8-1-1979

1979-1982 Catalog

College of the Holy Cross

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College of the Holy Cross

CATALOG 1979-80
1980-81
1981-82
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

On the cover: Two students relax underneath the Campus Clock, which was donated in memory of those graduates from the class of 1917 who died in World War I. In the background is Alumni Hall, which was constructed in 1905.
The College of the Holy Cross
A College of Arts and Sciences
Worcester, Massachusetts 01610

Catalog
Volume 70
1979-80
1980-81
1981-82

It is the policy of the College of the Holy Cross not to discriminate against applicants for admission to the College nor against students in the College on the basis of race, color, national and ethnic origin. Holy Cross affirms that it does not discriminate on the basis of handicap in admissions or access to, treatment or employment in, its programs and activities.

The College Catalog is a document of record issued in August, 1979, for three years. The Catalog contains current information regarding the College calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the College's contractual undertakings.

The College reserves the right in its sole judgement to make changes of any nature in its program calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled courses and other academic activities, and requiring or affording alternatives for scheduled courses or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Addenda to the Catalog will be published in 1980 and 1981.
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Notice of Non-Discriminatory Policy as to Students

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

As required by the rules and regulations published by the Office of the Secretary of the Department of Health, Education and Welfare for the implementation of Title IX of the Education Amendments of 1972 prohibiting sex discrimination in education: The College of the Holy Cross affirms that it does not discriminate on the basis of sex in the educational programs which it conducts or in its employment policies, practices and procedures.

As required by the rules and regulations published by the Office of the Secretary of the Department of Health, Education and Welfare for the implementation of section 504 of the Rehabilitation Act of 1973 the College of the Holy Cross affirms that it does not discriminate on the basis of handicap in admissions or access to, treatment or employment in, its programs and activities.

Further, the College of the Holy Cross affirms that it is complying with all pertinent State and Federal regulations concerning discrimination.

Any applicant, student, or employee seeking information in this matter or advice regarding the available grievance procedure mechanisms should call or write:
Rev. Paul F. Harman, S.J.
Vice President
College of the Holy Cross
Worcester, Mass. 01610
(617) 793-2446
# Academic Calendar

**September 1979 — May 1980**

## Fall Semester — 1979-1980

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<tr>
<th>September</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mon</td>
<td>Advising for all classes. Orientation for Freshmen.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tues</td>
<td>A.M. - Advising for Freshmen. A.M. and P.M. - Registration.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wed</td>
<td>Classes begin.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mon</td>
<td>Columbus Day - no classes.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tues</td>
<td>No classes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Tues</td>
<td>Thanksgiving recess begins after last class.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Mon</td>
<td>Classes resume.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Wed</td>
<td>Study period begins.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Sat</td>
<td>Final examinations begin.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Fri</td>
<td>Final examinations end.</td>
<td></td>
</tr>
</tbody>
</table>

## Spring Semester — 1979-1980

<table>
<thead>
<tr>
<th>January</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Tues</td>
<td>A.M. - Advising.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P.M. - Registration.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Wed</td>
<td>Classes begin.</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>February</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Fri</td>
<td>Vacation begins after last class.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>March</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mon</td>
<td>Classes resume.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>2</td>
<td>Wed</td>
<td>Easter recess begins after last class.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tues</td>
<td>Classes resume.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Wed</td>
<td>Study period begins.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sat</td>
<td>Final examinations begin.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Sat</td>
<td>Final examinations end.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Thurs</td>
<td>BACCALAUREATE EXERCISES.</td>
<td></td>
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<tr>
<td>30</td>
<td>Fri</td>
<td>COMMENCEMENT.</td>
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Correspondence Directory

Correspondence should be addressed to all college officials listed below and mailed to:

College of the Holy Cross, Worcester, Massachusetts 01610.

Admissions, Director of
Alumni Relations, Director of
Archivist
Athletics, Director of
Business Affairs and Treasurer, Vice President for
Bookstore, Manager of the
Bursar
Campus Center, Director of
Career Planning, Coordinator of
College Chaplain
Comptroller
Counseling Center, Director of
Data Processing Center, Director of
Dean of the College (Academic Affairs)
Development, Director of
Development and College Relations, Vice President for
Estate Planning, Director of
Grants and Research, Coordinator of
Fenwick Theatre, Director of
Financial Aid, Director of
Food Services, Director of
Honors Program, Director of
Infirmary: Head Nurse
Interdisciplinary Humanities Program, Director of
Institutes, Coordinator of
Librarian
Junior Year Abroad, Advisor
Personnel, Director of
Physical Plant, Director of
Prelaw and Graduate Studies, Advisor
Premedical and Predental Programs, Advisor
President
Public Affairs, Director of
Purchasing, Director of
Registrar
Security, Director of
Secretary of the College
Special Studies, Director of
Student Activities, Director of
Students, Dean of
Treasurer, Vice President for Business Affairs
Vice President
Telephone Directory

Area Code 617

Affirmative Action Officer........................................ 793-2446
Alumni Association.................................................. -2418
Assistant Treasurer.................................................. -2514
Bookstore................................................................-3393
Bursar.......................................................................-2521
Chaplain of the College.............................................. -2428
Coordinator of Career Planning.................................... -3363
Dean of the College.................................................... -2541
Dean of Students........................................................ -2411
Director of Admissions............................................... -2443
Director of Athletics................................................... -2582
Director of Campus Center......................................... -2564
Director of Campus Security....................................... -2456
Director of Counseling Center..................................... -3363
Director of Estate Planning........................................ -3482
Director of Financial Aid............................................. -2265
Director of Holy Cross Fund....................................... -2415
Director of Housing.................................................... -2411
Director of Personnel................................................ -2424
Director of Physical Plant.......................................... -2439
Director of Public Affairs.......................................... -2410
Director of Purchasing.............................................. -2441
Director of Special Studies......................................... -2497
Director of Student Activities..................................... -2564
Holy Cross Fund........................................................ -2415
Infirmary................................................................. -2276
Information and Operator........................................... -2222
Librarian................................................................. -3371
Office of the President............................................... -2525
Office of the Vice President....................................... -2446
Registrar................................................................. -2511
ROTC, Air Force......................................................... -3343
ROTC, Naval............................................................. -2433
Switchboard............................................................. -2011
Vice President for Business Affairs & Treasurer............. -2515
Vice President for Development & College Relations........ -2417
The College of the Holy Cross

The Beginnings
The College of the Holy Cross is the oldest Catholic college in New England. It owes its existence to the second bishop of Boston, Benedict Joseph Fenwick, who founded the College in 1843 and gave it the name of his cathedral, the Cathedral of the Holy Cross, along with the seal and motto of the Diocese of Boston.

From the start, the bishop entrusted the direction of the College to the Fathers of the Society of Jesus (Jesuits). The beginnings were very modest: one wooden building, a half-finished brick structure, and 52 acres of land.

Today the College is a large educational complex, complete with chapel, library, laboratories and classrooms, residence halls, football stadium, hockey rink and campus activity center, spread over 165 sloping acres.


A Liberal Education . . .
As an undergraduate liberal arts college, the College of the Holy Cross is committed to the excellence of the liberal arts for forming a well-educated person. A broadening curriculum in the arts and sciences is offered, wherein students, with the guidance of faculty, explore a diversity of academic disciplines, and develop a special competence in a major area. The College offers opportunities to major in biology, chemistry, classics, economics, economics-accounting, English, fine arts, history, mathematics, modern languages and literatures (French, German, Russian, Spanish, Studies in European Literature), philosophy, physics, political science, psychology, religious studies and sociology.

The liberal arts curriculum of the College of the Holy Cross fosters in its students broad intellectual, aesthetic and ethical interests which will survive and grow after graduation, and sustain them in the careers they choose. One of the College's missions, therefore, is the humanization and enrichment, intellectual and moral, of all areas of professional life which its graduates enter.

Holy Cross graduates should be characterized by a radical openness, a sense of wonder and deep humility before the inexhaustible richness of everything that is. They should have:
— the ability to communicate, both in oral and written expression, with clarity and with conviction:
— the ability to understand a question: — the capacity to gather the relevant data, to analyze it, to marshal pertinent arguments and to reach sound conclusions:
— the ability to enjoy life: — a capacity to explore imaginatively a wide range of interests, to appreciate literature, to enjoy the arts be it as a performer and participant, or as a listener and observer; —the ability to be sensitive to religious and ethical considerations and to make choices which are characterized by courage, dedication and moral decisiveness.
As a Jesuit liberal arts college, Holy Cross places an emphasis not only upon academic excellence, but also upon the development and full expression of its students' religious life and practices. This double emphasis upon learning and religious growth and development always has been a special concern to the Society of Jesus in its educational apostolate.

Jesuit education, however, as a human enterprise, is necessarily conditioned by its historical context. It is the explicit understanding of the Society of Jesus today that in all its various ministries, there is a special obligation to educate men and women to the service of faith and the promotion of justice.

A commitment to faith and justice, rooted in the Judaeo-Christian tradition, clarified through study and discernment, and consistent with the deep dedication to Christ, and His teachings, should characterize the education of young men and women at Holy Cross.

Holy Cross welcomes to full membership in its student body and faculty those members of other faiths who share a devotion to the enterprise of a liberal education pursued in the Jesuit tradition.

**Affiliations**

The College of the Holy Cross is a member of, or accredited by, the following educational institutions:

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.

Each candidate must submit the official results of the Scholastic Aptitude Test and three Achievement Tests directly from the appropriate office of the College Entrance Examination Board. The English Composition Achievement Test is required of all candidates and if possible should be taken in December of senior year. The other two achievement tests may be of the candidates' own choosing and preferably in subject areas in which they plan to study in college. These tests should be taken no later than January of senior year.

Applications will be accepted only from those students who are enrolled in or who have been graduated from an approved secondary school and who offer sufficient proof of scholarly endeavor within the bounds of a college preparatory program at this approved secondary school. The Admissions Board will give preferential consideration to those applicants whose secondary school records give evidence of superior scholastic achievement and who merit from their school officials recommendation for college entrance. The results achieved in the College Board Tests also will be a factor in the decision of the Board. 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.

There is an application fee of twenty-five dollars ($25) which must be sent by check or postal money order directly to the Office of Admissions. The fee is non-refundable and not applied to any College bill.

Candidates accepted for admission to Holy Cross are required to forward a deposit of two hundred dollars ($200). One hundred dollars ($100) will be refunded if the student withdraws prior to registration. This deposit must be submitted by May 1 and is applied to the first semester bill. Candidates accepted for admission under the Early Decision Program must submit their deposit in January.

Selection for admission to the College is made regardless of an applicant's religious affiliation, race, sex, or national and ethnic origin.

Admission Requirements
While the College does not demand specific academic unit requirements for admission, candidates must submit evidence of superior achievement within the framework of a program which prepares the candidate for the work of a liberal arts college. A program of this nature, customarily referred to as a college preparatory course, should emphasize study in English, mathematics, foreign language (ancient or modern), science, history, and social studies. However, some deviation from this type of secondary school preparation does not necessarily disqualify a candidate for admission to the College since the Admissions Board is more concerned with the ability of the candidate to perform well in an intellectual endeavor than with the actual content of that endeavor. The Board also takes specific note of the individual talents and
qualities of candidates as well as the extent of their extracurricular involvement. The Board then reviews all these facts in the light of the candidate’s potential as a student and as an eventual graduate of the College.

Past experience has shown that most of the successful candidates have usually had a secondary school background which included the following units: foreign language (ancient or modern), two units in each of two languages or three units in one language; English, four units; mathematics, three units generally, four units for those candidates whose major would require the inclusion of college level mathematics as part of the required curriculum; history and/or social studies, two units; laboratory science, two units.

**Early Decision**

To superior students who have selected Holy Cross as their first choice, the College offers an Early Decision Program. The student must have taken the required College Board exams during junior year and must submit an application prior to November 1 of the senior year. A personal interview is required of all Early Decision candidates. The Admissions Board will evaluate the application form and inform the candidate of its decision no later than December 15.

The early decision candidate who will need financial aid should file a copy of the Financial Aid Form with the College Scholarship Service prior to October 15 in order that the candidate may be notified of any financial grant at the time of the admissions decision.

Should the Admissions Board be unable to grant an acceptance, the application will be deferred and will receive full consideration at the regular time. The candidate must submit senior year College Board results and have an official transcript of seventh semester grades sent to the College.

The Admissions Board assumes that those candidates who apply to the Early Decision Program will definitely accept an offer of admission should it be tendered, provided it includes adequate financial aid if such is needed. Consequently, while permitting the candidate to initiate other applications, the Admissions Board requires that, upon notification of acceptance to the College, all other applications be immediately withdrawn and a validating deposit fee of two hundred dollars ($200) be submitted in early January.

**Early Admission**

Through its program of Early Admission, the College will consider the applications of superior high school juniors who have attained a high degree of personal maturity and social adjustment. The required College Board Examinations must have been taken during the junior year of high school, and a personal interview is mandatory.

**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 advanced placement is sought and has attained in the Advanced Placement Test of the College Board program a test score acceptable both to the Admissions Board 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 three. Some departments require scores of four or five for advanced placement or credit or both.
Granting College Credit

Holy Cross will grant college credit for courses taken in high school provided:
(a) they are taken at an accredited college or university (i.e. on the campus); or
(b) they are taught at the high school by a full-time faculty member of an
accredited college or university.

Verification of either criterion must be submitted in writing to the
Admissions Office at Holy Cross by the secondary school principal or
headmaster.

A final grade of "B" or better is required and the courses must be similar in
rigor and content to those normally offered at Holy Cross. Complete course
descriptions of each course for which the student is requesting credit must be
forwarded to the Admissions Office prior to initial registration at Holy Cross.
Approval for credit rests with the department chairman at Holy Cross.

Students may request acceptance of any or all the college level courses
completed while in high school. This request should be made in writing to the
Admissions Office at Holy Cross prior to initial registration. The grades for
courses accepted for credit will be calculated in the Quality Point Index at Holy
Cross.

A maximum of eight semester courses will be accepted in transfer for the
incoming freshman. These may be in the form of Advanced Placement
Examinations and/or college level courses. They will apply toward graduation
if the equivalent of either one or two full semesters is accepted, i.e. four or
eight courses. If all the courses accepted for credit do not constitute a full
semester (four courses), they will apply toward graduation only if they are used
to remove a deficiency. Students with fewer than four courses (the equivalent
of a full semester) accepted for credit may as freshmen have the opportunity to
elect upper division courses at the discretion of the department chairman.

Admission of Transfer Students

Admission to the College with advanced standing is based on superior work
completed at another institution. Students interested in transferring to Holy
Cross should request transfer application material from the Office of
Admissions. The application ordinarily should be completed prior to June 1
for the fall semester and prior to December 1 for the spring semester. A
decision to accept a transfer applicant will be based on evidence of a strong
record in courses completed and favorable recommendations by a dean of the
College and two professors. A personal interview is required. The Admissions
Board will inform the applicant of its decision shortly after the deadline for
application.

In order to qualify for the degree from Holy Cross, a student must complete
four semesters at the College, including two full semesters of senior year.

Under exceptional circumstances transfer students may be considered for
financial assistance from the College during their first year.

Admission of Special Students

Application forms for admission as a special student, that is a non-
matriculating student, may be obtained by writing to the Office of the
Registrar. The application should be completed prior to August 15 for the fall
semester and prior to January 1 for the spring semester. A decision to accept a
special student will be based on the applicant's reason for seeking special
student status, evidence of a strong record in previous academic work and
favorable recommendations from two professors. Applicants should
understand that many courses have limited enrollments with preference given to full-time degree candidates. Normally, special students are limited to two courses in a semester.

**Freshman Orientation**

A special program of orientation for new students is arranged by various campus offices and organizations prior to the start of classes in the fall. Information concerning the orientation program is forwarded to the students during the summer.
Academic Program

Degree Requirements

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

Requisite for the Bachelor of Arts degree is the successful completion of 32 semester courses, four in each semester, and each carrying four or more credits. All courses which carry four or more credits may be used to satisfy the 32-course requirement with the exception of certain laboratory courses noted in the course-description section of the Catalog. Each student also must fulfill the requirements of a major. A major normally consists of a minimum of 10 and a maximum of 14 courses selected from a group of courses within a department. Certain courses, however, may not count toward the minimum or maximum number of courses in a given department, and some departments require additional courses in allied fields. More details about the requirements of individual majors are found in later sections of the 1979-1982 Catalog under the corresponding departmental descriptions. The following majors qualify for the Bachelor of Arts degree: biology, chemistry, classics, economics, economics-accounting, English, fine arts, history, mathematics, modern languages and literatures (French, German, Russian, Spanish, Studies in European Literature), philosophy, physics, political science, psychology, religious studies, and sociology. Information on Multidisciplinary Majors appears on page 145 of the Catalog. The student is expected to confirm his plans for the fulfillment of major and degree requirements with his faculty advisor.

To qualify for a degree from the College, at least one half of a student's courses, including the two full semesters of senior year, must be completed at the College of the Holy Cross. Students are permitted, however to participate in the Washington Semester and Semester-Away programs through the Office of Special Studies in the first semester of their senior year.

The Master of Science degree is given only in chemistry. Requirements are described in the section of the Catalog under the Graduate Department of Chemistry.

Early graduation is a possibility. While the normal length of time for the A.B. degree program at Holy Cross is four years, a student may petition and receive approval from the College for an accelerated program. This option, however, is normally limited to students who, at the end of freshman year, can base a request for early graduation on the following supportive grounds:

(a) a successful completion of approved college-level courses prior to freshman year, or advanced placement from Holy Cross in three or more subjects;

(b) evidence of serious consideration as to the desirability of an accelerated degree-program and the counsel and encouragement of a faculty advisor and the Assistant Dean (Freshman Class Dean) in planning the scope and the sequence of future course work;

(c) a distinguished record of academic achievement during freshman year.

Requests for an accelerated degree-program may be submitted at any time during freshman year or at the time of entrance to the College. Because approval of such a request rests upon evidence of prior determination and a carefully planned sequence of courses, requests ordinarily will not be considered after the end of freshman year. Final approval will not be granted until sometime after the completion of freshman year.
Students may submit requests through the office of the Assistant Dean. A final decision in the matter of early graduation rests with the Dean of the College.

Advisory Program

Planning a program of studies which insures not only proficiency in a specific academic area but also exposure to several disciplines within the context of a liberal arts education is primarily the responsibility of the faculty advisor and the student. Incoming students are provided extensive academic information prior to enrollment, and faculty advisors assist students once they have arrived on campus.

After the first year, students and their faculty advisors, who are usually from the department of the student's major, fashion a program of studies designed to insure progressive competency within a major and to be balanced by complementary courses in other disciplines. It is the responsibility of the student to meet with the faculty advisor at regular intervals; it is the responsibility of faculty advisors to work in cooperation with the Assistant Deans and other officers of the College in reviewing academic decisions initiated by the student, e.g., choice of major, change of major, course selection, interdisciplinary programs, and special projects. The faculty advisor is also consulted by deans, department chairmen, and others, in reaching decisions that will affect a student's academic status.

Academic Policies

General: The college year is constituted of two semesters of approximately 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 credits.

Registration: Information and instructions concerning registration are distributed by the Office of the Registrar to all students approximately one month in advance of the beginning of each semester.

Formal registration takes place immediately preceding the opening of classes each term. Late registration and changes of course are permitted during the period designated by the Registrar. Freshmen are permitted to change courses in the registration period of the fall semester only with the approval of the Assistant Dean (Freshman Class Dean). Withdrawal from a course may be permitted during the first 10 weeks of the term with the grade of WP or WF. The WP and WF grades are not included in the calculation of the Q.P.I.

