers, ’68. (Income on $10,000.00)

THE HON. JOHN E. RUSSELL SCHOLARSHIP
   Established in 1907 by a Friend of the College. (Income on $1,500.00)

THE SCHOLLER FOUNDATION SCHOLARSHIP
   Established on October 24, 1955. (Income on $1,000.00)

THE JOHN F. SCOTT FUND
   Established by gifts from John F. Scott, ’08. Income to be used to aid worthy students from the State of Maine. (Income on $2,500.00)

TIMOTHY A. SHEA SCHOLARSHIP FUND
   Established by bequests totaling $101,918.16 from the estate of Timothy A. Shea in memory of his parents, Mr. and Mrs. Daniel M. Shea; a brother, Michael F. Shea; and sisters, Katherine and Elizabeth. Income to be used exclusively for non-resident students residing in the City of Worcester and awarded on a competitive basis.

THE ELIZABETH SPANG SCHOLARSHIP
   Established in 1936 by the will of Elizabeth Spang of West Haven, Connecticut. This income to be used toward the education of a “student of Holy Cross College whom the governing body of said College may deem to be in need of financial assistance for his college work and worthy of said scholarship.” (Income on $5,000.00)

IN MEMORY OF HELEN M. AND JOHN F. TINSLEY SCHOLARSHIP
   Established on November 20, 1953 by bequest from the estate of John F. Tinsley. Income to be used to assist worthy students selected by the President of the College. (Income on $69,000.00)

THE R. J. TOOMEY CO. SCHOLARSHIP
   Established by gifts from John A. Toomey, ’28, Lawrence T. Toomey, ’30 and Richard J. Toomey, ’23. (Income on $4,600.00)

THE REV. DAVID W. TWOMEY, S.J., SCHOLARSHIP
   Established on October 10, 1955 by gifts from family and friends of Fr. Twomey, S.J. Income to be used to aid a worthy student. (Income on $21,100.00)

THE REV. ROBERT WALSH SCHOLARSHIP
   Established in 1895, limited to residents of the Immaculate Conception Parish. Worcester, Mass. (Income on $1,000.00)

THE STEPHEN W. WILBY SCHOLARSHIP
   Founded by the Naugatuck Valley Alumni Association and friends in Connecticut. (Income on $7,514.01)

THE JOHN A. WILLO SCHOLARSHIP
   Established by a gift from Mrs. John A. Willo in memory of her late husband.
Income to be awarded to worthy and needy students selected by the President of the College. (Income on $20,000.00)

**OWEN J. WOOD SCHOLARSHIP FUND**
Established in May 1967 in memory of Owen J. Wood, '66, by The Worcester Undergraduate Club. The income is to be used to provide financial aid to a Worcester area student, with preference given to orphans. (Income on $4,300.00, available for the academic year 1968-69)

**WORCESTER FEDERAL SAVINGS AND LOAN ASSOCIATION EDUCATIONAL FUND**
Established on April 1, 1960, by gift of $2,500.00.

**Financial Aid Acknowledgments**

Many Holy Cross alumni clubs sponsor students of their selection for complete or partial tuition scholarships. Among those who have participated in this program are:

- Holy Cross Club of Boston
- Holy Cross Alumni Club of Worcester
- Holy Cross Club of Rhode Island
- Berkshire County Holy Cross Club
- Springfield, Massachusetts Alumni Association Club
- Holy Cross Club of Maine
- Holy Cross Club of Eastern New York
- Rochester Alumni Club
- Eastern Connecticut Holy Cross Club
- Plymouth Alumni Club

Many of these clubs are annual contributors; others contribute at various times.

Grateful acknowledgment is also due to the many corporations, foundations, fraternal organizations, P.T.A., high school associations and similar groups who have aided students of their selection by financial contributions toward tuition costs.
ACADEMIC POLICIES

General

The college year begins immediately after Labor Day in September and concludes at the end of May, with recess periods at Christmas, during the spring, and at Easter. It is constituted of two semesters of sixteen weeks each.

College curricular requirements are stated in terms of semester courses, but each such course is weighted, for purposes of computing averages, according to its semester hours of credit. A semester hour represents a course which meets once a week throughout a semester. In ordinary lecture courses, the class period is of fifty minutes duration; in laboratory work, the length of the period required for earning a semester hour of credit is at least twice the length of the ordinary lecture period. There are nine class periods each day, Monday through Friday. Class or laboratory periods begin at 8:30 A.M.

Registration

Information and instructions concerning registration are mailed to all students approximately one month in advance of the beginning of each semester.

Formal registration takes place on the two days immediately preceding the opening of classes each term. Late registration and changes of courses are permitted during the first two weeks of each semester. Withdrawal from a course may be permitted during the first ten weeks of the term, with grades recorded as outlined below.

A normal program consists of five semester courses in each term. Except for ROTC courses, additional courses are not permitted to Freshmen or Sophomores. A sixth course may be taken by Juniors or Seniors, with the approval of the Director of the Special Studies Program, in the case of Honors students, or with that of the Dean, in the case of other students having a Q.P.I. of 3.000 or better. No student may register for more than six courses in any term.

Each student's program must receive the approval of the Chairman of his major department, or a delegated academic advisor.

Failure to comply with the procedures specified by the Registrar for registration, changes of course, and withdrawal from a course, will result in either denial of credit or deficiency in the course.

Degree Requirements

The College offers three degrees in course: the Bachelor of Arts (A.B.), the Bachelor of Science (B.S.), and the Master of Science (M.S.) in Chemistry.

The Bachelor of Arts degree, since the fall of 1964, has included 15 to 17 core courses in English, modern language, history, philosophy, theology and science, up to a maximum of 14 courses in a major field, and the remainder in free electives, to a total of 40 courses. More details are found on p. 37, and in later sections, under the several departments offering majors.
Beginning with the Class of 1968, all majors qualify for the A.B. degree; the Class of 1967, meeting nearly all the new requirements, had the option, in certain fields, of receiving the B.S. in place of the A.B. degree.

The Master of Science degree, given only in Chemistry, requires 30 semester hours of credit and an experimental thesis; the program is described more fully on p. 83.

**Grading System**

A student's standing will be determined by the results of examinations, classroom work and assignments. Only one grade will be submitted for each course for each student, each semester; this will be a composite grade for recitations, reading assignments, classroom discussions, tests, etc., and the final examination (which will normally carry one-third weight in determination of the composite grade). This grade will be submitted by the professor to the Registrar after the final examination.

Grades will not be translations of numerical scores, but estimated on the following bases: well-organized preparation and presentation of the subject matter; correct oral and written usage of English, successful completion of assignments, tests, readings, and examinations; application and participation in the classroom; imagination and initiative.

Reports of academic grades are sent to the student, and to his parents or guardian, at the end of each semester, as soon as all financial obligations have been fulfilled.

**Grades**

The following symbols are used to indicate the quality of the student's work in each course:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
<th>Quality Point Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>Low Pass</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>Removed Conditional Failure</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure (Deficiency)</td>
<td>1.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal while Failing (Deficiency)</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal while Passing</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without Prejudice</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>Conditional Failure</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>Absence from Final Examination</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory (&quot;Pass&quot;)</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (&quot;Fail&quot;)</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Grade not submitted</td>
<td></td>
</tr>
</tbody>
</table>
The grade CO may be given by the instructor to a Freshman who presents satisfactory work in his first semester but fails the final examination in such a way that the composite grade is failing. The student is then allowed a Conditional Examination, success in which leads to a Low Pass (X), but failure to a deficiency (F).

The grade CO or AB is changed to F unless the Conditional or Absentee Examination is successfully taken at the time appointed by the Registrar. The grade I becomes an F unless the missing work is submitted within one week after the final examination in the course. Exceptions to these regulations will be granted only by the Dean of the College, and only upon written petition.

The grade X ordinarily indicates that a first semester Freshman has achieved a Low Pass by passing a Conditional Examination. It may also signify that a Freshman, or other student engaging in the subject for the first time, has removed a deficiency incurred in one of certain first semester courses, by passage of the second semester of the same course with a grade of C or better.

Withdrawal from a course, with approval, during the first two weeks of a term leads, if it is not replaced by another course, to the grade W. After the second week, withdrawal with approval will be graded WP or WF according to the judgment of the instructor. Withdrawal from any course after the tenth week leads automatically to a WF, as does withdrawal without approval at any time.

The grades S and U are the so-called "Pass/Fail" grades, and may be used only in those courses for which the Dean of the College has given prior written approval.

**Quality Points**

Each of the Grades from A to WF in the above list is assigned a multiplier, as indicated, which weights the grade in computing averages. Multiplying this weighting factor by the number of credit hours assigned to the course gives the Quality Points earned in it.

None of the other grades in the above list carry quality point multipliers; credits associated with such grades are not used in calculating averages.

**Quality Point Index**

Dividing the total number of quality points achieved in all courses by the number of credit hours assigned to these courses determines the Quality Point Index (Q.P.I.), or scholastic average.

If the credits and quality points are earned in a single semester, the average so calculated is the Semester Q.P.I.; if all the student's credits and quality points to date are used, the calculation yields his Cumulative Q.P.I.

**Honor Grades**

The following criteria determine Honor Grades:

- **Dean's List**
  - **First Honors:** A semester Q.P.I. of 3.700 or above.
  - **Second Honors:** A semester Q.P.I. of 3.500 to 3.699.
Graduation Honors

*Summa Cum Laude:* A cumulative Q.P.I. of 3.870 or above.

In calculations of the Q.P.I. for the Dean's List or for Graduation Honors, only those credits and quality points earned at Holy Cross (including those earned during Junior Year Abroad) may be counted.

Requirements for Advancement

To be eligible for academic advancement a student must be free of all unremoved deficiencies, and meet the minimum cumulative average requirements, given in the next section.

Academic Probation

Academic Probation is not a penalty, but a warning and an opportunity for improvement; probationary status has a duration of one semester, and is determined by a student's low cumulative average (Q.P.I.) at the end of the preceding semester, unless this has been sufficiently improved by success in an intervening summer session.

As soon as a student is placed on, or removed from, probation, he will be notified in writing by the Registrar of such action; copies of the notice will be sent to his parents and advisor.

The following rules delineate the limits of academic probationary status.

Freshman Year

Any freshman having a cumulative average of 1.500 but less than 1.750 at the end of freshman year will be on probation for the first semester of sophomore year.

Sophomore Year

A sophomore with a cumulative average of 1.750 but less than 2.000 at the end of first semester will be on probation for the second semester of sophomore year.

A sophomore with a cumulative average of 1.850 but less than 2.000 at the end of sophomore year will be on probation for the first semester of junior year.

Junior Year

A junior with a cumulative average of 1.950 but less than 2.000 at the end of first semester will be on probation for the second semester of junior year.

A junior with a cumulative average of 1.950 but less than 2.000 at the end of junior year will be liable to dismissal or placed on probation for the first semester of senior year at the discretion of the Committee on Academic Standing.

Senior Year

A senior with a cumulative average of 1.950 but less than 2.000 at the end of the first semester will be on probation for the second semester of senior year.

Any senior who does not have a cumulative average of 2.000 or better at the end of senior year will not graduate.
Removal of Probation or Deficiency

Probationary status is ordinarily removed by the achievement, in the next semester, of the cumulative average required for the later semester. Grades of C or better, earned in Summer Session courses approved in advance by the Dean, may be accepted in transfer by the College for the improvement of one’s Q.P.I. Credits and quality points accepted in transfer will be recorded on the student’s permanent record, and included in the calculation of his cumulative average, for all purposes other than the award of honors.

Each deficiency must be removed by a grade of C or better, earned in a Summer Session course approved in advance by the Dean, in the summer immediately following its incurral. The credits attempted in the failed course will remain on the student’s transcript, and used in calculating his average; credits and quality points accepted in transfer to remove the deficiency will be recorded and used in calculation of the Q.P.I., except for the award of honors.

Deficiencies may not be made up by taking extra courses in subsequent terms. An exception may be made for failure of a course in the first semester of Senior year.

Concurrent Registration

Registration at a neighboring institution while regularly enrolled at the College may be approved by the Dean in special circumstances. These may arise from agreements between the departments at the two institutions, or from the need of a Senior to remove a deficiency by a course not available at the College.

Transfer of Credit

Acceptance of work done at other institutions will be affirmed promptly in writing, at the time of readmission, or of admission to advanced standing or advanced placement with credit. All such courses, credits, grades and quality points will be entered on the record at the time of acceptance. No renegotiation of such acceptances will be made at any subsequent time, after further work has been undertaken. Such transferred credits will be included in the calculation of the student’s average, except for the determination of semester or graduation Honors.

Junior Year Abroad

A limited number of students who give promise in their first two years that they will make good use of the advantages of study in another culture may be approved for the Junior Year Abroad Program. Applicants must have the approval of the Faculty Committee on the Junior Year Abroad, and present a proposed plan of study acceptable to their major advisor and the Dean. Approval is currently granted for study at a number of European universities; the College is an Affiliated Institution of the Institute of European Studies.

Participation in this program is normally limited to students with B averages (Q.P.I. of 3.000 or better) for their first two years; ordinary participation in the program begins with the fall semester, and lasts for one full academic year.

Students in the Junior Year Abroad Program are considered fully enrolled students of Holy Cross during that year. Credits and quality points earned in the
program are included in all calculations of academic averages, including those which determine semester or Commencement Honors.

**Voluntary Withdrawal from the College**

A student who withdraws voluntarily from the College is entitled to separation in good standing under the following conditions:

1. He must not be liable to dismissal for disciplinary reasons.
2. He must return all college property.
3. He must settle all financial indebtedness with the college.
4. He must properly notify the Dean of his intention to withdraw.

### Academic Dismissal

A student will be required to withdraw from the College if he has become liable for a third successive semester on probation, or if he fails to achieve, at the end of any semester, the minimum quality point average specified above for probationary status, or if he has acquired three or more failures during any academic year.

A student may be required to withdraw from the College if he has incurred probation for the first semester of senior year, or if he has acquired a total of six or more failures at any time during his four years, even though some of the deficiencies have been removed by attendance at summer session.

Any academic dismissal precludes the possibility of readmission before two full semesters intervene, during which time the student must have attended another accredited institution of higher learning.

### Readmission to the College

Students who have withdrawn (or been dismissed with the right to reapply) and wish to be readmitted to the college must apply to the Registrar. All application materials requested by the Registrar (completed application form, transcripts of all intervening academic work, letters of recommendation, statements of good standing) must be in his hands by June 1, for fall readmissions, by December 1, for spring readmissions.

Readmission is not automatic, even for voluntary withdrawees, and may depend on the availability of space.

### Transcripts of College Record

On leaving the College, each student is entitled to a transcript of his record, free of charge, if his financial obligations to the college have been fulfilled. For additional transcripts a fee of one dollar will be charged.

No transcripts will be issued during the periods of Commencement, Registration, or Final Examinations.
The mission of the Air Force Reserve Officers Training Corps is to commission career oriented officers to meet specific Air Force requirements through on-campus college programs. The Air Force ROTC objective is to place on active duty lieutenants who demonstrate dedication to their assignments; willing acceptance of responsibility; critical and creative thinking; and the ability to speak and write effectively.

Air Force ROTC is the largest source of officers for the United States Air Force. The College of the Holy Cross is one of 177 colleges and universities throughout the country providing Air Force ROTC Training.

The basic qualifications for enrollment in the Air Force ROTC program require a student to be a male citizen of the United States of good moral character and sound physical condition.

The ROTC Vitalization Act of 1964 (Public Law 88-647) provided legislative authority for the creation of a totally new and flexible Air Force ROTC program geared to the changing patterns of higher education and the needs of tomorrow's Aerospace Force. It authorized two separate Air Force ROTC programs on campus:

TRADITIONAL FOUR-YEAR AFROTC PROGRAM:

1. General Military Course is required for freshmen and sophomores; one credit per semester.
2. Professional Officer Course is required for juniors and seniors; three credits per semester.
3. Summer Field Training of four weeks duration is required between the junior and senior years at an Air Force base.
4. Cadet Military Training for one hour per week is required for freshmen and sophomores and as required for juniors and seniors.
5. Flight Instruction Program is available for all qualified senior cadets interested in becoming Air Force pilots. Each potential pilot receives 36½ flying hours at the local airport near the college campus. Also, he can qualify for a civilian pilot's license. All of this flying training is at no expense to the cadet.
6. Financial benefits exceed $1000.00 dollars. All cadets are provided uniforms and textbooks for AFROTC courses. Junior and senior cadets receive $40.00 monthly pay, which is non-taxable, and approximately $135.00 for the Summer Field Training plus travel pay to and from the Air Force base. A junior or senior cadet is entitled to free transportation on military aircraft if space is available and travel by railroad at the special military half-fare rate.

'1967-68.
7. Draft deferment from induction in the Armed Forces under the Universal Military Training and Service Act is granted selected cadets.

8. Graduate Study is encouraged. The newly commissioned lieutenant is not required to serve on active duty immediately after graduation from the College of the Holy Cross, if he intends to obtain a graduate degree. The Air Force will defer his active duty until graduate study, including Law or Medical School, is completed.

9. Scholarships for tuition costs are available to a limited number of cadets for their sophomore, junior and senior years. Applications must be made during the year prior to anticipated receipt of the scholarship. Selection will depend mainly on three factors; score on the Air Force Officer Qualifying Test; grade average (Quality Point Index) for all college work completed; and the assessment by a Scholarship Review Board.

10. Supplementary activities are conducted in connection with the College Air Force ROTC program, but are not regularly scheduled and do not interfere with the students' academic time. These activities include visits to Air Force bases, orientation flights, welfare projects, athletic participation, social functions, career counseling and general guidance assistance.

NEW TWO-YEAR AFROTC PROGRAM:

1. A student with two years of undergraduate or graduate study remaining may apply in the academic year preceding those two remaining years. This is necessary to test the applicant, to process the application and test results, and to select the qualified candidates for AFROTC enrollment.

2. Summer Field Training of six weeks duration is required at an Air Force base prior to enrollment in the Professional Officer Courses of the AFROTC curriculum.

3. Professional Officer Course is required for juniors and seniors; three credits per semester.

4. Flight Instruction Program is available for all qualified senior cadets interested in becoming Air Force pilots. Each potential pilot receives 36½ flying hours at the local airport near the college campus. Also, he can qualify for a civilian pilot's license. All of this flying training is at no expense to the cadet.

5. Financial benefits exceed $1000.00 dollars. All cadets are provided uniforms and textbooks for AFROTC courses. Junior and senior cadets receive $40.00 monthly pay, which is non-taxable, and approximately $120.00 for the Summer Field Training plus travel pay to and from the Air Force base. A junior or senior cadet is entitled to free transportation on military aircraft, if space is available, and travel by railroad at the special military half-fare rate.

6. Draft deferment from induction in the Armed Forces under the Universal Military Training and Service Act is granted to all cadets.

7. Graduate study is encouraged. The newly commissioned lieutenant is not required to serve on active duty immediately after graduation from the College of the Holy Cross, if he intends to obtain a degree. The Air Force will defer his active duty until graduate study, including Law or Medical School, is completed.

8. Supplementary activities are conducted in connection with the college Air Force ROTC program, but are not regularly scheduled and do not interfere with the students' academic time. These activities include visits to Air Force
bases, orientation flights, welfare projects, athletic participation, social functions, career counseling and general guidance assistance.

**AS 100 (AS 11, 12). World Military Systems.**

An introductory course exploring the causes of the present world conflict, the role and relationship of military power to that conflict and the responsibilities of an Air Force officer. This includes a study of the interrelationship of national power factors; a comparative analysis of the Democratic, Fascist and Communist ideologies; patterns of conflict relative to the confrontation between opposing ideologies; and the role of military power as a facet of national policy. A study of world military forces is begun through treatment of the Department of Defense and the doctrine, mission and functions of the United States Air Force.

*Two credit hours.*

**AS 200 (AS 21, 22). World Military Systems.**

AS 200 continues the study of world military forces and the political-military issues surrounding the existence of these forces. This includes a study of the United States Army and the United States Navy, their doctrines, missions and employment concepts; a study of the military forces of NATO, CENTO, SEATO, and their role in free world security. The AS 200 phase concludes with an analysis of the trends and implications of world military power.

*Two credit hours.*

**AS 300 (AS 41, 42). Growth and Development of Aerospace Power.**

A survey course concerned with the nature of war; development of airpower in the United States; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power.

*Six credit hours.*

**AS 400 (AS 51, 52). The Professional Officer.**

AS 400 includes the meaning of professionalism, professional responsibilities, the military justice system; leadership theory, functions; problem solving; functions and practices; management principles and functions; and management tools, practices and controls.

*Six credit hours.*
DEPARTMENT OF
Biology

Professor: Busam
Associate Professors: Campbell, Crowe, Delaney, Flavin (Chairman), Lingappa, McSweeney
Assistant Professor: Healy

The program in Biology: In order to provide students with a program containing the scope and depth needed for entrance into graduate school and one which can be adopted to meet the diverse interests of potential biologists, the number of required biology courses is eight. All students are required to take the introductory plant and animal biology sequence and at least one course from each of the four core areas. In view of the excellence of some high school courses, advanced placement is possible for students who qualify.

AREAS OF STUDY AND THE COURSES OFFERED:

1. Molecular and Physiological: reproductive physiology of microorganisms, biochemistry, microbiology, physiology of cells and tissues, histochemistry, intermediary metabolism.
3. Developmental: general and experimental embryology, general and developmental genetics, genetics and evolution.

Honors work in biology is intended to offer an introduction to the purposes and methods of biological research. Candidates for the degree with honors in biology must have completed by the beginning of the senior year at least 20 credit hours in biology. Honors candidates must elect Biology 71, 72.

Biology 11.
Plant Biology (formerly General Botany).
The origin of life, the nature of plant life and the historical development of present day biota will be examined. Salient features of structure, function and development of organisms from the major levels of the Plant Kingdom will be discussed in an integrated manner. Physiology of both green and nongreen plants will be studied with selected laboratory experiments designed to provide an understanding of plants and their life activities. Three lectures and one (four-hour) laboratory period.

Four credit hours.

Biology 12, 55.
Animal Biology (formerly General Zoology).
The course is divided into three basic sections: the Biology of animal cells, organisms and populations. In this sequence one proceeds from a study of the funda-
mental particles of biological systems through the more complex organisms to the interrelationships of the multicellular organism with the environment. The laboratory serves as a necessary complement to the principles section in that it offers for examination those invertebrate and vertebrate organisms that best illustrate the principles previously examined in theory. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 21.**

**Vertebrate Embryology.**
A description of developmental processes in the vertebrates, including an analysis of those factors which serve to integrate and coordinate developmental processes. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 41, 42.**

**General Biology.**
An introduction to the major themes and principles of modern biology. Three lectures and one optional laboratory period. **Six or Eight credit hours.**

**Biology 45.**

**Human Genetics.**
Fundamentals of human heredity and variation. Cultural and sociological implications. Individual, family and population aspects. Three lectures and one optional laboratory period. **Three or Four credit hours.**

(Not offered 1966-67)

**Biology 51, 56.**

**Mammalian Anatomy.**
A detailed study of the rabbit, stressing skeletal and other anatomical features. Two lectures and two (two-hour) laboratory periods. **Four credit hours.**

**Biology 54.**

**Comparative Anatomy.**
A study of the anatomy, evolution and taxonomic relationships of vertebrates. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 58.**

**Population Ecology (formerly Population Biology).**
A detailed examination of the structure and dynamics of populations as studied in the field and laboratory. Three lectures. **Three credit hours.**

**Biology 59 (formerly 68).**

**Systematics and Evolution.**
A study of the concepts of modern evolutionary biology with emphasis on the various factors underlying the mechanism of evolution. Three lecture hours. **Three credit hours.**

**Biology 61.**

**Genetics.**
A study of the principles and mechanisms of inheritance and variation. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 62.**

**Physiology of Cells and Tissues (formerly General Physiology).**
A study of cellular function in relation to structure, with special emphasis on surfaces, cellular energetics and the reactions of macromolecules. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 63.**

**Biochemistry.**
A study of the fundamental chemical processes of living matter. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 64.**

**Microbiology.**
A study of bacteria, yeasts and molds, with emphasis on their morphology, physiology and genetic relationships. Three lectures and one (four-hour) laboratory period. **Four credit hours.**

**Biology 65.**

**Structure of Cells and Tissues.**
A study of the microscopic and submicroscopic structure of vertebrate tissues and organs. Three lectures and one (four-hour) laboratory period. **Four credit hours.**
Biology 66.
Reproductive Physiology of Microorganisms.
The areas of specialization will be in physiology of sporulation, dormancy and metabolism of dormant and germinating spores. Prerequisite: Biology 64. Three lectures and one (four-hour) laboratory period.
Four credit hours.
(Not offered 1966-67, 1967-68)

Biology 67.
Soil Microbiology.
Survey of special groups of soil microorganisms and their role in geochemical transformations. Biodegradation of pesticides in soil. Survival of microorganisms in soil. Prerequisite: Biology 64. Three lectures and one (four-hour) laboratory period.
Four credit hours.
(Not offered 1966-67, 1967-68)

Biology 68.
Modes of Specialization.
A detailed analysis of the various ways in which species and multispecies systems originate. Prerequisite: Biology 59 and permission of the instructor. Seminar: two meetings a week. Three credit hours.
(Not offered 1966-67, 1967-68)

Biology 69.
Animal Cell and Organ Culture.
An empirical study of animal cells in single and aggregate isolation in vitro. Emphasis is placed upon system design for the study of specific problems in the fields of cytogenetics, cytochemistry, histogenesis and tumorigenesis. Three lectures and one (four-hour) laboratory period. Not offered 1966-67
Four credit hours.

Biology 71, 72.
Biology Honors.
All senior honors students in Biology will take this course. The work consists of seminars and individual research.
Eight credit hours.

Biology 73.
Intermediary Metabolism.
A study of the important metabolic pathways and the regulation of metabolism. Three lectures and one (four-hour) laboratory period.
Four credit hours.
(Not offered 1966-67, 1967-68)

Biology 74.
Endocrinology.
A study of the structure, function and secretions of the endocrine glands with special emphasis on the molecular aspects of hormonal action. Three lectures and one (four-hour) laboratory period.
Four credit hours.
(Not offered 1966-67, 1967-68)

Biology 76 (formerly 66).
Histochemistry.
A study of the principles and techniques used to detect and localize enzymes and other biologically important substances in cells and tissues. Three lectures and one (four-hour) laboratory period.
Four credit hours.

Biology 77.
Community and Ecosystem Ecology.
An analysis of the interactions among populations of different species and between populations and their physical environment. Prerequisites: Biology 58 and permission of the instructor. Three lectures a week.
Three credit hours.
(Not offered 1966-67, 1967-68)
The curriculum of the Department of Chemistry is designed to provide students with a sound training in the fundamental principles and basic techniques of the science rather than deal with specialized branches of the subject. Accordingly, a student who wishes to major in chemistry is advised to choose in his Freshman year the course in General Principles, Chemistry 11, 12. He is advised also to elect in his Freshman year Mathematics 11, 12. To continue in the chemistry curriculum the student must obtain an average of 2.0 (C) in Chemistry 11, 12. Further requirements for the student who wishes to qualify for the Bachelor of Arts in Chemistry include Chemistry 21, 22, 51, 54, 55, 56. He is required also to elect Mathematics 21, 22. Physics 11, 12 and two to four half-courses in German.

The curriculum of the Department of Chemistry has been approved by the Committee on Professional Training of the American Chemical Society. Those who desire A.C.S. certification are required to elect in their Senior year Chemistry 67, and three other advanced courses in Chemistry, Mathematics, or Physics, as outlined below. The normal offering in the Chemistry Department includes Chemistry 61, 64, 65. By arrangement with the chairman of the departments involved a student may elect an upper division course in physics and/or mathematics and with the permission of the chairman qualified students will be permitted to elect courses in the Graduate Division.

A student majoring in Chemistry who wishes to fulfill pre-medical or pre-dental requirements is required to take seven semester courses in Chemistry along with the required courses in Mathematics, Physics, and German. In his Junior year he may substitute a Biology course for Chemistry 51.

A student, not majoring in Chemistry, who wishes to fulfill pre-medical and pre-dental requirements or who plans on majoring in Biology, can begin his Chemistry requirements by electing Chemistry 11, 12 in his Freshman year. As above noted, the grade of C in this course is the minimum acceptable grade for continuing in the chemistry curriculum. For the present, the course in organic chemistry, Chemistry 23, 24, completes the chemistry requirements for biology majors, pre-medical and pre-dental students.
stitute a large part of the course. The laboratory work consists mainly of semi-micro qualitative analysis, stressing equilibrium principles and the solution chemistry of some of the metals.

As a prerequisite it is strongly recommended that the student have had high school courses in both chemistry and physics.

Students majoring in biology, chemistry or seeking to fulfill medical and dental school requirements must complete this course with an average of C or better, prior to admission to courses in organic chemistry. Three lectures and one (three-hour) laboratory per week.

Four credit hours.

Chemistry 12.
General Principles of Chemistry II and Quantitative Analysis.
This course is a continuation of Chemistry 11. It carries ionic equilibria and oxidation-reduction reactions. Introductory concepts of thermochemistry and the energies involved in chemical reactions are also introduced. Again chemical calculations are strongly stressed.
The laboratory exercises are designed to give the student a working knowledge of volumetric and gravimetric analytical techniques, and include acid-base, oxidation-reduction titrations and selected gravimetric experiments.
Chemistry 11, 12 is a prerequisite for all continuing courses in chemistry. It is required for majors in chemistry and biology and other majors who wish to fulfill pre-medical and pre-dental requirements.
Students majoring in biology, chemistry or seeking to fulfill medical and dental school requirements must complete this course with an average of C or better prior to admission to courses in organic chemistry. Three lectures and one (three-hour) laboratory period per week.

Four credit hours.

Chemistry 21.
Organic Chemistry I.
This course is a study of organic compounds from two points of view: the chemistry of the functional groups and modern structural theory and reaction mechanisms. The laboratory exercises introduce the student to experimental techniques and a study of the chemistry of the functional groups. Three lectures and three hours of laboratory per week.

Four credit hours.

Chemistry 22.
Organic Chemistry II.
This course is a continuation of Organic Chemistry I. The laboratory work in this course will further include exercises in organic qualitative analysis. Three lectures and five hours of laboratory per week.

Five credit hours.

Chemistry 23.
Organic Chemistry III.
This course is essentially the same as Chemistry 21. Required for biology majors who wish to fulfill pre-medical and pre-dental requirements. Three lectures and one (three-hour) laboratory period per week.

Four credit hours.

Chemistry 24.
Organic Chemistry II.
This course is essentially the same as Chemistry 22, but for a shorter laboratory period. The systematic identification of organic compounds is not included in the laboratory exercises. Required of biology majors and other majors who wish to fulfill pre-medical and pre-dental requirements. Three lectures and one (three-hour) laboratory period per week.

Four credit hours.

Chemistry 41, 42.
General Chemistry.
This course is designed for students who are non-science majors, and it is intended to give them an insight into the material make-up of the world around them. Theories concerning the structure of matter and the interaction of matter are introduced. Descriptive matter for the course is chosen from economic substances, such as sulfuric acid, petroleum, coal, tar, rubber, plastics, foods, vitamins, hormones, proteins and the useful metals. Demonstrations illustrate the application of the scientific method. Three lectures hours per week.
Six credit hours.
(Not offered 1966-67)

Chemistry 43, 44.
Special Topics in Chemistry.
This course is devoted to those aspects of chemistry which impinge upon daily living. For those students only who have had a course in high school chemistry and who must fulfill the natural science requirements. Three lectures per week.
Six credit hours.