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

Written Expression: The following statement was accepted at the regular faculty meeting of December 3, 1973:

1. All of us, students and teachers alike, share responsibility for promoting the effective and wise use of language. Language is central to education since it is the chief means by which the transmission and exchange of ideas take place. And nowhere are clarity and precision of language so important or so difficult to achieve as in writing. We ought therefore to take special care to
encourage excellence in writing, both in our own work and in the work of our students. To achieve this end each student should:
a. recognize that he is expected to write well at all times;
b. realize that the way he says something affects what he says;
c. write, revise, and re-write each paper so that it represents the best work he is able to do.

2. Similarly, each faculty member should:
a. set high standards for his own use of language;
b. provide appropriate occasions for students to exercise their writing skills;
c. set minimum standards of written expression for all courses;
d. acquaint the students with those standards and inform them of their responsibility to meet them and the consequences if they do not;
e. evaluate written work in light of effectiveness of expression as well as by content;
f. aid students in their development by carefully pointing out deficiencies in their written work and assist them with special writing problems arising from the demands of a particular field of study.

Grading System: A student's standing will be determined by the results of examinations, classroom work and assignments. Each semester only one grade will be submitted for each course for each student; this will be a composite grade for oral presentations, reading assignments, classroom discussions, tests, etc., and the final examination (which will normally carry one-third weight in determination of the composite grade). There is no official College translation of numerical scores into letter grades other than the quality point multiplier defined below.

Reports of academic grades are sent to students and to their parents or guardians 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>Satisfactory</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Low Pass</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>Withdrawal while Failing (Failure)</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>Withdrawal while Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without Prejudice</td>
<td>0.0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>Absence from Final Examinations</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (Failure)</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>(Grade not submitted)</td>
<td></td>
</tr>
</tbody>
</table>
The grade AB is changed to F unless the Absentee Examination is successfully taken at the time appointed by the Registrar. The grade of I becomes an F unless a subsequent grade is submitted to the Registrar within one week of the final examination in the course. Exceptions to these regulations will be granted only by the appropriate Assistant Dean, and only upon written petition by the faculty member.

Withdrawal from a course, with the approval of the Assistant Dean, after the period designated by the Registrar, will be graded WP or WF according to the judgement of the instructor. Withdrawal from any course after the tenth week leads automatically to an F, as does withdrawal without approval at any time.

A student who, during a given semester, has not earned passing letter grades (other than P) in four courses which count toward the 32-course graduation requirement incurs a “deficiency.” The number of deficiencies incurred is equal to four minus the number of earned passing letter grades just mentioned.

Quality Points

Each of the grades from A to F 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 semester credits 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.

The Semester Q.P.I. is calculated on credits and quality points earned in a single semester: when all the student’s credits and quality points to date are used, the calculation yields the Cumulative Q.P.I.

The following criteria determine honor grades:

Dean’s List — Dean’s List status requires the passing of four or more courses with no failing grades during the semester and the following Q.P.I.'s:

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
Magna Cum Laude: A cumulative Q.P.I. of 3.700 to 3.869
Cum Laude: A cumulative Q.P.I. of 3.500 to 3.699

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 or during an approved semester or year’s leave spent at another accredited institution) may be counted.

Fifth Course: Students, after consulting with their faculty advisor, may take a fifth course without charge for enrichment purposes. The following policies are in effect with regard to the fifth course:

1. Registration for a fifth course takes place only after all students have been registered for the normal four-course program. Students in the Honors Program are an exception to this policy. The may register for a fifth course at the time of regular registration.
2. A fifth course may not be used by students to advance their standing (i.e., a fifth course may not be used in fulfillment of degree course requirements or
for the removal of deficiencies incurred in subsequent semesters, but may be used only for enrichment purposes).

3. Students who have incurred deficiencies through course failure in a given semester may not register for a fifth course in the subsequent semester.

4. Students who are on academic probation may not register for a fifth course.

5. A fifth course taken for a letter grade will be included in the calculation of the cumulative average for all purposes including the award of honors.

Pass/Fail. The grades of P and NP are the “Pass/Fail” grades. The option of Pass/Fail grading is in effect only for those students taking five courses in a semester. The course taken on a Pass/Fail basis may not be within the student’s major field and may not be a course required in fulfillment of the student’s major.

Qualifications for Pass/Fail Option. 1. Students who wish to take a course on a Pass/Fail basis shall have one week beyond the termination of the designated registration period in which to decide which of the five courses chosen during the registration period is to be taken on the Pass/Fail basis. A special Pass/Fail form available in the Office of the Registrar must be filled out and filed with that office during the period designated for the declaration of the Pass/Fail option.

2. The teacher involved will know the names of all students who have registered for a course on a Pass/Fail basis. The grades P or NP will be assigned to the students by the teacher. Courses taken on a Pass/Fail basis shall not be counted towards the fulfillment of major requirements, if students change their majors.

3. Pass/Fail grades will not be averaged into a student’s Q.P.I. but will be placed on the student’s record.

4. If, during the first ten weeks of the semester, a student withdraws from any of the four courses taken for a letter grade, a Pass/Fail registration in the fifth course will automatically be converted to a letter-grade course registration.

Requirements for Advancement. To be eligible for academic advancement a student must remove all 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 students are placed on or removed from probation, they will be notified in writing by the Registrar of such action; copies of the notice will be sent to their parents and advisors.

The following rules delineate the limits of academic probationary status:

Freshman Year. Any freshman having a cumulative average of 1.750 but less than 2.000 at the end of the freshman year will be on probation for the first semester of the sophomore year.

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

Students who have been dismissed because of a low cumulative Q.P.I. and whose appeal has been upheld by the Committee on Academic Standing are automatically placed on probationary status.

Removal of Probation and Deficiency. Probationary status is ordinarily removed by the achievement, the next semester, of the cumulative average required for that semester. Grades of C or better, earned in summer session
courses at an accredited institution and approved in advance by the appropriate department chairman, 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 graduation honors. Each deficiency must be removed by a grade of C or better, earned in a summer session course approved in advance by the appropriate department chairman, in the summer immediately following the academic year in which it is incurred.

The credits attempted in the failed course will remain on the student’s transcript, and will be used in calculating the average; credits and quality points accepted in transfer to remove the deficiency will be recorded and used in calculation of the cumulative Q.P.I., except for the award of graduation honors.

Deficiencies may not be made up by taking extra courses in subsequent semesters. An exception may be authorized by the appropriate Assistant Dean for failure of a course in the first semester of senior year.

**Academic Dismissal.** Students will be required to withdraw from the College if they fail to achieve, at the end of any semester, the minimum quality point average specified above for probationary status, or if they acquire two or more failures (F, WF, or NP) in any one semester, or if they acquire three or more failures during any academic year, or if they acquire a total of six or more failures at any time during their four years, even though some of the deficiencies may have been removed by attendance at summer session.

Any student who fails to maintain a 2.000 Q.P.I. at the end of all semesters after the third will be dismissed.

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.

**Appeal Procedures.** 1. Students dismissed for academic reasons may appeal their dismissal to the Committee on Academic Standing. The dismissal letter from the appropriate Assistant Dean will provide the student and parents with the necessary details of appeal.

2. The Assistant Deans are available for consultation regarding appeal procedures and also will inform the student of the final committee decision.

**Voluntary Withdrawal from the College.** Students who withdraw voluntarily from the College are entitled to separation in good standing under the following conditions:

1. They must not be liable to dismissal for disciplinary reasons.
2. They must not be liable to dismissal for academic reasons.
3. They must return all College property.
4. They must settle all financial indebtedness with the College.
5. They must properly notify the Assistant Dean of their intention to withdraw.

**Readmission To The College**

Students who have either withdrawn in good standing or have been dismissed with the right to reapply and who wish to be readmitted to the College must apply to the office of the appropriate Assistant Dean. All materials for readmission (completed application form, letters of recommendation, transcripts of all intervening work, statements of good standing and other substantiating documents that the Assistant Dean may require) must be in the hands of the
Assistant Dean by July 20 for fall readmissions and by December 1 for spring readmissions.

Even when a withdrawal from the College is voluntary, readmission is not automatic.

**Leave of Absence.** A student at the College is permitted to be absent from the campus for a period of one or two semesters provided the following conditions are met satisfactorily:
1. The request for a Leave of Absence must be made during the semester prior to the proposed leave, but may only begin at the end of a regular semester.
2. A student must be in good academic standing at the end of the last semester before the leave is to begin.
3. A Leave of Absence is normally granted for a one-year period of time. In exceptional circumstances (e.g., military service) the initial grant may be given for a longer period of time. If the leave is not renewed before the expiration date of the leave, the student will be withdrawn automatically.
4. The student is required to file in writing with the appropriate Assistant Dean his or her reason for requesting or for renewing a “leave of absence.”
5. A student on Leave of Absence must leave the College campus community and ceases to be entitled to campus activities.
6. A student on a leave, upon written notification to the appropriate Assistant Dean of his or her intent to return to the College, will be readmitted automatically.
7. A student on a Leave of Absence will be required to pay a fee of thirty dollars ($30) for each semester on leave.
8. A student will not receive academic credit for courses taken at other institutions while on leave from the College.

**Concurrent Registration in the Consortium.** The six four-year colleges, the three two-year colleges and the University of Massachusetts Medical Center in the metropolitan Worcester area form the Worcester Consortium for Higher Education. Through cross registration, joint faculty appointments and curriculum projects, and other efforts, the Consortium explores ways of broadening academic programs for faculties and students as well as expanding continuing education opportunities and community service activities.

Normally, a Holy Cross student may enroll in one course per semester at a Consortium institution provided the course has been approved by the appropriate department chairman at Holy Cross. In special circumstances, a student may be permitted to enroll in two Consortium courses in one semester provided that approval has been granted by the Dean of the College. Written application for this approval is filed in the Office of the Assistant Dean.

Intersession courses taken at institutions belonging to the Worcester Consortium for Higher Education may be taken only as enrichment courses, i.e., they may not be used as part of the four-course curriculum for a semester, nor may they be used to make up deficiencies.

**Summer Session Courses.** Summer session courses may be used for two purposes: (a) for enrichment (as with the fifth course during the academic year); (b) to remove course deficiencies. The following policies are in effect with regard to summer session courses:
1. Summer session courses taken for the purpose of enrichment or to remove course deficiencies must be approved in advance by the appropriate department chairman.
2. Summer session courses may not be used to advance in course or to remove a subsequent course deficiency.
3. Only grades of C or better, earned in summer session courses at an accred-
ited institution and approved in advance by the appropriate department chairman, will be accepted by the College.

4. Summer session courses accepted by the College will be recorded on the student's permanent transcript and included in the calculation of the cumulative average, for all purposes other than the award of honors.

Transfer of Credit. Upon receipt of an official transcript, acceptance of work done at other institutions will be affirmed promptly in writing as closely as possible to 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 or as soon thereafter as possible, contingent upon the receipt of the official transcript from the other institution. No renegotiation of such acceptances will be made 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.

Transcript of College Record. An official transcript of the College record will be issued by the Office of the Registrar only with the written consent of the student. A transcript is official when it bears the impression of the seal of the College and the signature of the Registrar of the College. The transcript fee is one dollar per copy.

Directory Information and Release of Information. The items listed below are designated as "Directory Information" and may be released at the discretion of the institution. Under the provisions of the Family Educational Rights and Privacy Act of 1974, students have the right to withhold the disclosure of any or all of the categories of "Directory Information." Written notification to withhold any or all of "Directory Information" must be received by the Registrar within one week of the fall registration of each academic year.

Categories: The student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

A request to withhold any or all of the above data in no way restricts internal use of the material by the College. For internal purposes only, the College will continue to use the student's social security number as an identifier.

Unless a student notifies the College in writing to the contrary, the College considers all students to be dependents of their parents. In compliance with the Family Education Rights and Privacy Act of 1974, the College reserves the right to disclose information about dependent students to their parents without the students' written consent.

Privacy of Student Records. The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) gives students and former students certain rights, consistent with the privacy of others, to review records, files, and data about them held on an official basis by the College. The Act also gives students and former students a right to challenge the content of those records, files, and data which they believe are inaccurate, misleading, or otherwise in violation of their privacy and other rights.

Individuals may directly request review of the records maintained about them from the appropriate offices. Any challenges to the content of the records, files, and data that cannot be resolved directly should be made in writing to the office of the Vice-President.

Information about students and former students assembled prior to January 1, 1975, under promises of confidentiality, explicit or implicit, will not be
made available for review by the concerned students without the written consent of the authors.

Further information about this issue may be obtained by contacting the office of the Vice-President.

**Phi Beta Kappa**

Phi Beta Kappa was founded on December 5, 1776, at the College of William and Mary, in Williamsburg, Virginia. For over two hundred years, election to Phi Beta Kappa has been a recognition of intellectual capacities well employed, especially in the acquiring of an education in the liberal arts and sciences. The objectives of humane learning encouraged by Phi Beta Kappa include intellectual honesty and tolerance, range of intellectual interests, and understanding—not merely knowledge. Newman's conviction that "the test of education lies not in what a man knows but in what he is" gets at the heart of the matter. The quickening not only of mind, but also of spirit, is the aim of a liberal arts education.

The College of the Holy Cross was honored on May 8, 1974, when the Pi of Massachusetts Chapter of Phi Beta Kappa was chartered by the United Chapters of Phi Beta Kappa. The initiation of the first group of Holy Cross members in course (undergraduates) who had been elected to Phi Beta Kappa also took place at that time.

Members in course shall be elected primarily on the basis of broad cultural interests, scholarly achievement, and good character. Juniors and seniors who are enrolled in the College of the Holy Cross and are candidates for the Bachelor of Arts degree shall be eligible for consideration, if their undergraduate record fulfills the following minimum requirements:

- The candidate shall have completed at least three full semesters of work (12 semester courses) in residence at the College of the Holy Cross and be fully registered for the fourth semester;
- For election as a junior, the candidate shall have completed at least 20 semester courses of college work. The calibre of the work should be of exceptional distinction, including, for all graded work, a quality point ratio of at least 3.80. The minimum quality point ratio for election as a senior shall ordinarily be 3.50.
- Weight shall be given to the breadth of the program of each candidate as shown by the number and variety of courses taken outside his major. Weight also shall be given to balance and proportion in the candidate's degree program as a whole. The minimum requirements for breadth are as follows: science (one course), mathematics (one course), language (completion of a second-year level course), humanities (two courses), and social sciences (two courses). The mathematics and language requirements may be met by sufficiently high College Board achievement examination scores.

Election to membership in Phi Beta Kappa is wholly within the discretion of the members of this chapter, subject only to the limitations imposed by the Constitution and By-Laws of the chapter, and no right to election shall adhere to any student solely by reason of fulfillment of the minimum quality point ratio and area requirements for election to membership.

**Alpha Sigma Nu**

Alpha Sigma Nu, founded in 1915 at Marquette University, is an international honor society with chapters in Jesuit colleges and universities throughout the
world. The Holy Cross chapter was chartered in 1940.

The purpose of this Society is to honor students who distinguish themselves in scholarship, loyalty and service; to band together and to encourage those so honored both as students and as alumni to understand, to appreciate, and to promote the ideals of Jesuit education.

Juniors and seniors are eligible for nomination. They must be within the top 15 percent of their class and have been notable for activity which promotes the best interests of the college community. Candidates must have demonstrated an intelligent and mature loyalty to the College and its ideals. Total number elected in any one year must not exceed four percent of each class.
Special Programs

For Students Interested in the Health Professions

For many years Holy Cross has maintained an excellent record in its successful preparation of students for entrance to medical, dental, and other health professional schools. In order to continue this record, Holy Cross now offers what it believes is a most effective program to prepare for careers in the health professions. A student may select any one of the 16 majors offered, with the exception of economics-accounting, and at the same time meet all requirements for admission to medical or dental school. If the applicant is offered admission to the Premedical/Predental Program, the College will guarantee the opportunity to fulfill all science requirements as part of the regular course of studies. It is not necessary to select a science major. In fact, a major should be selected on the basis of the student’s sincere interest and qualifications rather than on the basis of trying to impress a health professional school. In recent years, as many as one-half of the students accepted into medical or dental schools from Holy Cross have majored in a non-science related field.

Most 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, economics-accounting, mathematics, physics. It is recommended to all psychology majors.

Holy Cross accepts only a limited number of students into the PreMedical/Predental Program for several reasons. It is, first of all, impossible for Holy Cross to accommodate all the students who would like to take the science courses required for medical or dental school. Second, and possibly more important, is that Holy Cross does not wish the majority of the freshman class to be made up of students who have the same educational and professional goal. This is undesirable from a philosophical and an educational point of view since it severely limits the backgrounds and the perspectives of the entering class.

Further information may be obtained from the Faculty Advisor for Pre-Medical/Predental Students.

For Students Interested in Law

In keeping with the general practice of most liberal arts colleges, there is no formal and explicit prelaw program at Holy Cross. A combination of a broad liberal arts background and in-depth study in one of the traditional major fields is regarded as the best preparation for future legal study. In particular, the prospective law student is recommended to develop experience and skills in the following areas: (1) effectiveness in the comprehension and use of language; (2) understanding of human institutions and values; and (3) rigor and clarity in thinking. These qualities are developed and inculcated in the various branches of the present undergraduate curriculum.

In designing a four-year course plan at Holy Cross, prelaw students are urged to include studies in the following areas: economics, accounting, mathematics, logic, psychology, American history, and the physical sciences. Certainly the most important skill for prelaw students is the precise use of the English language in oral and written form. The aim of such a course plan is to train the student to think objectively and accurately.

The Office of the Prelaw and Graduate Studies Advisor keeps on hand current legal statistics and catalogs from the various law schools, arranges
interviews with deans and admissions officers, sets up forums and discussions with local lawyers or faculty of law schools and gives advice in the choice of law schools suited to the individual's qualifications and achievements. There is also an undergraduate prelegal society, the St. Thomas More Prelegal Society. Further information may be obtained from the Faculty Advisor in the Prelaw and Graduate Studies Advisor's Office.

For Students Interested in Graduate Schools of Business and Management

Experience has shown that an excellent preparation for graduate schools of business and management is a sound, rigorous liberal arts program. The student may major in virtually any field. Discussion with several graduate schools of business and management indicates that it is strongly advisable that a liberal arts student have, in addition to the major, one and preferably two years of economics, a course in accounting, one year in differential and integral calculus, plus a year, if at all possible, in applied mathematics. It is also becoming more evident that at least an introductory computer course is strongly desirable.

As with law, the student should have developed an in-depth ability to use the English language in its written and spoken forms. While business and management schools usually do not set down these courses as actual requirements, they recognize them as strongly desirable.

Prelaw and Graduate Studies Advisor's Office

Most students continue their studies beyond college. Professional studies in law, various areas of academic graduate study, programs in business management, and newer fields such as urban affairs attract more students each year. The Prelaw and Graduate Studies Advisor's Office exists to acquaint students with these numerous opportunities, to help them make intelligent choices in their educational plans and to aid them in their search for university admission and scholarship aid. More than 50 percent of recent classes began some form of graduate or professional study immediately after college, while an additional 10 percent or more returned to some form of graduate or professional study after fulfilling other obligations.

In O'Kane Hall, a special library has been assembled to provide complete information about graduate and professional studies. Catalogs of all American graduate programs and many foreign institutes may be read there in private. A large selection of excellent guides to post-baccalaureate study is available.