Chemistry 51 (formerly 60).
Synthetic Organic Chemistry.
This course will provide students of advanced organic chemistry with the scope, limitation and stereocchemical consequences of a selected group of organic reactions. The laboratory exercises will be devoted to the more advanced type of synthetic procedures, which are ordinarily beyond the scope of the introductory
Chemistry 54.
Instrumentation.
This is a course in instrumental analysis treating the theory and practice of instrumental methods in quantitative analysis. The methods include spectrophotometry, chromatography, polarography and electro-analytic techniques. Organic as well as inorganic compounds comprise the material under study. Three lectures and one (three-hour) laboratory period per week. Three credit hours.

Chemistry 55.
Physical Chemistry I.
A study is made of the fundamental principles and methods by which the behavior of matter in its various states and forms is interpreted. Molecular constitution, thermochemistry, thermodynamics and the quantitative laws of solution are considered. A course in differential and integral calculus is a prerequisite. Laboratory training in this and the following course is designed to test the more important physico-chemical laws, to inculcate physico-chemical techniques, and to develop the habit of quantitative interpretation of such phenomena. Three lectures and five hours of laboratory period per week. Five credit hours.

Chemistry 56.
Physical Chemistry II.
This is a continuation of Physical Chemistry I and includes such topics as homogeneous and heterogeneous equilibria, reaction kinetics, electric conductance and electro-chemistry. Three lectures and five hours of laboratory period per week. Five credit hours.

Chemistry 60.
Special Topics in Organic Chemistry.
This course is offered to senior pre-medical and pre-dental students and is an extension of the Introductory Organic Chemistry course. It will deal mainly with the chemistry of natural products, carbohydrates, fats, proteins, and other compounds of biochemical interest. Three lectures per week. Three credit hours. (Not offered 1966-67)

Chemistry 61.
Advanced Physical Chemistry.
This course is designed to acquaint the student with quantum chemistry. The Schrödinger approach is used to calculate energy levels for simple systems and the method is applied to the hydrogen atom, simple molecules, and atomic molecular spectra. The molecular orbital and valence bond methods of bonding are also discussed. Three lectures per week. Three credit hours.

Chemistry 62.
Special Topics in Physical Chemistry.
This course, offered to senior pre-medical and pre-dental students only, will deal with the principles of thermodynamics and kinetics as applied to chemical reactions. Attention will be paid to reactions of biochemical interest. Preferably, the student should have an introductory knowledge of calculus. Three lectures per week. Three credit hours. (Not offered 1966-67)

Chemistry 63.
Quantitative Analysis.
The course is designed to instruct the pre-medical student in the theory and practice of quantitative analysis. The lectures stress the theory underlying chemical quantitative analysis. The laboratory exercises include titrations and selected gravimetric experiments. Two lectures and one (three-hour) laboratory period per week. Three credit hours. (Not offered 1967-68)

Chemistry 64.
Advanced Organic Chemistry.
This course cycles between two main topics. In the fall of 1966 the course dealt with the application of physical methods to the study of organic compounds. Topics included structure and bonding, dipole moments and conformational analysis, acidity and basicity, methods of determining reaction mechanisms, structure-reactivity correlation and transition state theory.
In the Spring of 1968 the course will deal with those reactions which proceed through carbanion attack. Reactions discussed include the Grignard, Michael and Mannich reactions, aldol and related condensations and cyanohydrin condensations. The application of these reactions in organic synthesis is also treated. Three lectures per week. Three credit hours.

Chemistry 65.
Undergraduate Investigation in Chemistry.
This involves an original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the staff. Once a week the senior chemistry majors meet with the staff and graduate students in seminar. The student may begin his undergraduate investigation in his sophomore year. Three credit hours.
Chemistry 66.
Special Topics in Instrumentation Analysis.
This course will cover the principles of spectroscopy, including ultraviolet, infrared and nuclear magnetic resonance, as applied to compounds of biochemical interest. Limited to premedical students. Though no formal laboratory will be required, the practical use of the instruments will be included, where feasible. Three lecture hours per week.

Three credit hours.

Chemistry 67.
Inorganic Chemistry.
This is a course in structural chemistry which comprises a survey of bonding theories from Couper (1858) to Linnett and Luder (1967). The theories of Pauling, an account of over thirty years of literature, and the periodic table are emphasized. Much time is given to the theory of Gillespie and the ligand field theory. Laboratory assignments are in synthesis. Laboratory deals principally with electrolytic methods, dry methods and coordination compounds. Three lectures and one (three-hour) laboratory period per week.

Four credit hours.
The college conducts courses in chemistry for graduate students, leading to the Master of Science degree. Registration for this degree is open only to students who hold the Bachelor degree from approved colleges and technical schools. Candidates for admission should file applications with the Director before the fifteenth of March each year. In support of application each candidate should forward a transcript of his undergraduate record. Furthermore, the applicant should provide that letters of recommendation be supplied by two former college chemistry professors. In the case of successful applicants, a supplemental, completed transcript with record of degree received, should be sent after graduation. Information as to Fellowships available in the graduate department should be requested from the Director of the Graduate Division, Department of Chemistry.

Chemistry 201.
Advanced Inorganic Chemistry.
This course is designed to give the student an advanced presentation of the modern concepts of bonding in inorganic chemistry both from an experimental and theoretical viewpoint. An introduction to quantum mechanics is given, followed by the valence-bond and the more current molecular orbital approach to bonding with emphasis on the symmetry properties of the compounds. The crystal field and ligand field approach to reaction rates and mechanisms of transition metal complexes in aqueous solution are also covered in this course.
This course will consist of three formal lectures and a fourth period devoted to an informal seminar in which current literature topics will be discussed.
Four credit hours.

Chemistry 203.
Advanced Organic Chemistry.
This course is designed to acquaint the student with those reactions which proceed through carbanion attack. Reactions discussed include the Grignard, Michael and Mannich reactions, aldol and related condensations and cyanoethylation. The application of these reactions in organic synthesis is also treated. Three lectures and one seminar session per week.
Four credit hours.

Chemistry 207.
Chemical Thermodynamics
This course develops the principles of chemical thermodynamics and includes applications. The fundamentals of statistical mechanics are also taught. Laboratory work comprises experiments in advanced physical chemistry with emphasis on thermochemistry. Required of all graduate students. Four lectures per week for one semester.
Four credit hours.

Chemistry 208.
Reaction Rates.
A study of the kinetics of reactions in both homogeneous and heterogeneous systems, paralleled with experimental applications. Required of all graduate students. Four lectures per week for one semester.
Four credit hours.

1 1966-67.
4 1967-68.
* On leave, 1966-67 (Spring Term).
History of Chemistry I and II
The first semester will include the historical development of fundamental chemical concepts up to and including those of the nineteenth century. The second semester will be devoted to a study of contemporary developments and contemporary chemists. There will be assigned readings. Required for all graduate students. One lecture per week.
Two credit hours.

Chemistry 212.
Department Seminar.
One hour per week. One credit for each semester. Total credit not to exceed two credit hours.

Chemistry 213.
Graduate Investigation in Chemistry.
This will comprise an original and individual experimental investigation beyond the undergraduate level in one of the fields of chemistry, supervised by a member of the staff. Ten credit hours.

Chemistry 214.
The Literature of Chemistry.
The course is designed to awaken the student to the kinds of questions that send a chemist to the library, to acquaint him with the resources of a typical chemical library and to give him experience in locating efficiently specific kinds of desired information. The course is informal with no recorded credit. It is a preparation for the literature search that will be done in connection with the student's experimental investigation.

FELLOWSHIPS
The College of the Holy Cross offers eight graduate fellowships in Chemistry. At present each fellowship carries free board, room and tuition or its pecuniary equivalent. Fellows are required to spend from four to twelve hours per week in undergraduate laboratory instruction. These fellowships are offered to graduates of colleges or technical schools, who are properly qualified to undertake graduate work in chemistry. Applications must be filed with the Chairman for Chemistry by the fifteenth of March each year. Applications received after March 15th may also be considered.
The literature of Greece and Rome as formative factors of primary importance in the culture of the West is the dominant note in the study of Plato, the dramatists, the orators of Greece and their Latin imitators. Direct and remote influences by Greek and Latin authors on the style and content of European literature and especially on English are capital considerations in the study of Cicero and Plato, Horace and Sophocles and the whole series of incomparable masterpieces which have shaped our literatures. Hence, an accurate and detailed study of the original is indispensable to appreciate that literature itself and to understand the values of our debt to it.

**LATIN**

**Latin 11, 12.**
Introduction to Latin.
A grammar course introducing the student to the Latin language and Latin literature.
*Six credit hours.*

**Latin 13, 14.**
Intermediate Latin.
For those who have had one or two years of Latin in the pre-college period.
*Six credit hours.*

**Latin 15, 16.**
Advanced Latin.
A survey of Classical Latin Literature from its early remains to Macrobius.
*Six credit hours.*

**Latin 21.**
Roman Historians: Tacitus.
A study of the writings of Roman Historians with selections from Livy and Tacitus read in the original.
*Three credit hours.*

**Latin 22.**
Roman Oratory.
Selected orations of Cicero in the original studied and analyzed rhetorically.
*Three credit hours.*

**Latin 24.**
Roman Satire.
The meaning and form of Roman satire as observed in the selected works of Horace and Juvenal.
*Three credit hours*  
(Not offered 1967-68)

**Latin 42.**
Roman Political Ideas.
A study of the concept of the *res publica* and its historical transformation under the influences of religion, philosophy, political machination, the expansion of Roman power, and certain qualities inherent in the Roman character. No Latin is required.
*Three credit hours.*  
(Not offered 1966-67)

**Latin 47.**
Lucretius.
An intensive examination of the poetic and philosophic message of Lucretius' Epicurean gospel, the *De rerum natura*.
*Three credit hours.*  
(Not offered 1966-67)

**Latin 53, 54.**
Medieval Latin Literature I and II.
First semester: Latin literature of the first 800 years of the Christian era.
Second semester: A reading and criti-
cism of the secular and religious Latin literature from the 8th century on.

**Latin 59.**
Vergil: Eclogues and Georgics.
The development of pastoral and agricultural poetry in Rome as exemplified in Vergil’s two poetic masterpieces.

*Three credit hours.*

*(Not offered 1966-67)*

**Latin 63.**
Roman Comedy.
Selected plays of Plautus and Terence read in Latin combined with a study of Roman Comedy and its influence on later literature.

*Three credit hours.*

*(Not offered 1967-68)*

**Latin 66.**
Ovid.
Selections from the elegiac verse of Ovid; a survey of the principal themes of the genre; the specific contributions that the poet made to the tradition; the continuation of the tradition in the love poetry of the Middle Ages.

*Three credit hours.*

*(Not offered 1966-67)*

**Latin 70.**
History of Rome.
The growth and downfall of the Roman Republic; the establishment of the principate; imperial government to the time of Diocletian; social and economic developments; foreign policy; sources for our reconstruction of Roman History.

No Latin is required. *Three credit hours.*

*(Not offered 1967-68)*

**Greek 11, 12.**
Introduction to Greek.
An intensive one-year introduction to the literature of ancient Greece in the original language. The course is a linguistic and literary study of the historical growth of the Greek language, beginning with *The Iliad* of Homer. Enrollment is limited to serious students with superior talents in the areas of language and literature. *Six credit hours.*

**Greek 15, 16.**
Intermediate Greek.
First semester: Readings and textual student of the works of Lysias.
Second semester: Readings from the early Elegiac Poetry of Greece. (Offered mainly for students who have completed Greek 11, 12.) *Six credit hours.*

**Greek 25, 26.**
Advanced Greek.
First semester: Reading and study of Plato’s *Apology* in the original.

*Six credit hours.*

**Greek 27, 28.**
Early Christian and Greek Literature.
First semester: Selected texts from the New Testament read and analyzed.
Second semester: Selected readings from early Greek Patristics read and analyzed. *Six credit hours.*

*(Not offered 1966-67)*

**Greek 41.**
Ancient Political Philosophy.
A study of the ancient literature concerning the state and its forms. The evolution of political thought from its beginnings in early Greek poetry through Plato and Aristotle to Polybius will be considered in relation to the historical development of actual political institutions.

*Three credit hours.*

*(Not offered 1966-67)*

**Greek 47, 48.**
Greek Epic: Homer’s *Iliad.*
A reading of selected books of the *Iliad* with focus on the history of the text, the Epic hero, and oral tradition.

*Six credit hours.*

*(Not offered 1967-68)*

**Greek 56.**
Euripides.
An analysis of three plays in Greek, with special attention on the dramatic technique and “modern” views of Euripides.

*Three credit hours.*

*(Not offered 1967-68)*

**Greek 57.**
History of Greece.
A study of Greek history from the creation of Cretan civilization to the death of Alexander. The course will include some study of original documents. No
Greek is required. Three credit hours.
(Not offered 1967-68)

Greek 73.
Sophocles.
An analysis of three of the plays in Greek, with special attention on the tragic art of Sophocles as revealed through his study of philosophic man.
Three credit hours.
(Not offered 1966-67)

Greek 75, 76.
Greek Hellenic Tradition Seminar—Herodotus.
The text of the nine books of the Histories; a study of the art form of the work; the antecedents of historical writing; Herodotus as a scientific writer; Greek History from the Persian wars to 431 B.C.; the contemporaries of Herodotus; his influence on later literatures.
Six credit hours.

Greek 86.
Aristophanes.
Selected plays will be read in the original. Historical backgrounds, literary interpretation and study of the genre; comedy emphasized. Three credit hours.
(Not offered 1966-67)

Greek 87, 88.
Greek Pastoral Poetry.
A study of Theocritus, Bion and Moschus and their influence on later pastoral and Christian literature.
Six credit hours.
(Not offered 1966-67)

Greek 89.
Greek Choral Poetry.
The evolution of poetry between the Epic and Attic tragedy, culminating in the study of Bacchylides and Pindar. Some attention will be given to metrical developments between the Seventh and Fifth centuries.
Three credit hours.
(Not offered 1966-67)

Greek 90.
Development of Greek Literature in Prose.
The stages leading to the conflicting claims for cultural and political supremacy between the schools of Isocrates and Plato are taken up by a study of the Sophists, the development of Greek rhetoric and selected dialogues of Plato.
Three credit hours.
(Not offered 1966-67)

Greek 91, 92.
Tutorial-Seminar.
Designed for selected students with approval of professor and chairman. Such areas as Aeschylus, Demosthenes, Pindar, etc., are available. Six credit hours.

CLASSICS

Classics 27, 28.
Classics in English.
The objective of this course is the attainment of a reasonable understanding and appraisal of Classical literature through the application of Classical theories of literary art to the major works of the major Greek and Roman authors.
The first semester deals with Greek authors.
The second semester deals with Greek authors.
Six credit hours.

Classics 41.
Drama of Classical Greece.
A critical study, in English translation, of Aeschylus, Sophocles, Euripides and Aristophanes; supplementary study of the context—religious, philosophical, social and political—in which the plays were written and produced.
Three credit hours.

HEBREW

Hebrew 11, 12.
Introduction to Hebrew.
A study of the Hebrew grammar.
Six credit hours.

Hebrew 23, 24.
Intermediate Hebrew.
An intermediate course for students who have already had a year of grammar with concentration on advanced grammar and readings from the Old Testament.
Six credit hours.

ARABIC

Arabic 21, 22.
Intermediate Arabic.
An intermediate course for students who have already had a year of grammar.
Six credit hours.

Arabic 25, 26.
Advanced Arabic.
For students who have had 2 or more years of Arabic.
Six credit hours.
DEPARTMENT OF

Economics

Professors: R. F. X. Cahill, B. W. McCarthy, Peragallo
Associate Professors: T. J. Cahill, Judge, Petrella (Chairman), R. J. Smith
Assistant Professors: Bender, O'Connell
Instructors: Ellingson, Strobel

The curriculum of the department has been conceived with the one major objective of providing the student with as broad and well balanced an education as possible. Specialization is kept to a minimum. Course content is basically theoretical and aimed at developing the student's analytical and critical faculties, at stimulating his powers of interpretation, synthesis and understanding, and at training him to exact thinking. The emphasis is on the understanding of our economic system and on the analysis of its economic and business problems. The student is thus prepared to continue his education at the graduate level or to enter effectively into the business world. The curriculum is broadly integrated and in accordance with the liberal arts tradition.

Economics 11, 12.
Principles of Economics.
A study of the basic institutions and principles underlying the operation of the economic system. In first semester, particular attention is given to national income analysis, fiscal policy and the business cycle, money, banking and monetary policy, economic growth and development and international trade. In second semester, emphasis is on the determination of commodity and resource prices under different market conditions, the distribution of income, unions and collective bargaining, and the regulation of industry. Six credit hours.

Economics 15, 16.
Financial and Administrative Accounting.
An introduction to the fundamentals of accounting with major emphasis on recording, summarizing, and interpreting accounting data from a managerial viewpoint.
The second semester's subject matter in this course stresses accounting for partnerships, corporations, and manufacturers. Six credit hours.

Economics 17, 18.
Freshman-Sophomore Economics Seminar.
This program involves an accelerated, analytical development of the principles of economics in addition to student participation and discussion on selected works in the area of history of economic ideas and institutions. Six credit hours.

Economics 21.
Economic History of the United States.
A critical study of the development of the American economy from Colonial days to the present, focusing attention on such areas as agriculture, labor and industry, population and immigration, banking and finance, foreign and domestic commerce, transportation and communication, and the changing role of the government in economic life. Lectures, outside readings, book review. Three credit hours.

Economics 25.
Micro-Economic Theory.
This course is concerned with the development of micro-economic topics at the intermediate level of analysis. Major areas of concentration are the analysis of demand and production theory using both classical and modern analytical tools, the study of market structures.

1 1967-68.
pure competition, monopolistic competition, oligopoly and monopoly, and the analysis of resource pricing and allocation in different market situations. Pre-requisite: Economics 11, 12.

Economics 26.
Macro-Economic Theory.
This course studies the behavior of aggregate economic phenomena in the economic system. Topic areas considered are the measurement of economic activity, the theory of income determination and the level of employment, monetary theory, general equilibrium analysis of the income and monetary sectors, and growth theory. Applications of the theory are made to problems involved in monetary and fiscal policy, international monetary policy and inflation, employment and growth policies. Prerequisite: Economics 11, 12. Three credit hours.

Economics 31, 32.
Asset and Equity Accounting.
This course is designed to serve the needs of the accounting major. Emphasis is placed on the basic assumptions that underlie modern accounting, the principles, procedures, and methods that are applied in the preparation of financial statements and the proper uses that can be made of financial data. With this background the student is prepared to analyze and interpret the full product of accounting. Special emphasis is placed on the Accounting Research Studies as well as the opinions of the Principles Board of the American Institute of Certified Public Accountants. Reference is also made to the latest income tax laws and other legislation affecting accounting practice. Prerequisite: Economics 15, 16. Six credit hours.

Economics 33.
Managerial Accounting.
This course stresses the use of accounting as a tool for managerial control. The course considers such subjects as budgeting and the setting of standards, accounting systems and internal control, product costing and cost analysis, and the administration of standard costs and budgetary systems of control. Relevant subject matter on cost accounting, production management and activity analysis or "linear programming" is also included. Prerequisite: Economics 43, 44. Three credit hours.

Economics 43, 44.
Financial and Administrative Accounting.
Some as Economics 15, 16. Six credit hours.

Economics 45, 46.
Business Law (Based on the Commercial Code).
Required of all students majoring in accounting. The course includes contracts, agency, sales, negotiable instruments, the legal aspect of business associations, insurance, and property, both real and personal. The course is intended to correlate the accounting and legal aspects in reference to common business transactions. It is also intended to aid in the understanding of the social significance of law and the part it has played in the development of our economic life. Prerequisite: Economics 31, 32. Six credit hours.

Economics 49.
Labor Economics.
This course emphasizes the institutional aspects of the labor movement. Beginning with a theoretical framework for the study of the union in American life, the course is concerned with labor history (integrated with American economic history and the history of American thought), the nature of collective bargaining, union bargaining power, the national emergency dispute, union monopoly, the influence of the union on labor mobility and productivity, and the creation and application of public policy. Prerequisite: Economics 11, 12. Three credit hours.

Economics 51.
Corporation Finance.
After first considering the nature of the corporation and contrasting the corporation with other forms of business organization, this course then treats alternative methods of financing both long-term and short-term requirements for funds, characteristic financial policies and structures of important industry groups, functions of securities exchanges, and the role of the promoter and investment banker in business finance. Attention is also given to the preparation of cash budgets and the analysis of financial statements. Prerequisite: Economics 11, 12. Three credit hours.

Economics 52.
Statistics.
This course treats descriptive statistics; the binomial, normal, Student's, and chi-square distributions; principles of sampling, hypothesis testing, and parameter
estimation; regression, correlation, and the analysis of time series. Applications will be drawn from business, economics, and accounting. Three credit hours.

Economics 53. Money and Banking.
The purpose of this course is to introduce the student to the economic principles governing modern monetary arrangements, credit and banking in the economic system. Special emphasis is placed upon an understanding and evaluation of the control mechanisms in the central banking system and the integration of modern income and monetary theory. Prerequisite: Economics 11, 12. Three credit hours.

Economics 54. Advanced Statistics.
This course includes study of the probability basis of statistical distributions; properties of important distributions; the general decision model; topics in statistical inference including Bayesian statistics and analysis of variance. Three credit hours.

Economics 58. Public Finance.
This course seeks to discern and appraise the effects of government financial policies. Basic principles and issues of government budgeting, spending, and revenue raising are investigated. Attention is also given to the problems of the public debt, fiscal policy and intergovernmental fiscal relations. Prerequisite: Economics 11, 12. Three credit hours.

An introductory study of basic cost accounting principles, practices, and procedures, with a special emphasis on job order costs, process costs, standard cost, and estimated costs; managerial control through the use of cost accounting data and procedures; and special applications of cost accounting procedures. Prerequisite: Economics 31, 32. Three credit hours.

Economics 63. Auditing.
A study of the theory and practice of auditing and an examination of professional ethics. The laboratory work covers audit problems and a test audit of a small manufacturing concern. Prerequisite: Economics 61. Three credit hours.

A study of the federal income tax laws as they affect individuals, partnerships, and corporations. Consideration is also given to the history of the federal income tax statutes and the methods of enacting tax legislation. Prerequisite: Economics 31, 32. Three credit hours.

An inquiry into proposed reforms of the existing federal tax structure of the United States, emphasizing reform of the federal income tax upon individuals and corporations, and also considering changes in the taxation of gifts, trusts, and estates. Present tax law and suggested revisions will be reviewed in the light of the various objectives of tax policy such as increased fairness, reduced complexity, minimum restraint upon economic growth, and promotion of greater economic stability. Consideration will also be given to the use of tax policy to achieve various social and political objectives. Prerequisite: Economics 65. Three credit hours.

Parent and subsidiary accounting relationships are studied and a critical analysis is made of the principles and postulates of accounting based upon the study of the Accounting Research Bulletins of the American Institute of Accountants and the Accounting Releases of the Securities and Exchange Commission. Research topics are assigned and reported upon. The course is organized on a group discussion basis. Prerequisite: Economics 61. Three credit hours.

Economics 71. Early Economic Theories.
This course studies the development of economic analysis from the Greek and Roman period up through 1870. Major concentration is on Mercantilist monetary theory and policy, value and distribution theories of the Classical economists, the rise and development of Economic Liberalism and Karl Marx. Prerequisite: Economics 11, 12. Three credit hours.

Economics 72. Modern Economic Theories.
This course studies the development of economic analysis from 1870 up to the present. Topics considered are, the Marginalist and Historical schools, Alfred Marshall and neo-classical economics, Mathematical economics, Economic Lib-
eralism in the twentieth century, American Institutionalism, Imperfect Competition theories, and the development of Welfare Economics. Prerequisite: Economics 11, 12. Three credit hours.

The focus of this course is on the economic principles and issues involved with finding alternatives to the market economy. Capitalism is critically reviewed and evaluated, an historical sketch of the search for alternative economic systems is made, and three alternative models for Capitalism are examined: i.e., Authoritarian Capitalism, Authoritarian and Liberal Socialism. Finally, the Russian, British and Fascist German economies are presented as examples of economic systems in action. Prerequisite: Economics 11, 12. Three credit hours.

Economics 75. Industrial Organization and Public Policy.
This course presents an investigation of the basis of government-business relationships together with an historical development of control. It includes special problems of control relative to trusts, public utilities, transportation, extractive industries, exchanges and labor. Prerequisite: Economics 11, 12. Three credit hours.

Economics 77. Directed Readings in Economics.
A program in reading and research open to qualified Economics majors. Three credit hours.

Economics 78. International Economics.
This course is primarily a study of the theory of international trade. It is concerned with the theoretical basis for international trade, the determination of the terms of trade among nations, the price and income adjustment processes in a nation's balance of payments and the effect of restrictions such as tariffs and import quotas upon a trade situation. Prerequisite: Economics 11, 12. Three credit hours.

Economics 81. Economic Growth and Development.
This course examines the theoretical and institutional factors influencing economic growth. Attention is given to various models of economic growth, the relation between social, political and economic institutions and the pattern of economic growth, the optimal public policy mix for economic growth and special problems of growth faced by the underdeveloped nations. Prerequisite: Economics 11, 12. Three credit hours. (Not offered 1966-1967)

This course considers the nature of collective bargaining, theories of collective bargaining and its development as an American institution. Emphasis is placed upon the economic impact of union-management bargaining: wage determination, Classical Economics, marginal productivity theory and collective bargaining; wages, productivity, inflation; the employment effect of a wage increase; technological change, automation and unemployment; the economics of the shorter work week and the future of collective bargaining in a changing economic environment. Prerequisite: Economics 11, 12.

Economics 97. Mathematical Economics.
This course is an introduction to the use of mathematical analysis as applied to economic theory and practice. It consists of an introduction to mathematical models; a brief survey of elementary set theory; an extensive analysis of simple and complex linear systems (including demand and supply models, equilibrium models for several goods, national income models, imputations, linear programming, Walrasian general equilibrium, and techniques of determinants); an introduction to logarithmic functions and applications; and an examination of differential and integral calculus and its applications to economics. Student preparation of papers treating specified economic topics in a mathematical manner is an essential part of the course. Prerequisite: Economics 25, 26. Three credit hours.
DEPARTMENT OF

Education

Instructor: Maguire (Acting Chairman)

To meet the needs of those students who wish to become secondary school teachers upon graduation or thereafter, the Department of Education offers a number of courses in Education to sophomores, juniors, and seniors. Each student should consult periodically with the Chairman of the Department to plan the development of his course program. The program is, in practice, geared specifically to the requirements for teacher certification on the secondary level in Massachusetts.

Education 61.
Adolescent Psychology.
This course is a study of behavior arising from the problems proper to that period of transition from childhood to maturity.

*Three credit hours.*

(Not offered 1966-67, 1967-68)

Education 62.
Principles of Guidance.
This course introduces the future teacher to the area of guidance in the schools. It gives the student an acquaintance with the various subdivisions of guidance, such as counseling, the use of educational and occupational information, group guidance, and testing. It is also geared to helping the prospective teacher decide whether the area of guidance as a future specialization may be of interest to him.

*Three credit hours.*

Education 65.
History of Education in the U. S.
A study of the history of American education, including higher education, from the mid-seventeenth century to the present.

*Three credit hours.*

(Not offered 1966-67, 1967-68)

Education 67.
Educational Psychology.
The student is introduced to many of the relationships existing between psychology and education. The topics of growth and development, the nature of the learner, the teaching-learning process, and the role of the teacher in the widest development of the child, are studied. This course is a prerequisite for Education 70 and 72.

*Three credit hours.*

Education 68.
Philosophy of Education.
This course acquaints the student with the thinking of Aristotle, Augustine, Aquinas, Dewey, and Maritain, among others, as their thinking pertains to the concerns of education.

*Three credit hours.*

(Not offered 1966-67, 1967-68)

Education 70.
Student Teaching.
A strictly supervised program, for selected students, of observation and teaching in a public secondary school. Education 67 is a required prerequisite, and Education 75 is a strongly recommended prerequisite.

*Three credit hours.*

Education 72.
Student Teaching.
A strictly supervised program, for selected students, of observation and teaching in a public secondary school. Education 67 is a required prerequisite, and Education 75 is a strongly recommended prerequisite.

*Six credit hours.*

Education 75.
Principles and Methods of Secondary School Teaching.
This course stresses the various techniques and methods of teaching appropriate to the secondary school teacher and orients the prospective teacher to a familiarity with the development of teaching manner and curriculum.

*Three credit hours.*

Education 76.
Tests and Measurements.
A study of the tests and evaluation devices used by schools and counseling agencies. Administration, interpretation, and theory are discussed.

*Three credit hours.*

(Not offered 1966-67, 1967-68)

Education 78.
Curriculum Development.
An introduction to the principles of the secondary school. Curriculum considered historically, theoretically, and practically.

*Three credit hours.*

(Not offered 1966-67)
DEPARTMENT OF English

Professors: Connors, Cummings, McCann
Associate Professors: E. F. Callahan (Chairman), Dorenkamp (Acting Chairman, 1967-68), Healy, Mayer
Assistant Professors: Dailey, Horn, Madden, B. E. McCarthy, L. J. McCarthy, Roache, Teichgraeber, Wilson
Instructors: Dammers, Devlin, Geracht, Lawler, Madden, Mitchell, Skelly, Tumulty
Lecturer: M. E. Herx

The English courses required of all undergraduates in the first year are designed to acquaint the student with the basic forms of literary analysis and the varying critical modes of expression. Extensive critical writing and reading is required.

The English course for majors offers a variety of authors, periods, and forms of literature so that the student may choose a sequence of courses fitted to his development and future needs, whether in graduate school, law, business or some other field. The emphasis in all the courses is on the development of critical judgment grounded in sound historical understanding.

ENGLISH MAJORS:

The English major is expected to plan his course of studies under the close supervision of his departmental adviser. In the freshman year he will take the two semester introductory course unless he has been granted whole or partial advanced placement by the department. The requirement of two semesters of classics should be undertaken in the freshman year. However, with the chairman's permission this requirement may be postponed until later years as long as it is completed prior to the second semester of his senior year.

The English major is required to elect within his sophomore, junior and senior years a total of ten semesters of upper division courses. (English Pre-Med majors are required to elect eight semesters.) Of these ten (eight) elective courses, three (two) may be in American Literature. English majors in the classes of 1967, 68, 69, may substitute courses in the Fine Arts Department for the option of electing American literature. In no case, however, will a major have satisfied his departmental requirements until he has completed successfully seven (six) semester courses in English as distinguished from American literature.

In special cases, honors students may undertake more than the elective maximum of courses. Written permission is required of the chairman and the student's adviser for this.

NON-MAJORS:

Beginning in September 1967, the English Department will offer three to four electives per semester exclusively for non-English majors. Although non-majors are

1 1966-67.
2 1967-68.
3 On leave, 1967-68.
free and encouraged to elect within the standard offerings in the department, these
courses will be reserved for them, in order that they may have the opportunity of
preferential election in certain areas. The courses and teachers so designated will
change yearly so that in the upper division years, the non-major will have an
opportunity over three years of selecting within a scope of 18 electives.

Broad survey courses (English 160, 161, 180, 181) will be open to non-majors
and sophomore English majors only.