The Prelaw and Graduate Studies Advisor welcomes students to visit individually when they are formulating their study plans. Moreover, all nominations for national competitive fellowships—the Rhodes Scholarship, the Danforth National Fellowship, the Marshall Scholarship, and the Fulbright Awards—are made through the office. The College has an excellent record of placing its graduates and aiding them to achieve distinction and awards in fellowship competitions. In recent years Holy Cross graduates have included more than 30 Woodrow Wilson Fellows as well as numerous Danforth, Fulbright, Marshall, Root-Tilden and National Defense Fellows. Since 1966, the College has had three recipients of Rhodes Scholarships.

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 present a plan of study acceptable to the major advisor and secure the approval of the Faculty Committee on the Junior Year Abroad and the Dean. Approval is currently granted for study at a number of foreign institutions.

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.

If students intend to take courses abroad in a language other than English, they normally must complete two years of courses in that language at Holy Cross before going abroad, provided this language is taught at Holy Cross.

For those students who will be taking their courses in English in a country where English is not the native language, two semesters of the foreign language of that country also must be taken at Holy Cross, provided it is taught there. This language requirement may be waived if the student can prove to the satisfaction of the Department of Modern Languages that he already possesses competence in the spoken language, either from high school background or from the use of the language by the student's family.

At their interviews by the Junior Year Abroad Committee, students should expect to be questioned in the language appropriate to their study center and to demonstrate to the Committee a reasonable competence in understanding and speaking the language.

The presence of a student's transcript of courses concerned with the history, literature, fine arts, and philosophical contributions of the country or area where he or she intends to study will be a positive point in securing committee approval for study abroad.

Ordinary participation in the Junior Year Abroad begins with the fall semester and lasts for one full academic year. Students in the program are considered fully enrolled students of the College of the Holy Cross during that year. Credit and quality points earned in the program are included in all calculations of academic averages, including those which determine semester and commencement honors.

The College is an affiliate of the Institute of European Studies, a non-profit educational institution, which maintains centers in London and Durham, England; Freiburg, Germany; Madrid, Spain; Paris and Nantes, France; and Vienna, Austria. Students may take courses at the Institute centers and at the European universities with which the centers are related. Instruction in Vienna, London, and Durham is in English; at the other centers it is in the language of the country. Supervised field study trips are an integral part of the I.E.S. Programs. Comprehensive fees for I.E.S. programs are comparable to those of Holy Cross. Limited financial aids are awarded by the Institute.

The Institute of European Studies also offers a one-semester program in London concentrating on the social sciences and upon the emergence of a united Europe from the vantage point of Great Britain. The faculty for this program is largely drawn from the senior faculty of the London School of Economics.

**Prelaw and Graduate Studies Advisor's Office**

Most students continue their studies beyond college. Professional studies in law, various areas of academic graduate study, programs in business management, and newer fields such as urban affairs attract more students each year. The Prelaw and Graduate Studies Advisor's Office exists to acquaint students with these numerous opportunities, to help them make intelligent choices in
their educational plans and to aid them in their search for university admission
and scholarship aid. More than 50 percent of recent classes began some form
of graduate or professional study immediately after college, while an
additional 10 percent or more returned to some form of graduate or
professional study after fulfilling other obligations.

In O'Kane Hall, a special library has been assembled to provide complete
information about graduate and professional studies. Catalogs of all American
graduate programs and many foreign institutes may be read there in private. A
large selection of excellent guides to post-baccalaureate study is available.

The Prelaw and Graduate Studies Advisor welcomes students to visit
individually when they are formulating their study plans. Moreover, all nomin-
atations for national competitive fellowships—the Rhodes Scholarship, the
Danforth National Fellowship, the Marshall Scholarship, and the Fulbright
Awards—are made through the office. The College has an excellent record of
placing its graduates and aiding them to achieve distinction and awards in
fellowship competitions. In recent years Holy Cross graduates have included
more than 30 Woodrow Wilson Fellows as well as numerous Danforth,
Fulbright, Marshall, Root-Tilden and National Defense Fellows. Since 1966,
the College has had three recipients of Rhodes Scholarships.

Reserve Officers Training Program

All Holy Cross students are eligible to apply and participate in the ROTC
programs of the Air Force and Navy. The Air Force program leads to a
commission as an officer in the Air Force Reserve and prepares students for
specific duties in the Regular Air Force. The Naval ROTC program prepares
students to become officers in the Navy and Marine Corps, the Naval Reserve,
and the Marine Corps Reserve. Both Air Force and Navy ROTC programs
provide financial emoluments, including full scholarships to qualified cadets
and midshipmen. Detailed information regarding the ROTC programs can be
found elsewhere in this catalog under Courses of Instruction and Financial Aid.

Worcester Consortium for Higher Education, Inc.

Admission to Holy Cross means availability to 10 institutions of the Worcester
Consortium for Higher Education, Inc. Students of the College may participate
in special educational, cultural and social endeavors provided by the
Consortium. The member institutions, all located in the Worcester area,
organized in 1967 to broaden their activities through cooperative interchange.
Specialized courses are available for credit away from the home institution
under a system of cross registration. Participating institutions are: Anna Maria
College, Assumption College, Becker Junior College, Central New England
College, Clark University, College of the Holy Cross, Quinsigamond
Community College, Worcester Polytechnic Institute, Worcester State
College, University of Massachusetts Medical Center.

In addition to the 10 colleges, a group of associate organizations participate
with the Consortium in providing further enrichment to college curricula: American Antiquarian Society, Craft Center, International Center, Old
Sturbridge Village, Radio Station WICN, Worcester Art Museum, Worcester
Foundation for Experimental Biology, Worcester Historical Society, Worcester
County Horticultural Society and the Worcester Science Center.
Holy Cross/WPI 3-2 Program

Students who wish to complete both a bachelor of arts and a bachelor of science degree in engineering may apply for a cooperative five-year program offered by Holy Cross and Worcester Polytechnic Institute. The five-year program provides for the fulfillment of all the usual degree requirements at both institutions through cooperative planning of the student's academic programs. Students admitted to the five-year program will be eligible to major in any of the departments at Holy Cross and in most areas of concentration at WPI. Applications for the program will be reviewed by the two institutions, and they are normally made no later than the end of the first year of studies. Three years' tuition is paid to the institution of first enrollment and two years tuition to the second institution. Students are eligible for financial aid in accordance with the financial aid policy of the institution at which the student is currently paying tuition.
The Dinand Library presently houses a collection of more than 350,000 volumes and 2,100 professional and scholarly journals. The college has just completed a two-year library building program which has resulted in the construction of two underground wings plus a complete renovation of the original building. The library now has shelving capacity for 500,000 volumes and seating for over 800 readers. There are private study rooms for faculty and students, an expanded area for audio-visual operations, a music listening room and selected areas for rare books and special collections.

The two new wings are dedicated in memory of Joshua and Leah Hiatt and all the victims of the Holocaust. A special Holocaust collection is being developed.

The main reading room contains the Library of Congress dictionary card catalog, major reference works, the interlibrary-loan division and accommodations for research and reading.

The serials and newspaper department offers multiple research indices to journals in art, humanities, social sciences, theology, philosophy, and economics. More than 50 newspapers are received. The New York Times from 1851 to the present is on microfilm.

Students are instructed in the use of the library and are also informed about the instruments and methods of research. There are eight professional librarians on the staff ready to offer assistance. The library is open for operations 106 hours per week. The Browsing Room and Lounge afford an area of comfort and relaxation for leisure reading.

The Catalogue Department operates an OCLC Terminal on-line with Ohio for the cataloguing of books and searching for inter-library loans. The Inter-Library Loan Department utilizes a teletype for loan exchanges with the Worcester area.

The library is a member of a group of 15 area libraries (academic, private, public) known as WACL (Worcester Area Cooperating Libraries) under the aegis of the Worcester Consortium. This organization publishes a Union List of Serials, sponsors library projects and studies, offers an on-line search service, operates a twice-daily shuttle service for inter-library loans among the libraries, and affords its members a book reservoir of over 2,000,000 volumes.

The Special Collections consist of incunabula (books printed prior to 1500), 16th and 17th century Jesuitiana, Americana (books published in America prior to 1820), Newman letters and first editions, Louise Imogen Guiney correspondence and books, the Senator David I. Walsh and James M. Curley collections, and a Holocaust collection.


The O’Callahan Science Library, which is located in Haberlin Hall, contains an excellent collection of books and journals in the disciplines of biology, chemistry, mathematics and physics.

A Music Library consisting of a reputable collection of classical scores, recordings and books is located in the East Wing of Fenwick Hall.
Computing Facilities

The Data Processing Center provides computing facilities and assistance to the Holy Cross community. Free access is given to all Holy Cross students and faculty members. User services consist of limited programming assistance, program documentation, and aid in using special packages.

The Center currently houses two computer systems:

1. An IBM 370/125 system, with 512K bytes of main memory, operating under DOS/VS.

2. A Digital Equipment Corporation VAX-11/780, with 1024K bytes of main memory, operating under VMS.

Both machines have a 32-bit word length and an operating system which supports virtual memory. The IBM machine drives the administrative terminal system, and provides both administrative and academic batch services. The DEC system provides academic timesharing and batch facilities. Timesharing terminals are located in Haberlin, Fenwick, Alumni, and Loyola. Student keypunches are located in the Fenwick terminal room and are available 24 hours a day, seven days per week. In addition to standard peripheral equipment and software, the VAX system supports graphics equipment, text editing facilities, and several general purpose statistical and scientific packages.
Department of Aerospace Studies

Professor: Kraus (Chairman)
Staff: Rangel, Myers

The mission of the Air Force Reserve Officers Training Corps is to recruit, educate and commission officer candidates through a college campus program in response to Air Force requirements.

Requirements for enrollment: Enrollment is open to young men and women of good moral character and sound physical condition who are interested in the opportunities and challenges of a leadership position in a dynamic professional military service. In addition to Holy Cross students, students at any of the Worcester Consortium for Higher Education institutions are eligible to apply.

Air Force ROTC Programs
Two routes to an Air Force commission are available to students in the Air Force ROTC. Entering students may enroll in the Air Force ROTC Four-Year Program, and students with at least two academic years remaining in college may apply for the Two-Year Program.

Four-Year AFROTC Program:
1. General Military Course is required for freshmen and sophomores; one hour per semester.
2. Professional Officer Course is required for juniors and seniors; four credits per semester.
3. Summer Field Training for four weeks duration is required between the sophomore and junior years. Cadets will receive approximately $440 as salary during their training at an Air Force base, (plus payment for transportation to and from the base).
4. Leadership Laboratory of one hour per week is required of all cadets.
5. Free Flight Instruction is available to all qualified senior cadets interested in becoming Air Force pilots.
6. Scholarships for tuition costs are available to qualified students for their freshman, sophomore, junior and senior years. Applications must be made during the year prior to anticipated receipt of scholarship. Selection will depend mainly on three factors; scores on the Air Force Officer Qualifying Test and SAT/ACT; grade average (Quality Point Index) for all college work completed; and the assessment by a Scholarship Review Board. Entering freshmen should apply to AFROTC Headquarters, Maxwell AFB, Alabama, during their senior year in high school. Details on the AFROTC 4-year scholarship program may be obtained from their high school counseling office.
7. Scholarship recipients, and all students enrolled in the last two years of the program, receive a tax-free stipend of $100 per month. The total value of these stipends ranges between $2,000 and $4,000.

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 Course of the AFROTC curriculum. Students undergoing training receive approximately $500 as a salary.

3. Students enrolled in the two-year program will take the Professional Officer Course, four credits per semester.

4. Scholarship opportunities, tax-free stipends, and flight training are similar to those of the 4-year program.

**Leadership Laboratory.** — In addition to the formal academic classes, all students participate in Leadership Laboratory, largely cadet planned and directed. The freshman and sophomore program involves initial leadership experiences such as squadron and flight drill movements; Air Force customs and courtesies; educational benefits; career opportunities; and preparation for field training. The junior and senior Leadership Laboratory introduces cadets to advanced leadership experiences as they become more responsible for the planning and organizing of cadet corps activities.

**Flight Instruction Program.** — Qualified cadets interested in becoming Air Force pilots may participate in the Flight Instruction Program (FIP). This program is conducted during the last year of Air Force ROTC at Air Force expense and includes actual flying as well as classroom instruction.

**Arnold Air Society.** — A special group of cadets belongs to a national society sponsored by the Air Force Association. These Arnold Air Society members are involved in a myriad of community projects to include service to the poor, charity works, swimming instruction, work with local orphanages, and similar activities. Twice a year, members participate in conventions/conclaves held in various cities and attended by members from all the schools in the country sponsoring AFROTC. Membership is by nomination and a semester pledge program which is strictly project-oriented.

**Base Visits.** — Air Force ROTC cadets have the opportunity to visit Air Force bases for a first hand observation of the operating Air Force. These trips are frequently made on weekends or scheduled to coincide with school vacation periods. Cadets may be flown by military aircraft to an Air Force base where they spend the day, remain on base overnight, and return to campus the following day.

**Cadet Pay and Other Benefits.** — All cadets enrolled in the Professional Officer Course receive a nontaxable allowance of $100 each month during the school year. All scholarship cadets receive the nontaxable allowance in addition to full tuition, laboratory fees, incidental expenses, and reimbursement for textbooks. Cadets in the Professional Officer Course may travel free on military aircraft on a space-available basis. The Air Force provides all Air Force ROTC uniforms and textbooks for on-campus and field training.

**Additional Information.** — In addition to the formal activities, the Cadet Corps plans and organizes a full schedule of social events throughout the academic year. These include the Fall Picnic, Military Ball, Spaghetti Dinner, and Dining-In. Airborne Training (parachute jumping instruction) is also available to selected volunteer cadets in the Professional Officer Course. All expenses involved must be borne by the student.
The General Military Course (GMC) is a two-year course:

Aerospace Studies 100 — The Air Force Today
A study of the doctrine, mission, and organization of the United States Air Force with emphasis upon its role as a factor of national power. The course describes the functions of military forces according to broad categories of strategic offensive and defensive forces. One hour per week — no credit.

Aerospace Studies 101 — The Air Force Today
A continuation of AS 100, this course describes United States general purpose forces and the aerospace support forces. Particular emphasis is given to cooperation and coordination with Army and Navy functions and organizations, and to other Air Force commands and agencies. One hour per week — no credit.

Aerospace Studies 200 — The Development of Air Power
A historical study of the development of air power from its earliest beginnings until the end of World War II. One credit.

Aerospace Studies 201 — The Development of Air Power
A continuation of the study begun in AS 200 of the development of air power from the end of World War II until the present. One credit.

The Professional Officer Course (POC) is a two-year course:

Aerospace Studies 300 — Air Force Management
An integrated management course emphasizing the individual as a manager in the Air Force. Individual motivational and behavioral processes, communications, and group dynamics are covered to provide a foundation for the development of the junior officer's skills. The basic managerial processes involving decision-making, utilization of analytical aids in planning, organizing, and controlling are emphasized as necessary professional concepts. Four credits.

Aerospace Studies 301 — Air Force Leadership
An integration of leadership and military law within the total management spectrum. This course provides students with a systematic presentation of the principles, characteristics, and functions of leadership, taken in context with the organizational and personal values, management of forces in change, organizational power and politics, managerial strategy and tactics, military justice, and administrative law. Four credits.

Aerospace Studies 400 — United States Military in Society, American Defense Policy
A review of the Armed Forces as an integral element of society. This course provides an examination of the broad range of U.S. civil-military relations, and the environmental context in which defense policy is formulated and implemented. Special themes include: political, social, and economic constraints on the national defense structure and the impact of technological and international developments. Four credits.

Aerospace Studies 401 — United States Military in Society
A continuation of AS 400, this course further examines national security policy in a dynamic environment. Continued attention is given to developing the communicative skills required by junior officers. Four credits.
Department of Biology

Professors: Flavin, Lingappa; Associate Professors: Healy (Chairman), Parsons; Assistant Professors: Campbell, Carley, Madhaven, Wyland; Visiting Lecturer: Boreske

The biology department curriculum is designed to acquaint students with the broad scope of the biological sciences at several levels of functional organization, from the molecular and cellular, to the organismal, to the level of whole populations. Departmental course offerings are intended to prepare biology majors for advanced study in biology in graduate or medical school, or for other professional activities requiring biological training.

The department believes that an informed understanding of biological principles is an important aspect of a liberal arts education. Courses that range from basic biology to biology in relation to matters of current social and philosophical concern are offered for students in non-science fields.

Biology majors are required to take Biology 31, and at least seven other courses (five with laboratory) from the department’s total offerings. In addition, they must complete Chemistry 11, 12, 17, 18, 23, 24, 25, 26; two semesters of Mathematics; and Physics 21, 22 (both with laboratory). The chemistry sequence must be completed normally before the beginning of the junior year.

Majors are urged to consider a balanced approach to biology in selecting courses, since advanced study beyond the undergraduate level is perforce highly specialized. The biology faculty strongly recommends that majors include in their course of study exposure to biochemistry, genetics, development, physiology, and population biology and ecology.

The department affords qualified students an opportunity to do research in association with staff members in their research laboratories (Biology 201, 202). In addition, opportunity exists for students to pursue individual interests in staff-directed readings in the biological literature (Biology 205, 206). Honors candidates must elect Biology 201, 202.

Biology 12 — Ecology, Environment and Economic Choice
An investigation of man’s relationship to nature through concepts of ecology whose principles describe and delimit the conditions which sustain life on earth. These concepts provide the framework for analysis of human population growth, the limits to food production, energy production, environmental degradation, and the management of finite resources. Four credits. (Offered as part of Humanities Sequence IV, “Economics, Values, and the Human Condition.”)

Biology 14, 15 — Topics in Biology
Consideration of selected subjects in the biological sciences. Course format and subjects covered vary from year to year; the specific subject matter for each course is announced at preregistration. Intended primarily for non biology majors, this course may be taken by biology majors but does not count toward the eight-course requirement. Four credits. (Offered both semesters.)

Biology 17 — Perspectives in Biology
Selected topics on the level of biological organization ranging from macromolecules to populations. Emphasis is placed on the theme of animal behavior including examination of the physical basis of behavior, ecological implication of behavior and the evolution of social behavior. Four credits. (Offered in the second semester.)

Biology 22 — Cell Biology
Introduction to biology at the molecular and cellular level of organization. The processes of cellular absorption, excretion, growth, division, inheritance differentiation,
association, aging, contraction, locomotion, energy transduction, photosynthesis and bioluminescence will be examined. The laboratory will be concerned with biological instrumentation and the functional analysis of procaryotic and eucaryotic cells. Three lectures and one laboratory period. Five credits. (Offered second semester.)

**Biology 23 — Developmental Anatomy**

An introductory course in general animal embryology with major emphasis directed to vertebrates. The lectures cover the physiological, genetical, and morphological bases of early development. The laboratories have a strong anatomical theme. Three lectures and one laboratory period. Prerequisite: Biology 22 or 31; intended primarily for non-major premedical and predental students. Five credits. (Offered first semester.)

**Biology 34 — Plant Science**

The origin of life and life processes, the nature and development of plant life, and the salient features of structure, functions and development of organisms at all levels of the plant kingdom will be discussed. Laboratory experiments are designed to provide a basic understanding of plants, their structures and life activities. Three lectures and one laboratory period. Four or five credits. (Offered second semester.)

**Biology 40 — Bioethics**

The biological background of selected ethical and social issues arising from new advances in biology and medicine, and a consideration of the morality and feasibility of public policy as they apply to these issues in a pluralistic society. Topics considered include such matters as genetic counseling, genetic engineering and population control. Four credits. (Offered second semester.)

**Biology 50 — Comparative Chordate Anatomy**

The comparative anatomy of the chordate body with reference to the structure and function of the skeletal, muscular, nervous, respiratory, circulatory, digestive, urogenital and reproductive systems. These systems will be compared among the various vertebrate groups in relation to biomechanics and evolution. Three lectures and one laboratory period. Five credits. (Offered second semester.)

**Biology 53 — Invertebrate Zoology**

The structure, function, ecology and evolution of the major invertebrate phyla. Three lectures and one laboratory period. Five credits. (Offered second semester.)

**Biology 61 — Genetics**

Study of the mechanisms of inheritance. Topics include: Mendelian inheritance, chromosome structure and function, genetic mapping, molecular genetics and the genetic code, mutation, gene expression and control. Laboratory exercises emphasize genetic principles in a variety of live organisms, including fruit flies, fungi, bacteria and viruses. Three lectures and one laboratory period. Prerequisite or concurrent course: Chemistry 23. Five credits. (Offered first semester.)

**Biology 70 - Histology**

A study of the microscopic and sub microscopic structure of vertebrate tissues and organs. Four credits. (Offered second semester.)

**Biology 72 — Histology Laboratory***

This is the laboratory course to accompany Biology 70 and must be taken concurrently. Limited to 25. Two credits. (Offered second semester.)

**Biology 81 — Aquatic Ecology**

A survey of oceanography, marine ecology, and limnology, covering currents, tides, water chemistry, and major habitats (coral reefs, the rocky intertidal, bogs, etc.), as well as plankton and productivity, food chains, fishes and marine mammals, and water pollution. Three lectures and one field laboratory period, the latter recommended but optional. Four or five credits. (Offered first semester.)

**Biology 83 — The Theory of Organic Evolution**

Analysis of historical development of the modern synthetic theory of organic evolution emphasizing the principles of genetics underlying the evolutionary process. Darwin's
theory of natural selection, application of this theory to the evolution of social behavior and extension of the concept of evolution to the natural sciences. Four credits. (Offered in the first semester in conjunction with Philosophy 173 as part of the Humanities Sequence “Evolution: Conflict and Synthesis”.)

**Biology 84 — Population Biology**
An analysis of populations as the major unit of modern evolutionary biology from an ecological and a genetic perspective. Emphasis is placed upon the interaction between environmental and hereditary factors in influencing population characteristics. Prerequisite: an introductory course in biology which includes the basic principles of molecular and Mendelian genetics. Four credits. (Offered second semester.)

**Biology 90 — Animal Physiology**
A comparative approach to the functioning of cells, organs, and organisms. Major themes are homeostasis, coordination, and adaption to the environment. Topics discussed include: digestion, energy metabolism and thermal regulation, respiration and circulation, water balance, nerve, muscle, and sensory physiology, endocrine systems, and reproduction. Three lectures and one laboratory period. Laboratory optional. Prerequisite: Chemistry 11, 12. Four or five credits. (Offered second semester.)

**Biology 101 — Biochemistry I**
A detailed study of the chemistry of biological molecules, their structures, physical properties, and reactivity. Topics considered include: the structural chemistry of the major classes of biological compounds, enzymic and coenzymic catalysis together with bio-organic reaction mechanisms, bioenergetics and biochemical thermodynamics. This course should be taken in sequence with Biology 102. Prerequisites: chemistry through organic and permission of the instructor. Four credits. (Offered first semester.)

**Biology 102 — Biochemistry II**
A study of the cellular process at the molecular level. An emphasis is placed upon intermediary metabolism—e.g., glycolysis, biological oxidation photosynthesis—and its regulation. Biochemical explanations for phenomena such as gene expression, membrane structure and function, muscle contraction, and the immune response also are given. This course should be taken in sequence after Biology 101. Prerequisite: Biology 101. Four credits. (Offered second semester.)

**Biology 103 — Biochemistry I Laboratory**
This is the laboratory course to accompany Biology 101 which serves to introduce experimental methods for the characterization of biological molecules, including electrophoresis, column chromatography, isoelectric focusing, enzyme kinetics and the like. The chemistry of proteins is emphasized. Prerequisite or concurrent course: Biology 101. Two credits. (Offered first semester.)

**Biology 104 — Biochemistry II Laboratory**
This is the laboratory course to accompany Biology 102. The focus is upon in vitro elucidation of the chemical processes of the cell, including the expression of the genetic message in the synthesis of nucleic acids and proteins. Physical techniques for the isolation of biological molecules from cellular material, such as preparative ultracentrifugation, and for monitoring of intermediary activity, such as isotopic labeling, are introduced. Prerequisite or concurrent course: Biology 102. Two credits. (Offered second semester.)

**Biology 123 — Microbiology**
The origins and development of microbiology, the principles and practice of microbiological methods, the principal types of microbes, microbial metabolism and alternate pathways, and nutrition, growth, genetics, survival and ecology of microbes will be discussed. Laboratory activities focus on pure culture methods and diagnostic procedures. Three lectures and one laboratory period. Five credits. (Offered first semester.)
Biology 125 — Eucaryotic Cell Biology
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 cyto genetics, cytochemistry, histogenesis and tumorigenesis. Three lectures and laboratory by arrangement. Five credits. (Offered first semester.)

Biology 126 — Cell Physiology
Quantitative study of physiological processes in free-living procaryotic and eucaryotic cells. Topics include: statistical analysis of data, dynamics of cell growth and division, organelle function, membrane structure and function, eucaryotic genome structure, radiation biology. Laboratory exercises are an integral part of the course and involve quantitative measurements of physiological properties in single-celled organisms and their viruses. Three lectures and one laboratory period. Prerequisite: Biology 61. Prerequisite or concurrent course: Chemistry 24. Five credits. (Offered second semester.)

Biology 130 — Developmental Biology
The early development of eucaryotic organisms will be discussed from a molecular biological point of view. Particular emphasis will be on possible molecular explanations of the major events and processes of classical embryology. Present knowledge of translational and transcriptional control will be treated, and this material will serve as a background to the presentation of eucaryotic development from oogenesis to organ formation. Basic aspects of morphogenesis including cell movements and the phenomena of competence and induction will be discussed, with examples taken from a variety of systems. Four credits. (Offered second semester.)

Biology 132 — Developmental Biology Laboratory*
This is the laboratory to accompany Biology 130. The emphasis is upon the application of techniques for visualization of gene activity and elucidation of processes like gastrulation, regeneration and metamorphosis. Both plants and animals will be used for these studies. Two credits. (Offered second semester.)

Biology 141 — Vertebrate Endocrinology
A general course dealing with the anatomy and physiology of glands of internal secretion in representative vertebrates. Functional interrelationships of the endocrine organs and cellular effects of hormones and their mechanics of action (receptors, second messenger, etc.) will be emphasized. The functional morphology of the endocrine organs of vertebrates will be compared to those of invertebrates. Four credits. (Offered first semester.)

Biology 201, 202 — Undergraduate Research
Individual experimental investigation with associated literature study under the direct supervision of a member of the staff. The number of positions is limited; students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated, and should obtain a copy of the department’s policy statement regarding this course. Five credits each semester.

Biology 203, 204 — Advanced Topics in Biology
Seminar courses at an advanced level on selected subjects in the biological sciences, accompanied by intensive reading in the original scientific literature. These courses are offered as student interest warrants. Prerequisite: permission of instructor. Four credits each semester.

Biology 205, 206 — Directed Reading
An in-depth literature study of an individual topic of interest to the student under the tutorial supervision of a member of the staff. Prerequisite: permission of instructor. Four credits each semester.

*Each of these laboratory courses is taken as a fifth course. The course, while figured into the QPI, does not count toward the 32 courses required for graduation.
The curriculum of the Department of Chemistry is designed to provide students with 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 Chemistry 13, 14, 16 and 17. He is also advised to elect in his freshman year Mathematics 31 and 32. To continue in the chemistry curriculum the student must obtain a minimum grade of C in Chemistry 13 and 14. The minimum further requirements for the student who wishes to qualify for the Bachelor of Arts in Chemistry and plans a career as a professional chemist are Chemistry 21, 22, 27, 28, 55, 56, 58, 105, 107 and one course chosen from the 100 level courses. The student will confer with his departmental advisor regarding courses in mathematics, physics and modern languages. The curriculum of the department has been approved by the Committee of Professional Training of the American Chemical Society. Those who desire A.C.S. certification are required to elect Chemistry 101, either 106 or 108, and three other advanced chemistry courses. By arrangement with the chairman of the departments involved, a student may substitute an upper division course in physics, biology or mathematics for two of the chemistry courses. A student majoring in chemistry who wishes to fulfill premedical requirements must take the following chemistry courses: 13, 14, 17, 18; 21, 22, 27, 28, 55, 56, 57, 105, 107 and one upper division chemistry course. The student will confer with his departmental advisor regarding courses in mathematics, physics and biology. A student not majoring in chemistry who wishes to fulfill premedical requirements or who plans on majoring in biology can begin his chemistry requirements by electing Chemistry 11, 12, 17 and 18 in his freshman year. As noted above, a grade of C in chemistry 11 and 12 is the minimum acceptable grade for continuing in the chemistry curriculum. For the present, courses in Organic Chemistry, Chemistry 23, 24 and Organic Laboratory 25 and 26 complete the chemistry courses normally taken by biology majors and premedical students.

Chemistry 11 — General Principles of Chemistry I
The structure of matter is described by atomic and molecular theory in order to elucidate the nature and types of chemical bonding. Chemical calculations are thoroughly covered in the process of investigating stoichiometric problems, energy changes during reactions and the behavior of gases. As a prerequisite it is strongly recommended that the student have had high school courses in chemistry and physics, and have had better than average marks in high school mathematics. Four credits.

Chemistry 12 — General Principles of Chemistry II and Quantitative Analysis.
A continuation of Chemistry 11, this course deals with such topics as physical and chemical equilibria, acid-base systems and oxidation-reduction reactions. Chemistry 11, 12 is a prerequisite for continuing courses in chemistry. It is required for majors in biology and other majors who wish to fulfill premedical requirements. Students majoring in biology or seeking to fulfill medical requirements must complete Chemistry 11, 12 with an average of C or better prior to admission to courses in Organic Chemistry. Four credits.
Chemistry 13 — Structure and Bonding
After a fundamental treatment of stoichiometric and energy relationships in chemical reactions, equilibrium in chemistry is introduced. Applications include acid and base, gas phase, complex ion and electrochemical equilibria. Atomic theory and nuclear chemistry prepare the students for Chemistry 14. Four Credits.

Chemistry 14 — Inorganic I
Beginning with the structure of the atom, the course treats the bonding of molecules through the valence bond and molecular orbital theories. Particular attention is paid to the bonding characteristics of the transition metal coordination complexes. Elementary chemical kinetics are discussed in terms of describing the way molecules react with each other. Trends in the periodic table are correlated with characteristic properties and reactions of the elements. Four credits.

Chemistry 16 — Chemical Techniques Laboratory*
An integrated introduction to the chemical literature, to the methods of quantitative chemical analysis and to the basic laboratory techniques involved in the synthesis of organic and inorganic compounds. Techniques of gravimetric, volumetric and colorimetric analysis will be employed to determine molecular weights and composition of unknowns and synthesized compounds. Some experiments will encourage student ingenuity by avoiding "cookbook" directions. One lecture and two four-hour laboratory periods per week. Four credits.

Chemistry 17 — General Principles Laboratory*
This laboratory introduces the student to basic laboratory technique: stoichiometry, calorimetry, qualitative inorganic analysis, physical properties of molecules. One lecture and one three-hour laboratory per week. Two credits.

Chemistry 18 — Quantitative Analysis*
This course is a continuation of Chemistry 17. Quantitative Analytical procedures are explored: Volumetric, Gravimetric and Spectrophotometric techniques of analysis. One lecture and one three-hour laboratory per week. Two credits.

Chemistry 21 — Organic Chemistry I
This course is a study of organic compounds from two points of view: the chemistry of the functional group and modern structural theory and reaction mechanisms. The chemistry of aliphatic and aromatic hydrocarbons are studied in detail. Special emphasis is placed on stereochemistry and conformational analysis. Prerequisite: Grade of C or better in Chemistry II, 12, or 13, 14. Four credits.

Chemistry 22 — Organic Chemistry II
This course is a continuation of Chemistry 21. Alcohols, alkyl and aryl halides, aldehydes and ketones, organic acids and bases, and poly-functional compounds are discussed in detail. Four credits.

Chemistry 23 — Organic Chemistry I
This course is essentially the same as Chemistry 21. The relationship of organic chemical reactivity to chemical structure is discussed in the light of reaction mechanisms. This course is required for biology majors and others who wish to fulfill premedical requirements. Prerequisite: Grade of C or better in Chemistry 11, 12. Four credits.

Chemistry 24 — Organic Chemistry II
This course is a continuation of Chemistry 23 and is similar to Chemistry 22 but with more emphasis on organic compounds of biological importance. This course is required of all biology majors and others who wish to fulfill premedical requirements. Four credits.

Chemistry 25 — Organic Laboratory I*
This is the adjunct laboratory course of Chemistry 23 (and 24). In this first term, the students learn various techniques of separation and purification of organic compounds. There is an emphasis on one-step synthetic conversions which are examples of reactions studied in the lecture course. One hour of pre-laboratory instruction and one three-hour laboratory per week. Two credits.
Chemistry 26 - Organic Laboratory II*
The emphasis in this second term is on organic qualitative analysis. A series of unknown compounds are identified by the student from chemical and spectroscopic evidence. One hour of prelaboratory instruction and one three-hour laboratory per week. Two credits.

Chemistry 27 — Synthetic Methods Laboratory*
This laboratory course is designed to acquaint the student with modern procedures for preparation, isolation and characterization of organic and inorganic compounds. Students are introduced to the use of the chemical literature. One lecture and one four-hour laboratory per week. Prerequisite: Chemistry 16. Two credits.

Chemistry 28 — Advanced Synthetic Methods Laboratory*
This course is a continuation of Chemistry 27 and stresses more advanced techniques. Basic concepts of U.V., I.R., N.M.R., and Mass Spectroscopy are discussed. One lecture and one four-hour laboratory per week. Prerequisites: Chemistry 21 and 27. Two credits.

Chemistry 41 — Environmental Chemistry
This course will relate air and water pollution to both natural and anthropogenic chemical compounds. Sources, sinks and interactions of these compounds will be discussed. Prerequisite: high school chemistry or permission of instructor. Four credits.

Chemistry 42 — Alchemy
This course presents an historical development of man's understanding of chemical change and his successes and failures at bringing about such change for his own benefit. A special emphasis is placed on the principles of transmutation and combustion. In-class demonstrations are used to illustrate physical and chemical phenomena. There are no prerequisites. Restricted to students who have never taken a college chemistry course. Four credits.

Chemistry 44 — Chemistry and Society
A seminar designed to acquaint nonscience majors with chemistry as a human endeavor and help them acquire some appreciation of the benefits and limitations of science. Readings from the current popular and scientific literature will be examined to illustrate the relationships of science to society. Some of the basic concepts and principles of chemistry necessary for an understanding of environmental problems will be considered in detail. Four credits.

Chemistry 55, 56 — Physical Chemistry I and II
A study of the basic concepts, principles and methods of physical chemistry. Topics covered include molecular-kinetic theory, spectroscopy, thermodynamics, structure and properties of solutions, electrochemistry, kinetics and transport processes. Courses in integral and differential calculus and introductory physics are prerequisites. Eight credits.

Chemistry 57 — Biophysical Chemistry Laboratory*
A laboratory course designed to illustrate some of the principles of physical chemistry, to train in careful experimentation, to develop the habit of quantitative interpretation of physical properties and to encourage ability in research. Classical and modern experiments in kinetics, spectroscopy, thermochemistry, electrochemistry, transport properties and equilibria are performed. One lecture and two four-hour laboratories per week. Four credits.

Chemistry 58 — Physical Chemistry Laboratory*
This laboratory course is designed to complement Physical Chemistry 55, 56. In the laboratory one will test the more important physical and chemical laws and in doing so acquire the habit of exact chemical techniques and the quantitative interpretation thereof. Experiments in spectroscopy, thermochemistry, electrochemistry, colligative properties and phase equilibria are performed. One lecture and two four-hour laboratories per week. Four credits.

Chemistry 100 — Chemical Thermodynamics
This course develops the principles of chemical thermodynamics and includes applications. The fundamentals of statistical mechanics are also taught. Four credits.
Chemistry 101 — Advanced Inorganic Chemistry
Modern theories of bonding are used to discuss structural and dynamic features of inorganic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organometallic chemistry are studied with emphasis on catalysis or organic reactions. The role of inorganic chemistry in biological systems is also explored. Four credits.

Chemistry 102 — Advanced Organic Chemistry
Topics of interest from the current organic literature are discussed. Topics chosen in the past have been oxidations, photochemistry, organometallic chemistry, Woodward Hoffmann Rules, configurational and conformational analysis and the chemistry of phosphorous, boron and sulfur. Prerequisite: Chemistry 56. Four credits.

Chemistry 103 — Advanced Physical Chemistry
The goal of this one-semester course is to acquaint the student in a predominately non-mathematical treatment with molecular orbital theory and how this topic relates to the structure, bonding and reactions of a variety of molecular systems. Individual topics will include Hückel MO calculations and Woodward-Hoffmann Rules. Four credits.

Chemistry 104 — Synthetic Organic Chemistry
This course will provide students of advanced organic chemistry with an understanding of the scope, limitation and stereochemical consequences of selected groups of organic reactions. Individual topics will be discussed in the light of specific syntheses taken from the chemical literature. Students will be expected to give a seminar based on a specific synthesis or a general synthetic method. Four credits.

Chemistry 105 — Instrumental Chemistry Lecture
This course presents an introduction to the theory and practice of instrumental analysis. Methods described involve atomic and molecular spectroscopy, chromatography, nuclear magnetic resonance, mass spectrometry, and electrochemical techniques. For each method the theory, instrumentation and applications are discussed and an indication is given of the method's advantages and limitations. Four credits.

Chemistry 106 — 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 faculty. Periodically the students meet with the faculty and graduate students in seminar. The culmination of all research projects carried out under Chemistry 106 will be a research report in the form of a journal article as well as a seminar to be given during the spring semester. Course credits: Students must register for Undergraduate Investigation as a fifth course on a pass/fail basis during the fall semester. During the spring semester it should be registered as a fourth course for a letter grade. Four credits.

Chemistry 107 — Analytical Methods*
In this laboratory students acquire first-hand operating experience with the following equipment: atomic absorption, fluorescence, infrared, ultra violet, visible and proton magnetic resonance spectrometers, gas and high pressure liquid chromatographs, polargraphs and recording potentiometers. One lecture and two four-hour laboratories per week. Four credits.

Chemistry 108 — General Honors Research
Selection: Students interested in participating in the departmental honors program will be invited to submit applications to the departmental honors committee during the second semester of their sophomore year. The committee will review the student's performance to date and determine whether the student could reasonably benefit from the program. Program: Selected students will consult with each member of the department on research and will submit to the committee a first and second choice for research advisor. When possible, a student will be given his first choice. The student will then conduct with his research advisor an original research project culminating in a research thesis written during the last semester of the senior year. The thesis will be defended before the chemistry faculty. The student will be required to participate in the departmental seminar program. Requirements: Students' records of performance will
be evaluated each semester by the committee. Participants whose research or academic performance is inadequate will be dismissed from the program. Participants are expected to maintain an overall QPI of 3.0 and a minimum grade of B in major courses.