English 10 (11).
Introduction to Prose Forms.
A one semester, introductory course in
the problems of prose analysis. The basic
forms of the short story and the novel
are examined in representative texts. The
student is required to submit written
analyses demonstrating his ability to uti-
lize various critical approaches to lit-

erature and different forms of written
analysis.

Three credit hours.

English 20 (12).
Advanced Literary Analysis.
In this second semester course, the
forms of poetry and drama are studied
and discussed. The critical norms of the
first semester and the written exercises
of critical exposition are developed by
the close training in textual analysis.

Three credit hours.

FRESHMAN HONORS

In cooperation with the Honors Program, the English Department offers each
year a two semester elective Honors seminar for the advanced student entering in
the freshman class. Each year a different subject, literary approach, or period in
English literature is offered as the basis of the seminar. An announcement of the
subject is made in the Special Studies bulletin distributed in the summer preceding
the student's freshman year. Application for this Honors seminar is effected
through the Office of Special Studies.

Acceptance into the program is announced by the seminar teacher after consult-
tation with the English Department.

Prior to September 1967 this seminar was listed as English 17, 18.

English 39 (17, 18).
Freshman Honors Seminar.
A two semester elective Honors Sem-
inar for Freshmen in special problems of
literary analysis. First semester: prose;
second semester: poetry.

Three credit hours.

ADVANCED PLACEMENT

The English Department participates in the national and college Advanced
Placement Programs. Prior to the student's entrance into the freshman year, the
department consults advanced placement scores, high school preparation, and col-
lege entrance scores to determine the level of Freshman English which the student
will undertake. In certain cases, students with outstanding achievement are allowed
to forego the Freshman English requirement and, if they so desire, elect upper divi-
sion courses (English 100-199).

English 101.
Anglo-Saxon.
A one semester study of the Anglo-
Saxon language and its relationship to
Indo-European languages. Readings in
Anglo-Saxon literature will be studied at
the end of the semester.

Three credit hours.


English 102 (41).
Anglo-Saxon Literature.
A survey of the writings in England
between the 7th and 11th centuries; be-
ginning with the Anglo-Latins, and pro-
gressing through the popular, courtly,
religious, and heroic traditions in poetry.
Emphasis is given to the poetic forms
and especially to the heroic work, Beo-
wulf. The literature is read in translations, but provision is made for students with a reading knowledge of Anglo-Saxon.  

Three credit hours.

English 103. 

Beowulf. 

A close analysis of the Anglo-Saxon text of Beowulf and the Finnsburg Fragment. Attention will be on both the linguistic and literary aspects of the work.  

Three credit hours.  

(Not offered 1966-67, 1967-68)

English 104 (50). 

Early English Drama. 

A study of the development of the English drama from its continental beginnings to the first regular comedies and tragedies of the early Tudor dramatists.  

Three credit hours.

English 105 (46). 

Introduction to Middle English. 

An introduction to the language and literature of medieval England by a careful study of selected texts, with special attention to the Gawain poet and Langland.  

Three credit hours.  

(Not offered 1967-68)

English 106 (47). 

Medieval Literature. 

A study of Troilus and Criseyde, Gawain and the Green Knight, religious and secular lyrics and other texts of the 13th and 14th centuries.  

Three credit hours.

English 107. 

Medieval European Literature in Translation. 

A literary analysis of the continental influences on medieval English literature. Translations of Boethius, the French Romance, and Dante among others will be studied.  

Three credit hours.  

(Not offered 1966-67)

English 108 (45). 

Chaucer. 

A reading and critical discussion of the complete text of the Canterbury Tales with subsidiary studies in the minor works.  

Three credit hours.

English 109. 

Special Problems in Early English Literature. 

A special course offered periodically for the examination of one form, theme or author in the Medieval period.  

Three credit hours.  

(Not offered 1966-67, 1967-68)

English 110. 

Readings in Renaissance Prose, 1513-1642. 

A study of prose forms characteristic of the intellectual climate of the English and Continental Renaissance, in particular the history, dialogue, philosophical polemic, and moral and familiar essay. Consideration will also be given to the development of English prose style from More to Bacon.  

Three credit hours.  

(Not offered 1966-67)

English 111 (51). 

English Renaissance Poetry of 16th Century. 

A survey of the major poets of the century, with a few of the lesser figures. After Skelton's satiric verse, the course concentrates on the lyric and pastoral tradition down to Spenser, Marlowe, Sidney, and Shakespeare.  

Three credit hours.

English 115 (57). 

Tudor Stuart Drama. 

The purpose of the course is to treat the important Elizabethan dramatists apart from Shakespeare; from Marlowe to Shirley.  

Three credit hours.

English 116 (58). 

Shakespeare Survey. 

A one semester survey of the major works of Shakespeare, examining them as representative of the stages in Shakespeare's dramatic development.  

Three credit hours.

English 117 (55). 

Shakespeare's Elizabethan Drama. 

A careful study of Shakespeare's drama prior to 1600. Major attention will be focused upon the Chronological Tetralogies. Corollary studies in the tragedies and comedies will be undertaken also.  

Three credit hours.  

(Not offered 1967-68)

English 119. 

Special Problems in 16th Century Literature. 

A special course offered periodically for the examination of one form, theme or author in the 16th century.  

Three credit hours.  

(Not offered 1966-67, 1967-68)

English 120 (56). 

Shakespeare's Jacobean Drama. 

A close analysis of Shakespeare's dramas from Hamlet to The Tempest. Emphasis will be placed upon stylistic development and Shakespeare's address-
ing himself to problems of the Jacobean age. Three credit hours. (Not offered 1967-68)

**English 121 (61). English Poetry, 1600-1660.**
A study of the two major traditions of the period, Jonson and the Cavaliers, Herrick, Carew, Suckling, and Lovelace, with greater emphasis on Donne and the Metaphysicals, Herbert, Crashaw, Vaughan, and Marvel. Three credit hours.

**English 122. John Donne.**
A close analysis of the writings of John Donne. Readings from his contemporaries in literature, politics, and philosophy will be studied in an attempt to establish the milieu of Donne's writing. Three credit hours. (Not offered 1966-67)

**English 125 (62). Milton.**
This course proceeds from a study of Milton's early poems to the readings of *Paradise Lost, Paradise Regained,* and *Samson Agonistes.* Certain prose pamphlets are read either in their entirety or in selections. Three credit hours. (Not offered 1966-67)

**English 129. Special Problems in Early 17th Century Literature.**
A special course offered periodically for the examination of one form, theme or author in the 17th century. Three credit hours. (Not offered 1966-67, 1967-68)

**English 130. Literature of the Late 17th Century.**
A course designed to survey literary developments in English literature from the Restoration to the close of the 17th century. Dryden, Rochester, Mandeville, Temple and other representative writers will be studied. Three credit hours. (Not offered 1966-67, 1967-68)

**English 131 (63). Restoration and 18th Century Drama.**
The course will survey drama from Dryden to Sheridan, including heroic drama, Restoration comedy, sentimental developments of the 18th century, and the reemergence of laughing comedy. Attention will also be paid to relevant intellectual background and influences. Three credit hours.

**English 132 (65). Dryden, Pope and Swift.**
A study of the literature from the Restoration to the death of Pope with major emphasis upon the writings of John Dryden, Jonathan Swift and Alexander Pope. Three credit hours.

**English 135 (66). Johnson and the Late 18th Century.**
This course (which omits the novel) acquaints the student with Collins, Gray, Boswell, Johnson, Christopher Smart, Macpherson, Churchill, Walpole, Goldsmith, Sheridan, Beattie, Chatterton, Cowper, Burns, Crabbe, Burke, and Paine and Blake. Three credit hours.

**English 137 (73). The 18th Century Novel.**
A study of the major novels in the 18th Century beginning with Defoe and closing with the period prior to Jane Austen. Three credit hours. (Not offered 1966-67, 1967-68)

**English 139. Special Problems in the Restoration or 18th Century.**
A special course offered periodically for the examination of one form, theme and author in the 18th century. Three credit hours. (Not offered 1966-67, 1967-68)

**English 141 (71). The English Romantic Poets.**
A study of Romanticism as a movement and a close analysis of the major Romantic writers: Wordsworth, Coleridge, Byron, Shelley, Keats. Readings in the work of Romantic Contemporaries will also be discussed. Three credit hours.

**English 142. Romantic Prose Writers.**
A close analysis of the prose writings of the Romantic period. Wordsworth, Coleridge, De Quincey, Shelley, Keats, Lamb, Landor and others will be studied in detail. Three credit hours. (Not offered 1966-67, 1967-68)

**English 143 (75). Tennyson and his Contemporaries.**
This course will undertake a close study of the poems of Tennyson, Browning, and Arnold and the prose works of Arnold, Mill, and Carlyle. Three credit hours.

**English 146 (76). Late Victorian Literature.**
A study of the major figures in the last half of the 19th century, particularly the Rossettis, Ruskin, Newman, Swinburne, Morris, Meredith, Huxley, Pater, Hardy, Hopkins and the writers of the fin-de-siècle movement. Three credit hours.
English 147 (74).  
The 19th Century Novel.  
A close study of representative novels and novelists from Jane Austen to the close of the 19th century.  

Three credit hours.

English 149.  
Special Problems in the 19th Century  
English Literature.  
A special course offered periodically for the examination of one form, theme or author in the 19th century.  

Three credit hours.  
(Not offered 1966-67, 1967-68)

English 150 (82).  
Modern British Literature.  
A survey of the major British poets and novelists since 1914. Concentration will be on the works of Yeats, Auden, D. H. Lawrence, Joyce, Aldous Huxley, and the new generation of writers since the close of World War II.  

Three credit hours.  
(Not offered 1967-68)

English 151 (87).  
Modern British Poetry.  
A study of the major Modern British Poets dating from Hardy, Yeats, Eliot, and Auden will be examined in detail as representative of the directions in British poetry during the 20th century.  

Three credit hours.  
(Not offered 1966-67, 1967-68)

English 153.  
Modern British Drama.  
A study of modern British dramatic writing from Pinero to Pinter. Readings will range through the various modes of dramatic expression in England, their European counterparts, and the critical theories associated with them.  

Three credit hours.  
(Not offered 1966-67, 1967-68)

English 157.  
Modern British Novel.  
A study of the British novel and its development from Galsworthy to Braine.  

Three credit hours.  
(Not offered 1966-67)

English 160.  
American Literature from Smith to Cooper.  
A survey course studying the developments in American literature from the earliest Colonial writings to the literature of the early Republic. Open only to sophomore English majors and students not majoring in English.  

Three credit hours.  
(Not offered 1966-67, 1967-68)

English 161.  
American Literature from Emerson to the Present.  
A survey course studying the growth of American literature beginning with the Transcendentalists, extending through the Civil War up to the mid-20th century. Open only to sophomore English majors and students not majoring in English.  

Three credit hours.  
(Not offered 1966-67, 1967-68)

English 162 (80).  
Colonial American Literature.  

Three credit hours.

English 163.  
American Literature of the Early Republic.  

Three credit hours.  
(Not offered 1966-67)

English 164.  
Hawthorne, Melville and Twain.  
The detailed analysis of the major works of Hawthorne, Melville and Twain as representative of the writers, the literary tastes and the general cultural movements of the time.  

Three credit hours.  
(Not offered 1966-67)

English 165 (83).  
American Literature In the Age of Emerson.  
A study of the times and contemporaries of Ralph Waldo Emerson. Readings from Emerson, Thoreau, Hawthorne, Melville, Poe and Whitman.  

Three credit hours.

English 169 (85).  
Special Problems in the 19th Century American Literature.  
A special course offered for the examination of special problems, authors, or themes in American literature of the 19th century. In 1966-1967 and 1967-1968 the writers studied are Poe and Dickinson, Cooper and Browne.  

Three credit hours.

English 170.  
American Literature in the 20th Century.  
A survey course in the developments in American literature from the late years of the Genteel Tradition to the present day.  

Three credit hours.  
(Not offered 1966-67, 1967-68)
English 171 (86).  
Modern American Poetry.  
A close analysis of the development of American poetry from the late 19th Century to the present. Representative poets will be examined.  
Three credit hours.

English 173.  
Modern American Drama.  
A survey of the growth of American drama from the turn of the century to the present. Attention will be focused on the influence of O'Neill, Wilder, Rice, Oedets, Williams and Miller.  
Three credit hours.  
(Not offered 1966-67, 1967-68)

English 177 (84).  
Modern American Novel.  
A study of the development of the modern American novel from the close of the 19th century to the present. Representative works of Wharton, Dreiser, Norris, Dos Passos, Hemingway, Faulkner and other are closely studied for an understanding of their artistic accomplishment and the milieu in which they are written.  
Three credit hours.

English 179.  
Special Problems in Modern American Literature.  
A special course offered periodically for the examination of one form, theme or author in 20th century American literature.  
Three credit hours.  
(Not offered 1966-67, 1967-68)

English 180.  
Survey of English Literature to 1660.  
A survey history of English literature from the time of Beowulf to the end of the Puritan Commonwealth. Representative works will be analyzed in their relationship to the development of English literature, as well as reflections of their milieu.  
Three credit hours.  
(Not offered 1966-67)

English 181.  
Survey of English Literature from 1660-To the Present.  
A study of the major writings in English literature from the Restoration to the present. Emphasis is placed on literary, cultural and historical movements and their effect on the literature of the time. Open only to sophomore English majors and students not majoring in English.  
Three credit hours.  
(Not offered 1966-67)

English 182.  
Major Authors (Chaucer to Pope).  
This course concentrates on the major authors in English literature from the medieval to the classical period. It differs from English 180 in approach and treats fewer authors in greater detail. Open only to non-English majors.  
Three credit hours.  
(Not offered 1966-67)

English 183.  
Major Authors (Johnson to Eliot).  
This course concentrates on selected authors from the classical to the modern period. It differs from English 181 in approach and treats fewer authors in greater detail. Open only to non-English majors.  
Three credit hours.  
(Not offered 1966-67)

English 184 (81).  
Modern Drama.  
The focus of this course will be drama since 1890 principally in England. Attention will also be given, however, to developments in the theater on the continent and in the United States.  
Three credit hours.

English 185.  
Twentieth Century Irish Literature.  
A survey of the developments in the poetry, drama and fiction of modern Ireland from the Gaelic Revival to the present. Attention will be focused on Yeats, Joyce, O'Casey, Synge among others.  
Three credit hours.  
(Not offered 1966-67, 1967-68)

English 187.  
Studies in the Novel.  
An inclusive, but non-historical survey of the various approaches to the novel as a literary form. English novels of the 18th and 19th centuries will be studied and compared to similar continental works in the same form. Open only to non-English majors (during the 1967-1968 academic year).  
Three credit hours.  
(Not offered 1966-67)

English 188.  
Problems in the Modern Novel.  
A comparative study of English, American and Continental novels of the 20th century. The directions, forms, and preoccupations of the modern novel will be studied in an investigation of the range of contemporary fiction. Open only to non-English majors (during the 1967-1968 academic year).  
Three credit hours.  
(Not offered 1966-67)

English 190.  
Tragedy.  
A study of the theory of tragedy in dramatic and non-dramatic literature.
Readings in Greek tragedians, Latin and Continental, as well as English and American literature. Three credit hours.
(Not offered 1966-67)

English 191.
Comedy.
A study of the theory of comedy in drama and other literary forms from the Greeks to the present day.
Three credit hours.
(Not offered 1966-67, 1967-68)

English 192.
Satire.
A study of the concept of satire as it is found in all literary forms from the classical writers to the present day.
Three credit hours.
(Not offered 1966-67, 1967-68)

English 193.
The Epic.
A study of the Epic as a literary form from Homer to Pound. Virgil, Dante, Milton, Byron and others will be examined in detail.
Three credit hours.
(Not offered 1966-67, 1967-68)

English 195 (93).
Criticism from Aristotle to Johnson.
A study of the major critical movements from Aristotle to Samuel Johnson with emphasis upon the classical theory of literature.
Three credit hours.

English 196.
Modern Criticism.
An examination of twentieth century critical theory including that of such critics as I. A. Richards, Cleanth Brooks, Kenneth Burke, T. S. Eliot, Northrop Frye, etc.
Three credit hours.
(Not offered 1966-67)

English 197 (90).
History of the Language.
A one semester chronological study of English as a linguistic phenomenon. The course begins with a study of phonetics and then goes on to a historical analysis of the development of the language with attention to contemporary linguistic principles.
Three credit hours.
(Not offered 1967-68)

English 199.
Special Problems in English Language or Literature.
A special course offered periodically for the examination of one form or theme as it appears in the range of English or American literature. Three credit hours.
(Not offered 1966-67, 1967-68)

English 239.
William Blake.
A study of the poetry of William Blake along with an examination of the intellectual and cultural setting which influenced his work.
Three credit hours.
(Not offered 1966-67)

English 259.
Special Studies in Modern British Literature.
The subject is determined each semester by the teacher giving the seminar. In the fall of 1966, it was D.H. Lawrence and his contemporaries; fall of 1967, T.S. Eliot; spring of 1968, the British novel of the 20th century. A seminar open to honors students only. Three credit hours.

English 269.
Rise of Realism.
A study of the growth of the American realistic novel as exemplified in the works of William Dean Howells, Henry James, and Sarah Orne Jewett.
Three credit hours.
(Not offered 1966-67)

English 280.
Readings in English Literature to 1660.
An intensive program of independent study designed to enable the student to obtain a coherent picture of English Literature from its beginnings to 1660. Admission by invitation of the department.
Three credit hours.
(Not offered 1966-67)

English 281.
Readings in English Literature from 1660 to the Present.
A course similar to English 280 covering the period of English Literature from 1660 to the present.
Three credit hours.
(Not offered 1966-67)

English 288.
Modern Novel.
A critical examination of major novelists of the twentieth century.
Three credit hours.
(Not offered 1966-67)

English 292.
Satire.
An examination of satire as a literary mode, its origins, development, and kinds.
Three credit hours.
(Not offered 1966-67)
DIVISION OF
Fine Arts

Assistant Professors: Reardon, Scannell (Director)
Instructor: Mulready
Lecturers: Graneto, Herson

Fine Arts 11.
History of Western Art.

Three credit hours.

Fine Arts 12.
History of Western Art.

Three credit hours.

Fine Arts 31.
History of American Art.
A depth course covering architecture from its colonial beginnings to the recent development of Wright, Johnson, Saarinen and others. In the field of sculpture and painting, the major artists from the early limners, through the Federal and later eclectic periods, and through the various movements since 1945, will be covered. The course will conclude with "pop," "op" and whatever the latest vogue may be.

Three credit hours.

Fine Arts 32.
History of Modern Art.
Beginning with the revolt of Manet from the academic traditions, this course traces the multiple movements and "isms" that have taken place in the last century, from the first beginning of Impressionism to the present. The emphasis in the course is on the many painting styles and underlying philosophies; but modern sculpture and architecture are also treated, particularly the movements that are European.

Three credit hours.

Fine Arts 41.
Studio Painting and Drawing III.
An intermediate course in creative art which stresses the major modes of expression and techniques. Emphasis is placed on the complex and evolving dynamics in creative design, especially as it applies to large scale figure composition, abstract expressionism, non-objectivism, and the functioning of form and color symbols in art expression. Prerequisite: Fine Arts 61, 62, or equivalent.

Three credit hours.

Fine Arts 42.
Studio Painting and Drawing IV
A continuation of the study of essential pictorial compositional factors with added emphasis on method, the psychological and physical impact of color and form, and the development of personal style. Experience in three-dimensional media and practical experiments with some of the rarer techniques such as encaustic, egg tempera, serigraph, etc., are required. Prerequisite: Fine Arts 61, 62, or equivalent.

Three credit hours.

Fine Arts 51, 52.
Music Theory.
The course is intended for students who wish to delve more deeply into the philosophy, aesthetics, and technique of traditional composition and performance. There are three main areas of specialization:

1. Basic Theory—terminology, notation, ornamentation, etc.
2. Ear-training—the rudiments of sight-singing and dictation so that the student may come to cope with a piece of vocal or instrumental music a prima vista.
3. Written Theory—this section of the course presents much of the material of Traditional Harmony in a manner which is calculated to challenge the student's creative abilities as well as his ability to conform to a discipline.

It is hoped that each student who takes

1967-68.
this course will be able to write successfully in four parts, will be able to sing confidently materials of some difficulty, and will have a working knowledge of the terminology and notation of music at the completion of the course.

Six credit hours.

Fine Arts 61.
Studio Painting and Drawing I.
An introduction to the methods of creative expression with emphasis on the techniques of pictorial organization. Perspective, light and shade, line, form, and color are applied to drawing and painting projects from still-life, landscape and imagination. These are developed in the basic techniques including pencil, pen and ink, charcoal, pastel, and oil painting.

Three credit hours.

Fine Arts 62.
Studio Painting and Drawing II.
Continues the development of creative expression and sound craftsmanship in the basic techniques. Extensive emphasis is placed on figure drawing, anatomical research, and portrait painting. Compositional elements, color dynamics and design factors are stressed, especially in relation to contemporary art expression. Previous art training or experience are not a requirement for Fine Arts 61, 62.

Three credit hours.

Fine Arts 63.
Modeling and Sculpture I.
An introduction to modeling in clay and plaster to develop an imaginative understanding of three-dimensional design, mass, and the control of plastic materials. Personal expression is emphasized through experimental construction in wood, plastics and metals.

Three credit hours.

Fine Arts 64.
Modeling and Sculpture II.
Continues the development of an understanding of three-dimensional design and form synthesis with wood, wire and sheet metal. An introduction to the human figure from life and the imagination. Casting techniques in plaster, aggregates, and cement is introduced as well as elementary carving in wood and other available materials.

Both Fine Arts 63 and 64 are introductory courses for beginners. Previous art training is unnecessary.

Fine Arts 81, 82.
Music Appreciation.
The course in Music Appreciation is intended for anyone in the College who would like to acquaint himself with the rudiments of music and with the masterpieces of music. A few weeks are spent on the philosophy of art in general and the place of music within the artistic spectrum; then a few more weeks are devoted to establishing a precise semantic for the technical material to be presented. The remainder of the semester is given to a chronological study of music history and literature beginning with Gregorian Chant and ending with the Classic Period. The second semester continues with the chronological discussion ending with the trends of the present day composers.

Six credit hours.

THEATRE ART
Fine Arts 93.
Through a study of live theatre productions, scripts, recordings, and selected writings in history, theory, and criticism, the student will form a reasoned critical analysis of modern theatre production. Emphasis will be placed on the contributions of the playwright, director, actor, and designer, and their interaction to form the total production.

Three credit hours.

Fine Arts 94.
Special Research Problems in Theatre Art.
Directed individual research, practice, and discussion of selected aspects of theatre production and problems arising from the Critical Survey of the previous semester. Students will select an area of study from the following: Acting Theory and Problems; Directing Theory and Problems; History of the Theatre; The Problems of the Theatre Architect; Studies in the Visual Aspects of Production in the Contemporary Theatre; The American Theatre.

Three credit hours.

(Not offered 1966-67)
DEPARTMENT OF
History and Political Science

Professors: Corcoran, Grattan (Chairman), Higgins, Lucey
Associate Professors: Brandfon, Duff, Kealey, Kinsella, Reidy, Schiff
Assistant Professors: Bank, J. Flynn, Ford, Green, Powers, Wall
Instructors: Anderson, Martin, Rust
Visiting Professor: Van Valkenburg
Visiting Assistant Professor: Hen-Tov
Lecturer: Shea

HISTORY

Historical knowledge, acquired by scientific method and presented with literary art, provides the means of understanding another age or society (or a culture other than one's own), of entering fully into the life of the past, of knowing its presuppositions, outlook and spirit, and of learning how to interpret it. History establishes perspective as a defense against excessive "presentism," frees us from preconceptions, and enables us to place ourselves, in the atomic and space era, in relation to other individuals, societies and ages. Basically humanistic, with all civilization for its province, by its very character history is the bridge between the humanities and the sciences.

Honors students are afforded opportunities to participate in seminars and research projects by arrangement with the department.

History 11.
History of Greece.
This course is offered by the Department of Classics as Greek 57.
Three credit hours.
(Not offered 1967-68)

History 14.
History of Rome.
This course is offered by the Department of Classics as Latin 70.
Three credit hours.
(Not offered 1967-68)

History 17, 18.
The Elements of Western Civilization: Roman Law.
A seminar dealing with the development of Roman Law, its qualities and codification up to the time of Justinian, and its impact upon both the Middle Ages and modern times. (Part of the Freshman studies program).
Six credit hours.

History 21, 22.
Europe to 1500.
A study of the significant developments in European History down to the sixteenth century.
Six credit hours.

History 23, 24.
Europe since 1500.
A study of the significant developments in European History from the sixteenth century to the present time.
Six credit hours.

History 25, 26.
Western Civilization.
A study of significant developments in Western Civilization from Christian Antiquity to the present time.
Six credit hours.

History 31, 32.
The Early Middle Ages.
A close examination of the historical and institutional changes which saw me-

4 1967-68.
9 On leave, 1966-67 (Spring Term).
12 On leave, 1967-68 (Spring Term).
Dieval Europe evolve from a late Roman foundation. Christianity, Roman civilization and the Germanic invader are studied with the objective of understanding their critical interaction and its influence upon the new beginnings of Western man.

*Six credit hours.*

(Not offered, 1967-68)

History 33, 34.
The High Middle Ages.
A study of how two conceptions (the changing values of feudalism and the growth of a reformed Papacy) combined to create a new Medieval World based on increasingly strong monarchies (England and France) and heightened intellectual speculation (St. Anselm, the rise of the universities). Rome, the Empire, England and France are the focal points in this study which will stress source readings and independent investigation.

*Six credit hours.*

History 35, 36.
History of Spain and Portugal.
A study of the historical evolution of the peoples of the Iberian Peninsula from their Roman origins to the emergence of modern Spain and Portugal in the twentieth century. Emphasis will be placed on political, social and economic developments, with particular attention given to the medieval struggle for unity and the era of overseas expansion during the Renaissance and Reformation.

*Six credit hours.*

(Not offered 1966-67)

History 37, 38.
Renaissance-Reformation.
A survey of the major intellectual and social currents in Europe between 1250 and 1600. Reading of source materials will be stressed.

*Six credit hours.*

History 39.
The English Colonies In North America, 1609-1763.
The transplantation and transformation of European institutions and values in a New World, the growth of a distinctive Anglo-American society in North America.

*Three credit hours.*

(Not offered 1966-67)

History 40.
The Age of the American Revolution, 1763-1800.
Revolution and independence in the context of English and Anglo-American ideas and institutions: the collapse of imperial ties, the ideology of revolution, the new constitutions, the beginnings of political parties in the 1790s and the debate over the French Revolution.

*Three credit hours.*

History 41, 42.
American Political History in the Nineteenth Century.
A study of the political parties, personalities and issues which influenced the course of American politics in the nineteenth century. The first semester will consider the period to 1850; the second, the period from 1850-1900. Among the topics considered in the first semester: the origin of parties, the Jeffersonian system, the Era of Good Feelings, and Jacksonian Democracy. Among the topics considered in the second semester: politics and the coming of the war, Reconstruction, the era of the spoilsmen, and the beginning of reform.

*Six credit hours.*

History 43.
Historical Methodology.
History and its relation to the social sciences; methods of research and criticism; historians and historical writings; theory and interpretation.

*Three credit hours.*

History 45.
The United States from the Colonial Period to the Civil War.
A study of political, social, economic, and cultural developments in the United States from the early settlements to the end of the Civil War.

*Three credit hours.*

History 46.
The United States since 1865.
A continuation of History 45 to the present time.

*Three credit hours.*

History 48.
The United States in the Twentieth Century.
Several salient political, social, economic, or cultural problems in the United States are selected for investigation, discussion and appraisal.

*Three credit hours.*

History 51, 52.
Diplomatic History of the United States.
A study of the foreign policies and relations of the United States with regard to Europe, Latin America, Canada, Africa, and the Far East.

*Six credit hours.*

History 53, 54.
The American Westward Movement.
A two semester course dealing with the story of the conquest of the American continent and its appropriation to the uses of civilized man.

*Six credit hours.*
History 55, 56.
American Intellectual History.
An introduction to the interplay of ideas and environment in selected aspects of American thought. This course deals with basic problems and is not a descriptive survey. Six credit hours.
(Not offered 1967-68)

History 60.
European Imperialism in the Nineteenth Century.
This course provides a detailed examination of European imperial expansion in the nineteenth century, with a clear emphasis upon the period between 1870 and 1905. It requires an examination of the political, industrial, social, and military phenomena which generated imperial policies in Europe, and it attempts to dissect and evaluate motive forces propelling European states to compete for imperial control and sovereignty in the Balkans, Egypt, Congo, South Africa, and the Far East. Three credit hours.

History 61.
Tudor England, 1485-1603.
This course emphasizes religious, political and economic factors from the beginning of the reign of Henry VII to the end of the reign of Elizabeth I.
Three credit hours.
(Not offered 1967-68)

History 62.
Stuart England: 1603-1714.
This course emphasizes religious, political and intellectual factors from the beginnings of the reign of James I to the end of the reign of Anne.
Three credit hours.

History 63.
Hanoverian England.
A study of the religious, political, economic, and intellectual factors in English History from the accession of George I to the Reform Act of 1832.
Three credit hours.

History 64.
Victorian and Modern England: 1832 to the present.
Emphasis is placed on the political, economic and intellectual factors in English History from the Reform Act of 1832 to the outbreak of World War II. A brief analysis of the period since 1939 is also given.
Three credit hours.
(Not offered 1967-68)

History 65, 66.
Europe in the Nineteenth Century.
Napoleonic Era; Congress of Vienna, Political and Social Revolutions; Unification of Germany and Italy; Russia; the British Empire; Social Theories.
Six credit hours.
(Not offered 1966-67)

History 67, 68.
Europe in the Twentieth Century.
The causes of World War I; The Versailles Treaty; the League of Nations; Russia and Bolshevism; Nazism, Fascism; the Far Eastern Situation; the Spanish War of 1936; World War II.
Six credit hours.
(Not offered 1967-68)

History 69.
Imperial Russia: 1700-1825.
A study of the development of the Russian Empire from Peter the Great to the December Revolt. Three credit hours.
(Not offered 1967-68)

History 70.
Imperial Russia 1825-1917.
Development of the Russian Empire from the December Revolt to the March Revolution. Three credit hours.
(Not offered 1967-68)

History 71, 72.
History of Latin America.
A study of the colonial and national histories of Latin American Republics. An examination of the role of Latin America in the Modern World will be included during the second semester.
Six credit hours.

History 73, 74.
Development of East Central Europe.
This course traces the development of the peoples who live "between the Germans and the Russians," and who formed the states of Estonia, Latvia, Lithuania, Poland, Czechoslovakia, Austria, Hungary, the Ukraine, Rumania, Bulgaria, Yugoslavia, Albania, and Greece.
Six credit hours.
(Not offered 1966-67)

History 75, 76.
History of Russia.
A study of the economic, social, religious, political and cultural history of the Russian people from the period of ancient Kiev to the present. Six credit hours.

History 77.
Political and Diplomatic History of Nineteenth Century Russia.
This course concerns Russia and the great European powers throughout the Nineteenth Century. It will focus particularly on Russian expansion in Central Asia, and Russian relations with the Ottoman Empire in the Balkans, while exam-
ining political doctrines and cultural movements in Russia which moulded and shaped Russian foreign relations.