Course credits: Students must register for Honors Research as a fifth course on a pass/fail basis for each semester they participate in the program. During the last semester they will register in Honors Research as a fourth course for a letter grade. Students who successfully complete this program will be graduated with "Honors in Chemistry." Four credits.

Chemistry 110 — Bioorganic
This course is designed to introduce the student to the fields of medicinal chemistry and pharmacognosy. The isolation, elucidation of the structure, design, modification, metabolism and mechanism of action of drugs are discussed. Special emphasis is given to drugs that are natural products, e.g., morphine, quinine and penicillin. Prerequisite: Chemistry 22 or 24. Four credits.

Chemistry 116 — Natural Products
The chemistry of selected naturally occurring compounds is discussed. This will include classical methods of structure determination and biogenetic theory. Emphasis is placed on mechanisms of biochemical significance. Prerequisite: Chemistry 22 or 24. Four credits.

Chemistry 118 — Kinetics
This course presents an introduction to the principles of chemical kinetics along with modern applications. An intensive study of reaction rates, catalysis and mechanisms in both homogenous and heterogenous systems will be made. The transition-state theory will be amplified with restrictions. Prerequisite: Chemistry 56. Four credits.

*Each of these laboratory courses is taken as a fifth course. The course, while figured into the QPI, does not count toward the 32 courses required for graduation.
The College conducts courses in chemistry for graduate students leading to the Master of Science degree. Candidates must hold a baccalaureate degree from an accredited collegiate institution. An overall minimum quality point average of 2.5 is required (A = 4.00). 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/her 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. In the evaluation of candidates, their admission into the Master’s Program and the awarding of teaching assistantships, no criteria are employed which are based upon the sex, race, creed or national origin of the applicant. Thirty course credits, of which 10 are in research, are required for the degree. Students without the minimum number of undergraduate courses will have an opportunity to make them up. The residency is generally four semesters.

Chemistry 200 — Chemical Thermodynamics
This course develops the principles of chemical thermodynamics and includes applications. The fundamentals of statistical mechanics also are taught. Laboratory work comprises experiments in advanced physical chemistry with emphasis on thermodynamics. Required of all graduate students. Four credits.

Chemistry 201 — Advanced Inorganic Chemistry
Modern theories of bonding are used to discuss structural and dynamic features of inorganic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organometallic chemistry are studied with emphasis on catalysis of organic reactions. The role of inorganic chemistry in biological systems is also explored. Four credits.

Chemistry 202 — Advanced Organic Chemistry
Topics of interest from the current organic literature are discussed. Topics chosen in the past have been oxidations, photochemistry, organometallic chemistry, Woodward-Hoffman Rules, configurational and conformational analysis, and the chemistry of phosphorus, boron and sulfur. Four credits.

Chemistry 203 — Advanced Physical Chemistry
The goal of this one-semester course is to acquaint the student in a predominately non-mathematical treatment with molecular orbital theory and how this topic relates to the structure, bonding and reactions of a variety of molecular systems. Individual topics will include Huckel MO calculations and Woodward-Hoffmann Rules. Four credits.

Chemistry 204 — Synthetic Organic Chemistry
This course will provide students of advanced organic chemistry with an understanding of the scope, limitation and stereochemical consequences of selected groups of organic reactions. Individual topics will be discussed in the light of specific syntheses taken from the chemical literature. Students will be expected to give a seminar based on a specific synthesis or a general synthetic method. Four credits.
Chemistry 210 — Bioorganic
This course is designed to introduce the student to the fields of medicinal chemistry and pharmacognosy. The isolation, elucidation of the structure, design, modification, metabolism and mechanism of action of drugs are discussed. Special emphasis is given to drugs that are natural products, e.g., morphine, quinine and penicillin. Four credits.

Chemistry 211, 212 — Department Seminar
One hour per week. One credit for each semester. Total credits not to exceed two.

Chemistry 213, 214 — 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 faculty. Research may be continued through four semesters. Twelve credits.

Chemistry 216 — Natural Products
The chemistry of selected naturally occurring compounds is discussed. This will include classical methods of structure determination and biogenetic theory. Emphasis is placed on mechanisms of biochemical significance. Four credits.

Faculty and Areas of Research

Equipment Facilities
Major items of equipment to support the varied research activities include: Nuclear Magnetic Resonance Spectrometer, Recording Infrared and UV-VIS Spectrophotometers, Vapor Phase Chromatographs, Atomic Absorption Spectrometer, Fluorescence Spectrometer, UV Flow Analyzer and High Pressure Liquid Chromatograph. Each professor has his or her own research laboratory containing special equipment for individual and directed research. The Data Processing Center has IBM 370-125 and DEC VAX 11/780 Computers available for students. The Science Library has 25,000 active volumes and 5,000 in storage.

Assistantships
Teaching assistantships are available carrying a stipend up to $3,000 for 10 months along with remission of tuition. Assistants will devote not more than nine hours per week as laboratory instructors.

FOR FURTHER INFORMATION
Write to:
Director, Graduate Division
Department of Chemistry
College of the Holy Cross
Worcester, Mass. 01610
Department of Classics

Associate Professors: Carlson, FitzGerald (Chairman), Hamilton, Happe, Healey, Lavery, Ziobro; Assistant Professors: Banks, Kelly, Loewy, Mondi, Nagy

The curriculum of the Classics Department is formed around two principles. First, the liberal arts college student is afforded the opportunity to study the Greek and Roman sources of Western culture. Thus, courses on the introductory, intermediate, and advanced level in Greek and Latin are available to all students, as well as courses in Greek and Roman history, politics, religion, archaeology, mythology, and literature given in English. In the context of modern education, the department recognizes its obligation to provide courses designed for the cultural development of the non-classics major, and its offerings reflect its efforts in this direction. Secondly, the student who intends to make the study of the classics his or her major field is provided with a wide selection of courses, seminars, and tutorials.

A minimum of 10 courses is required for a major in Classics, suitably distributed among Latin, Greek, and courses in English which are appropriate to an individual’s major program. Depending on the student’s background and interest, he may concentrate on one of the two languages with minimal requirements in the other. Normally, Latin 1, 2 (Introduction to Latin), or 5 (Intensive Introduction to Latin) are not counted in the minimum of 10 courses, but they are counted in the maximum of 14 courses allowable for a Classics major. A major may take a survey course in Greek and/or Latin literature taught in translation only after consultation with his advisor and/or the chairman of the department. The department is in a position to provide a uniquely personal curriculum for its majors and the details of their program are determined accordingly.

The Department of Classics also participates in the Interdisciplinary Humanities Program. Courses sometimes taught in the Sequences are noted below.

The Department of Classics offers two classics scholarships—The Henry Bean Classics Scholarships—to high school seniors with distinguished academic records who plan to major in the classics at Holy Cross. Candidates should address inquiries to Chairman, Department of Classics, Holy Cross College, Worcester, Mass. 01610.

Latin

Latin 1, 2 — Introduction to Latin
A grammar course introducing the student to the Latin language and its literature. Eight credits.

Latin 5 — Intensive Introduction to Latin (one semester)
Latin grammar, covered in one semester, and a limited amount of reading at the end of the course, with a view toward preparing the student for Intermediate Latin. Four credits.

Latin 13, 14 — Intermediate Latin
For those who have completed 2 years of pre-college Latin or Latin 1 and 2, or 5. Eight credits.

Latin 115 — Readings in Latin
A survey of Latin Literature from its early remains to the Silver Age. Selected authors will be read in the original with analysis and discussion of each text. Four credits.

Latin 120 — Sallust and Livy
A reading of the complete works of Sallust and selected books of Livy. Study of the sources and methods of Roman historiography. Four credits.
Latin 121 — Tacitus, Major or Minor Works
This course will study either the Annals or The Histories, Agricola and Germania of Tacitus in the original. Four credits.

Latin 122 — Cicero's Speeches
Selected orations of Cicero will be read in the original. Emphasis will be placed on rhetorical analysis and interpretation of historical and political developments of the first century B.C. Four credits.

Latin 123 — Roman Letter Writers
Selected letters of Cicero and Pliny will be read in the original Latin. Supplementary reading of selected Senecan letters in English. Historical background. Development of letter writing as a literary form. Four credits.

Latin 124 — The Satires of Juvenal
The meaning and form of Roman satire are observed in selected works of Horace and Juvenal. Four credits.

Latin 125 — Petronius
A textual analysis of the Satyricon and its reflection of the reign of Nero and the social, religious, and political developments in the first century A.D. Selections from Seneca and Suetonius will be considered as well as the influence of Petronius on later literature and art. Four credits.

Latin 126 — Lucretius
An extensive examination of the poetic and philosophic message of Lucretius' Epicurean gospel, the De rerum natura. Four credits.

Latin 127 — Seneca
A study of Roman Stoicism through a close examination of selected letters and dialogues of Seneca. One Senecan tragedy will also be included, with attention to the author's use of drama as a vehicle for philosophical indoctrination. Four credits.

Latin 128 — Cicero's Philosophical Works
A study of Cicero's position in the Graeco-Roman philosophical tradition through an intensive examination of selections from his essays. Four credits.

Latin 143 — Horace
Selected prose from the four books of Odes will be read in the original. Emphasis will be placed on literary analysis and interpretation. In addition students will read a sampling of Horace's other poetic works in the original. Four credits.

Latin 144 — Catullus
A literary study and analysis of all the poems of Catullus. Four credits.

Latin 150 — Early Christian Literature
Reading in the original of selected works from the Patristic period. Four credits.

Latin 151 — Medieval Latin
A millennium of Late and Medieval Latin (374-1374), religious and secular. Selected readings from the chronicles, biographies, poems, and satires. Four credits.

Latin 152 — Vergil: Aeneid
A study in depth of Vergil's epic with emphasis on its literary artistry. The class will read about six books of the poem in the original Latin. Four credits.

Latin 153 — Eclogues and Georgics
The development of pastoral and agricultural poetry. Rome as exemplified in Vergil's two poetic masterpieces, Eclogues and Georgics. Four credits.

Latin 154 — Roman Comedy
Selected plays of Plautus and Terence read in Latin combined with a study of the Greek sources of Roman comedy. Four credits.

Latin 156 — Ovid's Metamorphoses
A close examination of the literary artistry of a number of individual stories in the Metamorphoses. Four credits.
Latin 167 — Elegiac
A study of the elegiac tradition in Roman poetry. The major representative authors will be read: Propertius, Tibullus and Ovid. Special emphasis will be placed on the conventions of the love elegy. Four credits.

Latin 301 - 302 — Tutorial Seminar
Designed for selected students with approval of professor and chairman. This work may be done for one or two semesters (four or eight credits) and will take the form of either a survey of selected authors or a specialized study of a single author or period. Four or eight credits.

Greek
Greek 1, 2 — Introduction to Greek
A first course in the Greek language involving a systematic investigation of Attic Greek through a logical and intensive study of grammar, syntax, and vocabulary in the fall semester leading to the reading of selected classical texts in the spring semester. Eight credits.

Greek 5 — Intensive Introduction to Greek (one semester)
Greek grammar, covered in one semester, and a limited amount of reading at the end of the course, with a view toward preparing the student for Intermediate Greek. Four credits.

Greek 13, 14 — Intermediate Greek
Readings and textual study of Greek prose authors and the poetry of Greece. Offered mainly for students who have completed Greek 1 and 2 or 5 or have had two years of pre-college Greek. Eight credits.

Greek 116 — Readings in Greek
A survey of Greek literature from Homer to Plato. Selected authors will be read in the original with analysis and discussion of each text. Four credits.

Greek 125 — The Question of Socrates
A study of Plato’s Apology, Crito and Phaedo supplemented by Xenophon’s Apology and Memorabilia. Four credits.

Greek 126 — Plato: Selected Dialogues
A study of selected Platonic Dialogues. The dialogues selected will vary but will not include those studied in Greek 125. Four credits.

Greek 130 — Greek Lyric Poetry
A survey in the original Greek of the major writers of drinking and fighting songs, of political and personal songs, of sports songs and love songs from about 650 B.C. to 450 B.C. Knowledge (at least through English translation) of Homer, Hesiod and the Homeric Hymns will be presumed. Four credits.

Greek 131 — Greek Pastoral
Selections from Theocritus, with a consideration of his influence on later pastoral. Four credits.

Greek 132 — Epic: Homer
A reading of selected books of the Iliad and Odyssey with special attention to their literary value as well as to problems of oral composition, metrics, linguistics, authorship and text-history. Four credits.

Greek 140 — Herodotus
An examination of selected passages from Herodotus’ account of the Persian Wars. Four credits.

Greek 141 — Thucydides
A survey in depth of Thucydides’ History of the Peloponnesian War. Extensive sections of historical and artistic significance will be read in the original Greek. Four credits.

Greek 150 — Hesiod/Homeric Hymns
A study of the Greek text of Hesiod, the Theogony, The Works and Days, the Shield and the important fragments. Also the corpus of the Homeric Hymns. Background material
of Greek religion in the archaic age and the social and economic conditions of Greek peasant life will be discussed. Four credits.

**Greek 151 — Attic Orators**
Selected speeches from the Attic Orators such as Antiphon, Andocides, Lysias and/or Demosthenes will be read in the original combined with a rhetorical analysis and a study of the historical and political events of the late fifth and fourth centuries B.C. Four credits.

**Greek 152 — Patristic Greek**
From the first four centuries of the Church's literature, a special author or group of authors will be studied in detail with special attention to the political, religious and literary context of the period. Four credits.

**Greek 160 — Aeschylus**
A study of two plays of Aeschylus in the original with special attention to his role in the development of Greek drama in the fifth century Athens. Four credits.

**Greek 161 — Sophocles**
The text of the *Life* of Sophocles and selected plays; investigation of the origin of the Greek theatre and its physical structure; extensive investigation of twentieth century literary criticism of Sophocles. Four credits.

**Greek 162 — Euripides**
An analysis of two plays in Greek, with special attention to Euripides' dramatic technique. Four credits.

**Greek 163 — Aristophanes**
Selected plays will be read in the original. Historical backgrounds, literary interpretation and study of the genre, comedy emphasized. Four credits.

**Greek 301, 302 — Tutorial Seminar**
Designed for selected students with approval of professor and chairman. This work may be done for one or two semesters (four or eight credits) and will take the form of either a survey of selected authors or a specialized study of a single author or period. Four or eight credits.

**Classics (in English)**

**Classics 127, 128 — Survey of Classical Literature in English**
The objective of this introductory course is a beginning acquaintance and a reasonable interpretation of a number of major works of Greek (one semester) and Latin (one semester) authors. (Section 1 of this course is taught as part of Humanities Sequence VI — Ancient Origins of the Western Civilization, and is reserved for freshmen.) Eight credits.

**Classics 129, 130 — Latin Literature in Translation**
Late Republican and Early Imperial Literature and Art. Eight credits.

**Classics 131 — Classical America**
A study of selected topics concerning the influences of the Classical Heritage on Colonial and Early Republic education, political philosophy, art and architecture. (This course is also taught as part of Humanities Sequence XII: Culture and Community in Early America.) Four credits.

**Classics 133 — Greek Drama**
Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Menander. Four credits.

**Classics 134 — Greek and Roman Epic**
Readings in Homer, Apollonius, Vergil and Lucan. Four credits.

**Classics 135 — Greek Literature to 500 B.C.**
A close look at the foundation blocks of Greek literature via The Iliad and The Odyssey, Hesiod's Works and Days and Theogony, the Homeric Hymns, the Greek lyric and elegiac poets. Ancient readings are balanced by parallels in modern literature (Kon-Tiki, Dive, and Alive) and both are illustrated with slides and films. (Fall semester; freshmen only.) Four credits.
Classics 136 — Fifth Century Greek Literature  
This course studies the interaction of current events and contemporary theatre in fifth century Athens as revealed in the historical writings of Herodotus and Thucydides and in the plays of Aeschylus, Sophocles, Euripides and Aristophanes. (Spring semester.) Four credits.

Classics 138 — Selected Greek Tragedies  
A detailed, often line-by-line study of the artistic, cultural, philosophical and theological significance of selected plays of either Aeschylus or Sophocles or Euripides. Four credits.

Classics 146 — Roman Letter Writers  
A study of three distinct types of Latin epistolography, as exemplified in the letters of Cicero, Seneca and Pliny. Four credits.

Classics 150 — Introduction to Roman Archaeology  
The chronological limits of this course are: eighth B.C.-second A.D., the geographical: Latium and Campania. Introductory lectures will discuss the role of the Etruscans and Greeks in the rise of Roman civilization. Principal sites, their history and monuments will be discussed. Reading knowledge of Latin not required. Basic knowledge of Roman history helpful. (This course is also taught as part of Humanities Sequence V: Roman Art and Archaeology.) Four credits.

Classics 151 — Mythology  
An exploration of the significance of myths, their meanings and functions in the cultures of Greece and Rome. Special attention will be given to more recent developments in the study of myths and their relation to rituals and folktales. Babylonian, Egyptian, Hindu and American Indian mythology will be used for comparative purposes. (This course is also taught as part of Humanities Sequence X: Mythology: Nova et Vèræa.) Four credits.

Classics 152 — Introduction to Greek Archaeology  
A study of the Bronze Age sites of Minoan Crete and Mycenaean Greece and of the archaic and classical remains of the Athenian acropolis and agora. Four credits.

Classics 153 — Topics in Greek Archaeology  
A study of specific topics such as the principal religious shrines of Greece or the history of the city of Athens from the Stone Age to Hellenistic times or the Greek cities of Asia Minor. Four credits.

Classics 157 — (HIS 141) - History of Greece  
A study of Greek history from the beginnings to the death of Alexander. Four credits.

Classics 158 (HIS 143) — History of the Roman Republic  
A study of Rome from the regal period to the Battle of Actium (31 B.C.) with emphasis on the political and social forces that culminated in a century of revolution (133-31 B.C.) and led to the establishment of the Principate. Four credits.

Classics 159 (HIS 144) — History of the Roman Empire  
A survey of Roman imperial civilization from the Principate of Augustus (27 B.C.) to the death of Diocletian (305 A.D.). The course will concentrate on the sources for this period: the historians, inscriptions, monuments, and coins. Four credits.

Classics 160 — Plutarch's Works  
A study of selected biographies and passages from the Moralia as reflections of the Graeco-Roman experience. Four credits.

Classics 170 — Oral Tradition Poetry  
A comparative study of the European and Asiatic oral epic traditions which culminated in such works as the Homeric poems, the Gilgamesh epic, Beowulf, the Song of Roland, the poem of the Cid, the Nibelungenlied, and the epics of ancient India. Four credits.

Classics 173 — The Art of Ancient Rhetoric  
This course will attempt to study the effect of oratory or public speaking from the
judicial and legislative system of Ancient and Republican Rome as well as upon the other verbal arts. Four credits.

**Classics 175 — Classical Comics**
A study of the comic spirit in Greek and Roman literature. Four credits.

**Classics 190 (RS 35) — Greek Religion**
A study of the main beliefs, movements, rites, and practices of Greek religion from earliest times to the advent of Christianity. Four credits.

**Classics 191 (RS 36) — Roman Religion**
A study of the principal religious cults of the Roman people from earliest times until the advent of Christianity. Four credits.

**Classics 195 — Introduction to St. Augustine**
Readings in *De Doctrina Christiana, Libri Confessionum* and *De Civitate Dei*. Open to non-classics majors, with parallel syllabus in translation. (Knowledge of Latin not required.) Four credits.

**Classics 216 — Seminar in Ancient Epic: Vergil’s Aeneid in English (for non-majors only)**
Advanced literary criticism of the *Aeneid* through thorough reading, secondary sources, frequent short papers, and seminar discussion. Emphasis is on: structure, imagery, the transformation of Homer and the perspective of Roman heroism. The level of discussion presupposes a number of readings of the *Aeneid* in multiple translations. Four credits.