**History 78. Soviet Foreign Policy: 1917-1964.**
An examination of Soviet Foreign Policy under Lenin, Stalin, and Khrushchev. Analysis of ideology and doctrinal formulations versus international political realities. **Three credit hours.**

**History 79. The Emergence of Arab Nationalism in the Middle East.**
The history of the Middle East from the early nineteenth century to the end of World War I. The main theme of the course is the rise of the Arab nationalist movement, its ideology, its leadership, and its struggle against the Ottoman empire. **Three credit hours.**

**History 80. The Contemporary Middle East in World Affairs.**
The history of the Middle East from the end of World War I to the present. Emphasis is placed upon the influence of the West on the social and political transformation of the area. **Three credit hours.**

**History 81, 82. The Far East in Modern Times.**
A study of the political, social, and economic history of the Far East; China, Japan, Philippine Islands, India, Pakistan, Burma, Indo-China, Malaya, and Indonesia. **Six credit hours.**

**History 83. History of Africa.**
A multi-disciplinary examination of the environmental and ethnographic features of Africa south of the Sahara desert, with emphasis upon the distinctive characteristics of tropical history. The first segment of the course is devoted to tropical Africa; it reviews the history of Medieval African states, the slave trade, commercial and missionary relationships with Europe, and the imposition of European colonial rule in the nineteenth century. In the second segment of the course, the history of Southern Africa is given thematic treatment from 1652 to the establishment of the Union of South Africa; a more thorough examination of the social, economic, and political complexities of South Africa since 1910 is offered. A final selection deals with independence movements and the problems of underdevelopment in Africa since 1945. **Three credit hours.**

*(Not offered 1967-68)*

**History 85, 86. Reading Course in History and Government.**
Reading of a selected list of documentary and authoritative works under direction with individual reports and discussion. Students enrolled in this course must receive approval of the Department. **Six credit hours.**

**History 89. Democracy in America.**
A reading course. Students enrolled in this course must receive approval of the Department. **Three credit hours.**

**History 91. Honors Colloquium for Sophomores**
Consideration of selected themes in European History, 1500 to present. **Three credit hours.**

*(Not offered 1966-67)*

**History 92. Honors Colloquium for Sophomores**
Consideration of selected themes in American History. **Three credit hours.**

**History 97, 98 Research Project and Thesis.**
Seniors in honors may undertake a research project and thesis with approval of the Department. **Six credit hours.**

**POLITICAL SCIENCE**

Political Science is the systematic study of the political aspects of man's nature and of the state. It studies human nature in its behaviour as it is affected by changing political processes and situations, the motivation and action of individual leaders, public officials, social and economic groups, public opinion, the process by which public policy is fashioned and patterns of political activity develop. It investigates the nature and purpose of the state, the principles on which it rests, the justification of political authority, the struggle for control of the state, problems of legislation and administration, the relationship between man and his government, the role of the state in achieving the "good life," the legal aspects of political phenomena, the organization, practice and principles underlying court
systems, the nature and development of the great human freedoms, the governmental procedures of different countries, and the relations of states in the family of nations.

(Credit for the first semester in the following courses will not be given unless the second semester is also completed: Political Science 11.)

**Political Science 11, 12.**
An Introductory Course in Political Science.
A study of the nature and functions of the State; types of government, development and essentials of representative government; constitutional government; problems of administration. Required for a major in Political Science.

*Six credit hours.*

**Political Science 21.**
Greek Political Philosophy.
This course is offered by the Department of Classics as Greek 41.

*Three credit hours.*
(Not offered 1966-67)

**Political Science 24.**
Roman Political Ideas.
This course is offered by the Department of Classics as Latin 42.

*Three credit hours.*
(Not offered 1966-67)

**Political Science 41, 42.**
American Government.
An examination of the origin of the federal republic and the content of the Constitution of the United States; national, state and municipal government; modern problems.

*Six credit hours.*

**Political Science 45, 46.**
International Relations.
A study of the basic factors in international relations; the multi-state system; power factors; geography, population, natural resources; economic development and system; political system; foreign policy; atomic problems; international organizations; the United Nations, achievement and problems; World Government.

*Six credit hours.*

**Political Science 47, 48.**
Comparative Government of the Major Western European Powers.
Survey of the political systems and cultures of Great Britain, France and West Germany: the forms of government, distributions of power, political traditions, and underlying social orientations.

*Six credit hours.*

**Political Science 49, 50.**
The Fifth French Republic.
An intensive study of the breakdown of the Fourth Republic, the creation of the new order, and the emergence of de Gaulle's system. Selected case studies to be used as illustrations of this development.

*Six credit hours.*
(Not offered 1966-67)

**Political Science 51, 52.**
Diplomatic History of the United States.
A description of this course will be found under History 51, 52.

*Six credit hours.*

**Political Science 56.**
Origin and development of the parliamentary system and the common law.

*Three credit hours.*

**Political Science 57, 58.**
History of Political Thought.
An examination of the political ideas and theories of the pre-Christian writers, the early Christian era, of the scholastics, moderns, and contemporaries.

*Six credit hours.*

**Political Science 61.**
American Political Parties.
The function of political parties and the history of political parties in the United States.

*Three credit hours.*

**Political Science 62.**
Public Administration.
A study of the theory, organization and problems of public administration.

*Three credit hours.*

**Political Science 65, 66.**
Constitutional History of the United States.
An examination of the origin and content of the Constitution, of the nature of the federal republic and the presidential system, of the development of the Constitution and of current constitutional problems.

*Six credit hours.*

**Political Science 71.**
Government In Economic Life.
This course is offered by the Department of Economics as Economics 75.

*Three credit hours.*
Political Science 73.
Soviet Government and Politics.
This course concerns itself with the nature of the Soviet system of government. It analyzes the dynamics of modern totalitarian dictatorship and emphasizes the role of the Party as it is reflected in domestic political developments.

*Three credit hours.*
(Not offered 1966-67)

Political Science 74.
Selected Topics in Soviet History and Politics.
Students enrolled in this course must receive the approval of the Department.

*Three credit hours.*
(Not offered 1966-67, 1967-68)

Political Science 75.
The Emergence of Arab Nationalism in the Middle East.
A description of this course will be found under History 79.

*Three credit hours.*

Political Science 76.
The Contemporary Middle East in World Affairs.
A description of this course will be found under History 80.

*Three credit hours.*

Political Science 77.
Political and Diplomatic History of Nineteenth Century Russia.
A description of this course will be found under History 77.

*Three credit hours.*

Political Science 78.
A description of this course will be found under History 78.

*Three credit hours.*

Political Science 80.
The U.S.S.R.
This course is offered by the Department of Sociology as Sociology 71.

*Three credit hours.*

Political Science 81, 82.
Political Geography.
Major political problems of the world as related to geographic factors and applied to selected regions.

*Six credit hours.*

Political Science 83, 84.
Contemporary Political Perspectives.
The social and political conception of Papal pronouncements and those of the World Council of Churches.

*Six credit hours.*

Political Science 85, 86.
Seminar in Political Science.
Research with individual reports on selected topics. Students enrolled in this course must receive approval of the Department.

*Six credit hours.*
DEPARTMENT OF
Mathematics

Professors: McBrien (Chairman), Nestor†
Associate Professor: Shanahan‡
Assistant Professors: Dewey, J. MacDonnell, J. R. McCarthy, Perkins, Sulski, Tews¶
Instructor: O'Toole

The program in mathematics is based upon the awareness of the increasing contribution of mathematics to contemporary culture as well as its key role in scientific and humanistic education. Because mathematics has undergone basic changes in content as well as in point of view, there is strong emphasis in all courses on a synthesis of old and new concepts.

Seminars, individual discussion and research projects are an integral part of the department program. Mathematics majors have the use of a Common Room for informal discussion with staff members and fellow students. The O'Callahan Science Library has a fine selection of classical and contemporary mathematics books, monographs and journals available to all students in the College. The College has an I.B.M. 1620 Computer with time available for instruction and research in numerical analysis; an I.B.M. System/360, Model 30, will be installed in January, 1968.

Mathematics 11, 12.
Principles of Analysis I, II.
This course in the calculus of real functions is intended for students who are planning to take further work in mathematics. It begins with a brief study of the algebra of sets, the algebra of functions, and the basic properties of the real number system. It goes on to consider the integral and differential calculus of the algebraic, logarithmic, exponential and trigonometric functions with applications to maxima and minima problems and some elementary differential equations. The second term includes topics from vector algebra, the calculus of curves and surfaces, the mean value theorem and Taylor's series with applications to scientific problems. Six credit hours.

Mathematics 15, 16.
Introductory Calculus and Probability.
Topics covered are the algebra of sets, operations with functions, coordinate geometry, limits and continuity of real functions, integration and differentiation of the algebraic, exponential, logarithmic and trigonometric functions. The student learns to handle truth tables and combinatorial counting problems. Then the concepts of probability measure, independent trials process, mean and variance of random variables, Chebyshev's inequality and the law of large numbers are considered. Topics are selected from Markov chains and continuous probability. Six credit hours.

Mathematics 17, 18.
Freshman Honors Seminar in Mathematics.
The mathematical material considered in the seminar varies from year to year but usually the topics are selected from analysis and abstract algebra.
In 1966-67 the topics considered included an introduction to axiomatic measure, function algebras, differentiation and integration, the fundamental theorem of algebra, the fields of rational and transcendental functions and the theory of infinite series. In the second term the

† 1966-67.
‡ 1967-68.
seminar considered the basic notions of algebraic number theory through the study of rings, fields and ideals and a discussion of unique factorization domains.

In 1967-68 the seminar will be replaced by an honors course with about 25 students. Six credit hours.

Mathematics 21, 22.
Principles of Analysis III, IV.

This course is a study of the calculus of several variables. The first term covers double and triple integrals with applications, transformation of integrals and the Jacobian, transformation of coordinates, the derivative and gradient of a scalar field, the chain rule for partial derivatives, and problems involving maxima and minima. Topics covered in the second term include an introduction to line integrals, Green’s theorem, curl and divergence of vector fields, surface area, special first and second order differential equations, linear differential equations including power series solutions, and topics in numerical analysis. Six credit hours.

Mathematics 23.
Linear Algebra.

This course provides an introduction to the study of vector spaces over the real and complex number fields. Topics covered include linear subspaces, quotient spaces, linear transformations, matrices and determinants. Equivalence of matrices is then considered, leading to the row echelon form and its various applications. Three credit hours.

(Mathematics 24.
Differential Geometry.

This is a first course in the differential geometry of curves and surfaces for students who have completed a year course in calculus and a semester course in linear algebra. Topics covered include the Frenet-Serret formulas, smooth surfaces in $\mathbb{R}^3$ fundamental forms, differentiable manifolds, vector fields, connections and a brief introduction to Riemannian geometry. Three credit hours.

(Not offered 1966-67)

(Mathematics 26.
Ordinary Differential Equations.

The aim of this course is to present a modern viewpoint on differential equations in a framework that requires no prerequisites other than a good calculus course and certain concepts from linear algebra. The first part of the course deals with linear differential equations; basic existence theorems are proved, equations with constant coefficients are treated in detail, and series methods are investigated in detail for the cases where the coefficients are either analytic or have Fuchsian singularities. Second-order boundary value problems are discussed with the self-adjoint cases treated in detail and the concept of operators acting on vector spaces is used. Differential equations with periodic coefficients are also treated. Nonlinear systems will be discussed, the topics treated being existence and uniqueness theorems, series methods, stability theory, including a brief introduction to Lyapunov’s direct method, and periodic systems. Three credit hours.

(Mathematics 31.
Computer Programming.

After an introduction to computer number systems and design and logical construction of computers and the IBM 1620 in particular, there is an introduction to computer programming and flow charting. Computer languages and their development are followed by an introduction to FORTRAN Programming. This is further developed towards advanced FORTRAN Programming. Then follows a treatment of computer operating systems and “large systems” with FORTRAN IV language. A brief treatment of other languages, COBOL, PL/I, etc., concludes the course. In general, approaches to problem solving via computer will be emphasized rather than merely learning one programming language.

This course does not fulfill a mathematics requirement for any departmental major. Three credit hours.

(Mathematics 41, 42.
Advanced Calculus.

After a study of the elements of linear algebra, which includes vector spaces, linear transformations, the scalar product and the vector product, and the adjoint of a transformation, the following topics are taken up: the calculus of vector-valued functions, the Frenet equations, steady flows, real-valued functions of several variables, line integrals, the differential, the implicit function theorem, tensor products and exterior algebra, differential forms, integrals of forms over singular chains, the de Rham theorem. A class in advanced calculus with more emphasis on applications to physics and chemistry is conducted every year. Six credit hours.

(Mathematics 43, 44.
Theory of Complex Functions.

This course begins with a brief review of the algebraic structure of the complex
numbers and those basic topological concepts associated with the ideas of limit and continuity. The idea of an analytic function is then introduced and in the light of this notion a thorough study is made of elementary functions. Subsequent topics include contour integration, the Cauchy integral formula with its consequences, the Taylor and Laurent series-expansions, and the residue theorem with its applications. Mapping properties of complex functions and some examples of conformal mapping are also presented. With the fundamentals of complex function-theory established, some of the uses of this theory in the field of applied mathematics are considered.

Six credit hours.

(Mathematics 45, 46.

Algebraic Topology.
The first six weeks are spent acquainting the student with topological problems and various topological invariants used to solve them. After an introduction to the elements of point-set topology, the following topics are considered: complexes, homology groups, incidence matrices and computational methods, the Euler-Poincaré formula, invariance of homology groups, classification of closed surfaces, three-dimensional manifolds, n-dimensional manifolds including Poincaré duality, cohomology groups, the cup product, axioms for homology, and homotopy groups. Six credit hours.

(Mathematics 47, 48.

Methods of Numerical Analysis.
The principal methods to be studied are: approximation of functions, methods of linear topological spaces and linear operators, iterative and topological methods, relaxation, interpolation and extrapolation, perturbation and graphical methods. Applications to computation of series, systems of linear equations, ordinary and partial differential equations, and eigenvalue problems will be included with practical experience in the computer laboratory. Six credit hours.

(Mathematics 49, 50.

Principles and Techniques of Applied Mathematics.
The primary aim of this course is the understanding of a wide spectrum of scientific phenomena through the use of mathematical ideas, abstractions, methods and techniques. One of the principal aims will be to formulate idealized but relevant mathematical models of scientific situations, and to pose precise and cogent mathematical questions on the models which, on the one hand, have a likelihood of being answered and, on the other hand, may be pertinent to an understanding of the original situation.

Topics included will be: ordinary differential equations: theory, representation of solutions and illustrative examples; diffusion processes: the heat equation, one dimensional Brownian motion, eigenvalue problems; partial differential equations: derivation of the equations of motion for a fluid, Laplace's equation, separation of variables, Poisson's theorem and examples; Calculus of Variations: Euler-Lagrange equations, Hamilton's principle, planetary motion; Fourier analysis: spectral models, the inversion problem of Fourier series, convergence theorems, response of a linear system to a periodic input, mean-square approximation, the Parseval relations, convolutions. Six credit hours.

(Mathematics 51, 52.

Abstract Algebra.
The purpose of this course is to provide a systematic development of algebraic systems and to study those topics which are most useful in the application of algebra to other parts of mathematics and to other sciences. Topics covered include quotient groups exact sequences, the isomorphism theorems, vector spaces and linear transformations, field extensions with some Galois theory, modules, tensor products, and topics on Noetherian rings. Six credit hours.

(Mathematics 53, 54.

General Topology and Measure Theory.
Topological ideas are introduced through a treatment of metric space topology. After the study of open, closed, compact and connected spaces with emphasis on their behavior under continuous mappings, selected topics from functional analysis are considered. These include lim sup and lim inf, relation of uniform convergence to differentiation and integration, and the Stone-Weierstrass approximation theorem. The second semester topics include an introduction to measure theory and Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Six credit hours.

(Mathematics 55, 56.

Theory of Probability.
This course in the algebra and calculus of probability includes the following top-
ics; basic notions of probability defined on discrete sample spaces, combinatorial analysis, conditional probability, the binomial, Poisson and normal distributions and the DeMoivre-Laplace limit theorem; random variables and their numerical characteristics, generating functions, recurrent events, random walks and Markov chains, limit theorems and the laws of large numbers.

*Six credit hours.*

(Not offered 1966-67)

**Mathematics 61, 62.**

**Special Topics I, II.**

Special topics involving extensive reading in mathematical literature. The subject matter may vary to suit the requirements of the student. This course is intended for students who will have completed, with high honors, four complete upper division courses in mathematics, or who participate in an undergraduate research program sponsored by the department.

*Six credit hours.*

**Mathematics 63, 64.**

**Mathematical Logic.**

Several systems of pure logic and applied logic will be discussed within a general framework which consists of three basic aspects of symbolic languages: grammatic construction, interpretations and deductive systems. The major results relative to completeness, incompleteness and decidability will be considered within his framework.

*Six credit hours.*

(Not offered 1967-68)

**Mathematics 65, 66.**

**Honors Seminar.**

The chief aim of the mathematics seminar is to provide an opportunity for individual and group investigation of topics not covered in course work by the mathematics majors. The method employed in the seminar is active participation on the part of the students. The general topic of discussion varies from year to year.

*Six credit hours.*
The courses offered by the Department of Modern Languages and Literatures are intended to contribute to the student's intellectual and aesthetic development through the study of foreign languages, literatures and cultures.

The foreign language requirement of the college is met by completion of two semester courses on the intermediate level or above.

Major programs, consisting of eight semester courses beyond the intermediate level, are offered in French, German, Italian, Russian and Spanish. The specific curriculum of each student will be arranged under the direction of the chairman. Students are urged to enrich their program by taking additional courses in their major language and in allied fields.

The Junior Year Abroad in Paris, Vienna, Freiburg, Madrid or Rome is open to qualified students.

The language laboratory offers to the student facilities for drills and exercises, as well as for listening to literary and cultural material, all appropriately coordinated with classroom work in the various courses.

Credit for the first semester in the following courses will not be given unless the second semester is also completed: Modern Language 11, 13, 15, 21.

**FRENCH**

**French 9, 10.**  
French for Reading Knowledge.  
An intensive elementary course for students desiring a reading knowledge of French for graduate studies. This course cannot be applied to modern language requirements.  
*Six credit hours.*  
(Not offered 1966-67)

**French 11, 12.**  
Elementary French.  
The aim of this course is the acquisition of a basic speaking, reading, and writing knowledge of idiomatic French. Three hours weekly; laboratory practice.  
*Six credit hours.*

**French 13, 14.**  
Lower-Intermediate French.  
A review of the French language, supplemented by readings and by practice in oral expression. Prerequisite: two years of secondary school preparation or its equivalent. Three hours weekly, and one period of laboratory practice.  
*Six credit hours.*  
(Not offered 1967-68)

1 1966-67.
2 1966-67 (Spring Term).
3 1967-68.
4 On leave, 1966-67 (Spring Term).
* Fulbright Exchange Scholars, 1967-68.
French 15, 16.
Upper-Intermediate French.
A rapid review of the fundamentals of the language, supplemented by literary readings and by practice in oral expression. Prerequisite: better than average score on the placement test. Three hours weekly; one period of laboratory practice.  **Six credit hours.**

(Not offered 1967-68)

French 21, 22.
Intermediate French.
A review of the fundamentals of the language supplemented by reading of literature and cultural material and by practice in oral expression. Three hours weekly; laboratory practice. **Six credit hours.**

French 23.
Advanced French.
The purpose of this course is to study texts representative of the major periods of French Literature. Prerequisite: French 13, 14. **Three credit hours.**

(Not offered 1967-68)

French 127, 128 (17, 18).
Introductory Survey of French Literature.
The aim of this course is to acquaint the student with works representative of the most significant currents in French Literature from the Middle Ages to the Twentieth Century. **Six credit hours.**

French 131, 132 (31-42).
French Composition and Conversation.
The purpose of this course is to enable the student to achieve fluency in oral and written expression. **Six credit hours.**

French 133, 134 (33-34).
Advanced Survey of French Literature.
The masters of French Literature in a comprehensive survey. **Six credit hours.**

French 137, 138.
French Culture and Civilization.
The intellectual aesthetic and social development of France from medieval to contemporary periods, as a background for the study of the literary evolution. **Six credit hours.**

(Not offered 1966-67)

French 141 (41).
French Literature of the Middle Ages.
An introduction to epic and lyric poetry, as well as to significant prose works. **Three credit hours.**

(Not offered 1966-67)

French 142 (42).
The Sixteenth Century.
A study of the major writers of this period: Rabelais, Montaigne, the Pleiade, etc. **Three credit hours.**

(Not offered 1966-67)

French 151 (51).
Seventeenth Century: Literature of the Pre-Classical Period (1600-1660)
Malherbe, Descartes, Corneille, Pascal, etc. **Three credit hours.**

French 152 (52).
Seventeenth Century: Literature of the Classical Period (1660-1700)
La Fontaine, Racine, Molière, Boileau, La Bruyère, etc. **Three credit hours.**

French 161, 162 (61, 62).
French Thought from Rationalism to Romanticism.
**Six credit hours.**

(Not offered 1966-67)

French 163, 164 (63, 64).
The Age of Enlightenment
A study of selected works of Montesquieu, Diderot, Voltaire, Rousseau, etc. **Three credit hours.**

French 166.
Voltaire and his Time.
**Three credit hours.**

(Not offered 1966-67)

French 171 (71).
A History of Romanticism
The readings in this course treat those authors whose works reveal the awakening of the romantic spirit in France as well as those authors who are directly associated with the romantic movement. **Three credit hours.**

(Not offered 1966-67)

French 172 (72).
The Nineteenth Century Novel
This course studies selected novelists of the nineteenth century, whose literary values place them above and beyond restricted schools. **Three credit hours.**

(Not offered 1966-67)

French 173 (73).
Nineteenth Century Poetry
A study of the major poetic movements of the nineteenth century. **Three credit hours.**

(Not offered 1966-67)

French 181 (81).
The Theater in the Twentieth Century
The major trends in the theater of this century are considered. The reading begins with the important plays at the turn of the century and continues to the present period. **Three credit hours.**

(Not offered 1967-68)
French 182 (82).
The Novel in the Twentieth Century
This course offers a selection of novelists, representative of predominant literary trends, from Gide and Proust to the "nouveau roman". Three credit hours.
(Not offered 1967-68)

French 187.
The Existential Novel (87).
Three credit hours.
(Not offered 1966-67, 1967-68)

French 231, 232.
Seminar in Advanced Conversation and Oral Stylistics.
A course designed to increase the fluency, correctness and effectiveness of the student's oral French. Prerequisite: French 131, 132, or equivalent. Six credit hours.

French 291, 292 (91, 92).
Junior Year Tutorial
Eligible juniors concentrating in French may elect French 291-92 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.

French 293, 294 (93, 94).
Senior Year Tutorial
Eligible seniors concentrating in French may elect French 293-94 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.

GERMAN

German 9, 10.
German for Reading Knowledge.
An intensive elementary course for students desiring a reading knowledge of German for graduate studies. This course cannot be applied to modern language requirements. Six credit hours.

German 11, 12.
Elementary German.
The aim of this course is the acquisition of a basic speaking, reading, and writing knowledge of German. Three hours weekly, laboratory practice. Six credit hours.

German 13, 14.
Lower-Intermediate German.
A review of the German language, supplemented by readings and by practice in oral expression. Prerequisite: two years of secondary school preparation or its equivalent. Three hours weekly; one period of laboratory practice. Six credit hours.
(Not offered 1967-68)

German 15, 16.
Upper-Intermediate German.
A rapid review of the fundamentals of the language, supplemented by literary readings and by practice in oral expression. Prerequisite: better than average score on the placement test. Three hours weekly, and one period of laboratory practice. Six credit hours.
(Not offered 1967-68)

German 17, 18.
The Age of German Romanticism
An offering in the Freshman Studies Program. Six credit hours.
(Not offered 1967-68)

German 21, 22.
Intermediate German.
A review of the fundamentals of the language, supplemented by readings in literary and cultural texts and by practice in oral expression. Prerequisite: German 11-12 or equivalent. Three hours weekly; laboratory practice. Six credit hours.

German 23.
Advanced German.
The purpose of this course is to study texts representative of the major periods of German Literature. Prerequisite: German 13-14. Three credit hours.
(Not offered 1967-68)

German 131 (31).
Introduction to German Culture and Civilization: From the Beginning to the Baroque Period.
An intensive study through German texts of the cultural and historical background of the German-speaking peoples. Prerequisite: German 22, or its equivalent. Three credit hours.

German 132 (32).
Introduction to German Culture and Civilization: From the Age of Enlightenment to the Present.
An intensive study through German texts of the cultural and historical background of the German speaking peoples. Prerequisite: German 22, or its equivalent. Three credit hours.

German 133, 134 (33, 34).
German Composition and Conversation.
The aim of this course is the acquisition of a facility in both oral and written expression. Special emphasis is given to idioms and style. Weekly papers of some length are required. Six credit hours.
(Not offered 1966-67)
German 135 (35).
Survey of German Literature: From the Beginning to 1750.
This course presents a general survey of the development of German literature through lectures, accompanied by selected illustrative readings.
Three credit hours.

German 136 (36).
Survey of German Literature: From 1750 to the Present.
This course presents a general survey of the development of German literature through lectures, accompanied by selected illustrative readings. Three credit hours.
(Not offered 1967-68)

German 137 (37).
German Lyric Poetry.
A study of lyric poetry from the medieval period to Klopstock. Emphasis is given to major lyricists, such as Walter von der Vogelweide, Gryphius, Christian Gunther, Klopstock, and others. Three credit hours.
(Not offered 1967-68)

German 138 (38).
German Lyric Poetry.
A study of lyric poetry from Klopstock to Werfel. Emphasis is given to major lyricists, such as Matthias Claudius, Goethe, Schiller, Holderlin, Brentano, Eichendorff, Heine, George, Rilke, Werfel, and others. Three credit hours.
(Not offered 1967-68)

German 162 (62).
Schiller: Life and Works.
A study of Schiller’s life and works. Extensive reading and analysis of his main dramas. Three credit hours.

German 163 (63).
Goethe: Life and Works.
A study of Goethe as the dominating figure of German Classicism. His influence upon, and status in world literature. Extensive readings from his works. Three credit hours.

German 165 (65).
The German Drama of the 18th Century.
A study of the German drama in the period of Enlightenment, Storm and Stress, and Classicism. Readings of selected works from such writers as Lessing, Goethe, Lenz, Schiller, and others. Three credit hours.

German 166 (66).
The German Drama of the 19th Century.
A study of the German drama in the period of Romanticism and Realism. Readings of selected works from such writers as Kleist, Werner, Grillparzer, Hebbel, Ludwig, and others. Three credit hours.

German 171 (71).
The Age of German Idealism before Immanuel Kant.
A study of German literature and thought in the 18th century before Immanuel Kant. Readings of selected works from such writers as Klopstock, Lessing, Wieland, Herder, Goethe, and others. Three credit hours.
(Not offered 1967-68)

German 172 (72).
The Age of German Idealism in the Post-Kantian Period.
A study of German literature and thought in the Post-Kantian and Romantic Periods. Readings of selected works from such writers as Kant, Schiller, Schlegel, Schelling, Schleiermacher, and others. Three credit hours.
(Not offered 1967-68)

German 173 (73).
The German Novelle of Classicism and Romanticism.
The study of the Novelle as a genre, its history, and foreign influences upon its development. Readings of selected works from such writers as Goethe, Kleist, Hoffman, Tieck, Eichendorff, and others. Three credit hours.
(Not offered 1967-68)

German 174 (74).
The German Novelle of the 19th and 20th Centuries.
A study of the German Novelle of Realism and Surrealism. Readings of selected works from such writers as Stifter, Keller, Meyer, Hauptmann, T. Mann, Kafka, Brecht, and others. Three credit hours.
(Not offered 1967-68)

German 175 (75).
German Romanticism.
The place of German Romanticism in European literature. Romanticism as a literary attitude, a philosophical position, and a school. Readings in Schlegel, Novalis, Brentano, Tieck, Hoffman, Eichendorff, and others. Three credit hours.
(Not offered 1967-68)

German 181 (81).
Modern German Prose before World War I.
A study of the prose writings of leading early 20th century authors. Emphasis is given to works of Hauptmann, Schnitzler, the young T. Mann, and others. Three credit hours.
(Not offered 1967-68)
German 182 (82).
Modern German Prose After World War I.
A study of the prose writings of leading Post-World War I writers. Emphasis is given to works of Hesse, T. Mann, Döblin, Kafka, Böll, Grass, and others.
Three credit hours.
(Not offered 1967-68)

German 183 (83).
Modern German Drama before World War I.
A study of the chief trends in 20th century German drama from Naturalism to World War I. Emphasis is given to the works of Hauptmann, Schnitzler, Wedeking, Kaiser, and others.
Three credit hours.
(Not offered 1967-68)

German 184 (84).
Modern German Drama after World War I.
A study of the chief trends in German drama in the Post-Expressionistic period. Emphasis is given to the works of Zuckmayer, Brecht, Frisch, Durrenmatt, and others.
Three credit hours.
(Not offered 1967-68)

German 291, 292 (91, 92).
Junior Year Tutorial.
Eligible juniors concentrating on German may elect German 291, 292 for a full year course. Those wishing to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.

German 293, 294 (93, 94).
Senior Year Tutorial.
Eligible seniors concentrating on German may elect German 293, 294 for a full year course. Those wishing to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.

Italian 11, 12.
Elementary Italian.
An intensive introduction to the elements of the Italian language in all its aspects.
Six credit hours.

Italian 21, 22.
Intermediate Italian.
Italian language, literature and culture for students who have successfully completed a basic course in the language. Literary emphasis is on the shorter works of twentieth century authors.
Six credit hours.

Italian 131, 132.
Literary and Political Italy in the 19th Century.
Italy in the nineteenth century as a background for the reading of Manzoni's "Promessi Sposi." Six credit hours.
(Not offered 1966-67)

Italian 291, 292 (91, 92).
Junior Year Tutorial.
Eligible juniors concentrating in Italian may elect Italian 291, 292 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.
(Not offered 1966-67)

Italian 293, 294 (93, 94).
Senior Year Tutorial.
Eligible seniors concentrating in Italian may elect Italian 293, 294 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. Six credit hours.
(Not offered 1966-67)

Further advanced courses to be arranged for majors or other students interested in advanced work in Italian.

RUSSIAN

Russian 11, 12.
Elementary Russian.
The aim of this course is the acquisition of a basic speaking, reading, and writing knowledge of idiomatic Russian. Three hours weekly, laboratory practice.
Six credit hours.

Russian 21, 22.
Intermediate Russian.
A continuation of Russian 11, 12 with added emphasis on acquiring oral fluency in contemporary Russian. Three hours weekly, laboratory practice.
Six credit hours.

Russian 131, 132 (31, 32).
Russian Composition and Conversation.
A course devoted to achieving the dual skills of conversational and compositional fluency in contemporary Russian. Texts include Russian fiction, technical texts and newspapers. The course is conducted entirely in Russian. Six credit hours.

Russian 171, 172 (71, 72).
Golden Age of Russian Literature.
Study of the prose of Russian 19th century literature. Representative readings from the works of Pushkin, Gogol, Turgeniev, Dostoevski, Tolstoy, Chekhov
and others. Special emphasis is on the transitions between succeeding esthetic literary movements: neo-classicism, romanticism, and realism. Readings, lectures and papers are in English with special discussion sections for those proficient in Russian. *Six credit hours.*

(Not offered 1966-67)

**Russian 181, 182.**

**Soviet Literature.**

The evolution of Russian Literature in the Soviet period. Representative authors include Gorki, Babel, Mayakovsky, Sholokhov, Olesha, Pasternak, and others. The course also includes conflicts in critical interpretations of literature, e.g., Marxism and Formalism. Readings, lectures and papers are in English with special discussion sections for those proficient in Russian. *Six credit hours.*

(Not offered 1966-67)

**Spanish 11, 12.**

**Elementary Spanish.**

An introduction to the language and culture of the Hispanic World. *Six credit hours."

**Spanish 21, 22.**

**Intermediate Spanish.**

Hispanic language, literature and culture for students who have had a basic course (or courses) in the language. *Six credit hours.*

**Spanish 131, 132 (31, 32).**

**Spanish Composition and Expression.**

Situation experience in the oral and written aspects of the language for students who have progressed beyond the intermediate level. *Six credit hours.*

(Not offered 1966-67)

**Spanish 133, 134 (33, 34).**

**Survey of Spanish Literature.**

The literature of the Iberian Peninsula across the centuries. *Six credit hours.*

**Spanish 135-136 (35, 36).**

**Survey of Spanish American Literature.**

Panoramic view of the literature of the Spanish speaking people of the New World. *Six credit hours.*

(Not offered 1966-67)

**Spanish 153, 154 (53, 54).**

**Cervantes and the Theater of the Golden Age.**

Intensive study of the novels of Cervantes and some works of the outstanding dramatists of this period. *Six credit hours.*

(Not offered 1967-68)

**Spanish 171, 172 (71, 72).**

**Nineteenth Century Novel.**

A study of representative works of the outstanding novelists of this century. *Six credit hours.*

(Not offered 1966-67)

**Spanish 173, 174 (73, 74).**

**Modern Spanish Theater.**

Spanish drama of the nineteenth and the twentieth centuries. *Six credit hours.*

(Not offered 1966-67)

**Spanish 181, 182 (81, 82).**

**Twentieth Century Novel and Essay.**

A study of representative works of the outstanding novelists and essayists of this century. *Six credit hours.*

(Not offered 1966-67)

**Spanish 291, 292 (91, 92).**

**Junior Year Tutorial.**

Eligible juniors concentrating in Spanish may elect Spanish 291, 292 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. *Six credit hours.*

(Not offered 1966-67)

**Spanish 293, 294 (93, 94).**

**Senior Year Tutorial.**

Eligible seniors concentrating in Spanish may elect Spanish 293-294 for a full year course. Those who wish to enroll must obtain permission from the Chairman of the Department of Modern Languages and Literatures. *Six credit hours.*

(Not offered 1966-67)
The Department of Naval Science, a recognized department of instruction within the college, has as its purpose the providing of instruction in professional subjects dealing with the Navy and Marine Corps which, when added to the other academic instruction provided by the College, will meet the purpose for which the Naval Reserve Officers Training Corps was established.

The purpose of the Naval Reserve Officers Training Corps (the Corps consists of the NROTC Units at fifty-two colleges and universities throughout the United States) is to provide a steady supply of well educated junior officers for the Navy and Marine Corps, and to build up a reserve of trained officers who will be ready to serve the country at a moment's notice in a national emergency. Students enrolled in the NROTC are of two categories—Regular and Contract. All procedures, benefits and requirements described hereinafter apply to both categories of NROTC students unless specifically indicated as pertaining to only one of the two types.

**MILITARY STATUS**

NROTC students wear the uniform only on such occasions as prescribed by the Professor of Naval Science. Normally, this will be at drills, ceremonies, and on cruises. In addition to the ordinary requirements of gentlemanly conduct, they are subject to naval discipline and must conduct themselves at all times in a military manner when under naval jurisdiction, that is, when attending naval science classes, drills and exercises, and during summer training periods.

With the exception of the above described instances, NROTC students are in the same category as other students of the College.

**STATUS ON GRADUATION**

Contract students: After completion of their academic requirements for a baccalaureate degree and the four years of Naval requirements, which include the summer training, contract students are commissioned as ensigns in the United States Naval Reserve or second lieutenants, in the United States Marine Corps Reserve, and are required to serve three years active duty unless deferred by the Navy Department for graduate study.

Regular students: Upon graduation, regular students are commissioned as ensigns in the United States Navy or second lieutenants in the United States Marine

---

1 1966-67.
4 1967-68.
Corps. They are normally required to serve on active duty for a period of four years. Their seniority as Regular Navy ensigns or Regular Marine Corps second lieutenants is integrated with the Naval Academy Class of their graduating year, and as Regulars, requests to remain on active duty are unnecessary.

SUMMER TRAINING

Regular students: All regular students are required to take two summer cruises and one summer period of aviation-amphibious indoctrination, usually of eight weeks' duration each. The cruises are made on board modern warships. The aviation indoctrination is usually conducted at Corpus Christi, Texas, and the amphibious indoctrination is usually conducted at Little Creek, Virginia.

Contract students: Contract students are required to take only one summer cruise during the summer between their junior and senior years, the cruise being of approximately six weeks' duration.

Travel expenses for both regular and contract students from the College to the summer training site and return are furnished by the government. In addition, all students receive active duty pay during summer training amounting to approximately $150.00 per month.

EMOLUMENTS

Regular students: For regular students the cost of tuition, fees, and textbooks is paid by the government. Necessary uniforms are provided and students receive retainer pay at the rate of $600 per year.

Contract students: Contract students receive no emoluments during the first two years in the program. During the last two years they receive a subsistence allowance which amounts to approximately $40.00 a month. They are issued the necessary uniforms and Naval Science textbooks at no expense.

ELIGIBILITY REQUIREMENTS

A candidate for the NROTC must:

1. Be a male citizen of the United States.
2. At the time of his enrollment, if a minor, have the consent of his parent or guardian.
3. Be not less than seventeen nor more than twenty-one years of age on July 1 of the year in which he enters the program. (Contract students may be enrolled if sixteen years of age on July 1 of the year in which they enter the program.)
4. Gain his own admittance to the college.
5. Agree to remain unmarried until commissioned.
6. Be physically qualified, in accordance with the requirements for the U. S. Naval Academy, except that the vision requirements for contract students are 20/40 each eye, corrected by lenses to 20/20, and for regular students 20/40 each eye, correctible to 20/20, is permissible, if the student scores in the highest 10% in the national examination. The visual acuity requirement in the absence of placing in the top 10 percentile for regular program candidates, is 20/20 vision.
7. If a contract student, he signs an agreement to accept a commission, if tendered, as an ensign, U.S. Naval Reserve, or second lieutenant, U.S. Marine Corps.
Reserve, and serve three years on active duty upon completion of college training, if called by the Secretary of the Navy.

8. If a regular student, he signs an agreement to accept a commission, if tendered, to retain this commission for a period of six years, and to serve not less than four years on active duty as an officer, if called by the Secretary of the Navy.

SPECIAL PROCEDURES

Contract students are enrolled by the Professor of Naval Science upon their own application and are subject to selection and physical examination at the College within a limited quota as assigned by the Navy Department. These students are taken primarily from the entering freshman class at the beginning of the fall semester.

Inasmuch as the selection of contract students is completed during the first week of the fall semester and in view of the fact that the contract quota is limited, all eligible students who desire to be considered for the NROTC program should apply prior to the first day of classes in the fall. An application is not binding, and, even after enrollment in the program, a contract student may withdraw from the program, without prejudice, upon his own request at any time within the first two years.

At the beginning of the Junior year the contract student must execute an enlistment contract as a seaman in the Naval Reserve for a period of six years. This contract is automatically terminated upon his appointment to commissioned Rank at graduation.

Regular students enter the NROTC through a nation-wide test and selection system conducted by the Naval Examining Selection, Science Research Associates, 104 Pearl Street, McHenry, Illinois. The competitive examination is conducted in the late fall of the year, approximately nine months before enrollment of the applicant.

Transfer from contract to regular status: Contract NROTC students may compete for regular status and if selected will be enrolled as regular students without loss of standing.

THE NAVAL SCIENCE STUDENT

Disqualified NROTC applicants may take the Naval Science course for the purpose of acquiring advanced standing to be used when applying for NROTC enrollment at a later date in the event of removal of the disqualification. Also, the Naval Science course may be taken by those students who have no interest in NROTC enrollment, but who wish the instruction. Students in either of the above categories are known as Naval Science Students.

Naval Science students receive credit for satisfactory completion of the Naval Science course, but have no official status in the NROTC Program, and receive none of the advantages of the Regular and Contract NROTC students other than the training and background gained. This training would prove to be beneficial should the graduated Naval Science student apply for a commission through sources normally available to college graduates other than the NROTC Program.
DRAFT DEFERMENT

A student enrolled in the Naval ROTC will be deferred from the draft (Selective Service of 1948 and Universal Military Training Act of 1951) if he satisfactorily pursues the Naval ROTC course for four full years, including the summer training period applicable to his status as contract or regular student.

A contract student who is disenrolled loses his draft deferment.

A regular student who is disenrolled will be transferred to enlisted status in the U.S. Naval Reserve or U.S. Marine Corps Reserve.

The Naval Science student is not deferred from induction for service under the Selective Service Regulations.

CURRICULA

General: In order to obtain a commission either in the U.S. Navy, U.S. Naval Reserve, U.S. Marine Corps, or U.S. Marine Corps Reserve, students are required to obtain a baccalaureate degree and complete twenty-four semester hours in the Department of Naval Science.

The following courses may not be taken by a regular student: Pre-Medicine, Pre-Dental, and Pre-Theological. A contract student may take such courses but it is to be remembered that all NROTC graduates usually go on immediate active duty upon graduation, and so additional training for one of those professions will be delayed until completion of the period of obligated naval service. Educational tours for regular NROTC midshipman may be extended in individual cases, upon approval of the Chief of Naval Personnel, to pursue graduate study.

During each semester every student is required to attend two laboratory periods of one hour's duration each week. Regular NROTC Students are required to complete satisfactorily one year of college mathematics and one year of college physics by the end of the sophomore year. Contract NROTC Students are required to complete satisfactorily Mathematics through Trigonometry (in secondary school or college) or one year of college Mathematics. Two separate curricula in naval science subjects are offered in the junior and senior year. One provides for the continued education of prospective Naval Officers, while the other prepares those who elect to be Marine Officers in Marine oriented subjects.

Naval Science 11.  
Sea Power and Orientation.  
A study of the Department of Defense, the basic customs and traditions of the Navy, the present-day Navy and the student's part in it.  
Three credit hours.

Naval Science 12.  
Sea Power and Orientation.  
A study of the influence of Sea Power upon global history. The stimulation of a living interest in the Navy and an appreciation of the contributions of Sea Power to the past, present, and future progress of the United States.  
Three credit hours.

Naval Science 21.  
Naval Weapons.  
A study of the fundamentals of naval weapons and weapons systems, stressing basic principles and their application to the control of the seas. The following major areas are covered: Basic weapons delivery problems, basic sciences, basic gunnery, typical fire control systems, anti-submarine warfare, guided missiles, nuclear weapons, space technology and the employment of naval weapons; a realistic and practical coverage of the duties of a Gunnery Department officer including specific problems and solution, responsibilities, and authority.  
Three credit hours.
Naval Science 22.
General Psychology (offered Spring 1967 as Psychology 41).
Factors influencing human behavior are discussed under topics which include: development, maturation, learning, motivation, and perception. A study of psychological assessment, personality, and unusual behavior will introduce the student to complex issues involved in individual performance.

Three credit hours.

Naval Science 41.
Naval Operations.
A study of the responsibilities of naval officers in shipboard operations; such as relative movement, tactical communications and instructions, and rules of the nautical road. To afford a basic understanding of fleet communications and an introduction to electronic countermeasures. A study of the operational importance of the weather.

Three credit hours.

Naval Science 42.
Navigation.
A study of the theory and technique of surface navigation. Familiarization of the student to the extent that he will be able to assist intelligently the Navigator of a ship to conduct it safely by modern methods of navigation. A study of the fundamentals of naval tactics.

Three credit hours.

Naval Science 51.
Naval Engineering.
A study of basic naval engineering, including main propulsion steam plants, diesel engines, and ship stability.

Three credit hours.

Naval Science 52.
Naval Administration.
A study of the general responsibilities of administration, discipline, and leadership, which the student must assume upon acceptance of a commission.

Three credit hours.

Candidates for commission in the Marine Corps will be required to complete NS11, 12, 21 and 22. In place of NS41, 42, 51, and 52, they will take courses in Marine Corps subjects as follows:

Naval Science 45.
Evolution of the Art of War.
An historical study of the evolution of warfare including: principles of war, offensive combat, defensive combat, and studies of warfare in specific eras.

Three credit hours.

Naval Science 46.
Evolution of the Art of War and Modern Basic Strategy and Tactics.
A continuation of the historical study of the evolution of warfare developing into a treatment of modern basic strategy and tactics.

Three credit hours.

Naval Science 55.
Amphibious Warfare, Part I.
A study of the development of amphibious warfare operations and their employment in World War II.

Three credit hours.

Naval Science 56.
Amphibious Warfare, Part II.
Leadership, and the Uniform Code of Military Justice.
A continuation of the study of amphibious warfare concentrating on such tactics, equipment, and modern methods of employment. A study of the general responsibilities the student must assume when commissioned, in the fields of leadership, discipline, and naval justice.

Three credit hours.
DEPARTMENT OF
Philosophy

Professors: Haran, Sarjeant, J. Shea
Associate Professors: Harrington, Lynch (Chairman), Pax
Assistant Professors: F. Callahan, Cloeren, Dilanni, Finnegan, Herx, Kiley
Instructors: Biros, Cahalan, Cofish, Dewing, Fieland, Jeffko, Mantautas, Norman, Owens, Quinlan, Roccasalvo, W. Shea, Struyker-Boudier
Lecturer: Reiser
Visiting Professors: Hoefnagels, Marlet

The Department of Philosophy discharges a two-fold function, one to the entire College, the other to its majors. The purpose of the first is the bringing of all students to a true understanding of total experience and of the meaning of their lives as well as to conviction through an analytic and reflective study, commencing in Freshman year, of the best in historical and contemporary thought relating to Philosophy of Man, Metaphysics and Ethics (Junior year). This program is conceived and executed in accord with the values and goals of a liberal arts education and is designed to accent Christian contributions wherever philosophically valid and appropriate. The sequence itself, although not conceived as developing a concept-framework for Theology, is nevertheless, by dint of rich historical association as well as internal openness, fruitfully relatable to Theology and develops in appreciation of the Theology sequence.

The major program is structured to serve the needs and interests of students who will pursue graduate studies in philosophy and is open to those who plan careers in, for example, medicine or law. All majors should study a full year of college mathematics and all must take a year’s course in either Greek Classics or Greek Classics-in-Translation and a year of Behavioral Science. The minimum philosophy requirement for the major is ten semester courses in philosophy—which must include a semester of mathematical logic, two historical courses and at least two 100-level courses.

BASIC COURSES

Philosophy 11.
Philosophy of Man.
Through directed reading and dialogue, the student is led to reflect upon human experience, both personal and historical, and to seek therein a true understanding of man’s nature, especially his freedom, spirituality, and unity.

Philosophy 21.
Metaphysics.
This course is an experience-grounded

1 1966-67.
2 1966-67 (Spring Term).
3 1967-68.
4 1967-68 (Fall Term).
6 On leave, 1967-68.
7 On leave, 1967-68 (Spring Term).
8 On leave, 1966-68.
analysis of the real in which its structure, first principles, and concrete realizations, with emphasis on the person and community, is discovered and studied. The investigation moves to a rational inquiry into the existence and character of the ultimate origin and purpose of real being. Three credit hours.

Philosophy 31 (41, 42).
Ethics.
The course in Ethics makes explicit and meaningful the moral dimension of human experience. The distinctive character of moral experience is studied both in practical situations and in its foundations. The person as agent is studied in himself and in relation to the community, with attention given to the issues of authority and the religious capacity of man. The method and approach to the topic varies with the individual instructor. Three credit hours.

HISTORICAL COURSES

Philosophy 51.
Ancient Philosophy.
A careful study of the main contributions of the ancient Greek philosophers to the western tradition. The student will be acquainted with the central problems of early Greek civilization and will then examine the efforts of Socrates, Plato and Aristotle to meet these problems. The central focus of the work of the course will be the reading of many of the works of Plato and Aristotle. Three credit hours. (Not offered 1966-67)

Philosophy 61 (54).
Medieval Philosophy.
A study of medieval thought from Augustine to Meister Eckhart, with special emphasis on Boethius, Pseudo-Dionysius, Eriugena, St. Anselm, St. Bonaventure, St. Thomas, Meister Eckhart. Also, an analysis of the philosophical movement in the thirteenth century. Three credit hours. (Not offered 1967-68)

Philosophy 71 (55).
Modern Philosophy I.
This course will consider the thought of Descartes, Spinoza, Leibnitz and Christian Wolff. An effort will be made to study the growth, implications and value of European Rationalism and the great British tradition of Locke, Berkeley and Hume. Finally, attention will be given to Kant's attempt to reconcile the conflicting tendencies of modern thought. Three credit hours. (Not offered 1966-67)

Philosophy 72 (56).
Modern Philosophy II.
This course will study selected but significant thinkers of the nineteenth and twentieth centuries: Hegel, Schopenhauer, Nietzsche, Bergson and Whithead. An attempt will be made to assess the influence of Romanticism, Irrationalism, Life-Philosophy and Relativity on the thought of the present day. Three credit hours.

Philosophy 81.
British Empiricism.
An historical and critical survey of the philosophies of Locke and Hume based principally on Locke's Essay concerning Human Understanding and Hume's A Treatise of Human Nature. Attention will also be given to Berkeley and the place of British Empiricism in the history of modern thought. Three credit hours. (Not offered 1967-68)

Philosophy 91 (58).
American Philosophy.
A study of some of the leading thinkers in 19th and 20th century America, including Royce, Santayana, Peirce, James, and Dewey, with special stress on the original works of these men. Three credit hours. (Not offered 1967-68)

Philosophy 95 (60).
Contemporary Philosophy.
A survey of the outstanding philosophical thinkers of the late 19th and 20th centuries, including Bergson, James, Dewey, Whithead, Russell, Jaspers, Sartre, and Marcel. Three credit hours. (Not offered 1967-68)

PHILOSOPHERS

Philosophy 105 (61).
Plato.
His life; influence of Socrates. Founding of the Academy and its spirit. An analytical study of selected dialogues. Three credit hours. (Not offered 1966-67)

Philosophy 110 (65).
St. Thomas.
The life and literary activity of St. Thomas Aquinas. A study of source materials with a view of drawing out both his basic concepts and their relevance to the contemporary philosophical scene. Three credit hours. (Not offered 1967-68)

Philosophy 115 (76).
Kant.
A reading course in the primary sources, concentrating on the first and
second Critiques; the relationship between these two works and their setting in the whole Kantian effort. The meaning of reason and the primacy of the practical use of reason. The influence of Kant on later philosophical writers.

Three credit hours.
(Not offered 1966-67)

CONTEMPORARY MOVEMENTS AND QUESTIONS

Philosophy 121 (85).
Phenomenological Existentialism.
An examination of the origins and bases of the contemporary phenomenological movement. The growth of existentialism from phenomenology. The theistic and atheistic strands of the movement. Current influences of existentialism in the areas of psychology, sociology and religious thought.

Three credit hours.
(Not offered 1967-68)

Philosophy 123 (86).
Analytic Philosophy.
A study of the origins and aims of this contemporary movement, through an examination of the principal works of its founders and contributors, with stress on a critical appraisal of its presuppositions, value and limitations.

Three credit hours.

Philosophy 125.
Existential Marxism.
A critical analysis of Marxism from the viewpoint of Existentialism. In particular the course will concentrate on the notion of individual freedom in Existentialism and social responsibility in Marxism.

Three credit hours.
(Not offered 1966-67)

Philosophy 127.
Language, Myth and Thought.
An attempt through a study of language to gain insight into the nature of the complex inter-relationships which exist between intuition, thought and language. Readings will be selected from the works of Heidegger, Wittgenstein, Merleau-Ponty, Cassirer, and James.

Three credit hours.
(Not offered 1966-67)

Philosophy 131 (89).
Medical Ethics.
A discussion of medical-moral problems.

Three credit hours.

Philosophy 135 (87).
Communications in Modern Society.
An investigation of the phenomenon of information in a modern democratic society with emphasis on the relationship of freedom of expression to public opinion and consensus. Three credit hours.

Philosophy 141 (90).
Faith and Reason.
A critical examination of religious faith and natural reason as two distinctive ways of knowing, and a consideration of relationships which may exist between these kinds of knowledge, viewed in the light of traditional and contemporary positions.

Three credit hours.

Philosophy 151 (82).
Introduction to the Sociological Way of Thinking.
The development of a theory of the sociological dimension of human life in general as well as a detailed analysis of the sociological dimension of moral life, religious life and economic life.

Three credit hours.
(Not offered 1967-68)

Philosophy 152 (80).
Masters of European Social Thought.
A study of a number of great European sociologists of the past (Durkheim, Simmel, Webera, Mannheim) and present (Gurtwitch, Aron, Adorno, Schelsky).

Three credit hours.
(Not offered 1967-68)

Philosophy 153.
Talking About God.
The problem of God in the history of philosophical thinking.

Three credit hours.
(Not offered 1966-67)

Philosophy 154.
God in Modern Literature.
Discussion and analysis growing out of authors such as Malraux, Camus, Sartre, Borchert, Boll, Brecht, Bernanos, Graham Greene.

Three credit hours.
(Not offered 1966-67)

SPECIALIZATIONS

Philosophy 161.
Mathematical Logic.
Equivalent to Math. 63.

Three credit hours.
(Not offered 1966-67)

Philosophy 165.
Philosophical Method.
A study stressing the historiography of philosophy from Locke to Wittgenstein and dealing especially with such forerunners of analysis as Locke, Berkeley, Hamann, Herder, Lichtenberg, Humboldt, Gruppe.

Three credit hours.
(Not offered 1966-67)
Philosophy 171.
Philosophy of Knowledge.
A critical examination of the nature and value of human knowledge stressing the problems of the relation between thought and external reality, the limits of human knowledge, and knowledge as a kind of transcendence. Various kinds of knowledge will be distinguished and compared. Three credit hours. (Not offered 1966-67)

Philosophy 175.
Philosophy of History.
An analysis of the nature of history and the epistemological problems of historiography, and an evaluation of the demands of a speculative philosophy of history. Three credit hours. (Not offered 1966-67)

Philosophy 177 (96).
Philosophy of Art.
A basic study of the functions of the human mind, senses, and emotions in the creation and appreciation of art, with special reference to poetry and the fine arts. A review of some major works on aesthetics. Three credit hours. (Not offered 1966-67)

Philosophy 181 (91).
Philosophy of Mathematics.
A critical examination of Logic and especially of the structure of contemporary mathematics, with emphasis on presuppositions, methodology, intelligibility and noetic character, along with some current philosophical orientations. Prerequisite: Math. 11, 12 or equivalent. Three credit hours. (Not offered 1966-67, 1967-68)

Philosophy 183 (92).
Philosophy of Science.
A study of the character of contemporary empirical science (especially physics), stressing presuppositions, methodology and noetic value. Mathematized science and intelligibility. Foundation of model-theory in the behavioral and life sciences. Relation between philosophical enrichment arising from a mode of dependence upon empirical data and scientific theory and that from a properly philosophical confrontation with nature. Three credit hours.

Philosophy 191 (94).
Philosophy of Religious Experience.
An examination of religious experience, precisely as religious experience. The nature of this experience; the conditions, epistemological and ontological, under which this experience is meaningful. Various approaches to the Divine Reality. The meaning of God in human experience. Three credit hours. (Not offered 1967-68)

SEMINARS AND TUTORIALS

Philosophy 205 (62).
Plato's Phaedo. (Not offered 1967-68)

Philosophy 228 (88).
Existential Approach to God.
An investigation and analysis of the approach to God in contemporary existential philosophy. Three credit hours. (Not offered 1967-68)

Philosophy 280.
The Logic of Time.
A study of some of the most fundamental problems that stand in the way of a consistent theory of time. Three credit hours. (Not offered 1966-67)

Philosophy 281.
Philosophy of Mathematics—Advanced Topics.
(Not offered 1966-67, 1967-68)

Philosophy 283.
Philosophy of Science—Advanced Topics.
Examination and discussion of such matters as empirical and logical foundations and completeness of physical science, quantum theory, relativistic field theory, cosmology. Three credit hours. (Not offered 1966-67)
DEPARTMENT OF

Physics

Professors: Connolly, Gunter, T. Smith
Associate Professors: Kaseta, Kennedy (Chairman), R. MacDonnell, Sarup, Tangherlini
Assistant Professor: Matous
Instructor: Li
Visiting Professors: Fireman, Osterberg
Visiting Lecturer: Kelley

The curriculum leading to the bachelor's degree in physics is designed to provide a thorough foundation in the principal branches of physics. With this background a student is well prepared for further study leading to advanced degrees in science and engineering as well as for many positions in research, business, teaching, and other fields.

Physics 11.
General Physics.
An introduction to the basic concepts of physics using calculus. Three lectures and one (two-hour) laboratory period. 
Four credit hours.

Physics 12.
General Physics.
Continuation of Physics 11. Three lectures and one (two-hour) laboratory period. 
Four credit hours.

Physics 13.
General Physics.
Introduction to the basic concepts of physics (without calculus). Three lectures and one (two-hour) laboratory period. 
Four credit hours.

Physics 14.
General Physics.
Continuation of Physics 13. Three lectures and one (two-hour) laboratory period. 
Four credit hours.

Physics 15.
Mechanics I.
An intensive study of the basic principles of Mechanics, with liberal use of the calculus. Four lectures and one (three-hour) laboratory period. 
Five credit hours. 
(Not offered 1967-68)

Physics 16.
Electricity and Magnetism I.
An intensive study of the basic principles of Electromagnetism, with liberal use of the calculus. Four lectures and one (three-hour) laboratory period. 
Five credit hours. 
(Not offered 1967-68)

Physics 17.
Thermal Physics.
Laws of Thermodynamics are developed with applications to thermal properties of matter. Elementary kinetic theory, classical and quantum statistical mechanics. Applications to transport phenomena, heat capacities, black body radiation, thermionic emission, magnetic susceptibility and fluctuations. Three lectures. Prerequisite: Ph. 11, 12 or Ph. 15, 16. 
Three credit hours.

Physics 19.
Physics I.
An intensive study of the basic principles of mechanics, including special relativity, with liberal use of the calculus. Three lectures and one (three-hour) laboratory period. 
Four credit hours. 
(Not offered 1966-67)

1 1966-67.
2 1966-67 (Spring Term).
3 1967-68.
Physics 20.
Physics II.
Continuation of Physics 19. Three lectures and one (three-hour) laboratory period.
Four credit hours.
(Not offered 1966-67)

Physics 28.
Optics.
"Optics" as used in this course covers the electromagnetic spectrum from ultraviolet through the visible and infrared to microwaves. Geometrical optics is largely an extension of principles developed in previous courses. Physical or wave optics includes such topics as interference, diffraction, and polarization. Covered also are the fundamental principles involved in the generation and production of radiation in this spectral band. Three lectures and one (three-hour) laboratory period. Prerequisite: Ph. 11, 12 or Ph. 15, 16.
Four credit hours.

Physics 31.
Mechanics II.
Newton's laws of motion, three-dimensional kinematics and dynamics, central force motion, motion of a system of particles, generalized coordinates, constraints, Lagrangian and Hamiltonian dynamics, rigid body dynamics, inertia and stress tensors. Three lectures. Prerequisite: Ph. 15.
Three credit hours.
(Not offered 1966-67)

Physics 32.
Electricity & Magnetism II.
Electrostatics, Laplace's and Poisson equations, dielectrics, electrostatic energy, electric current, magnetic fields, electromagnetic induction, magnetic energy, Maxwell's equations and their application to wave propagation in various media, reflection, waveguides. Electrodynamics of an electron. Three lectures and one (three-hour) electrical measurements laboratory period. Prerequisite: Ph. 16.
Four credit hours.
(Not offered 1966-67)

Physics 33.
Modern Physics I.
Special relativity. Wave-particle dualities; atomic structure and spectra; x-rays. Particle detectors and accelerators. Nuclear structure and reactions. Molecular and solid state physics. Three lectures. Prerequisite: Ph. 11, 12 or 15, 16.
Three credit hours.
(Not offered 1966-67)

Physics 34.
Modern Physics II.
Continuation of Physics 33. Three lectures. Prerequisite: Ph. 33.
Three credit hours.
(Not offered 1966-67)

Physics 37.
Earth Science I.
Three credit hours.
(Not offered 1967-68)

Physics 38.
Earth Science II.
Rocks and Minerals, Earth's Interior, Ocean Basins and Continents, Methods of Historical Geology, Ground Water and Geological Work of Streams, Glacial, and Shoreline Landscapes, Wind Erosion. Three lectures. Prerequisite: Ph. 44.
Three credit hours.
(Not offered 1967-68)

Physics 39.
History and Philosophy of Science I.
A study of some of the major scientific theories from Democritus and the Greek Atomists to the present time with consideration of their impact on contemporary scientists and philosophers. The course will consider development of the scientific method and will examine the structure and validation of scientific theory. In the first semester the study will extend from the period of the Greeks to the development and acceptance of the heliocentric system. Elective for non-science majors. Three lectures.
Three credit hours.
(Not offered 1966-67)

Physics 40.
History and Philosophy of Science II.
A continuation of Physics 39. A study will be made of major contributions to science from Copernicus to the present time with typical cases being Harvey in biology, Dalton in chemistry, and in physics special emphasis will be placed on relativity, the uncertainty principle, the wave-particle duality in nature, the question of reality and justification of the mental construct in the subatomic. Three lectures.
Three credit hours.
(Not offered 1966-67)

Physics 41.
General Physics.
Elective for non-science majors who have had no previous courses in physics.
Topics are selected from the physical fields of mechanics, heat, sound, light, electricity, magnetism, atomic, nuclear, and astrophysics. Three lectures.

Three credit hours.

Physics 42.
General Physics.
Continuation of Physics 41. Three lectures.
Three credit hours.