**Classics 217 — Seminar in Greek Drama (for non-majors only)**
Intensive reading of texts (in translation) of selected Greek plays dealing with a common theme, e.g., *the House of Atreus*. Reading and discussion of critical literature. Study of the archaeology and staging technique of Greek theatre. Four credits.

**Classics 220, 221 — Classical Theatre Seminar**
A study of the beginnings of theatre for beginners in theatre, this course tries to lead freshmen to both the Ancient Greek theatre and to the modern theatre and their actual practices backstage and on. The content of this course changes each year. Four or eight credits.

**Classics 301, 302 — Tutorial Seminar**
Designed for selected students with approval of professor and chairman. Particular areas of classical civilization and/or literature may be studied for one or two semesters. Four or eight credits.
Department of Economics

Professor: Petrella; Associate Professors: Judge, J.F. O'Connell (Chairman), Sanchez; Assistant Professors: Carter, Marino, J.D. O'Connell; Instructors: Cross, Grubaugh, Gottschang, Larson, E. Shea; Visiting Lecturers: Fahey, Gamel, Queenan.

The curriculum of the department allows for either of two avenues of development: economics or accounting. The Economics program is designed to provide students with the necessary theoretical foundation and applied methodology to analyze current economic problems rationally and responsibly. To achieve this, the curriculum combines courses in quantitative methods (mathematics and statistics) with introductory and intermediate courses in economic theory and methodology. While maintaining the liberal arts tradition, the Accounting program offers those courses necessary to assume positions in public, private or government accounting.

The Economics Major

The minimum requirement for the economics major (including the premed economics major) is nine semester courses in economics and two semester courses in mathematics. (The maximum number of semester courses in the department which may be taken by an economics major is fourteen).

Economics courses are numbered 00-69, 100-169, 200-269, and 300.

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<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Freshman</td>
<td>Mathematics 25, 26 (Calculus)</td>
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<td>Economics 11, 12 (Principles)</td>
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<td>Sophomore</td>
<td>Economics 155, 156 (Micro/Macro)</td>
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<td>Economics 149 (Statistics)</td>
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<td>Sophomore-Junior</td>
<td>Economics Electives</td>
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Of the four economics electives, at least three must be courses having Microeconomics (Economics 155), Macroeconomics (Economics 156) or both as prerequisites. These upper-division courses vary from year to year, thus providing the student with applied work in areas of immediate economic interest. They are numbered between 200 and 269. Additional work in mathematics and computer science is recommended for students planning to pursue graduate degrees in either business or economics.

Students may choose to major in economics in either their freshman, sophomore or, in some cases, the beginning of their junior year.

The Economics/Accounting Major

The requirements for the economics/accounting major are ten semester courses in accounting and law, a minimum of four and a maximum of six semester courses in economics, and two semester courses in mathematics (Mathematics 25, 26). (The maximum number of semester courses in the department which may be taken by an economics/accounting major is sixteen.)

Accounting courses are numbered 70-99, 170-199, 270-299, and 371. The normal order of courses for a freshman choosing to major in accounting is:
Freshman
Mathematics 25, 26 (Calculus) 2
Economics 71, 72 (Fin. & Adm. Acctg.) 2
Sophomore
Economics 177-178 (Asset & Equity) 2
Economics 11, 12 (Principles) 2
Junior
Economics 289 (Cost Acctg. - fall) 1
Economics 149 (Statistics - fall) 1
Economics 290 (Adv. Acctg. - spring) 1
Economics - (Eco. 100-169 or 175 - spring) 1
Senior
Economics 287, 288 (Business Law) 2
Economics 291 (Auditing - fall) 1
Economics 292 (Fed. Inc. Tax - spring) 1

It is strongly recommended that accounting majors choose their economics electives from the following: Corporation Finance (Economics 175), Money and Banking (Economics 117), Microeconomics (Economics 155), Macroeconomics (Economics 156), and Operations Research (Economics 126). Accounting majors are required to take the AICPA Level I and Level II achievement examinations.

Space permitting, students may be allowed to transfer into accounting in their sophomore year. Generally, the available openings are allocated on the basis of academic performance at the College.

Many accounting majors have sitting for the C.P.A. examination as an objective. Since the requirements to sit for the examination differ among states, prospective students are strongly urged to check the requirements in those states of particular interest to them and adjust their schedules accordingly within the above framework. Professor Francis A. Marino is the coordinator of such information within the economics department.

Non-majors
Non-majors who have had Economics 11, 12 are able to elect many of the offerings within the department. Economics 81 and 82 do not require the Economics 11, 12 prerequisite.

Those students who wish a one semester course in economics may elect either semester of the Principles of Economics. In general, the student desiring a one-semester overview of economics is advised to take Economics 11 (Macro Principles). However, the department strongly recommends the full year sequence in Principles, especially if the student plans to take additional electives in economics which normally have the 11; 12 prerequisite.

Economics 11, 12 — Principles of Economics
This course develops principles which explain the operation of the economy and suggest alternative policy solutions to contemporary economic problems. The first semester (macro) develops the principles of national income analysis, money, economic growth and international trade. The second semester (micro) establishes principles governing commodity and resource pricing under different market conditions and the distribution of income. Eight credits.

Economics 14 — Price and Economic Value
A study of the principles governing commodity and resource pricing under different market conditions and the distribution of income and commodities. This course is part of the Humanities Sequence entitled Economics, Values and the Human Condition, and may be used in place of Economics 12 in fulfillment of the Economics major. Four credits.
Economics 16 — Economic Systems in Modern Latin America
This course studies the different economic arrangements which Latin American countries have developed to attain their economic goals. The course places particular emphasis on the accumulation of human and physical capital, the distribution of income, the effectiveness of the bureaucracy, economic independence and human migration. The course also covers Marxism as an economic system. This course is part of the Humanities Sequence, Modern Latin America: Emerging Forms Amidst Cultural Change. It does not count in fulfillment of either the Economics or Economics/Accounting major. Four credits.

Economics 71, 72 — Financial and Administrative Accounting
A study of the fundamental principles of accounting for proprietorships, partnerships, and corporations, and of the basic theory underlying these principles. The course also considers the managerial uses of accounting data in such areas as credit and investment decisions, choice of financing, expansion or contraction of operations, and establishment of dividend policy. Intended for freshman accounting majors only. Eight credits.

Economics 81, 82 — Financial and Administrative Accounting
Same as Economics 71, 72. Intended for students other than freshman accounting majors. Eight credits.

Economics 115 — Economic History of the United States
This course investigates the development of the American economy from colonial days to the present. Special emphasis is placed on the pattern of economic growth, in particular the interplay of economic principles and institutional forces shaping the transition from an agricultural to an industrialized economy. Prerequisites: Economics 11, 12. Four credits.

Economics 116 — Origins of Economic Analysis
This course considers the 18th and 19th century roots of the analytical tradition in economics. Concentration is on the major themes of classical economics: value and distribution theory, growth and development theory, monetary analysis, and the theory of economic policy. Moreover, each theme is appraised in view of its pre-classical origins and its impact on later schools of thought. Prerequisites: Economics 11, 12. Four credits.

Economics 117 - Money and Banking
This course investigates those economic principles governing the institutions of money, credit and banking. Special emphasis is placed on the control mechanisms of the central banking system and the integration of income and monetary theory. Specific applications of the theory are made to contemporary questions of macroeconomic policy. Prerequisites: Economics 11, 12. Four credits.

Economics 118 — Urban Economics
Modes of economic analysis appropriate for analyzing the complex problems of the urban community are developed. Attention is focused on an increased understanding of the emerging policy issues facing cities. Special emphasis is given to the following: location and growth of cities; poverty and urban labor markets; social welfare and externalities; and policy formation for urban development. Prerequisites: Economics 11, 12. Four credits.

Economics 119 — Regional Economics
This course examines the theoretical constructs and practical aspects appropriate for the economic analysis of regions. Emphasis is placed on the following: industrial location theory; population and migration; income distribution; and the role of government in solving regional problems. Several analytical techniques will be covered including economic base method, interregional input-output analysis and linear programming. Prerequisites: Economics 11, 12. Four credits.

Economics 120 — International Economics
The measurement and evaluation of a country's balance of payments are studied along with the balance of payments adjustment processes which occur under different
exchange rate systems and different international monetary systems. The evolution of the present system is discussed and the basic theories of international trade and investment are outlined. Prerequisites: Economics 11, 12. Four credits.

Economics 121 — Economic Development of Modern China
The goal of this course is to provide the student with a sophisticated understanding of economic development in the People's Republic of China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949. Prerequisites: Economics 11, 12, or permission. Four credits.

Economics 122 — Industrial Relations
A critical examination of the industrial relations system within the context of the American economic system, focusing on the functions of management, labor, government and law in an industrialized society. The goal of the course is to develop a model of the industrial relations system. Prerequisites: Economics 11, 12. Four credits.

Economics 123 — Economics of Property Rights
This course investigates the rise of different structures of property rights and the consequences of these structures. Special emphasis is given to Coase's theorem, the impact of spillover costs and benefits, the establishment of liability rules, eminent domain, and the management of the commons. The course studies the economic behavior of the bureaucracy and of the labor-managed firm. Prerequisites: Economics 11, 12. Four credits.

Economics 124 — Economics of Natural Resources
The application of economic principles to the use of natural resources will be stressed. Topics will include the optimal rate of use of finite and renewable resources, resource constraints on growth and technological change, demand for natural resources, the relations between resource-providing and resource-using countries, and the examination of policies towards resource use. Prerequisites: Economics 11, 12. Four credits.

Economics 125 — Public Finance
A study of economic problems of the public sector focusing upon the use of resources, the distribution of income, and the level of employment. Four general topics are addressed: public expenditures, taxation, intergovernmental fiscal relationships in a federal system, macroeconomic policy. Prerequisites: Economics 11, 12. Four credits.

Economics 126 — Operations Research
This course is designed to acquaint the student with decision-making, the application of mathematical and statistical techniques to economic and business problems. Emphasis is placed upon the optimization of an objective, subject to constraints upon available action. Linear optimization models are treated in depth. Prerequisites: Economics 11, 12; Mathematics 25, 26. Four credits.

Economics 128 — Comparative Economic Systems
The first segment of this course develops an analytical framework for the comparison of economic systems. The second part utilizes this framework to examine and compare major economic systems, including those of the United States, the Soviet Union, China, Yugoslavia, Hungary, and France. Prerequisites: Economics 11, 12. Four credits.

Economics 132 — The Economics of Discrimination
Both microeconomic and macroeconomic frameworks are utilized to examine the impact of economic discrimination upon the allocation of resources in the product and factor markets. Resulting problem areas are critically examined including those of income inequities, housing, education, health, and crime. Contemporary and radical economic solutions are evaluated. Prerequisites: Economics 11, 12. Four credits.

Economics 149 — Statistics
An introduction to statistical methods emphasizing the statistical tools most frequently used in economic analysis. Topics include descriptive statistics, probability theory, random variables and their probability distributions, estimation, hypothesis testing, and linear regression analysis. Prerequisites: Economics 11, 12. Four credits.
Economics 155 — Microeconomics
This is an analysis of the economic behavior of the household and the business sectors and their interrelations within the market. Price and resource allocations in the following market structures are considered: pure competition, monopolistic competition, oligopoly, monopoly, and monopsony. The course concludes with a discussion of general equilibrium and the welfare implications thereof. Prerequisites: Mathematics 25, 26; Economics 11, 12. Four credits.

Economics 156 — Macroeconomics
This course studies aggregate economic behavior as determined by interactions between the product, the money, and the labor markets. The variables focused upon are the general levels of prices, of national income, and of employment. Applications of the theory are made and policy inferences are drawn with respect to business cycles, inflation, growth and development, and international trade. Prerequisites: Mathematics 25, 26; Economics 11, 12. Four credits.

Economics 172 — Accounting for Managerial Decisions
This course stresses accounting as a tool for managerial control. The course considers such subjects as the analysis and use of financial statement data, budgeting and the setting of standards, working capital flow analysis, product costing and cost control, the pricing decision, and accounting and control in decentralized operations. Prerequisites: Economics 81, 82. Four credits.

Economics 174 — Accounting for Non Profit Organizations
The objective of this course is to provide a firm grasp of the principles of fund accounting as they relate to governmental and philanthropic entities, and to familiarize students with financial reporting practices of the not-for-profit sector. Municipal fund accounting is used as a model, with consideration given to adapting the model to hospitals and colleges. Budgeting, types and uses of funds, and the lack of pervasive accounting principles will be covered. Prerequisites: Economics 81, 82. Four credits.

Economics 175 — Corporation Finance
The topics covered in this course include management of assets, tax factors in business decisions, the various sources of capital, both short-term and long-term, financing with debt versus financing with equity, the roles of the investment banker and the securities exchange, the expansion and growth of business firms, and the treatment of financially distressed business firms. Prerequisites: Economics 11, 12. Four credits.

Economics 177, 178 — Asset and Equity Accounting
This course in intermediate accounting offers a thorough study of the proper valuation of assets, liabilities, and owner's equity, and the related problems of the proper matching of revenues and expenses. Other topics covered include preparation of the statement of changes in financial position, analysis and interpretation of financial statements, and financial statements adjusted for general price-level changes. Prerequisites: Economics 71, 72. Eight credits.

Economics 201 — Contemporary Marxist Economic Analysis
This course examines the development of Marxian economics. Major concentration is on Marx's economics, its relation to the classical tradition and Keynesian economics and its expression in contemporary modes of Marxist analysis concerning the operation and future development of capitalism. Prerequisites: Economics 155, 156 or permission. Four credits.

Economics 202 — Industrial Organization and Public Policy
The first half of this course will consist of a study of the theoretical and empirical relationships between market structure, conduct and performance in American industry. The knowledge gained therefrom will then be used to evaluate U.S. antitrust policy. A number of industry case studies and landmark court decisions will be read. Prerequisite: Economics 155. Four credits.

Economics 203 — Economics of Human Resources
This course analyzes the labor market in light of recent developments in economic theory. The following areas are explored: labor force participation studies, human
capital theory, and marginal productivity theory. Interferences with the market through legislation, discrimination and labor unions and the interactions between the labor market and other sectors of the economy are considered. Prerequisite: Economics 155. Four credits.

**Economics 205 — 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. Prerequisites: Economics 155, 156. Four credits.

**Economics 206 — Econometrics**
This is a study of the use of statistical inference to test economic theory. Probability distributions, properties of estimators, multiple regression and correlation analysis, and simultaneous equation systems are considered. A quantitative research paper is expected. Prerequisites: Economics 155, 156. Four credits.

**Economics 207 — The Theory of International Trade**
This course will examine the effects of the economic relations among countries. Emphasis will be placed on the theoretical issues of the causes and gains of international trade as well as the effects of government policies, tariffs, quotas, taxes, etc. The nature of the Balance of Payments and the process of its adjustment will also be studied. Prerequisites: Economics 155, 156. Four credits.

**Economics 211 — Welfare Economics**
Pareto optimality conditions and the “principle of second best” are analyzed along with Bergsonian social welfare functions. Applications are made to the general area of social choice and individual values and then to more specific areas such as: public regulation and optimal taxation; education; health care; income transfers; pollution and natural resources. Prerequisite: Economics 155. Four credits.

**Economics 212 — Monetary Theory**
This course is designed to provide a thorough understanding of the role of money in the economy. The course begins with an investigation of the quantity theory of money and alternative theories of money demand and supply. Subsequently, the impact of money on prices, interest rates, and output will be explored. The course concludes with an examination of issues in monetary policy. Prerequisites: Economics 155, 156. Four credits.

**Economics 213 — Mathematics for Economists**
The object is to provide a mathematical background to students interested in pursuing a quantitative approach to economics or business. The following are considered: sets, functions and limits, differential and integral calculus, and matrix algebra. Applications are made to the set-theoretic approach to economic theory, extremum problems subject to constraints, and general systems analysis. Prerequisites: Economics 155, 156. Four credits.

**Economics 287, 288 — 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. Prerequisites: Economics 171, 172. Eight credits.

**Economics 289 — Cost Accounting**
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. Prerequisites: Economics 171, 172. Four credits.

**Economics 290 — Advanced Accounting**
This course covers advanced problems relating to partnership formation, operation, and liquidation; a study of corporate business combinations and consolidated financial
statements under the pooling and purchase accounting concepts; and other accounting topics such as installment sales, consignments, branch accounting, bankruptcy and corporate reorganizations. Prerequisite: Economics 289. Four credits.

**Economics 291 — Auditing**
Consideration is given to the theory and practice of auditing including professional ethics, professional standards and procedures, and the legal environment in which the auditor functions. Emphasis is placed on the role of internal control and the impact of electronic data processing. Other topics include sampling techniques, both judgmental and statistical; the auditor’s reporting responsibilities; and the nature of evidential matter. Prerequisite: Economics 290. Four credits.

**Economics 292 — Federal Income Taxation**
A study of the federal income tax laws as they relate to individuals, partnerships, and corporations, with special emphasis upon tax planning. Consideration is also given to the history of the federal income tax, various proposals for tax reform, and the use of tax policy to achieve economic and social objectives. Prerequisites: Economics 171, 172. Four credits.

**Economics 300 — Directed Readings In Economics**
A program in reading and research open to majors with a minimum CQPI of 3.25. Prerequisite: permission of instructor. Four credits.

**Economics 371 — Federal Tax Policy Seminar**
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 consideration of 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. Prerequisite: Economics 292. Four credits.
Department of Education

Assistant Professor: Maguire (Chairman); Visiting Lecturer: Harman

To meet the needs of those students who have an interest in secondary school teaching upon graduation or thereafter, the Department of Education offers a limited number of courses in education to sophomores, juniors and seniors. These courses are intended to introduce the students to the concerns and issues of secondary education, but are not specifically designed to meet the technical provisions for teacher certification required in most states.

There is a willingness and definite commitment on the part of the departmental faculty to encourage students preparing to serve as teachers in private as well as public secondary schools and, in particular, to assist students preparing to teach religion. Adjustments in course readings and assignments will be made to assist the student interested in teaching of religion, especially in Education 67 and Education 75.

Holy Cross does not offer an education major and the focus of the courses listed below is limited to secondary education. Courses in elementary and special education taken at other institutions are rarely approved for credit toward a Holy Cross degree.

**Education 61 — Adolescent Psychology**
Adolescence is considered from a developmental point of view with specific emphasis on the social, sexual, physical, psychological, intellectual and spiritual growth of the person from childhood to early maturity. Four credits.

**Education 62 — Principles of Guidance**
This course introduces the students to a consideration of basic issues of concern in the helping relationship. It explores these issues by readings, writing and discussion. Among the areas of study are death, violence, loneliness, intimacy and hope. Four credits.

**Education 67 — Educational Psychology**
The student is introduced to relationships existing between psychology and education. Growth and development, the nature of the learner, the teaching-learning process, and the role of the teacher are studied. New and innovative approaches to education will be discussed. Four credits.

**Education 68 — Philosophy of Education**
This course is designed as an introduction to educational theories. The range of concern includes: education in nature and society, education in the school, education in the United States and ultimate questions in the theory and practice of education. Four credits.

**Education 75 — Principles and Methods of Secondary School Teaching**
The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Four credits.

**Education 200 — Special Topics in Education**
Tutorial and research projects designed by students and faculty members. Admission determined by evaluation of proposal. Four credits.

**Education 272 — Student Teaching**
A strictly supervised program, for selected students, of observation and teaching in a secondary school. Education 67 and Education 75 are prerequisites. The course will be counted as two college courses. Open only to seniors. Eight credits.
The study of English is fundamental to liberal education. It deals not only with literary works of the imagination—poems, plays, novels, short stories—but also with the use of language as a means of communication. The English department offers the student the opportunity to develop an appreciation of literature and a sensitivity to literary techniques, to expand knowledge of the way language has been used, and to increase mastery of written expression. Accordingly, courses in the department are consonant with student interests leading not only to graduate study but also to law, medicine, business, and other fields.

Students who major in English will in their years at Holy Cross take a minimum of 10 upper-division English courses. Majors who are premedical students are allowed a minimum of eight. No student, however, may take a total of more than 14 English courses. This total includes freshman courses. In addition, English majors must also take two semester courses in classics, either in the original language or studies of classical literature in translation. In their freshman year majors are encouraged, although not required, to elect Introduction to Literary Studies, a course designed to introduce majors to the discipline; in addition, majors will find courses in poetry or drama in the freshman Critical Reading and Writing sequence helpful to their later work. In their second year they are usually advised to take the English Literature surveys. For graduation each major must have taken at least one course in each of five of the following six areas.

1. Medieval Literature
2. Renaissance Literature
3. Restoration and 18th Century Literature
4. 19th Century British Literature
5. American Literature before 1900
6. Shakespeare

The English department offers to all freshmen students elective courses in Critical Reading and Writing (the CRAW series; these courses combine composition with the study of literature) and in Composition, an intensive course in writing taught in small sections of 10 students. Upper-division non-majors have access to all departmental elective courses in which space is available after majors have registered. Masterpieces of Literature courses are offered specifically for non-majors.

Each semester the English department offers approximately 25 different courses from which the student may choose. These courses vary greatly. Some are organized in terms of historical periods of English and American literature (Restoration and 18th Century Literature, American Poetry to 1900); some are organized according to literary type (Modern Drama, 19th Century Novel); and some are by author (Chaucer, Shakespeare). Other courses are arranged thematically, tracing a unifying element across chronological, generic, and national lines (Tragic View, Literature and Myth). Still other courses deal with the nature and workings of language, such as Introduction to Linguistics; while...
others concentrate upon developing skill in the use of language, e.g., Composition, Creative Writing.

Tutorials, seminars, and lecture courses on special topics are also offered, as well as a range of courses in the College's Interdisciplinary Humanities Program.

The English department participates in the national and college Advanced Placement Programs. Students to whom the department grants advanced placement receive four credits and may elect upper division courses (English 200-299) in their freshman year.

All English department courses carry four credits.

Introductory Courses

English 10 — Composition
A course devoted to improving the student's writing ability through frequent writing and rewriting. Each section is limited to 10 students. Intensive work during the semester concentrates on the student's own writing examined in class and in conference with the instructor.

English 20 — Critical Reading and Writing: Fiction
A course to develop the student's ability to understand and to analyze fiction. Learning to write critical papers is an important part of this course.

English 30 — Critical Reading and Writing: Drama
A course to develop the student's ability to understand and to analyze drama. Learning to write critical papers is an important part of this course.

English 40 — Critical Reading and Writing: Poetry
A course to develop the student's ability to understand and to analyze poetry. Learning to write critical papers is an important part of this course.

English 50 — Critical Reading and Writing: Literature
A course to develop the student's ability to understand and to analyze literature. Learning to write critical papers is an important part of this course.

English 100 — Introduction to Literary Studies
A course to introduce the English major to the methodology of the discipline. By closely analyzing a limited number of poems and stories, the student learns what questions to ask of a literary text and how these questions lead to an explication of the text. Learning to write critical papers is an important part of this course.

English 110 — Survey of English Literature to 1660
A survey of representative works and authors of the Anglo-Saxon, Medieval, and Renaissance periods to illustrate the major literary and cultural tendencies and to familiarize the student with significant figures, forms, and literary concepts in their historical context.

English 111 — Survey of English Literature from 1660 to 1900
A survey of representative works and authors of the Neo-Classic, Romantic, and Victorian periods to illustrate the major literary and cultural tendencies and to familiarize the student with significant figures, forms, and literary concepts in their historical context.

English 141 — Romanticism, Individualism, and Imagination
A study of central themes in the Romantic movement: the theory of the imagination, the return to nature, and the rise of the poet-hero. Freshmen only. Humanities Sequence XIV.

English 142 — Victorianism, Social Consciousness, and the Decline of Imagination
A study of the ways in which the Victorians both related to and diverged from their Romantic predecessors in an age which demanded social responsibility from its artists. Freshmen only. Humanities Sequence XIV.
Intermediate Courses

English 200 — Masterpieces of British Literature
A study of selected major works of British Literature. Non-majors only.

English 201 — Masterpieces of American Literature
A study of selected major works of American Literature. Non-majors only.

English 205 — Expository Writing
Through a variety of weekly writing assignments, the course is designed to improve the student’s ability to write effective expository essays.

English 210 — Medieval Literature
A study of some of the principal genres and major texts of English and Continental medieval literature: heroic poetry, the romance, religious allegory and spiritual writings. Sometimes taught as part of Humanities Sequence I or III.

English 213 — Middle English Literature
A course which develops the student’s ability to deal directly with Middle English texts. Works read include Chaucer’s Troilus and Criseyde, Piers Plowman, and a selection of romances, lyrics, and other 13th and 14th century texts.

English 214 — Chaucer
A reading and critical discussion of the complete text of The Canterbury Tales and selected minor poems.

English 219 — Medieval and Renaissance Drama
A study of the English drama from its medieval beginnings through the Renaissance. Included are mystery and morality plays and works of such Renaissance dramatists as Kyd, Marlowe, Jonson, Tourner, Webster, and Ford.

English 220 — Renaissance Literature
A study of 16th and 17th Century prose and poetry of the Renaissance in Europe and England. Included are works of Petrarch, Castiglione, More, Sydney, Bacon, Spenser, and Donne. Sometimes taught as part of Humanities Sequence I.

English 221 — Renaissance Poetry
A study of major poets and genres of the 16th and early 17th century. Included are works by Sidney, Spenser, Shakespeare (poetry), Donne, and Milton.

English 224 — Milton
A study of Milton’s early poems, Paradise Lost, Paradise Regained, and Samson Agonistes, and selections from the prose.

English 227 — Shakespeare’s Elizabethan Drama
A close analysis of Shakespeare’s dramas prior to 1600, focusing upon the history plays, with corollary studies in the tragedies.

English 228 — Shakespeare’s Jacobean Drama
A close analysis of Shakespeare’s dramas from Hamlet to The Tempest, with emphasis on stylistic development and Shakespeare’s treatment of problems of the Jacobean age.

English 229 — Shakespeare Survey
A one semester survey of the major works of Shakespeare, focusing on individual texts as representative of the stages in his dramatic development, with some discussion of Shakespearean stage techniques.
English 230 — Restoration and 18th Century Literature
A study of the major English writers from the time of the Restoration until the publication of Lyrical Ballads, including Dryden, Pope, Swift, and Johnson.

English 231 — Dryden/Pope/Swift
A study of the poetry of Dryden and Pope, and of the prose works of Swift, with reference to important background materials, approximately 1660-1745.

English 232 — Johnson and the Late 18th Century
A study of developments in English poetry and prose during the latter half of the 18th century, considering the poetry of Thomson, Young, Collins, Gray, Cowper, Smart, Crabbe, and Blake; and the prose writings of Johnson, Boswell, and Gibbons.

English 236 — 18th Century Novels
A close examination of the novel as formal prose narrative. Novels by Defoe, Fielding, Richardson, Smollet, the Gothic novelists, Sterne, and Austen are considered in detail with collateral readings.

English 239 — Restoration and 18th Century Drama
A survey of English drama from Dryden to Sheridan, including heroic drama, Restoration comedy, sentimental developments of the 18th century, and the reemergence of laughing comedy.

English 241 — English Romantic Poetry

English 245 — Major Victorians
A study of works by major poets such as Tennyson, Browning, Arnold, and Hopkins, and essayists such as Mill, Ruskin, and Carlyle to examine some of the cultural developments which define "Victorianism."

English 246 — 19th Century Novels
A close examination of the British novel in the 19th century, including novels by Thackeray, Dickens, the Brontes, George Eliot, and Hardy.

English 248 — Tennyson/Browning/Arnold
A close study of the three major poets of the Victorian era, with special reference to the development of the dramatic monologue.

English 250 — Early American Literature
A study of the development of American Literature up to Romanticism, with emphasis on the late 18th and early 19th centuries.

English 251 — American Renaissance
A study of the "American Renaissance" through selected prose and poetry of Poe, Emerson, Thoreau, Whitman, Hawthorne, and Melville.

English 252 — American Realism
A study of the major literary representatives of Realism and Naturalism, from the Civil War to World War I, including the Regionalists, Whitman, Twain, Howells, James, Wharton, Crane, and Norris.

English 255 — American Poetry to 1900
A survey of American poets and poetics from Bradstreet to Stephen Crane, with special attention given to Poe, Emerson, Whitman, Dickinson, and to the "Schoolroom Poets," i.e., Bryant, Longfellow, Whittier, Holmes, and Lowell.

English 256 — American Novel to 1900
A survey of selected works of major American writers of fiction before 1900, including Brown, Cooper, Hawthorne, Melville, Twain, Sims, Howells, Stowe, Crane, and James.

English 257 — Modern American Poetry
A close analysis of the development of American poetry from the early 20th century up to the contemporary period, including such poets as Frost, Pound, Eliot, Stevens, and Crane.
English 258 — Modern American Novel
A study of the development of the modern American novel from the close of the 19th century to the present, including representative works of Wharton, Dreiser, Norris, Dos Passos, Hemingway, Faulkner, and others.

English 260 — Modern British Literature
A study of the experimental literature of the British Modernists during the period 1910-1940, including the poetry of the Imagists, Pound, Eliot, and Auden, and selected novels of such figures as Joyce, Ford, Lawrence, and Woolf.

English 261 — 20th Century Irish Literature
A study of the developments in Anglo-Irish poetry, drama and fiction from the Celtic Renaissance to the present, focusing on Yeats, Joyce, O’Casey, and Synge.

English 265 — Modern British Poetry
A study of the major British poets in the first half of the 20th century, including Hardy, the Georgians, the Imagists, Lawrence, Yeats, Eliot, Auden, and Dylan Thomas.

English 266 — Modern British Novel
A close examination of the British novel between 1900-1960, including such authors as Conrad, Ford, Lawrence, Woolf, Joyce, Greene, and Golding.

English 268 — Black Literature in America
A study of American black literature during the 19th and 20th centuries with emphasis on the Harlem Renaissance and upon modern protest writing and literature.

English 269 — Modern Drama
A study of developments in drama since 1890 in England, America, and on the Continent through an examination of selected works of such playwrights as Ibsen, Chekov, Shaw, Pirandello, O’Neill, Brecht, and Williams.

English 270 — Tragic View
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.

English 271 — Comic View
A study of the theory of comedy in drama and other literary forms from the Greeks to the present day.

English 273 — Politics, Literature and Music of Africa
A study of African music, literature and government: traditional forms, Colonial forms, reactions to Colonialism, and contemporary problems. Taught as part of Humanities Sequence XI.

English 274 — Literature and Depth Psychology
This course will show how two schools of modern psychology, the Freudian and the phenomenological, can provide a revealing lens through which to examine and illuminate many literary works, modern and pre-modern. Taught as part of Humanities Sequence II.

English 275 — Literature and Myth
A study of the mythical bases of selected representative works and an investigation of the current analytical approach referred to as myth criticism.

English 276 — Contemporary Fiction
An examination of recent developments in fiction through study of selected works of present-day writers. Selections vary from year to year, but authors treated in the past have included Barth, Pynchon, Spark, Burgess, Nabokov, Boll, Brian More, Drabble, and R. Coover.

English 277 — Contemporary Poetry
A study of the different “lines” of contemporary poetry, including the “nature” poetry of Williams, Snyder, and Ammons; the “confessional” poetry of Lowell, Berryman, Snodgrass, and Plath; and the “deep image” poetry of Bly, Simpson, and Wright.
English 279 — Contemporary Drama
An examination of recent developments in drama through selected works of playwrights such as Albee, Beckett, Storey, Pinter, and Stoppard.

English 280 — Introduction to Linguistics
A study of the nature of language as a communications system and of the development of contemporary formal linguistics.

English 281 — Rhetoric
A consideration of rhetorical theory in the classical texts of Plato and Aristotle, an analysis of some famous examples of persuasive eloquence, and the students' own exercise of persuasive speech on subjects of public concern. Taught as part of Humanities Sequence IX.

English 282 — Stylistics
A study of linguistic and stylistic strategies in relation to the values articulated in effective non-fiction prose, undertaken with a view to the systematic improvement of the student's own writing. Taught as part of Humanities Sequence IX.

English 284 — Literary Criticism
A study of the aims and procedures of literary criticism and of representative approaches, both ancient and modern. Selected readings from influential critics from Plato and Aristotle to the late 20th Century, with application to literary works.

English 288 — Creative Writing
The study of the form and technique of poetry and/or fiction, with emphasis on regular creative work and practical criticism of the students' own writing.

English 290-299 — Special Topics in English
The study of a special problem in literature or language, or a body of literature outside present course listings.

English 300
The 300 level designates seminars, tutorials, and independent study projects. Permission of the instructor and/or the department chairman ordinarily is required for such courses.
Department of Fine Arts

Associate Professors: Italiano (Chairman), Reardon, Reboli; Assistant Professors: Monson, Priest, Raguin, Scannell; Visiting Lecturers: Kurneta, Quigley

The Fine Arts Curriculum is deliberately designed as an integral part of the liberal arts program of the College rather than as a terminal training program for professional work. Its aim is to increase student sensitivity to the arts, to refine the powers of critical analysis and to provide the student with means of creative expression. It follows that those who seek professional competence would be expected to pursue the field in graduate school; it is also to be concluded that the courses are not limited to those majoring in fine arts. Courses are open to all students as free electives. Art majors are expected to take their courses in a proper sequence as developed by the student and department advisor.

Fine Arts majors choose an emphasis either in art history or in studio art.

Fine Arts History

Fine arts majors with an emphasis in art history must take a minimum of 10 courses. Eight courses must be in art history, including Survey of Art I and II, and two semesters of studio art, such as Basic Painting, or other studio courses to be determined in consultation with the student’s departmental advisor. Any art history course listed below, with the exception of Introduction to the Visual Arts FAH 10, may be taken to fulfill the major requirements. Fine arts courses must not exceed a total of 14. Students who plan to apply to graduate schools in art history should be aware that they will be expected to have competence in modern languages. The Fine Arts Department offers courses in conjunction with the Interdisciplinary Humanities Program: Fine Arts 204, 205, and 216.

Fine Arts History 10 — Introduction to the Visual Arts
The course is designed to develop knowledge about and experience in art appreciation for students without previous extensive background in the visual arts. Non-historical in approach, this course investigates the basic functions, styles and structures of Western art, emphasizing how the elements of the visual arts and their organization affect the viewer's perception. Does not count toward the major. Four credits.

Fine Arts History 101 — Survey of Art I
A survey of art from Antiquity through the Middle Ages. There will be an initial emphasis on Greek art, to be followed by a consideration of the art of the Roman, Early Christian, Romanesque and Gothic eras. Fifteenth-Century Italian art is studied as a “renaissance” of the classical traditions and the inception of the modern world view. Four credits.

Fine Arts History 102 — Survey of Art II
A survey of world architecture from prehistory to the dawn of the Renaissance. Concentration on the structural and artistic development of Western building with a critical in both Rococo and Neo-Classicism. Nineteenth-Century Romantic art is followed by a Realist revolt and the emergence of Impressionism. The course concludes with the major movements of the 20th century. Four credits.

Fine Arts History 103 — History and Social Significance of Architecture I
A survey of world architecture from prehistory to the dawn of the Renaissance. Concentration on the structural and artistic development of Western building with a critical analysis of the architectural response to social, political, and liturgical demands of changing times. Lectures will explore the significant survival of selected motifs and will assess their influence on modern culture. Four credits.
Fine Arts History 104 — History and Social Significance of Architecture II
Survey of world architecture from the Renaissance to the present. A concentration on the role of tradition in Western architecture, and its response to major social, political, and economic issues. Lectures will explore various stages of modernization and significance of architectural and urban response to industrialization. Emphasis on the critical evaluation of the functional, aesthetic, and moral obligations of modern building. Four credits.

Fine Arts History 201 — Theories of Art Criticism (Seminar)
A study of the intrinsic and extrinsic perspectives essential for an understanding of Western art history. The artist, the individual work, and the social and cultural context are investigated as interrelating factors in the analysis, interpretation and evaluation of the visual arts. Four credits.

Fine Arts History — Greek Art
The art of Crete and the Mycenaean area will introduce the contribution of Greece from 900-100 B.C. Some discussion of architecture will be presented, but the course will be primarily concerned with sculpture and vase painting, especially those objects housed in the excellent collections of the Worcester Art Museum and the Boston Museum of Fine Arts. Four Credits.

Fine Arts History 204 — Roman Art
A study of the sculpture, painting, and architecture of the Etruscan and Roman peoples. Covering the period of about 900 B.C. to 350 A.D., the course includes the transition from pagan to Christianity expressions. Four credits.

Fine Arts History 205 — Early Medieval Art
A study of the manuscripts, architecture and sculpture will reveal the progress of style and content from the late Roman Empire to the Romanesque era (approximately 300-1200 A.D.). The Carolingian revival, Irish monasticism, and the pilgrimage routes of the 12th century will be the major topics of discussion. Four credits.

Fine Arts History 206 — Gothic Art
The course will study the construction of the great cathedrals of Chartres, Paris, Amiens and Reims, and the many aspects of religious doctrine expressed in the portal sculpture and the cycles of stained-glass windows. Manuscripts and panel painting (including the Franco-Flemish school) will reveal the late Gothic world through the 15th century. Four credits.

Fine Arts History 207 — Renaissance Art
Course begins with Giotto, Duccio and the end of the Middle Ages in Italy. It then focuses on the visual arts and architecture in Europe during the 15th and 16th centuries. The Italian Renaissance is traced through its development in Florence, Rome and Venice. Final areas are the Mannerist crisis of the 16th century and Renaissance art of northern Europe. Prerequisite: permission of instructor. Four credits.

Fine Arts History 208 — Northern Renaissance Art
The course will be thematic in content isolating the major iconographic and stylistic developments that occurred during the transition from late Gothic to Renaissance society. Topics will include the mingling of Christian symbolism with classical mythology, the shift from local Gothic to Italianate forms in architecture and the development of perspective in painting. Both Continental and English art are included. Four credits.

Fine Arts History 209 — Baroque Art
A study of the diverse styles that emerged in European painting, sculpture and architecture during the 17th and 18th centuries. Course begins with the "High" Baroque art of the Counter Reformation, which contrasts with other major developments: Realism and the revival of Classicism. These styles enter a new phase in the eras of the "Rococo" and the French Revolution. Prerequisite: permission of instructor. Four credits.
Fine Arts History 210 — Form and Meaning in the Arts (Seminar)
Fundamental questions in the development of the visual arts will be analyzed in a seminar format. The Worcester Art Museum’s collection will figure prominently in class discussions. Topics will include a wide range of periods and styles; i.e., abstraction and the progress of human thought, history painting, still-life painting, illusionism and the meaning of perspective in the Renaissance. Four credits.