Physics 47.
Theoretical Mechanics I.
Newton's laws of motion, one dimensional motion, linear systems, three dimensional kinematics and dynamics, central force motion, motion of a system of particles, collision problems, gravitation attractions and potentials. Three lectures. Prerequisite: Ph. 11, 12 or Ph. 15, 16.
Three credit hours.
(Not offered 1967-68)

Physics 48.
Theoretical Mechanics II.
Moving coordinate systems, generalized coordinates, constraints, Lagrangian and Hamiltonian dynamics, rigid body dynamics, inertia and stress tensors, small vibrations and normal modes, elastic waves. Three lectures. Prerequisite: Ph. 47.
Three credit hours.
(Not offered 1967-68)

Physics 49.
Introduction to Modern Physics I.
Three credit hours.
(Not offered 1966-67)

Physics 50.
Introduction to Modern Physics II.
Three credit hours.
(Not offered 1966-67)

Physics 57.
Electricity and Magnetism I.
Electrostatics. Magnetostatics. Theory of dielectrics. The electric circuit. The magnetic circuit. Inductance, Capacity, Alternating current. Electrical oscillations. Instruments and measurements. Three lectures and one (three-hour) laboratory period. Prerequisite: Ph. 11, 12 or Ph. 15, 16.
Four credit hours.
(Not offered 1967-68)

Physics 58.
Electricity and Magnetism II.
(Not offered 1967-68)

Physics 63.
Electronics.
A/C circuit analysis and filter theory. A study of the characteristics of semiconductor diodes, transistors, vacuum and gas filled electron tubes. The basic circuits in which these devices are used. Three lectures and one (three-hour) laboratory period. Prerequisite: Ph. 57.
Four credit hours.
(Not offered 1966-67)

Physics 65.
Electronics Laboratory.
While this course is devoted primarily to experimental electronics there is sufficient theoretical discussion preceding each session to give the student a firm grounding in the use of vacuum tubes, gas tubes, and semiconductors plus the basic (scientific) circuits that utilize these components. One (three-hour) laboratory period. Prerequisite: Ph. 11, 12 or Ph. 15, 16.
One credit hour.
(Not offered 1967-68)

Physics 67.
Advanced Modern Physics I.
Bohr-Sommerfeld theory, wave packets, uncertainty principle. Introduction to quantum mechanics: development of Schroedinger theory and solutions to time independent equation for the free particle, step potentials, barrier potentials, finite and infinite square wells, simple harmonic oscillator problems; perturbation theory. Atomic physics: one electron atoms. Three lectures and one (three-hour) advanced laboratory period. Prerequisite: Ph. 27, 47, 48.
Four credit hours.
(Not offered 1967-68)

Physics 68.
Advanced Modern Physics II.
Continuation of Physics 67. Magnetic moments, spin and relativistic effects; identical particles; multielectron atoms, Zeeman effect, hyperfine structure, trans-
ion rates; x-rays (production, scattering, absorption, Dirac theory of antiparticles). Nuclear physics: nuclear models, radioactive decay, nuclear reactions, nuclear forces, nuclear instrumentation, counting statistics. Three lectures and one (three-hour) nuclear physics laboratory period. Prerequisite: Ph. 67.

*Four credit hours.*

(Not offered 1967-68)

Physics 69.
Thermophysics I.
Introduction to thermodynamics, thermodynamic systems, state variables (for ideal and real gases), Laws of Thermodynamics and their consequences. Low temperature and liquefaction of gases. Maxwell distribution of velocity, equipartition of energy, specific heats and transport-equipartition of energy, specific heats and transport-coefficients. Three lectures. Prerequisite: Ph. 15, 16.

*Three credit hours.*

Physics 70.
Thermophysics II.
Continuation of Physics 69. Statistical thermodynamics, Maxwell-Boltzmann statistics, entropy and probability relationship, partition function, theory of paramagnetism, adiabatic demagnetization, Bose-Einstein and Fermi-Dirac statistics, specific heat of metals, thermionic emission. Solid state theory, electron theory of metals, electrical and thermal conductivity, zone theory, semi-conductors. Three lectures. Prerequisite Ph. 47, 73, 69.

*Three credit hours.*

Physics 72.
Atomic Physics I.
The first semester of a two semester course on special relativity, quantum theory, wave mechanics, atomic and molecular physics. Three lectures and one (three-hour) laboratory period. Prerequisite: Ph. 15, 16 or Ph. 47, 48.

*Four credit hours.*

Physics 73.
Atomic Physics II.
Continuation of Physics 72. Three lectures. Prerequisite: Ph. 72.

*Three credit hours.*

(Not offered 1966-67)

Physics 74.
Advanced Laboratory.
Laboratory for seniors in which they do research level experiments. One afternoon each week. *One credit hour.*

Physics 77.
Undergraduate Research.
A program of supervised research above and beyond the level of regular course offerings. The work may be theoretical and/or experimental and is designed to bridge the gap between the undergraduate and postgraduate levels.

*Three credit hours.*

Physics 78.
Undergraduate Research.
Continuation of Physics 77 for the second semester. *Three credit hours.*

Physics 79.
Relativity.
Seminar course in special and general relativity theory. *Three credit hours.*

(Not offered 1966-67)

Physics 82.
Geophysics and Space Physics.

(Not offered 1967-68)

Physics 84.
Nuclear Physics.
Nuclear models, radioactive decay, nuclear reactions, nuclear forces, particle detectors and accelerators, nuclear instrumentation, counting statistics. Three lectures and one (three-hour) nuclear physics laboratory period. Prerequisite: Ph. 73. *Four credit hours.*

(Not offered 1966-67)
The course of studies in Psychology is made up of a core curriculum, electives in Psychology, and required courses from allied fields. The program is arranged to provide the student with undergraduate preparation for advanced study in this area as well as a breadth of view consonant with the liberal arts tradition of Holy Cross. Contemporary General Psychology, History and Systems of Psychology, Experimental Psychology and Laboratory, Physiological Psychology, and Statistics constitute the core curriculum. Courses from allied fields include: Biology, Mathematics, Physics, Sociology, and Cultural Anthropology.

Individual experimental projects, seminars, and tutorials are encouraged to foster a research spirit and student-professor exchange.

Psychology 41, 42. Contemporary General Psychology.
A general introduction to the principles of psychology as operative in motivation, learning, perception, and thinking. Application of these principles to areas of emotion, social processes, assessment of abilities, personality, and biological substrates of behavior is also stressed. Six credit hours.

Psychology 44. Statistics.
An introduction to statistical methods in the analysis and interpretation of psychological data: measure of central tendency, variability, correlational techniques and reliability of statistical measures. A brief survey of factor analysis and analysis of variance. Three credit hours.

Psychology 45. History and Systems of Psychology.
The origin of Psychology and the development of theoretical systems within Psychology are assessed. The main psychological systems: Introspectionism, Behaviorism, Gestalt School, Psychoanalysis, and Homic Psychology are treated in their historical development. Three credit hours.

Psychology 47. Experimental Psychology and Laboratory I.
The methods and techniques of experimental Psychology and their application to various content areas are treated. Emphasis is placed on psychophysical methods as they apply to the study of sensation, perception, memory and learning. The laboratory includes a number of experiments with the more important pieces of apparatus used in psychological investigations. Four credit hours.

Psychology 48. Experimental Psychology Laboratory II.
Selected topics within the areas of sensation, perception, problem solving, social process, and physiology of behavior are investigated in the laboratory. An original experiment, designed and researched by the student, is required. Two credit hours.

Psychology 52. Physiological Psychology.
The structure and function of the nervous system and endocrine glands are studies with reference to man's behavior. The physiological and neural aspects of motivation, emotion, learning, sensation, and perception are emphasized. Three credit hours.

Psychology 53. Psychology of Learning.
A presentation and evaluation of the principles of learning theory. Conditioning, transfer of training, and develop-
ment of human learning and memory are discussed.

Psychology 54.
Abnormal Psychology.
A general introduction to the origin, development, classification, diagnosis, and treatment of psychological ills. A history of the treatment of mental illness and the theoretical bases of different schools of therapy are surveyed.

Three credit hours.

Psychology 55.
Psychological Testing.
A history of psychological testing and the rationale of test construction and administration are treated. A critical evaluation of various psychological tests is offered.

Three credit hours.

Psychology 56.
Psychology of Adolescence.
The physiology, psychology, and sociology of adolescence are discussed. Unit topics include physical changes and their implications, psychosexual development, basic determinants of behavior, the adolescent in the home and in the community, and adolescent problems and solutions. Each student is required to complete a research project concerned with some aspect of adolescent development.

Three credit hours.

Psychology 57.
Social Psychology.
A treatment of the role of social and cultural factors in individual behavior. The following topics are included: attitude development and change, prejudice, language and communication, small group processes, and culture and personality.

Three credit hours.

Psychology 58.
Theories of Personality.
A summary and evaluation of the major contemporary theories of personality are presented. Among the theories discussed are those of Freud, Jung, Sullivan, Lewin, Allport, Rogers, Murphy.

Three credit hours.

Psychology 64.
Exceptional Child Practicum.
The experience of helping exceptional children is combined with theoretical discussion of problems encountered in such work. Under professional supervision, students will establish a relationship on a weekly basis with a mentally retarded, an emotionally troubled and an economically disadvantaged child. A classroom seminar will meet weekly. Course open with permission of instructor to majors who have completed Psychology 59.

Three credit hours.

Psychology 65.
Culture and Personality.
The findings of an area where cultural and social anthropology are related to psychology of personality will be discussed. Contemporary schools of thought will be surveyed, methods of research will be studied and some applications will be examined. Open to majors who have completed Psychology 57.

Three credit hours.

Psychology 67.
Introduction to Counseling and Psychotherapy.
An historical and critical evaluation of traditional methods of counseling and psychotherapy. Psychoanalytic, behavioral, directive, and non-directive techniques will be discussed. Behavioral therapy will be especially stressed.

Three credit hours.

Psychology 70.
Behavior Process.
A complex analysis of human behavior within a conceptual S-O-R framework. Motivation, behavioral process, modification strategies, basic and concrete need structures are highlighted.

Three credit hours.

Psychology 72.
Psychology of Perception.
Topics in the Psychology of Perception include: perceptual theory, patterning, autochthonomous elements, learning, and personality. A research project in selected areas is presented by the students enrolled in the course.

Three credit hours.

Psychology 73.
Advanced Statistics I.
The relationship between statistical procedures and theoretical problems encountered in designing psychological experiments is presented. Topics covered include: sets, functions, probability, and distributions. This course is available to
students who have completed elementary statistics requirements.

Three credit hours.

Psychology 74.
Advanced Statistics II.

Complex analyses of variance, trend analysis, and analysis of covariance are related to theoretical issues in psychological research. This course is available to students who have completed Psychology 73.

Three credit hours.

Psychology 81.
Research Projects.

Students who are especially interested and who have sufficiently high grades may assist faculty members in their research. Their assistance may take the form of library research, bibliography organization, data computation and analysis, and administration of experiments. Under faculty direction, students may undertake their own projects.

Two credit hours.
DEPARTMENT OF

Sociology

Professors: Facey, Imse (Chairman)
Assistant Professor: Al-Khazraji
Instructors: W. Connor, Fallon, Johnson, Twaddle
Visiting Professor: Marden
Lecturer: E. Connor

The department presents a scientific approach to the understanding of human society. After the introductory course in general sociology, the emphasis is upon methods of research and sociological theory, together with substantive studies and theoretical developments in specified areas.

The department maintains a laboratory-workshop which serves its students as a center for their research operations and a seminar room which also contains reference works. Honors students participate in seminars, tutorial reading programs and individual research projects oriented toward independent study.

Sociology 41.
General Sociology.
A single semester introductory course for sociology majors who have not taken Sociology 11. Three credit hours.

Sociology 51 (11).
General Sociology.
The introduction to sociological analysis of social groups, social processes, culture and social change. Three credit hours.

Sociology 64.
Social Organization.
Formal organizations and their informal dynamics. Bureaucracies in contemporary industrial, political and military systems. Three credit hours.

Sociology 71 (76).
Cultural Anthropology.
An introductory survey of the field. Comparative analysis of social organizations. Applied anthropology. Three credit hours.

Sociology 91, 92.
Seminar and Tutored Reading.
Sociology 111 (68).
Social Disorganization.
A consideration of some major problems of industrialized and industrializing societies, notably alcohol, crime, juvenile delinquency, and family disorganization, in terms of systemic factors involved in generating problems and the effects of the problems on the system. Three credit hours.

Sociology 115 (45).
Race and Ethnic Relations.
An analysis of race, nationality, and religious differences and similarities. Particular attention is given to the impact of such differences on the operation of the basic institutions in a society and to the impact on social change. Three credit hours.

Sociology 117 (63).
Criminology.
Description and analysis of theories of crime causation, the modes of societal responses to crime, the relationships between crime and patterns of legitimate society, and the specific problems encountered in correctional programs. Three credit hours.

Sociology 121 (21).
Social Statistics.
The basic statistical concepts needed for a better understanding of behavior. Collecting, classifying and interpreting data through the use of measures of

1 1966-67.
2 1966-67 (Spring Term).
3 1967-68.
central tendency, variability, correlation, standard scores and sampling are studied. Graphical presentation of material and formulae applicable to test material are given. Three credit hours.

Sociology 131. Community Organization.
Organizational structures and functions in the community setting. Rural and urban comparisons with emphasis on change and development. Three credit hours. (Not offered 1966-67)

Sociology 155 (55).
Social Psychology.
This course aims to acquaint students with the role of social and cultural factors in the behavior of individuals. Included will be such topics as: attitude development and change, prejudice, language and communication, small group processes, the relationship of culture and personality, and interpersonal perception. Three credit hours.

Sociology 162.
Religion in American Life.
A legal and historical examination of why, when and to what extent it can be said: "We are a religious people whose institutions suppose a belief in a Supreme Being." Three credit hours. (Not offered 1966-67)

Sociology 166 (66).
The Family.
The family as a social system, functionally and historically, with special reference to American urban life. Family process, culture, and personality development. The family and related social systems. Three credit hours. (Not offered 1967-68)

Sociology 175 (71).
The Soviet Social System.
A sociological analysis of the political, economic and related social systems of an industrializing society; ideological and international significance of major developments. Three credit hours.

Sociology 206 (74).
Population.
Population distribution, composition, and growth in North America and Eurasia; trends in fertility and mortality; migration; population prospects and policies. Three credit hours.

Sociology 215.
Sociology and Law.
Focuses on the relationship between legal systems of diverse societies in terms of substantive laws, procedural prescrip-
Sociology 261 (56).
Sociology of Religion.

Sociology 263 (58).
Medical Sociology.
Focuses on the institution of modern medicine with emphasis on the social epidemiology of disease, the organization of medical care, and the social roles of those responsible for this care. This includes analysis of the problems of defining illness, the processes of seeking treatment, and the role of the sick person. Major trends are analyzed and cross-cultural comparisons are made. Three credit hours. (Not offered 1967-68)

Sociology 264 (69).
Political Sociology.
Examination of major theorists and of sociological research on political processes. Emphasis will be on community and national power systems including the roles of parties, bureaucracies and the populace. Three credit hours.

Sociology 267 (73).
Industrial Sociology.
Social organization of industry: functions of members of industrial organization, status, social structure; patterns of interaction, and relations of industry and society. Three credit hours.

Sociology 268.
Bureaucracy.
Formal organizations and their informal dynamics. Bureaucracy in contemporary industrial, political, and military systems. Three credit hours. (Not offered 1966-67, 1967-68)

Sociology 270.
Social Change.
Processes of group change, including planning; groups producing or resisting change; factors affecting rate, degree, and direction of change. Analysis of theories of social change. Three credit hours. (Not offered 1966-67, 1967-68)

Sociology 276.
Cultures of the Middle East.
A study of culture-history and ethnography of the Middle East. Peasant culture patterns and developing urbanization and industrial patterns. Three credit hours. (Not offered 1966-67, 1967-68)

Sociology 295.
Tutorial.
Sociology 298, 299.
Senior Seminar.
Students majoring in Sociology at Holy Cross or at Clark University may take Sociology courses at the other institution if that course is not currently being offered in their home college.

Courses at Clark University open to Holy Cross students in 1967-68:
Sociology 25.
Law and Society.
Sociology 26.
Urban Cult and Social Structure.
Sociology 255.
Sociology and Law.
Sociology 292.
Interpersonal Theory.
Sociology 295.
American Sociological Theory and Social Structure.

The Sociology Major begins with General Sociology, prerequisite for all other courses in Sociology. The major consists of 10 semester courses in Sociology including General Sociology, selected in consultation with his departmental advisor. Elementary Research, Social Statistics, and at least one course in Sociological Theory, will normally be included.

The major will usually take General Sociology in the Fall of Sophomore year. In the Spring he is eligible to choose any other course under the 200 level, in consultation with his departmental advisor. In Junior and Senior years the major will select courses as fit into his educational interest and his career goals.

At least six of the Sociology courses which the major takes toward his degree must come from 200 level courses. This minimum may be varied only in consultation with the student's departmental advisor.

Students not Majoring in Sociology are encouraged to elect courses in Sociology. If the student plans to take a variety of courses in Sociology he should begin by taking General Sociology for background.

Sophomores interested in an elective in Sociology are strongly encouraged to select either General Sociology or another course numbered under 100. Juniors and Seniors who are seeking an elective are eligible to take any course under 200 without prerequisite, but not more than 2 courses in this sequence unless one is General Sociology. Admission of non-major to “200” level course requires General Sociology and the written permission of the professor.
DEPARTMENT OF

Theology

Professors: W. Casey, W.V.E. Casey

Associate Professors: Brooks (Chairman), Burke, Delaney, Duff, J. Walsh, T. Walsh

Assistant Professors: G. Barry, Carroll, Donahue, Donnelly, Lawlor, Lindberg, Lindsay, McGrady, Philbin

Instructors: E. McCarthy, Mininni, Stecker

Visiting Professor: Riches

Lecturers: Hegarty, Manning

The curriculum in theology is aimed at developing the student's understanding within the certitude of faith. Since the starting-point of any contemporary theological investigation should be rooted in a Biblical theology based on a sound and reliable exegesis, theology courses in the first two years introduce the student to a study of Old Testament literature as a theological expression of faith, and to an analysis of the various books of the New Testament seen as God's self-disclosure in Christ. An extensive upper-division elective program serves to enrich and supplement this basic formulative force in the theological thinking of the student.

Seminars, tutorial reading programs and individual research projects are available to the qualified student by arrangement with the Department Chairman.

Theology 11.
Old Testament.
A study of Old Testament literature in relation to the history of Israel, with special emphasis upon its theological expressions of faith. Three credit hours.

Theology 12.
A critico-historical introduction to the various books of the New Testament seen as a progressive revelation of God to man in Christ. Three credit hours.

Theology 14.
Prophecy in Ancient Israel.
A tutorial directed toward an analysis of Israelite prophecy seen in its relation-ship to history, covenant, politics, ethics and eschatology. Part of Special Studies program. Three credit hours.

Theology 31.
Council, Church and the Human Person.
Three credit hours.
(Not offered 1967-68)

Theology 32.
The Fourth Gospel.
A seminar investigating the various

1967-68.
1967-68 (Fall Term).
1967-68 (Spring Term).
On leave, 1966-67 (Spring Term).
On leave, 1967-68.
On leave, 1967-68.
On leave, 1967-68 (Fall Term).
On leave, 1967-68 (Spring Term).
Johannine expressions of the fact of the redemptive Incarnation.  
*Three credit hours.*  
*(Not offered 1967-68)*

**Theology 33. Origins of Catholic Social Teaching.**  
Various forms of utopianism and their influence in the evolution of socialism and communism. The development of the doctrine and practice of economic liberalism in the 18th and 19th centuries in England and France. Catholic leaders and the social problem in the 19th century. The formation of Catholic teaching culminating in the *Rerum Novarum* of Pope Leo XIII. *Three credit hours.*

**Theology 34. Theology of Protest.**  
An exploration of the intellectual contribution made by twelve Christian thinkers to the development of the Christian tradition. Martin Buber, the Jewish philosopher of religion, is also considered because of his impact upon contemporary Christian thinkers. *Three credit hours.*  
*(Not offered 1967-68)*

**Theology 35. Salvation History from Vatican II.**  
A survey of God's plan of salvation for mankind as witnessed in the official texts promulgated by the Second Vatican Council. *Three credit hours.*

**Theology 36. Ecumenism.**  
An examination of the concept of ecumenism and current ecumenical problems. Particular attention is given to the Second Vatican Council's Decree on Ecumenism. *Three credit hours.*

**Theology 37. Our Contemporaries' Search for God.**  
A comparative study of the major writings of Bishop Robinson, Harvey Cox, Karl Rahner and Teilhard de Chardin. *Three credit hours.*

**Theology 38. Human Living in Teilhard de Chardin.**  
An in-depth study of Teilhard's *The Future of Man* and *The Divine Milieu.* *Three credit hours.*

**Theology 39. Church in the Modern World.**  
A seminar oriented toward an examination of the prominent themes contained in the first part of Vatican II's Pastoral Constitution on the Church in the Modern World. *Three credit hours.*

**Theology 40. Christian Spirituality.**  
A survey of recent trends and developments in contemporary Christian spirituality. *Three credit hours.*  
*(Not offered 1967-68)*

**Theology 41. Epistles of Saint Paul.**  
Selected readings from the Pauline Epistles directed toward an understanding of the development of the kerygma in Paul's preaching. *Three credit hours.*  
*(Not offered 1967-68)*

**Theology 42. Non-Catholic Christian Denominations.**  
A study of the origins, development and doctrines of the more prominent Protestant denominations on the American scene. *Three credit hours.*

**Theology 43. The Christian in the Modern World.**  
A consideration of the relationship between nature and grace. Traces the Protestant teaching on religion and secularity, the sacred and the profane, Christianity and culture back to its basic model, the Reformation doctrine on grace. *Three credit hours.*

**Theology 45. Atheistic Humanism and Christianity.**  
A study of the tenets and moral code of scientific humanism, and of the efforts of contemporary theologians to render Christianity comprehensible and relevant to modern secularity. *Three credit hours.*

**Theology 46. Existential Theology.**  
A comparative study of the theology of the Protestant, John Macquarrie, and that of the Catholic, Leslie Dewart. The thinking of other existentialist theologians is introduced as occasion demands. *Three credit hours.*  
*(Not offered 1967-68)*

**Theology 47. The Secularization of Modern Culture.**  
A survey of the historical processes of secularization as they evolved in Protestant and Catholic Europe. *Three credit hours.*  
*(Not offered 1967-68)*

**Theology 49. Social Teachings of the Church.**  
The Church in France, England, Ireland and the United States towards the close of the 19th century. Germany and
the Kulturkampf. Italy and the Roman question. Social teachings in the twentieth century, from Pope Leo XIII through Pope Pius XII.

Three credit hours.

Theology 50.
The Confessions of Saint Augustine.
A textual analysis of The Confessions of St. Augustine, with background readings in Manichaeism, academic skepticism, and Plotinus. Three credit hours.

Theology 51.
Marriage and the Family.
A study of the Christian sacrament of matrimony considered from the point of view of its canonical, liturgical and ascetical aspects. Three credit hours.

Theology 52.
Special Ecumenical Considerations.
An application of Catholic principles of Ecumenism to specific situations, such as Church membership, laity in the Church, the hierarchy, Mariology, education, religious liberty, etc. Three credit hours.

Theology 53.
Neo-Christian Dialogue.
An evaluation of Teilhard de Chardin's efforts to lay the basis by which modern men may consider God and man's relation to God in terms of a common vocabulary.

Three credit hours. (Not offered 1967-68)

Theology 55.
The Theology of Karl Rahner.
An introduction to the major writings of one of the Church's most productive contemporary theologians.

Three credit hours. (Not offered 1967-68)

Theology 56.
Theological Perspectives in Modern Literature.
An analysis of representative works by such writers as Melville, Faulkner, Kafka, Silone, O'Connor, Greene, Mauriac, Joyce, Golding, Camus, Becket and MacLeish, and a consideration of the essentially theological questions posed by their writings. Three credit hours.

Theology 57.
Pauline Theology.
A seminar devoted to an in-depth study of the major Pauline theological themes. Three credit hours.

Theology 58.
Theology of Renewal.
A survey of prominent issues contributing to the theological renewal of the post-Conciliar Church. Topics considered: developments in Christian morality, theology of revelation, Original Sin, Church in the modern world, "God is Dead" theologians, problems related to the divinity of Christ, and special ecumenical questions.

Three credit hours. (Not offered 1967-68)

Theology 59.
Church Beyond Fear.
A consideration of some of the more relevant problems posed by today's questioning Christian community. Emphasis will be given to questions on war, poverty, sexuality, freedom and authority.

Three credit hours.

Theology 60.
Reformation Theology.
An investigation of the theologies of Luther, Zwingli, and Calvin as seen against their historical and theological backgrounds.

Three credit hours.

Theology 61.
Twentieth Century Religious Thought.
An analysis and appraisal of the writings of the more prominent contributors to modern religious thought.

Three credit hours.

Theology 62.
Theories of Secularization.
A seminar investigating theories of the origins of our present secular consciousness and the relationship of this secularity to the Christian faith.

Three credit hours.

Theology 63.
Problems of Belief.
An examination of modern man's difficulties in arriving at religious convictions. Particular attention is devoted to the relation of reason to faith.

Three credit hours.

Theology 64.
Religions of India and the Far East.
A survey of primitive religions, and the institutions of Hinduism, Buddhism and Confucianism. Three credit hours.

Theology 65.
Contemporary Cinema and Humanism.
A film-seminar directed toward an experiential confrontation with the problems of dehumanization in the modern world and with the authentic values of a Christian anthropology.

Three credit hours.
Theology 66.
Philosophical Implications of Eastern-Rite Spirituality.
A study of the phenomenology of symbolism, the liturgical structures of Eastern rites, and their underlying philosophical and theological foundations.

Three credit hours.
(Not offered 1967-68)

Theology 67 (17).
The Archaeology of Palestine and the Old Testament.
A seminar investigating the relationships between archaeological investigations during the past century and the Old Testament milieu and tradition. A Special Studies Program offering.

Three credit hours.
Institutes

The College is conscious of the need to contribute of its intellectual resources and the skills of its personnel to the community in which it lives. Matching its educational ideal of civic responsibility, as a civic enterprise it offers Summer Institutes for secondary school teachers in Mathematics, Science, History and Optics/Electronics. During the school year it offers In-Service Institutes in Mathematics, Physical Science and Biology for secondary school teachers.

The Institute of Industrial Relations, conducted during the evening hours, and for which no academic credit is given, aims at the intellectual and moral enrichment of the life of participants from management and labor unions. Stress is placed on knowledge of economic conditions in industry, current labor problems, and labor law.

The College offers non-credit summer programs for college and high school students in Basic College Skills, the Fundamentals of English, and Public Speaking. In conjunction with the Fenwick Theatre staff and company, it offers a non-credit summer institute in Theatre Arts.

SUMMER INSTITUTES IN MATHEMATICS, SCIENCE AND OPTICS/ELECTRONICS

June 27—August 5, 1966
June 26—August 4, 1967

The following programs for teachers of junior and senior high school mathematics and science were offered by the College of the Holy Cross with the support of the National Science Foundation.

MATHEMATICS INSTITUTE:

Prof. Daniel G. Dewey, M.A., Director

GROUP I:

Prerequisite: At least one year of college mathematics.


The purpose of this course is to provide a background in those topics which are essential for the study of mathematics beyond secondary school and to show how these topics are related to the traditional content of secondary school mathematics. Topics to be covered include the basic algebra of sets, functions and the algebra of functions, and basic algebra systems.

Three credit hours.

Math S 12. Introduction to Analysis.

The purpose of this course is to provide teachers with an up-to-date introduction to the calculus. This course is taught in conjunction with Math S 11 and includes the study of real functions, neighborhood topology of the line, continuous functions, the derivative functions, the definite integral and the fundamental theorem of the calculus.

Three credit hours.


Each member of the Institute will be expected to take part in a discussion period which will link the course matter with the traditional secondary school mathematics. The theme in several sections will be based on material written by the School Mathematics Study Group.

GROUP II:

Prerequisite: Background equivalent to Group I courses.


The purpose of this course is to provide teachers with a background for the teaching of probability and statistical inference. Topics to be covered include sample spaces, probability and measure, the Bernoulli distribution, the normal
introduction to linear algebra.

The purpose of this course is to provide teachers with a background for the teaching of algebra, geometry and matrix algebra. Topics to be covered include group, fields, linear transformations, systems of linear equations and the algebra of matrices. Geometric motivation will be emphasized.

Three credit hours.

SCIENCE INSTITUTE

Rev. Robert B. MacDonnell, S.J., Director

(associated with each course will be a three-hour laboratory period four afternoons a week.)

BIOLOGY:

S 15.
Cellular Biology and Genetics.
The aim of this course it to provide recent knowledge of the organizational and operational aspects of living matter from the fields of biochemistry, cytology, and physiology. The themes and topics of the course will in large measure be based on the blue version of the BSCS "High School Biology."

Six credit hours.

CHEMISTRY:

S 15.
Modern Concepts in Chemistry.
The topics covered will include (a) the structure of the atom, types of valence, geometry of molecules, and the periodic table; (b) electrochemical and electrolytic cells; (c) introductory notions concerning the energy involved in a chemical reaction. Approximately ten lectures will be devoted to each set of topics and the approach will be strongly "CBA"-orientated. The laboratory will also be "CBA"-orientated.

Selection will be limited to participants who give convincing evidence of a serious interest in the "Chemical Bond Approach" chemistry course.

Six credit hours.

OPTICS/ELECTRONICS INSTITUTE

Prof. Roy C. Gunter, Jr., Ph.D., Director
Rev. Robert B. MacDonnell, S.J., Associate Director

ELECTRONICS:

S 16.
Electronics.
This course places primary emphasis on understanding of the physical principles of electronics; attention is also paid to the application of these principles to electronic devices, and their use in

Math S 13.
Same as Group I.
Staff of the Institute

1966:
Prof. Daniel G. Dewey, M.A.
Rev. John J. MacDonnell, S.J., Ph.D.
Prof. Peter Perkins, M.A.
Prof. Patrick Shanahan, Ph.D.

1967:
Prof. Daniel G. Dewey, M.A.
Prof. John R. McCarthy, M.A.
Prof. Patrick Shanahan, Ph.D.
Prof. Peter Perkins, Ph.D.

PHYSICS:

S 15.
Fundamental Concepts in Physics.
The topics and manner of treatment will be designed to provide background material for the teaching of high school Physics according to the plan of the Physical Science Study Committee. It will consist of a review of the more difficult topics of Mechanics, Electricity, and Modern Physics.

Six credit hours.

Staff of the Institute

1966:
Biology:
Prof. William A. Campbell, M.S.
Prof. Joseph H. McSweeney, Ph.D.
Mr. Robert M. Thompson, M.Ed.

Chemistry:
Prof. Robert W. Ricci, Ph.D.
Sister M. Cabrini, C.S.J., M.S.
Mr. Raymond S. Martin, M.S.

Physics:
Prof. Francis W. Kaseta, Ph.D.
Mr. Everett F. Learnard, A.B.

1967:
Biology:
Rev. John W. Flavin, S.J., Ph.D.
Prof. Joseph H. McSweeney, Ph.D.
Mr. Robert M. Thompson, M.Ed.

Chemistry:
Prof. Robert W. Ricci, Ph.D.
Sister M. Cabrini, C.S.J., M.S.
Mr. Raymond S. Martin, M.S.

Physics:
Prof. George M. Matous, Ph.D.
Mr. Everett F. Learnard, A.B.
physics, biology, chemistry, etc.
Review of principles of AC and DC circuits. Atomic structure of matter and movement of charged particles through solids (including semiconductors), gases and vacua; electron emission; photovoltaic effect. Power supplies, amplifiers, cathode ray oscilloscopes, vacuum tube voltmeters, oscillators, etc. Integration of lecture and laboratory material into a high school program. Assembly of vacuum tube voltmeter kit, and analysis of operation.

Optics:

A basic physics course in optics: geometrical (lenses, mirrors, prisms), physical (wave theory, interference, diffraction), and quantum (photons, photovoltaic effect) aspects. Emphasis on modern applications in microwave optics, lasers, Doppler shift of radio frequency emission from satellites. Theoretical basis for understanding modern optics, combined with experimental experience valuable for the high school program.

Six credit hours.

Staff of the Institute

1966:
Prof. Roy C. Gunter, Jr., Ph.D.
Mr. Robert F. Kelley, M.S.

1967:
Prof. Roy C. Gunter, Jr., Ph.D.
Prof. Francis W. Kaseta, Ph.D.
Mr. Robert F. Kelley, M.S.
Mr. Alfred E. Wandrei, M.S.
Mr. Rudolph E. Petrucci, M.A.

SUMMER INSTITUTE IN HISTORY

June 27—August 5, 1966

The following program for high school teachers of history (or social studies) was offered by the College of the Holy Cross with support under the National Defense Education Act, Title XI.

HISTORY INSTITUTE

Prof. William J. Grattan, Ph.D., Director

HISTORY INSTITUTE:

History:

S 15, 16.

Each participant will enroll in two courses, one dealing with the United States and the Americas, 1750-1860, and the other with the History of Europe, 1750-1850. Organized under the unifying concept of the era of Democratic Revolutions, these courses will be structured in topical arrangement (e.g., the American Revolution, the French Revolution) to facilitate the comparative method within their conceptual framework. It must be emphasized that these are not conventional summer school courses but are designed specifically for high school teachers with a view to their needs as stated in the objectives of the institute. In addition to these courses, each participant will be assigned to a seminar group of ten persons. Two of these seminars will work in United States History, 1750-1860. The other two groups will concentrate on European History, 1750-1850. In seminar discussions participants will thoughtfully consider the nature and meaning of history as a discipline and various factors of historical interpretation. Above all, they will deal with the historian’s atmosphere, the climate he works in, and history as a work of art.

Six credit hours.

Staff of the Institute

1966:
Prof. William J. Grattan, Ph.D.
Prof. John B. Anderson, M.A.
Prof. James T. Flynn, Ph.D.
Prof. William A. Green, Jr., Ph.D.
Rev. William L. Lucey, S.J., Ph.D.
Prof. Warren Schiff, Ph.D.
Prof. Edward F. Wall, Jr., Ph.D.

IN-SERVICE INSTITUTES IN MATHEMATICS, PHYSICAL SCIENCE AND BIOLOGY

September 1966—May 1967
September 1967—May 1968

With the exception of the Mathematics Institute for 1967-68, which will be sponsored solely by the College, the following programs for teachers of junior and
senior high school mathematics and science were or will be offered by the College of the Holy Cross with the support of the National Science Foundation.

MATHEMATICS INSTITUTE:

Prof. Daniel G. Dewey, M.A., Director (1966-67)
Prof. Peter Perkins, Ph.D., Director (1967-68)

MATHEMATICS INSTITUTE:

Math IS 13.
Basic Concepts of Geometry.
In this course the teacher will have an opportunity to become familiar with Euclidean geometry, both from a metric and synthetic point of view. Reformulation of certain topics; use of "modern" ideas, style, and language; and stress on the relationship of geometry to other branches of mathematics will hopefully give an increased understanding of elementary Euclidean Geometry.
Particular topics will include incidence and separation properties in planes and space, distance and congruence, the synthetic approach, geometric inequalities, area theory, the parallel postulate and its application to similarity, ruler and compass construction, and others. 

Staff of the Institute
Prof. Daniel G. Dewey, M.A.
Prof. Leonard C. Sulski, Ph.D.

Math IS 21.
Advanced Placement Calculus.
This course will cover the material suggested in the CEEB's Advanced Placement Program. Six credit hours.

Staff of the Institute
Prof. Daniel G. Dewey, M.A.
Prof. Leonard C. Sulski, Ph.D.

PHYSICAL SCIENCE INSTITUTE

Rev. Robert B. MacDonnell, S.J., Director

Chem IS 11.
Fundamental Chemistry.
This course is designed to acquaint the participants with the principles of elementary physical chemistry and the chemical nature of the elements and their compounds.
A brief description of the electrical nature of chemical systems will be given, followed by an in-depth discussion of the quantitative aspects of chemical reaction. Emphasis will be placed on the mole concept. A qualitative introduction into modern theories of atomic and molecular structure will be covered. The energy change accompanying chemical reactions, including electro-chemistry, will be discussed as well as the concepts of equilibrium and the theory of acids and bases.
Laboratory experiments will illustrate the basic principles and offer experience in basic chemical laboratory methods.

Four credit hours.

Staff of the Institute (1966-67)
Prof. Robert W. Ricci, Ph.D.

Earth Science IS 11.
Introduction to Earth Science.
Introduction to geology, origin of the earth, its development through time and the succession of plant and animal life.
First semester deals with common rocks, their structure, origin and occurrence; geological activities of the air, streams and sea; nature of glaciers, volcanoes and earthquakes, and age of the earth. Laboratory work consists of rock and mineral identification and map interpretation.
Second semester deals with the origin of continents and ocean basins, their development through time; the glacial periods; the development of surface features of North America; and evolution of life through geologic time. Laboratory work consists of geologic map interpretation and fossil identification. Occasional field trips. Four credit hours.

Staff of the Institute (1967-68)
Dr. W. E. Bryers

BIOLOGY INSTITUTE

Rev. John W. Flavin, S.J., Director

BIOLOGY INSTITUTE:

Biol IS 12.
Introduction to Modern Biology (Part II): The Diversity of Living Organisms.
The second of three courses designed to familiarize teachers with the BSCS
Yellow Version, this course will emphasize the tissue, organ and organismic levels of organization and the themes of the complementarity of structure and function, the diversity of living organisms, regulation and homeostasis. Laboratory exercises complement the lecture materials and will include selected exercises from the Yellow Version manual. Discussion periods will revolve around means of developing a high school biology course in conformity with the objectives and activities of the AIBS Biological Sciences Curriculum Study.

Four credit hours.

Staff of the Institute (1966-67)
Prof. Robert S. Crowe, Ph.D.
Prof. Patrick F. Delaney, Jr., Ph.D.
Rev. John W. Flavin, S.J., Ph.D.

Biol 15 13,

The third of three courses designed to familiarize teachers with BSCS Yellow Version, this course will emphasize the population, community and world biome levels of organization and the themes of the genetic continuity of life and the change of living things through time: evolution. Special attention will be given to patterns of heredity, the nature and action of genes, the effects of mutation and environment on the gene pool. Laboratory exercises and discussion periods will have similar aims to those listed above for Part II.

Four credit hours.

Staff of the Institute (1967-68)
Prof. Patrick F. Delaney, Jr., Ph.D.
Rev. John W. Flavin, S.J., Ph.D.
Prof. William R. Healy, Ph.D.

Three credit hours.
DONORS TO THE LIBRARY

1966

Henry C. Berlin & Edward F. Casey Fund
Rev. Callaghan A. Cordon, '11, Fund
In memory of J. Frank Facey Fund
Ray W. Heffernan Fund
Henry M. Hogan, '18, Fund
Francis S. Holmes Memorial Fund
Class of 1949 (Holy Cross College)
Class of 1953 (In memory of Rev. Clarence E. Sloane, S.J., '18)
Class of 1954 (In memory of Rev. Clarence E. Sloane, S.J., '18)
Class of 1962 (In memory of Rev. George McKeon, S.J.)
James M. Hoy, '05, Fund
Miss Anne Lucey Fund
John E. Lucey Fund
Rev. Brendan McNally Book Fund (In memory of Fr. McNally, S.J.)
McNally Fund (in memory of Peter Petline)
Rt. Rev. Msgr. John T. Madden, '72, Fund
Francis Miller Fund (by St. Vincent de Paul Society, Worcester, Mass.)
John D. O'Connell, '53, Fund
Richard J. O'Connor, '44, Fund
Lt. Commander William T. Reilly, USN, Fund
James H. Snyder, '53, Fund
Foster Stearns Fund
Foster Stearns Fund (in memory of Rev. Clarence E. Sloane, S.J., '18)
Mrs. Foster Stearns Fund
William S. and Mabel Tod Fund
James A. Treanor, '24, Fund
Quinsigamond Community College Fund
Advisory Commission on Intergovernmental Relations
AFL-CIO
Air Force Cambridge Research Laboratories
American Association for State & Local History
American Association of Fund-Raising Counsel, Inc.
American Civil Liberties Union
American Petroleum Institute
ASCAP—American Society of Composers, Authors and Publishers
Arab Information Center
Austrian Information Service
Baril, Prof. Olier
Desmond T. Barry (in memory of James A. Treanor, '24)
Joseph H. Bastien, '64
Col. James P. Begley
Beirut, Lebanon, Agency for International Development
Richard Bishop, '38
Bolivarian Society of the U. S., Inc.
Boston School Committee
Boston Federal Reserve Bank
Prof. Richard Bourcier
Brown University Library
Bucknell University
Bureau of Educational Research and Development
Mrs. Walter J. Cahill
University of California Library
Catholic Alumni Sodality of Our Lady of Worcester County
Matthew P. Cavanaugh, '20
Center for Applied Research in Education
Center for the Study of Democratic Institutions
Citizen's Research Foundation
Clark University Library
Cyril Clemens
Clemson University, South Carolina
Commission for Economic Development
Mrs. Frank Conroy (in memory of James A. Treanor, '24)
Miss Catherine Cordon
Mrs. Frank Corliss (in memory of James A. Treanor, '24)
Council for Basic Education
Loma D. Creighton
John T. Croteau, '31
Francis M. Crowley, '16
John Charles Daly (in memory of James A. Treanor, '24)
Joseph W. Daly, '37
Hon. Harold D. Donohue
Mr. and Mrs. Raymond Donovan, '51
Maurice and Laura Falk
Federal Deposit Insurance Corporation
Dr. James Flynn
The Foundation for Foreign Affairs
The Foundation Library Center
General Tire & Rubber Co.
German Information Center
Miss Alice C. Graham
Dr. and Mrs. William J. Grattan, '38
Gulf Oil Corporation
Hebrew Union College
Harvard Educational Review
Haskins & Sells
Capt. Edward F. Hayes, USN
Eastern Point Retreat House
Holy Cross College Alumni Association
Institute of Life Insurance
Insurance Information Institute
Intergovernmental Committee for European Migration
Consulate of Ireland, Boston, Mass.
Robert L. Kane, '59
John P. Keffer
Miss Mary K. Kennedy
W. Paul Kiley
Andrew King, '25
Dr. Donald King, '57
Miss Ethel King
John T. Leary, '57
Library of Congress
Dr. and Mrs. Vincent McBrien
Mrs. Noël McNamara and Family (in memory of J. Courtney McGroarty, '58)
Dr. John McKenna
Joseph H. Maguire, '58
Dr. C. G. de Gutierrez Mahoney, '25
Dr. Thomas Malumphy, '21
Michael Marshall, '66
Martha Holden Jennings Foundation
Commonwealth of Massachusetts
Massachusetts Society of C.P.A.'s, Inc.
Mathematical Association of America
University of Michigan
George B. Moran, '33
Dr. Samuel Morison
The Music Library Association
National Association of Manufacturers
National Board of Fire Underwriters
National Education Association of U.S.
National Science Foundation (Grant)
New England Telephone & Telegraph Co.
New York Federal Reserve Bank
New York State Library
New York State School of Industrial & Labor Relations
New York State University
University of North Dakota Library
Northwestern University
Edward J. O'Callahan
Patrick F. O'Connor, '32
William J. O'Connor, '39
Dr. Frank O'Hara
The President of Old Sturbridge Village
Organization of American States
Oxford University Press
Pharmaceutical Manufacturer's Association
Dr. James Pierce, '37
Princeton University, International Finance Section
Alfred C. Proulx, Jr., '36
Public Affairs Committee, Inc.
Publicaciones Espanolas
Mrs. Andrew Rafferty
The Rand Corporation
Philip Reidy, '41
Robert Reidy, '37
Rockefeller Foundation
St. John's University, Collegeville, Minn.
Hon. Leverett Saltonstall
David Sarnoff Family
Dr. Patrick Shanahan
Sinclair Oil Company
Alfred P. Sloane Foundation
Smithsonian Institution
Society for Religion in Higher Education
State Advisory Commission on Indian Affairs
State of Kuwait, Permanent Mission
M. P. Sullivan
Gerard Treanor, Sr. (in memory of James A. Treanor, '24)
Miss Gertrude Treanor (in memory of James A. Treanor, '24)
John H. Treanor, '23 (in memory of James A. Treanor, '24)
Dr. Andrew Twaddle
Twentieth Century Fund
Union Oil Company
U.S. Department of Commerce
U.S. Commission on Civil Rights
U.S. Dept. of Defense
U.S. Dept. of Health, Education & Welfare
U.S. Department of State
U.S. Marine Corps
U.S. Olympic Committee
U.S. Superintendent of Documents
U.S.-Japan Seminar in Differential Geometry, Organizing Committee,
Kyoto, Japan, 1965
University Book Service
Dr. Andrew Van Hook
Washington State University
Mrs. Dorothy G. Wayman, Litt.D. '54
Robert Welch
West Virginia University

Wildlife Management Institute
Worcester Art Museum
Worcester County Council on Alcoholism
Worcester County National Bank
Worcester Free Public Library
Young Men's Christian Association, Worcester
DEGREES CONFERRED JUNE 8, 1966

DOCTOR OF LAWS
Thomas James Carroll

DOCTOR OF LETTERS
Earl James McGrath

DOCTOR OF SCIENCE
Charles Gilbert Overberger

DOCTOR OF COMMERCIAL SCIENCE
Raymond Paget Harold

DOCTOR OF LAWS
Archbishop Iakovos Demetrios Athanasios Coucouzis

DEGREES IN COURSES

MASTER OF SCIENCE

Chester Joseph Dymek, Jr.

Paul Winthrop Lauf

BACHELOR OF ARTS HONORS

Robert James Abbott (Summa Cum Laude)
Daniel Joseph Amaral (Cum Laude)
John Thomas Bendler (Cum Laude)
Kenneth William Bruner (Magna Cum Laude)
Francis Michael Buckley (Summa Cum Laude)
Joseph Howard Carens (Summa Cum Laude)
David Francis Carroll (Cum Laude)
Michael Rogers Dacey (Cum Laude)
Donald Charles Daniel (Magna Cum Laude)
Michael Patrick Deasy
John Michael Facciola (Cum Laude)
Thomas Edmund Gallagher (Magna Cum Laude)
George Joseph Gilson (Cum Laude)
James Christopher Goebel (Cum Laude)
William David Harrington (Magna Cum Laude)
James Patrick Hubbard (Cum Laude)

BACHELOR OF SCIENCE HONORS

Kenneth Clarence Hoffer (Magna Cum Laude)

BACHELOR OF ARTS

Michael John Addesa
Jimoh Kayode Akanmidu
Leo Francis Amrhein
Joseph M. Arinstein
William Edward Aubuchon III
James Claude Aubibert
Daniel Gerald Bambery
Richard Morley Barron
David Earl Barry
Robert Joseph Bartolini

Gerald William Bax
David Barret Belsito
David Walter Blanchfield
Francis Pendwa Bomani
Richard Albert Boudreau
Roger Stephen Boule
Richard Dennis Bove
John Andrew Bowen
Michael Aaron Bowerser
James Jeremy Boylan
MARK ANTHONY BRENNAN  
JOHN PATRICK BROGAN  
DANIEL ROGER BROWN  
JOHN REDFERN BRUCH, JR.  
THOMAS JAMES BRYAN  
DAVID JEROME BURKE  
FRANCIS MARTIN BURKE  
JOHN JOSEPH BURKE, JR.  
RICHARD JOSEPH BURKE (Magna Cum Laude)  
ARTHUR LINDSEY BURNS  
ROGER EDMOND BUTLER  
KEVIN WILLIAM CALLAHAN  
THOMAS HILTON CAREY  
DENNIS MEREDITH CARLETON  
JAMES SILVIO CARLETTI  
PAUL JOSEPH CARROLL, JR.  
JOHN ANTHONY CASELLI  
JOHN ARTHUR CASSIDY  
WILLIAM MICHAEL CASSIDY  
FRANK ANTHONY CASSULO  
ANDRE JEAN CHAGNON  
PATRICK MICHAEL CHIERICHELLA  
NICHOLAS THEODORE CHIORAZZI  
MICHAEL JOHN CHRISTOPHER  
ROBERT PAUL CIPRIANI  
ROBERT REGAN CLARKE  
JAMES WILLIAM CLARKIN  
DANIEL FRANCIS COLLINS  
THOMAS MICHAEL COLUMBUS  
JAMES ALBERT COMMETTE  
GEORGE FRANKLIN CONERY, JR.  
STEPHEN ARTHUR CONNELLY  
PAUL KINGSTON CONNOLLY, JR.  
JAMES LEO CONNOR III  
MICHAEL COLBURN CONNOR  
WILLIAM PAUL CONSTANTINO  
BARTLEY JOSSEPH COSTELLO III  
RICHARD ALFRED CRIASFULLI  
JOSEPH ARTHUR CROWLEY  
WILLIAM JOHN CURLEY  
GEORFFREY GRIFFIN CURRALL  
FRANK ALDEN DAHLSTROM  
ROBERT WILLIAM DALEY  
LAWRENCE THOMAS D’ALOISE, JR.  
DAVID ANTHONY DAY  
FRANCIS FREDERICK DEGIOVANNI  
FRANCIS XAVIER DEIGNAN  
PETER FRANCIS DELLA-LUNA, JR.  
LAWRENCE JAMES DEMOOY  
ROGER PAUL DESILETS, JR.  
WILLIAM JAMES DESMONT, JR.  
JOHN HENRY D’ESPINOSE  
PATRICK ALLAN DIETZ  
GEORGE FRANCIS DINNEEN  
FREDERICK JOHN DOHERTY  
STEPHEN FRANCIS DONAHUE  
PAUL F. DONOHUE, JR.  
THOMAS EDWARD DORAN  
WILLIAM THOMAS DOWLING, JR.  
TIMOTHY DOWNS  
RICHARD JOSEPH DOYLE, JR.  
EDWARD VINCENT DRINAN, JR.  
ALFRED HENRY DUERKH, JR.  
ARTHUR AINSLEE DULANEY III  
DAVID MICHAEL DUVARNEY  
DENNIS MICHAEL DWYER  
LAWRENCE STEPHEN EARLEY  
JOHN JOSEPH Egan  
MICHAEL FRANCIS ELEYE  
RONALD JOSEPH FERRIERI  
CORNELIUS THOMAS FINNEGAN III  
JOHN MICHAEL FISCHER  
JOSEPH CLARKE FISCHER  
JOSEPH MICHAEL FITZGERALD (Cum Laude)  
KYRAN JOSEPH FLANNERY, JR.  
BRIAN JOSEPH FLATLEY  
KENNETH JOHN FLEURANT  
MICHAEL JAMES FLYNN  
THOMAS FRANCIS XAVIER FOLEY  
ROGER CHRISTOPHER FORASTE  
KEVIN JOSEPH FORSTER  
JOSEPH CRAIG FRANCIS  
LOUIS EDGAR FREIDHEIM  
MEVLYN JOH FRYDROCH (Cum Laude)  
ROBERT CARTER GALLAGHER  
JOHN CHARLES GANNON  
PETER ARTHUR GIULIANI  
WILLIAM ABILIO GOMES  
JOSEPH FRANCIS GORSKI  
PHILIP WAYNE GOULET  
LEO PAUL GRACIANO  
WILLIAM JOSEPH GRANNAN  
DENNIS MARTIN GRIFFIN  
PETER DAVID GRIFFIN  
JOHN GRANGE GUINAN  
WILLIAM FENDRICH HACK  
VINCENT JAMES HACKETT, JR.  
JAMES PATRICK HAMPSLEY  
RICHARD CLARK HAND  
JOSEPH ANTHONY HARASIMOWICZ  
JOHN PATRICK HAYES  
WILLIAM EDMUND HAYNES  
DAVID JOSEPH HEALY  
JOSH WILLIAM HENDERSON  
JAMES PATRICK HERGET  
DAVID AMBROSE HESSON  
GREGORY PETER HOCHSTEIN  
JOHN DEAN HODGES, JR.
THOMAS KEVIN O’CONNOR
JOSEPH MICHAEL O’DONNELL
RICHARD KRAMER O’DONNELL
ALFRED JOHN O’DONOVAN III
IBEANUSU AGU OKOCHI
JAMES VERNON O’NEILL
STEPHEN JAMES O’NEILL
GEORGE PETER OSHER
KENNETH MICHAEL PADGETT
JOHN BERNARD PATTERSON
ROBERT ALFRED PEINERT, JR.
BERNARD ARTHUR PERRY
BERNARD GEORGE PETER, JR.
DAVID JOSEPH PHELAN
(Magna Cum Laude)
ROBERT DAVID PICKETT, JR.
GARY BRANDON POHRER
MICHAEL EDWARD PROCEK, JR.
FRANCIS JOSEPH PRUSZYNSKI
PAUL B. QUIRK
TIMOTHY LEO JOHN RACINE
FRANCIS XAVIER RADLEY
JAMES FRANCIS RAMBASEK
GENE SANDFORD JUSTIN RENZ
THOMAS HENRY ROBERTS
STEPHEN RYAN ROBSHAW
JAMES ANTHONY ROMANO
RICHARD GERARD ROY
JAMES STANLEY RUBIE, JR.
DERROLL EDWARD RUDNICK
EDWARD JAMES RYAN, Jr.
ROBERT FRANCIS SABELIS
AUGUST JOSEPH SALVADO
JOHN FRANCIS SANDERS
EDMUND ANTHONY SCANLAN
RUDOLPH HENRY SCHMITTDELI III
JOHN COPLEY SCOTT
MICHAEL COONEY SEELEN
ALLAN LAURENCE SERVICE
JOHN PETER SEWARD
P. MICHAEL SHANLEY
THOMAS JOSEPH SHAUGHNESSY
CHRISTOPHER JOHN SHEA
FRANCIS HUGH SHEA
WILLIAM ARTHUR SHERIDAN
HUGH IGNATIUS SHIELS
JOHN WILLIAM SHIPLEY
PAUL FRANCIS SHUTT
FRANCIS MICHAEL SIMMS
FREDERICK CHARLES SMITH
WILLIAM JOSEPH SNEILL
ROBERT PAUL SOMMA
THOMAS INGALLS SOULE
EDMUND JOSEPH STALEY
MICHAEL JOHN STANTON
JAMES CHRISTOPHER STOKES
CORNELIUS JOHN PATRICK SULLIVAN
KEVIN JOHN SULLIVAN
RICHARD TIMOTHY SULLIVAN
ROBERT EDWARD SWANTON
ANTHONY JOHN TAYLOR
FRANCIS JOHN TEAGUE, Jr.
RICHARD WILLIAM TERRY
ROBERT JAMES THIRF
PETER McGovern TIERNEY
PETER ANTHONY TIMPERMAN
HENRY EDWARD TOMAN
STEPHEN ROBERT TOUSSAINT
JOSEPH CHARLES TRAINE
JOHN WILLIAM UHL
THOMAS WILLIAM VERSOCKI
DANIEL JOHN VITIELLO
DAVID THOMAS WALLINGFORD
CHARLES JOSEPH WALSH
QUENTIN WALSH
ALBERT GEORGE WATSON, Jr.
RICHARD FRANCIS WHELAN
RICHARD HARRINGTON WHELAN
JEFFREY HAYDEN WHITE
ROGER PAUL WHITE
PETER DOUGLAS WILL
DENIS EDWARD WILLIAMSON
JOHN ABBOTT WORTHLEY (Cum Laude)
WILLIAM JEROME ZIOBRO (Cum Laude)

BACHELOR OF SCIENCE

RONALD BRUCE ABRAMSON
LOUIS PETER AMORUSO
JOHN ROBERT ANDRADE
RAYMOND JOSEPH ARSENAULT
CARL KENNETH ASELMON, Jr.
PETER RAYMOND BARIL
JAMES MICHAEL BEAUREGARD
JOHN JOSEPH BENNETT
PETER NORBERT BENOTTI
JOHN JOSEPH BLASE
RICHARD MICHAEL CHRISTMAS
RICHARD JOSEPH CONSIDINE
JAMES PATRICK CURRAN
WILLIAM JOSEPH DANAHER
RAYMOND JOSEPH DANAHER, Jr.
PATRICK THOMAS DANNY
ANTHONY JOSEPH DEL TUPO, Jr.
KENNETH EUGENE DIXON
JAMES KEVIN DUKE
SAMUEL JOHN D’URSO, Jr.
JOSEPH HENRY EGAN
PETER LOGAN EIDENBACH

152
COMMISSIONED AS ENSIGNS IN THE UNITED STATES NAVY

John Robert Andrade
Andre Jean Chagnon
George Franklin Conery, Jr.
Stephen Arthur Connelly
Bartley Joseph Costello III
Robert William Daley
Donald Charles Felix Daniel
Stephen Francis Donahue
James Kevin Duke
Edward Joseph Feeherry
William Fendrich Hack
Timothy Joseph Hartnett
David Ambrose Hession
James Michael Kelly
Peter Thomas Larmour
Peter Joseph Lynch III
Michael Peter Marnik

Herbert Charles Matthews, Jr.
Raymond Leonard McCabe, Jr.
Walter Ignatius McDonough, Jr.
Robert Larry Molino
Dennis Edward Murphy
John Cox Neale
Alfred John O'Donovan III
John Bernard Paterson
Robert Alfred Peinert, Jr.
Robert David Pickett, Jr.
Richard Eugene Raleigh
Thomas Howard Reid II
John William Shipleys
Thomas Joseph Smith
Edward John Sundin, Jr.
Thomas Joseph Walsh
John Abbott Worthley

COMMISSIONED AS SECOND LIEUTENANTS IN THE UNITED STATES MARINE CORPS

Robert Paul Cipriani
Robert Regan Clarke
Joseph Michael Fitzgerald
William Rogers Hunt
Robert Eric Lund
Charles Francis Mansfield, Jr.
Edwin Ralph Matthews

Richard Girard Morin
Garrell Stephen Mullaney
Stephen James O'Neill
George Peter Ospor
William Arthur Sheridan
James Christopher Stokes
Francis John Teague, Jr.
COMMISSIONED AS SECOND LIEUTENANTS IN THE
UNITED STATES AIR FORCE RESERVE

RONALD B. ABRAMSON
DAVID B. BELSITO
JOHN J. BLASE
RICHARD D. BOVE
FRANK A. CASSULO
FRANCIS X. DEIGNAN
LAWRENCE J. DEMOY
*ARTHUR A. DULANEY III
ALFRED H. DUREBIG, JR.
*KEVIN J. FOSTER
JEROME D. JUSSAUME
GEORGE P. KELLEY

*Designated as Distinguished Air Force ROTC Graduates

DEGREES CONFERRED OCTOBER 15, 1966

BACHELOR OF ARTS

DANIEL P. COLEMAN
EDWARD P. COSTA
PETER A. JACQUES
FERDINAND T. KELLEY, JR.
RICHARD P. LAGUE
MICHAEL W. MILLER
NEAL P. SMYTH
WALTER S. TOPOR

BACHELOR OF SCIENCE

RICHARD P. BLABER

DEGREES CONFERRED
JUNE 7, 1967

HONORARY DEGREES

DOCTOR OF CIVIL JURISPRUDENCE
ALOYSIUS FRANCIS POWER

DOCTOR OF HUMANE LETTERS
ROBERT STUART FITZGERALD

DOCTOR OF LAWS
ARCHBISHOP PAUL JOHN HALLINAN OF ATLANTA, GA.

JOHN USHER MONRO

DOCTOR OF LETTERS
MOTHER LORETTA JULIA, S.N.D.
DEGREES IN COURSE

MASTER OF SCIENCE

JOHN ROBERT ANDRADE
JAMES GEORGE DAVIDSON
MICHAEL WILLIAM GLYNN

BACHELOR OF ARTS HONORS

JOHN HENRY ANDERSON (Cum Laude)
EDWARD ROBERT BIGLIN
BRUCE EDWARD CLARK (Magna Cum Laude)
CHARLES ANDREW DOMSON (Cum Laude)
JOHN CARLTON GARTNER, JR. (Magna Cum Laude)
MICHAEL JUDE HART (Cum Laude)
JAMES KEVIN HIGGINS (Magna Cum Laude)
GEORGE BRADLEY HORTON (Magna Cum Laude)
TIMOTHY NORMAN JETTE (Magna Cum Laude)
MICHAEL CHARLES LAMBERT (Cum Laude)
PAUL JOSEPH LAMBERT (Magna Cum Laude)
PAUL EMILE LAMOUREUX (Cum Laude)
JOHN ROBERT LANDIS (Cum Laude)
JOHN MICHAEL McALLISTER (Cum Laude)
JAMES EDWARD McCARTHY (Cum Laude)
WILLIAM FRANCIS McCARTHY (Cum Laude)
WILLIAM ARCHIE MCEACHERN (Cum Laude)
JOHN JOSEPH McLaughlin, Jr.
MICHAEL ANTHONY MONJOY (Magna Cum Laude)
PATRICK JOSEPH MURPHY
ROBERT EDWARD NAYLOR (Magna Cum Laude)
JAMES MICHAEL NORTON
RICHARD JOSEPH PEDERSEN (Summa Cum Laude)
RICHARD IRVIN PETERS (Magna Cum Laude)
JAMES WILLIAM PORCARO (Magna Cum Laude)
GEORGE GENESER SPELLMAN, JR. (Cum Laude)
LEO LAWRENCE TULLY III (Magna Cum Laude)

BACHELOR OF ARTS

CHARLES ANDREW ADAMS
ANDREW ANTHONY ALESSI, JR.
ROGER MICHAEL ANASTASIO
JOHN ANTON ANDERSON
TERENCE MICHAEL ANDREWS
ROBERT SALVATORE APITO
JOHN CLIFFORD ARENA
WALTER JACKSON AVIS, JR.
DOMINIC JOHN BALESTRA (Cum Laude)
ALBERT FRANCIS BARBER, JR.
LEE JOSEPH BAROLO
LEE FARNSWORTH BARTLETT III
WILLIAM THOMAS BAUMANN
JOHN JOSEPH BERRY III (Cum Laude)
JOHN CHRISTOPHER BILLS
HARRY CHARLES BLAKE
RAYMOND MARTIN BLAKE, JR.
THOMAS MATTHEW BLAKE
FRANCIS JOSEPH BLANCHFIELD
JOHN ARA BOGOSIAN
MAURICE PAUL BOIS, JR.
ALFRED MICHAEL BONGIORNO, JR.
ROBERT FRANCIS BOTT
JOHN JOSEPH BOWES, JR.
RICHARD IGNATIUS BRANDT
JOHN EDWARD BRANN, JR.
ROELAND MAX BRENNINKMEYER (Cum Laude)
JAMES ALBERT BRETT
JAMES ALOYSIUS BRIDENSTINE
JOHN LEO BROUILLARD
ROBERT FRANCIS BURDA
JEROME JOSEPH BURKE, JR.
JOHN FRANCIS BURKE
DONALD WILLIAM BUSSMANN, JR.
GERALD JAMES BUTLER
PHILIP MICHAEL HOWE  
DAVID MARTIN HUDAK  
DONALD EDWARD HUFF  
FRANCIS WILLIAM IACOBELLIS  
BENJAMIN W. IRIS III  
DONALD HOWARD JOHNSON, JR.  
DANIEL JOHN JORDAN  
BRIAN THOMAS KAVANAUGH  
ROBERT DENNIS KAVANAUGH  
PAUL CORBETT KELLEHER, JR.  
WILLIAM JOHN KELLEHER  
THOMAS EDWARD KELLY  
PAUL JOSEPH KERNS, JR.  
THOMAS ANTHONY KEVLIN, JR.  
HAYES ANTHONY KIERNAN  
ROBERT PETER KIMENER  
ROBERT JOHN KIRKWOOD  
JOHN DREW KISIEL  
FREDERICK MITCHELL KOPACZ II  
ANTHONY FRANK KOPEC  
JOSEPH JOHN KOURY  
ROBERT FLOYD KUMOR, JR.  
JOHN DAVID KWAPISZ  
DENNIS RICHARD LAURIE  
KENNETH NETTLETON LA VINE, JR.  
MARK EDWARD LAWRENCE  
HENRY EDGAR LENZT, JR.  
FREDERIC JAMES LEWIS (Magna Cum Laude)  
WILLIAM RICHARD LILLIOTT III  
PETER JOSEPH LUCAS  
DANIEL SANTA LUCIA  
PAUL MICHAEL LYNCH  
BRIAN MAHER  
JOHN TIMOTHY MAHER  
EDWARD GEORGE MAHONEY  
THOMAS PAUL MAINVILLE  
ROBERT JAMES MALDONIS  
MICHAEL JEROME MALONEY  
WILLIAM HENRY MANZ  
THOMAS LOUIS MANZO  
PAUL WILLIAM MARCHANT (Cum Laude)  
JAMES EUGENE MARRION  
ROBERT JOHN MASSEY  
RICHARD ANTHONY MATARESE  
CHRISTOPHER JOHN MATTHEWS  
JOHN JOSEPH McCARTHY, JR.  
DAVID PETER MCCORMACK  
EDWARD MICHAEL MCCUSKER  
WILLIAM VINCENT McDERMOTT  
WILLIAM JOHN MCDONALD III  
ANDREW JAMES McELANEY, JR.  
JAMES FRANCIS McGINLEY  
JOHN DUCHARME McINERNEY (Cum Laude)  
PHILIP THOMAS MCINERNEY  
JAMES LAWRENCE O'DEA III  
JAMES PATRICK O'CONNELL  
RICHARD GERALD O'KEEFE  
STEPHEN WHALEN O'LEARY  
HUGH BERNARD O'MALLEY  
JOHN VINCENT O'NEIL  
N. THOMAS OSGOOD  
PHILIP JEROME O'SHEA, JR.  
ARTHUR EUGENE OSIECKI  
RALPH KEMPTON PACKARD, JR.  
THOMAS JOHN PARCIAK  
RICHARD MOORE PEIRCE  
MICHAEL PETER PERSICO

157
THOMAS GALVIN PETER
ANGELO THOMAS PEZZELLA
JOHN TIMOTHY PHALAN
LUKE MICHAEL PITTONI
ROBERT ANTHONY PLASSE
JACK WILSON P OPE
JOHN ALOYSIUS POWER
THOMAS GARY POWERS
ANTHONY VINCENT PROTO, JR. (Magna Cum Laude)
ROBERT JOHN PROVENZANO
PETER JOHN PRZYBYLA
JAMES JOSEPH REAGON
JAMES CHARLES REYNOLDS
FRANCIS XAVIER ROCHE
HENRIQUE CARLOS ROHL
THOMAS EDWARD ROONEY
EDWARD RUSSO, JR.
EUGENE PATRIC RUSSO
JOSEPH WILLIAM SACK
STEPHEN EDWARD ST. ONCE
WAYNE JOSEPH SASSANO
STEPHEN LESLIE SAWYER
GEORGE WILLIAM SAYER III
TERENCE EDWARD SCANLON
THOMAS RUSSELL SCHNEIDER
JOHN THOMAS SCHRIVER III
JAMES JOSEPH SCIACCA
MICHAEL JOSEPH SCOTT
STEPHEN DANA SEERY
RAYMOND KENNETH SHERMAN
SAMUEL WILLIAM SHOEN
JOHN PETER SIDONNI
EUGENE FRANCIS SISCO
JOSEPH PAUL SMALDONE (Cum Laude)

BACHELOR OF SCIENCE

RALPH MATTHEW AMENDOLA
J O H N E D W I N A R P E , J R .
J O H N PETER BACHIN
CHARLES ROBERT BAUMANN
J O H N JOSEPH BENTLEY, JR.
GEORGE ELWOOD BETTINGER
J A C K R O B E T B E V I N O
WILLIAM JOH N B L U M
ROBERT CARL BRADBURY
ROBERT FRANCIS CAHILL
PAUL THOMAS COLLURA
J O H N JOSEPH CONNOLLY III
DAVID JOHN COPPE
J A M E S PAUL COURY
ROBERT M C I N T O S H C O X , J R .
F R A N K CHARLES DI L E G O

GREGORY ANDRE SMITH
PETER THOMAS SMITH
PHILIP JUSTIN SMITH
STEPHEN ROBERT SMITH
JAMES CHARLES SOLDANI
CARL RAYMOND SPITZENAGEL
GARY MICHAEL PETER SQUIER
ROBERT GEORGE STEVENSON
WILLIAM AMBROSE SULLIVAN
ROBERT RAYMOND SWAN
JOSEPH ZACHARY TAYLOR, JR.
JOSEPH J. TEPAS III
DAVID ALBERT TIECHI (Cum Laude)
GERALD PAUL TILITZ
WILLIAM ANTHONY TOSCHES
JOHN CHRISTOPHER TUNNEY
PAUL JOSEPH VALCOUR
DAVID JOSEPH VARNERIN
JOHN CHARLES VINSON
GERARD ERNEST W. VOYER
ROGER JOHN WAINDLE
LAWRENCE JOSEPH WALKER
ROBERT HENRY WALLYN (Cum Laude)
KENNETH JAMES WALSH
MICHAEL JAMES WEAVER
DENNIS HUGH WEBSTER
JOSEPH EDWARD WHITE
ROBERT FRANCIS WHITE
EDWIN PAUL WHITTEMORE III
RALPH DANIEL WILLARD
TERRANCE FRANCIS WILMER
HAROLD JAMES WILSON II
L E S T E R ARTHUR YORK III
JOHN JOSEPH ZAPPIA
KENNETH EDWARD NEUMANN
JOSE M. OLBES
RALPH A. ORLANDELLA
JAMES DORSEY OWENS, JR.
WILLIAM DAVID PANDOLFE
CHARLES FRANCIS PEITIER
MARK GEORGE PRESTERO
PAUL WILLIAM ROEHRENBECK
WILLIAM MICHAEL RONKEY
PHILIP LOUIS SBARBARO
CARL JOSEPH SCHMITT
KENNETH ACEY SCOTT

BASIL R. SHAMMAS
BERNARD PATRICK SMITH
THOMAS REGIS SPACEK
ANTHONY ARTHUR STEELE
RALPH EDWARD STRUZZIFERO
STEVEN PAUL TERRELL
WILLIAM THOMAS VAIL, JR.
THOMAS JOSEPH VENUS
FRANCIS JOHN WARD, JR.
WILLIAM JOSEPH WATERS, JR.
RAYMOND EDWARD FRANCIS WEAVER
(Cum Laude)

COMMISSIONED AS ENSIGNS IN THE
UNITED STATES NAVY

ROBERT J. CHEEVER
MATTHEW J. COFFEY, JR.
JAMES F. DELEHAUNTY
WILLIAM R. EAGAN, JR.
THOMAS J. FLYNN
MICHAEL P. GARVEY
JOHN F. GLARNER
DONALD E. HUFF
DONALD H. JOHNSON, JR.
ROBERT J. KIRKWOOD
JOHN E. MARTIN, JR.

DAVID P. MCCORMACK
THOMAS J. MORONEY
KENNETH E. NEUMANN
BLAINE J. O'CONNELL
DENNIS O'CONNELL
ARTHUR E. OSIECKI
RALPH K. PACKARD, JR.
THOMAS E. ROONEY
STEPHEN D. SERRY
JOHN C. VINTON

COMMISSIONED AS SECOND LIEUTENANTS IN THE
UNITED STATES MARINE CORPS

MICHAEL C. CONNOR
KEVIN M. DOYLE
PHILIP D. DONNEY
WILLIAM P. FRIESE

WILLIAM F. MCCARTHY
JAMES C. REYNOLDS
JOSEPH P. SMALDONE

COMMISSIONED AS SECOND LIEUTENANTS IN THE
UNITED STATES AIR FORCE RESERVE

*TERENCE M. ANDREWS
DOMINIC J. BALESTRA
ROBERT F. CAHILL
JOHN W. CRADDOCK
HENRY L. CYR, JR.
LEANDO V. DELGADO

*BERNARD J. DOUGHERTY
*BENJAMIN W. IRIS III
WILLIAM J. MCDONALD
ANDREW M. MISSETT
*ROBERT E. NAYLOR

*Designated as Distinguished Air Force ROTC Graduates
Commencement Prizes

THE BELLARMINE HISTORY MEDAL
The Bellarmine Gold Medal, the gift of Mr. and Mrs. Edward J. McGratty, Sr., in memory of Patrick H. and Elizabeth L. McGratty, for the best historical essay on colonial America.

1966: Not awarded.
1967: Not awarded.

THE BOURGEOIS AWARD
The Bourgeois French Prize, the income on $1,000, established in 1947 by Albert L. Bourgeois, Esq., '22, in memory of his late father, Pierre Bourgeois, and of his mother, Fabiola Bourgeois, to be awarded annually for the best essay on a subject relating to the French or their descendants in the United States.

1966: Kenneth J. Fleurant, '66
1967: John R. Landis, '67

THE NELLIE M. BRANSFIELD PRIZES
The Nellie M. Bransfield Award, founded in 1946, by the will of the late Nellie M. Bransfield, income on $2,000, to be awarded annually as prizes for excellence in elocution among the undergraduates.

1966: Timothy L. Porter, '68
1967: Randall Caudill, '69

THE FRANK D. COMERFORD PRIZE
The Frank D. Comerford Silver Medal, founded in 1942 by the management and employees of the Boston Edison Company, to be awarded annually at Commencement Exercises to a student of the graduating class for excellence in public speaking.

1966: John G. Mooney, '66
1967: Robert F. Bott, '67

THE CROMPTON SCIENTIFIC MEDAL
The Crompton Gold Medal, founded in August, 1875, by George Crompton, Esq., for the best scientific essay submitted during the school year.

1966: Louis P. Amoruso, '66
1967: Not awarded.

THE JOHN J. CROWLEY PRIZE
The John J. Crowley Purse (income on $1,000.00) awarded annually to provide purse or prize for best essay on any religious, literary, historical, economic or scientific subject.

1966: Not awarded.
1967: Richard J. Pedersen, '67
THE PATRICK F. CROWLEY MEMORIAL PRIZE
The Patrick F. Crowley Purse, the income on $1,000.00, founded in July, 1947, by Bridget T. Crowley, in memory of her brother, Patrick F. Crowley, to be awarded annually for proficiency in debating and oratory.
1966: Kevin J. Mahoney, '68
1967: Robert F. Bott, '67

THE DeVALERA HISTORY PURSE
The DeValera Purse (income on $1,000.00), the gift of Daniel H. Coakley, for the best essay on a subject taken from Irish history.
1966: Not awarded.
1967: Not awarded.

THE FALLON DEBATING PRIZE
The Fallon Debating Prize, founded in 1901 by Rev. John J. Fallon of the Class of 1880 (income on $1,000.00).
1966: Robert F. Bott, '67
1967: Not awarded.

THE FLAHERTY PRIZE IN HISTORY
The Flaherty Gold Medal, founded in May, 1903, by Patrick W. Flaherty, Esq., to be awarded annually for the best essay on a subject selected by the Faculty.
1966: Not awarded.
1967: Not awarded.

THE FLATLEY PHILOSOPHY PRIZE
The Flatley Gold Medal, founded in 1890 by the late Reverend Michael F. Flatley of the Class of 1865, to be awarded annually to the student attaining the highest average in the philosophy courses of senior year.
1966: Not awarded.
1967: Not awarded.

THE EDNA DWYER GRZEBIEN PRIZE
The Edna Dwyer Grzebien Prize, established in 1960 by Doctor Thomas W. Grzebien in honor of his wife, former teacher of modern languages at Classical High School, Providence, R.I., income on $1,000.00, to be awarded annually to a student proficient in modern languages.
1966: David J. Phelan, '66
1967: John R. Landis, '67

THE REVEREND WILLIAM F. HARTIGAN MEDAL
The Reverend William F. Hartigan Medal, founded in May, 1932, by Josephine C. Hartigan in memory of her brother, the Reverend William F. Hartigan, to be
awarded annually to a student of the graduating class submitting the best essay on a subject in religion.

1966: Joseph H. Carens, '66
1967: Edward R. Dufresne, '67

THE HOLY CROSS CLUB OF WORCESTER PRIZE
Established in 1966 by the H. C. Club of Worcester. A plaque and cash award to be presented each year to the highest ranking Worcester area senior.

1966: David J. Phelan, '66
1967: David J. Moriarty, '67

THE KAVANAGH AWARD
The Kavanagh Medal, established in 1952 by the late Right Reverend Michael P. Kavanagh of the Class of 1893, to be awarded annually to the student writing the best original essay on some phase of Catholic art or Christian archaeology.

1966: Michael P. Deasy, '66
1967: Not awarded.

THE KILLEEN PRIZE IN CHEMISTRY
The Edward V. Killeen, Jr., Chemistry Purse, for general excellence throughout the Bachelor of Arts premedical course in chemistry.

1966: Joseph A. Harasimowicz, '66
1967: John C. Gartner, '67

THE FATHER GEORGE A. KING, S.J., AND RICHARD J. KEENAN MEMORIAL AWARD
Established in January, 1965, by Charles A. Keenan in memory of his son Richard of the Class of 1967 and the late Rev. George A. King, S.J., a professor of Political Science at the College. To be awarded to a member of the graduating class for proficiency in political science.

1966: Donald C. Daniel, '66

THE KRANICH PRIZE
The Kranich Gold Charm, the gift of the Kranich Brothers, Inc., of Worcester, Massachusetts, to be awarded annually to the student contributing the best essay to "The Purple."

1966: Not awarded.
1967: John J. Berry, '67

THE JOHN C. LAWLOR MEMORIAL PRIZE
The John C. Lawlor Gold Medal, the gift of the Class of 1911, to perpetuate the memory of Dr. John C. Lawlor of the Class of 1911, to be awarded annually to a letterman of the graduating class adjudged the outstanding student and athlete during the college course.

1966: Peter N. Benotti, '66
1967: Patrick J. Murphy, '67
THE WILLIAM E. LEAHY AWARD

The William E. Leahy Award in memory of William E. Leahy of the Class of 1907, to the outstanding debater in the B.J.F. Debating Society. This memorial prize consists of a medal and a cash award of $100.00.

1966: John G. Mooney, '66
1967: Robert F. Bott, '67

THE LEONARD PURSE

The Leonard Award, founded in 1951 by the will of the late Reverend John F. Leonard, to be awarded annually for proficiency in oratory, debating or like competition.

1966: John G. Mooney, '66
1967: Brian F. Shortsleeve, '69

THE MARKHAM MEMORIAL PRIZE

The Markham Memorial Prize consisting of a Gold Medal and a Purse of $100.00, established in 1947 by the Most Reverend Thomas F. Markham, D.D., of the Class of 1913, in memory of his parents, James and Honora Hickey Markham, to be awarded annually to a junior or a senior designated by the Dean as having the highest rank of academic proficiency in the philosophy course of natural theology.

1966: Donald C. Daniel, '66
1967: Not awarded.

THE GERTRUDE McBRIEN MATHEMATICS PRIZE

The Gertrude McBrien Mathematics Prize, established in 1960, income on $1,000.00, to be awarded annually to a senior for proficiency in mathematics.

1966: C. Samuel Sinnett and Joseph M. Fitzgerald, '66 (Ex Aequo)
1967: John D. McInerney and Charles F. Peltier, '67 (Ex Aequo)

THE McMahon History Purse

The McMahon Purses, three in all, founded in 1927 by the late Right Reverend Monsignor John W. McMahon of the Class of 1867, to be awarded annually for the best essays on the history of the Catholic Church in New England.

1966: Not awarded.
1967: Chester J. Misiewicz, '69

THE NUGENT PHYSICS MEDAL

The Nugent Gold Medal, founded in June, 1894, by the Reverend Edward Evans Seagrave to perpetuate the memory of his ward, John T. Nugent, who died at the College in 1893, awarded annually for general excellence throughout the course in physics.

1966: Raymond J. Danahy, Jr., William E. Haynes and Patrick R. Manzo, '66 (Ex Aequo)
1967: Thomas L. Manzo, Gregory W. Morrissey and Raymond E. F. Weaver, '67 (Ex Aequo)
THE O'CONNOR DEBATING PRIZE

The Joseph J. O'Connor Purse, income on $1,000 the gift of the late Joseph J. O'Connor of the Class of 1909.

1966: Dennis E. Egan and Patrick J. Collins, '69 (Ex Aequo)
1967: Patrick J. Collins and Dennis E. Egan, '69 (Ex Aequo)

THE MRS. KATE C. POWER MEDAL

The Mrs. Kate C. Power Medal, founded in 1942 by the will of the late Mrs. Kate C. Power, to be awarded to the highest ranking student in the College of the Holy Cross in the Bachelor of Arts (with Honors) Course in the Sophomore year.

1966: Paul E. McNamee, '68
1967: Dennis E. Egan, '69

THE PURPLE PRIZE

The Purple Purse, the gift of the College, to be awarded annually to the student contributing the best poem to "The Purple"

1966: Richard E. DiLallo, '68
1967: Robert F. White, '67

THE REVEREND JOHN F. REDICAN PRIZE

The Reverend John R. Redican Medal, donated by a friend in memory of the Reverend John F. Redican, '78, awarded annually to the Junior (Honors Course) with highest rank in philosophy.

1966: Not awarded.
1967: Not awarded.

THE REILLY MEMORIAL PRIZE

The James H. Reilly Memorial Purse, the income on $600, founded by Joseph J. Reilly of the Class of 1904 and immediate relatives, to be awarded annually to the student contributing the best short story to "The Purple."

1966: John F. Sanders, '66
1967: Joseph R. Carusone, '67

THE FREEMAN M. SALTUS PRIZE

In memory of Freeman M. Saltus, awarded for excellence in essays on labor or economics.

1966: Not awarded.
1967: Not awarded.

THE STRAIN PHILOSOPHY PRIZE

The Strain Gold Medal founded in June, 1877, to be awarded annually for the best essay on a subject selected from the field of philosophy.

1966: Joseph H. Carens, '66
1967: Robert C. Gibbons, '67
THE LIEUTENANT WILLIAM PETER SULLIVAN, JR., MEDAL

The Lieutenant William Peter Sullivan, Jr., Medal, the gift of Mrs. William P. Sullivan, Jr., in memory of her late husband, Lieutenant William Peter Sullivan, Jr., U.S. Naval Reserve, of the Class of 1939, to be awarded annually to the member of the varsity track team who, by vote of his fellow team members, is adjudged to have merited this award.

1966: Robert J. Bartolini, '66
1967: Terrence B. Horgan, '67

THE VARSITY CLUB NORTON PURSE OR MEDAL

For an athlete in the Bachelor of Arts Curriculum. (Income on $500.00)

1966: Michael R. Dacey, '66
1967: Ralph A. Orlandella, '67

THE JOHN E. WICKHAM MEMORIAL PRIZE

The John E. Wickham Gold Medal, founded in 1939 by Mrs. Nicholas Wickham of Lee, Massachusetts, in memory of her son, The Reverend John E. Wickham of the Class of 1899, to be awarded annually to the highest ranking student of the graduating class.

1966: Joseph H. Carens, '66
1967: Richard J. Pedersen, '67
The following members were elected to the Holy Cross Chapter in 1966:

**CLASS OF 1966**

- Daniel J. Amaral
- John T. Bendler
- Michael C. Connor
- Donald C. Daniel
- Joseph M. Fitzgerald
- William J. Blum
- Robert F. Bott
- Roeland Brenninkmeyer
- Bruce E. Clark
- Charles A. Domson
- James C. Goebel
- Lester L. Louvier
- Patrick E. McDermott
- Thomas B. McGowan
- Gerard Quigley
- Richard G. Roy
- Edgar C. Schick, Jr.
- Charles S. Sinnett
- James C. Stokes

**CLASS OF 1967**

- Michael G. Foley
- J. Carlton Gartner, Jr.
- Michael J. Hart
- George B. Horton
- William A. McEachern
- David J. Moriarty
- John P. Sindoni
- Joseph P. Smaldone
- A. Arthur Steele
- David A. Ticchi

The following members were elected to the Holy Cross Chapter in 1967:

**CLASS OF 1967**

- Gerald J. Butler
- Joseph S. Dirr
- Walter F. George
- Timothy N. Jette
- Paul J. Lambert
- Edward G. Mahoney
- John M. McAllister
- James E. McCarthy
- William F. McCarthy
- John J. McLaughlin
- Joseph M. Murphy
- Robert E. Naylor
- James M. Norton
- Christopher P. O’Connell
- Richard I. Peters
- Leo L. Tully
- Raymond E. F. Weaver

**CLASS OF 1968**

- Edward L. Bartlett, Jr.
- Richard J. Bonneau
- Joseph M. Casey
- Robert J. Cassidy
- Thomas E. Cecil
- Patrick E. Clancy
- Richard E. Deschenes
- James J. Dooley
- John J. Dowling
- John C. Endres
- James P. Gilroy
- Stephen P. Harbeck
- William E. Harmon
- Thomas H. Hernacki
- Richard A. Krzyzek
- Richard P. Leblanc
- Terrence J. Lee
- Terrence J. McLarney
- Paul E. McNamee
- Daniel E. Monagle
- James J. Noone
- Michael J. Shortsleeve
- G. Alan Tarr
- Ralph F. Volpe
- Edwin V. Woodsome
The following members were elected to the Holy Cross Chapter in 1966:

Rev. John P. Donnelly, S.J.

CLASS OF 1966

John T. Bendler
Melvyn J. Frydrych
Thomas E. Gallagher
James C. Goebel

William D. Harrington, Jr.
William R. Morrissey
Guy E. O’Brien
Robert M. Quinlan

CLASS OF 1967

John H. Anderson
Roeland Brenninkmeyer
Bruce E. Clark
J. Carlton Gartner, Jr.
Michael J. Hart
James K. Higgins

George B. Horton
Timothy N. Jette
Michael C. Lambert
Paul J. Lambert
William F. McCarthy
William A. McEachern

Thomas A. Schweitzer
C. Samuel Sinnett
Robert Wozniak
William J. Ziobro

The following members were elected to the Holy Cross Chapter in 1967:

Rev. John E. Brooks, S.J.

CLASS OF 1967

Dominic J. Balestra
Michael P. Byrne
Joseph S. Dirr
John M. McAllister

John D. McInerney
David J. Moriarty
Anthony V. Proto, Jr.

Michael A. Monjoy
Gregory W. Morrissey
Robert E. Naylor
James W. Porcaro
Leo L. Tully

Joseph P. Smaldone
George G. Spellman, Jr.
Robert H. Wallyn

167
Bequests

Gifts to the college may take the form of funds for the establishment of scholarships or professorships; or the foundation of medals and other prizes; of additions to the material equipment; of contributions to the general fund, or may be undesignated. Those desiring to make a bequest to the College of the Holy Cross in their wills may be helped by the following suggested form.

Legal Form of Bequest

I give (devise) and bequeath to the Trustees of the College of the Holy Cross, a corporation under the laws of the Commonwealth of Massachusetts, and located in the City of Worcester, Massachusetts, and their successors forever, the sum of

........................................................................................................ Dollars

(or otherwise describe the gift) for its general corporate purpose (or name a particular corporate purpose).

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the college officials listed below and mailed to College of the Holy Cross, Worcester, Massachusetts 01610.

Academic Records ........................................................................ The Registrar
Alumni Placement ........................................................................ Director of Alumni Placement
Admissions and Catalogues ......................................................... Director of Admissions
Alumni Affairs ............................................................................ Alumni Executive Secretary
Alumni Fund ................................................................................ Director of Alumni Fund
Athletics ....................................................................................... Director of Athletics
Business Affairs ......................................................................... Vice President for Business Affairs
Campus Center ........................................................................... Director of Campus Center
Counseling Center ....................................................................... Director of Counseling Center
Development Program ................................................................ Vice President of Development and College Relations
Educational Program ................................................................... Vice President and Dean of the College
General College Policy ................................................................. The Reverend President
Housing Accommodations ............................................................ The Dean of Men
Library Information ..................................................................... The Librarian
News Bureau ................................................................................ Director of News Bureau
Personnel ..................................................................................... Director of Personnel
Physical Plant ................................................................................ The Business Manager
Public Relations .......................................................................... Director of Public Relations
Purchasing .................................................................................... Director of Purchasing
Special Studies, Honors Programs .............................................. Director of Special Studies
Student Personnel ....................................................................... The Dean of Students
Treasurers' Office ........................................................................ The Treasurer
<table>
<thead>
<tr>
<th>Position</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Executive Secretary</td>
<td>793-2525</td>
</tr>
<tr>
<td>Business Manager</td>
<td>-2438</td>
</tr>
<tr>
<td>Chaplain of the College</td>
<td>-2235</td>
</tr>
<tr>
<td>Dean of Men</td>
<td>-2411</td>
</tr>
<tr>
<td>Dean of the College</td>
<td>-2541</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>-2428</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>-2443</td>
</tr>
<tr>
<td>Director of Alumni Fund</td>
<td>-2422</td>
</tr>
<tr>
<td>Director of Alumni Placement</td>
<td>-2427</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>-2582</td>
</tr>
<tr>
<td>Director of Campus Center</td>
<td>-2564</td>
</tr>
<tr>
<td>Director of Counseling Center</td>
<td>-2363</td>
</tr>
<tr>
<td>Director of News Bureau</td>
<td>-2419</td>
</tr>
<tr>
<td>Director of Personnel</td>
<td>-2424</td>
</tr>
<tr>
<td>Director of Public Relations</td>
<td>-2410</td>
</tr>
<tr>
<td>Director of Purchasing</td>
<td>-2441</td>
</tr>
<tr>
<td>Director of Special Studies</td>
<td>-2498</td>
</tr>
<tr>
<td>Director of Student Activities</td>
<td>-2564</td>
</tr>
<tr>
<td>Infirmary</td>
<td>-2276</td>
</tr>
<tr>
<td>Information and Operator</td>
<td>-2222</td>
</tr>
<tr>
<td>Librarian</td>
<td>-2371</td>
</tr>
<tr>
<td>Office of the President</td>
<td>-2525</td>
</tr>
<tr>
<td>Office of Student Activities</td>
<td>-2564</td>
</tr>
<tr>
<td>Registrar</td>
<td>-2511</td>
</tr>
<tr>
<td>ROTC, Air Force</td>
<td>-2343</td>
</tr>
<tr>
<td>ROTC, Naval</td>
<td>-2457</td>
</tr>
<tr>
<td>Treasurer</td>
<td>-2514</td>
</tr>
<tr>
<td>Vice President for Business Affairs</td>
<td>-2515</td>
</tr>
<tr>
<td>Vice President and Dean of the College</td>
<td>-2541</td>
</tr>
<tr>
<td>Vice President for Development and College Relations</td>
<td>-2417</td>
</tr>
</tbody>
</table>
Index

Academic Calendar, 4
Academic Dismissal, 71
Academic Failure; Probation, 69
Academic Policies, 66
Acceptance Deposit, 52
Accident Insurance, 38
Act of Incorporation, inside cover
Administration, Officers of, 8
Admission to College, 33
Advanced Placement, 34
Advanced Standing, 69
Advisors for Students, 39
Aerospace Studies, 73
Affiliations, 28
Air Force ROTC Unit, 73
Alpha Sigma Nu, 166
Alumni Placement Bureau, 40
Arabic Courses in, 87
Athletic Association, 49
Athletics, Intramural, 49
Attendance at College Exercises, 66
Awards, Graduation, 160-165
Scholarships, 54-65

Bequests and Legal Form, 168
Bills, College, Payment of, 51
Biology, Department of, 76-78

Campus Buildings, 31
Chapel, 32
Chaplains, College, 10
Chemistry, Department of, 79-82
Graduate Program, 83-84
Class Hours, 66
Classes, Department of, 85-87
Clubs, Music, 48
Coaches, Athletic, 49
College, History of, 27
College Organizations, 42
College Year, 66

Commissions, Navy, Marine, Air Force, 153, 154, 159
Committees, Faculty, 22
Communications Directory, 168
Conditional Failure, 67
Counseling Services, 39
Course, Changes, 66
Courses of Instruction, 73-140

Credit Hours, 70
Cultural Events, 41
Curriculum, 66

Debating, 47

Degrees, Requirements for, 66-67
Bachelor of Arts, 66-67
Bachelor of Science, 66-67
Master of Science in Chemistry, 83

Degrees Conferred—1966, 1967, 149-159
Delta Epsilon Sigma, 167
Dinand Library, 39
Discipline, 26
Donors to the Library, 146-148
Dormitory Accommodations, 38
Draft Deferment, 121

Early Admission, 34
Economics, Department of, 88-91
Education, Department of, 92
Educational Objectives, 25
Employment, Campus, 53
English, Department of, 93-99
Entrance Requirements, 33
Examinations:
  Conditional, 68
  Entrance, 33
Expenses, College, 51
Extra Courses, 37
Faculty:
  Committees of, 22
  Officers of Administration, 8
  Officers of Instruction, 11
Fees, College, 52
Acceptance, 52
Boarding Students, 51
Late Registration, 52
Payment of Bills, 51
Special, 52
Tuition, 51

Fellowships in Chemistry, 84
Fine Arts, Division of, 100-101
Foreign Study, 70
French, Courses in, 112-113

General Services, 38
German, Courses in, 114
Graduate Studies Advisor, 39
Greek, Courses in, 48-50
Health Services, 38
Hebrew Courses in, 48
History and Political Science, Department of, 102-107
History of the College, 27
Honor Grades, 68
Honor Societies, 42
Honors Program, 36

Infirmary, 38
Institutes, 141-145
  Summer, in Electronics, 142
  Summer, in History 143
  Summer, in Mathematics, 141
  Summer, in Science, 141
Instruction, Courses of, 73-140
Instruction, Officers of, 11
Intramural Athletics, 49
Insurance, Accident, 38
Italian, Courses in, 116

Jesuit Educational Association, 29
Junior Year Abroad, 70

Language Laboratory, 112
Language Requirement:
  for Admission, 33
  for Degree, 112
Latin, Courses in, 85
Library, Dinand, 31-39; O'Callahan, 32
Library, Donors to, 146
Loans to Students, 53-54

Master of Science Degree, 83
Mathematics, Department of, 108-111
Mathematics Summer Institutes, 141
Medical Care, 38
Military Science, Department of, 73
Music, see Fine Arts, 100, Clubs, 48
Modern Languages, Department of, 112-117

Naval ROTC Unit, 118
Naval Science, Department of, 118-122

Officers of Administration, 8
Officers of Instruction, 11
Organizations, 46-47

Payment of Bills, 51
Philosophy, Department of, 123-126
Physics, Department of, 127-130
Placement Bureau, 40
Political Science, Courses in, 105-107
Pre-Professional Preparation, 39
Probation, Academic, 69
Psychology, Department of, 131-133
Publications, 45-46

Reading Clinic, 40
Readmission, 71
Religious Training, 26
Requirements for Advancement, 69
Requirements for Degrees, 66-67
Requirements for Entrance, 33
Reserve Officers Training Corps, 41
Room and Board, Fee for, 51
Rooms, 38
Russian, Courses in, 116

Scholarships, 53: 54-65
  Presidential, 54
Science Institutes, 141-145
Sociology, Department of, 134-136
Spanish, Courses in, 117
Special Students, 37
Special Studies Program, 35
Student Employment, 53
Student Health Service, 38
Student Loan Program, 53
Summer Institutes, 141-145

Theology, Department of, 137-140
Transcript of College Record, 71
Trustees, 7
Tuition, 51

Withdrawals from College, 71