Fine Arts History 211 — Museum Projects
Students will tour New England museums and discuss with directors and curators careers in museum work, public relations, advertising, and education; ultimately designing an “imaginary” exhibition on a theme of their choice. Credited as either Studio or History course. Four credits.

Fine Arts History 212 — The Painter in the Modern World
The development of painting as the central medium of visual expression in the nineteenth and twentieth centuries is investigated. The painters studied range from Goya to Picasso, and each artist will be considered in terms of the development of his career, his contribution to the art of painting, and his influence on the cultural and social ideas of Western society. Four credits.

Fine Arts History 213 — History of American Art
An in-depth course covering architecture from its colonial beginnings to the recent developments of Wright, Johnson, Saarinen and others. In the fields of sculpture and painting, the major artists from the early limners, through The Federal and later eclectic periods. The various movements from 1945 to the present are also considered in their ideological and aesthetic roots. Four credits.

Fine Arts History 214 — History of Modern Art
Beginning with the revolt of David from the previous academic traditions, this course traces the multiple movements and ideologies that have taken place in the last century. The emphasis in the course is on the many painting styles and underlying philosophies, but modern architecture is also treated. Four credits.

Fine Arts History 215 — History of Oriental and African Art
A basic understanding of the Near and Far Eastern art forms. Due to the vast range of the subject, it is hoped that the student will understand the broad course in Eastern History, and especially how the art of the area reflects that history. Also the backgrounds and traditions necessary for an understanding of African art. Four credits.

Fine Arts History 216 French Art: Romanticism to World War I
The development of the visual arts and the role of the artist in France will be viewed from the perspective of the social and political events of this period. The emphasis will be on painting, ranging from Delacroix to Picasso, with attention given to the late nineteenth-century revival of sculpture and architecture. Four credits.

Tutorials on an advanced level in all areas covered by the FAH 200 courses. Four credits each.

Fine Arts Studio:

Fine Arts majors with an emphasis in studio art must take a minimum of 10 studio courses plus Survey of Art I and II or two other art history courses to be determined in consultation with the student’s department advisor. Courses which are required within the 10 course minimum are: Studio Drawing 121, Fundamentals of Visual Design 131, Basic Painting 141 and Basic Sculpture 161. Additional studio courses may be taken, but the total number of Fine Arts courses taken may not exceed fourteen. Studio courses may not be audited. Students who plan to apply to graduate schools in studio art should be aware that they will probably be expected to make up the difference between requirements for a B.A. and a B.F.A. before going on for the M.F.A. degree.
Fine Arts Studio 121 — Basic Drawing
Designed for beginners and emphasizes the development of basic drawing skills. Special projects are directed towards interpreting reality in traditional modes of expression. Four Credits.

Fine Arts Studio 122 — Figure Drawing
Designed for students who have demonstrated competence in basic drawing skills and techniques. Projects deal with the drawing of the human figure in a variety of media and styles. Four credits.

Fine Arts Studio 131 — Fundamentals of Visual Design
A study of the basic elements of visual organization as they relate to two-dimensional and three-dimensional structures. Projects are assigned to investigate the organizational relationship of line, form, color, texture and movements. Prerequisites: $10 fee payable at preregistration and permission of instructor. Four credits.

Fine Arts Studio 132 — Visual Design and Color
A concentration on the organization of visual form, principally in three dimensions. Special materials such as wood, metal, wire and plastics are employed in the creation of spatial structures. A study of the theory, perception and interaction of color and its relationship to visual design. Prerequisites: $10 fee payable at preregistration and permission of instructor. Four credits.

Fine Arts Studio 143, 144 — Watercolor
An introductory course in which the student explores the various approaches to watercolor painting including aquarelle, gouache and other related water-soluble media. Stress is placed on the unique properties of the watercolor process and emphasizes the spontaneous character and control necessary for its mastery. The course is designed for beginners. Prerequisite: $10 fee payable at preregistration. Four credits.

Fine Arts Studio 151 — Relief Printmaking
This course is an introduction in exploring techniques of relief printmaking: linoleum, woodcut and reduction printing. Printmaking is the creating of consistent multiple images in a given technique. Emphasis is placed on developing a strong element of design and composition as well as the graphic quality inherent in a particular technique. To be offered fall, even-numbered years. Prerequisite: $15 fee payable at preregistration. Four credits.

Fine Arts Studio 152 — Silkscreen Printing
This course is an introduction in exploring stencil techniques of screen printing. Emphasis is placed on developing a strong element of design and composition as well as the graphic quality inherent in a particular technique. To be offered spring, odd-numbered years. Prerequisite: $15 fee payable at preregistration. Four credits.

Fine Arts Studio 153 — Intaglio Printing
This course is an introduction to exploring techniques of intaglio metal-plate printing: drypoint, etching and engraving. Emphasis is placed on developing a strong element of design and composition as well as the graphic quality inherent in the particular technique. To be offered fall, odd-numbered years. Prerequisite: $15 fee payable at preregistration. Four credits.

Fine Arts Studio 161 — Basic Sculpture
The student is introduced to a creative understanding of three-dimensional design, form and the control of the materials and tools involved. Personal expression is encouraged through several media which may vary from one year to another. Plasteline, terra cotta, plaster and wire are the primary materials used to introduce the beginner to the experiences of modeling, carving and casting. Prerequisite: $10 fee payable at preregistration and permission of instructor. Four credits.
Fine Arts Studio 171 — Basic Ceramics
Instruction in the basic techniques of hand building, wheel work, mold making, glazing, decorating and firing. Stress will be on the technique of throwing on the wheel. Some time will be spent on clay and glaze preparation and processing. Students taking this course may use it as a prerequisite for the Ceramic Sculpture course. Prerequisites: $10 fee payable at pre-registration and permission of instructor. Four credits.

Fine Arts Studio 211 — Museum Projects
Students tour New England Museums and discuss with directors and curators careers in museum work, public relations, advertising, and education; ultimately designing an “imaginary” exhibition on a theme of their choice. Credited as either Studio or History course. Four credits.

Fine Arts Studio 221, 222 — Intermediate Drawing
Prerequisites: at least one year of drawing and the permission of instructor. Eight credits.

Fine Arts Studio 241, 242 — Intermediate Painting
Prerequisites: at least one year of painting and permission of instructor. Eight credits.

Fine Arts Studio 252 — Lithography Printing
This course is an introduction into exploring techniques of stone printing lithography. Printmaking is the creating of consistent multiple images in a given technique. Emphasis is placed on developing a strong element of design and composition as well as the graphic quality inherent in the particular technique. To be offered spring, even-numbered years. Prerequisite: $15 fee payable at preregistration. Four credits.

Fine Arts Studio 253, 254 — Problems in Printmaking
Prerequisites: at least one year of printmaking and permission of the instructor. $10 fee payable at preregistration. Eight credits.

Fine Arts Studio 262 — Ceramic Sculpture
The student continues to develop an understanding of three-dimensional design and form while concentrating on the technical problems involved in making fired clay sculpture. The student becomes familiar with hollow building, coil and slab construction as well as learning firing and glazing procedures. Prerequisites: Fine Arts 161 or 176 and permission of the instructor. $10 fee payable at preregistration. Four credits.

Fine Arts Studio 264 — Metal Sculpture
Stresses an understanding of three-dimensional design and form while concentrating on various metal techniques. Hammering, forming, fusing and construction are the basic methods used. Metal casting is not a part of this course. Construction and fusing will be done at a variety of temperatures ranging from soft soldering up through silver and bronze brazing to welding. Prerequisites: Fine Arts 161 and permission of the instructor. $15 fee payable at preregistration. Four credits.

Fine Arts Studio 266 — Stone Sculpture
The student continues to develop an understanding of three-dimensional design and form while concentrating on the technique of carving limestone or soapstone. Offered only in the even numbered years. Prerequisites: Fine Arts 161 and permission of instructor. $10 fee payable at preregistration. Four credits.

Fine Arts Studio 268 — Wood Sculpture
The student continues to develop an understanding of three-dimensional design and form through the technique of carving and constructing wood sculpture. Offered only in the odd-numbered years. Prerequisites: Fine Arts 161 and permission of the instructor. $10 fee payable at preregistration. Four credits.

Fine Arts Studio 321, 322 — Advanced Drawing Tutorial
Prerequisites: at least two years of drawing and permission of instructor. Eight credits.

Fine Arts 341, 342 — Advanced Painting Tutorial
Prerequisites: at least two years of painting and permission of instructor. Eight credits.
Fine Arts 351, 352 — Advanced Printmaking Tutorial
Prerequisites: at least two years of printmaking and permission of instructor. $15 fee payable at preregistration. Eight credits.

Fine Arts 362 — Advanced Ceramic Sculpture
Prerequisites: Fine Arts Studio 161, 262 and permission of instructor. $10 fee payable at preregistration. Four credits.

Fine Arts 364 — Advanced Metal Sculpture
Prerequisites: Fine Arts Studio 161 and 264 and permission of instructor. $15 fee payable at preregistration. Four credits.

Fine Arts 366 — Advanced Stone Sculpture
Prerequisites: Fine Arts Studio 161, 266 and permission of instructor. $10 fee payable at preregistration. Eight credits.

Fine Arts 368 — Advanced Wood Sculpture
Prerequisites: Fine Arts Studio 161, 268 and permission of instructor. $10 fee payable at preregistration. Four credits.
Department of History

Professors: Brandfon, Flynn, Green, Kealey, Powers, Reidy; Associate Professors: Beales (Chairman), Holmes, Kinsella, Koonz, Lapomarda, McBride, O'Brien, Schiff, Wall; Assistant Professors: Anderson, Salvatore; Instructor: Jones

Historical consciousness is one of the most significant features of modern culture. The study of history enables us to become critically aware of the role which the past, and our image of the past, plays in our lives and our world. Engagement with societies and cultures in their historic settings broadens our knowledge and strengthens our imagination. We develop new perspectives on the world, we become aware of the historically conditioned character of our own institutions and ideas, and we deepen our appreciation of the unity and diversity of human experience. In short, historical study provides an opportunity to enter into the life and thought of people and communities in other times and in other cultures and, as a result, to become more intelligent and responsible participants in the human enterprise. Accordingly, the study of history in college is indispensable to a liberal education. History provides a basis for and a bridge between studies in all the humanities and sciences, physical and social.

For the class of 1980, students majoring in history must take a minimum of eight one-semester courses in history, exclusive of freshman courses; among these courses there must be at least two one-semester courses in American history and at least two one-semester courses in European history. For the classes of 1981 and 1982, students must take a minimum of 10 one-semester courses in history, which may include freshman courses; among these courses there must be at least two one-semester courses in American history and at least two one-semester courses in European history. For the classes of 1983, students majoring in history must take a minimum of 10 one-semester courses in history, which may include freshman courses; among these courses there must be at least two one-semester courses above History 40 in European history and at least two one-semester courses above History 40 in American history. Starting with the class of 1983, students majoring in history must take a minimum of 10 one-semester courses in history, which may include freshman courses; among these courses there must be at least two one-semester courses above History 40 in European history and two one-semester courses above History 40 in American history. In addition, at least one course above History 40 must have as its primary chronological focus an era before 1750.

A maximum of 14 one-semester courses may be taken in history. Freshmen may take only one course in history each semester. The following courses may be taken by freshmen: History 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 18. Freshmen who have qualified for Advanced Placement may take history courses other than these. Students are encouraged to participate in colloquia and seminars and may undertake directed research and reading projects by arrangement with individual members of the department.

The following courses in history are taught as part of Humanities Sequences in the College's Interdisciplinary Humanities Program:

History 5, 6 — History: Concepts and Practice (Humanities Sequence XIV, Humanities in Perspective — for freshmen).

History 11, 12 — Ancient Civilization (Humanities Sequence VI, Ancient Origins of the Western Tradition — for freshmen).

History 17, 18 — The U.S. in the 19th Century (Humanities Sequence XV, 19th Century America: The Making of a Culture — for freshmen).
History 45, 46 — High Middle Ages (Humanities Sequence III, The Birth of Europe: The Medieval Foundation).

History 117 — Individual and Community in Early America (Humanities Sequence XII, Culture and Community in Early America).

History 131 — England to Elizabeth I (part I) (Humanities Sequence I, England: Genesis of a Culture).

History 137 — Tudor England (Humanities Sequence I, England: Genesis of a Culture).

History 174 — Social History and the Novel (Humanities Sequence VIII, Focus on France).

History 194 — The American Liberal-Capitalist Ideal in the 20th Century (Humanities Sequence IV, Economics, Values, and the Human Condition).

All courses in history which are taught as part of Humanities Sequences count toward the major in history. For further information about the Interdisciplinary Humanities Program, please see the appropriate section of this catalog.

History 1, 2 — Conference Course for Freshmen
A reading and discussion course in which small groups of students study in depth selected topics and themes in history. Meeting once each week for an extended period, this course seeks to develop a sense of history. Eight credits.

History 3, 4 — Introduction to History for Freshmen
A course in which freshmen study in depth selected topics and themes in history. One lecture and one discussion period each week. Eight credits.

History 5 — History: Concepts and Practice, I
Introduction to history as discipline, focus on the development of the modern historical profession. Primary attention to the role of hypotheses and value systems in the formation of historical judgment and to the techniques of historical research and writing. Four credits.

History 6 — History: Concepts and Practice, II
Study of relationships between three elements: (1) history as a discipline and method of learning, (2) ideologies and value systems, (3) the data with which historians work. Relationships are studied in terms of three topics: (1) "Liberalism" and British industrialization, 1750-1867, (2) "Collectivism" in Britain, 1867-1914, (3) "Populism" and American industrialization, 1876-1900. Four credits.

History 11 — Ancient Civilization, I
An examination of the history of the Ancient Near East, Egypt, and Greece, from the fourth millennium through the fourth century B.C. The evolution of ancient humanity from prehistoric origins through the growth of ancient empires will be studied and compared with the very different model presented by Greek civilization through the death of Alexander the Great. Four credits.

History 12 — Ancient Civilization, II
An examination of the growth and evolution of Rome from a city-state republic to its mastery of a Mediterranean empire. The course concludes with the restructuring of the Empire by Diocletian and Constantine, and the patristic synthesis of Christian and pagan cultures. Four credits.

History 13 — Europe from the Renaissance to 1815
The course provides a comprehensive survey of social, cultural, religious, economic, and political developments in Europe from the Renaissance to the fall of Napoleon. Special emphasis will be given to Italy during the Renaissance, the rise of Protestantism, the revolution of monarchical power, the development of European overseas empires, the French Revolution and Bonapartism. Four credits.
History 14 — Europe Since 1815
The course affords a survey of European history since the fall of Napoleon. International developments in the age of Metternich, the rise of industrial society, the evolution of national states in Germany and Italy, the Bismarckian system, World Wars I and II receive emphasis. The course also includes major social and intellectual trends in the period. Four credits.

History 15, 16 — History of the U.S.
A survey of American political, social, and cultural history from the earliest settlements to the present. The first semester ends with the Civil War. Eight credits.

History 17, 18 — U.S. in the 19th-Century
This course examines the political, economic, cultural, social, and intellectual experiences of the nation from the Jeffersonian “revolution” of 1800 to 1929. Among the topics covered are: the struggle between the Jeffersonian and Hamiltonian concepts of government, nationalism, Jacksonian democracy, westernization, the Civil War, industrialization, immigration, urbanization, reform, imperialism, and the evolving of literature, art, and music. Eight credits.

History 41 — Medieval History, I
An examination of Western history from the later Roman world until the 11th century with emphasis on political, social, and economic developments. Four credits.

History 42 — Medieval History, II
An examination of Western history from the emergence of Europe in the 11th century until the Renaissance and Reformation era, with emphasis on political, social, and economic developments. Four credits.

History 45 — High Middle Ages, I
An examination of the birth of European civilization from the mid-11th until the mid-12th century, with emphasis on institutional monarchy, the Church, the Crusades, the intellectual revival, and Romanesque art. Four credits.

History 46 — High Middle Ages, II
An examination of European civilization from the mid-12th to the mid-13th century, with emphasis on institutional monarchy, the Church, urbanism, the university, and Gothic art. Four credits.

History 47, 48 — Europe in the Renaissance and Reformation
A study of the most significant political, intellectual, and religious developments from the end of the 14th century until the Thirty Years War: the rise of national monarchies, humanism and the flowering of civilization, the expansion of Europe, the Age of Charles V, Reformation and Counter-Reformation, the Peace of Westphalia. Eight credits.

History 49 — Comparative Social History, 1500-1800
This course is a survey of the methodologies and topics of comparative social history. The particular focus will be on the evolution of the modern Western family between the Renaissance and the Industrial Revolution. Four credits.

History 50 — Comparative Social History, 1800-1960
The second semester of Comparative Social History will emphasize the impact of industrialization, the culture of cities, and the history of urban populations, specifically the urban working classes and the middle class since the late 18th century. Four credits.

History 51 — Europe, 1815-1870
Commencing with the fall of Napoleon, this course examines the Congress of Vienna and the development of a concert system among the great powers. Conflicts between conservatism and liberalism and the rise of nationalism are stressed. Emphasis is given to the unification of Italy and Germany, to France under Napoleon III, and to the evolution of parliamentary government in Britain. Four credits.

History 52 — Europe, 1870-1914
This course examines the international history of Europe in the age of Bismarck, the evolution of industrial society, urbanization and social thought, and the rise of
European imperialism in Africa and Asia. It concludes with an assessment of the origins of World War I. Four credits.

History 53 — Europe In the 20th Century, I
Although this course will focus on the major political events of this century, social change and cultural trends also will be discussed. Topics receiving special emphasis are: the origins of World War I, the Russian Revolution, democracies facing reform and reaction, the rise of political anti-Semitism, and the establishment of fascist dictatorships in Germany and Italy. Four credits.

History 54 — Europe In the 20th Century, II
Starting from a discussion of the Nazi State, the following topics will be covered: the Spanish Civil War; the diplomacy of appeasement; the Nuremberg analogy; the origins of the Cold War and atomic diplomacy; liberation movements against Russia, Great Britain, and France; the politics of the Common Market; and the second “European Renaissance.” Four credits.

History 59 — Intellectual History of 19th Century Europe
In this course the intellectuals’ response to industrial, urban society will be examined. Romantics sought escape from it; socialists plotted its overthrow; nationalists dreamed of transcending it; sociologists analyzed it; and novelists described it in careful detail. Among the authors to be read are: Marx and Engels, Turgenev, Dickens, Zola, Mazzini, Nietzsche, Bronte, Sorel, Mill, and Galsworthy. Four credits.

History 60 — Intellectual History of 20th Century Europe
In this course some modern intellectuals’ views of human nature will be discussed. Psychologists reduced it to drives and instincts; theologians elevated it as a creation of God; fascists submerged it in collectivism; and communists sought to reform it. Some authors to be read are: Freud, Lenin, deGard, Mann, Gramsci, Celine, Woolf, Buber, Hesse, and Camus. Four credits.

History 61, 62 — History of Western Political Thought
Analysis of Western political thought from ancient Greece to the present. First-semester readings include Plato, Aristotle, Cicero, St. Augustine, St. Thomas, and Machiavelli. Second-semester readings include Hobbes, Locke, Rousseau, Burke, and Marx. Historical sources. Cross-registered in the Department of Political Science as Political Science 227, 228. Eight credits.

History 67 — History of Poland
Development of the nations and peoples joined in the lands of the Polish-Lithuanian Commonwealth, with stress on the role of Polish, Lithuanian, Ukrainian, German, and Jewish contributions. Approximately equal attention to the development of the Commonwealth to the era of partitions, partitioned Poland 1795-1918, and “independent” Poland since World War I. Four credits.

History 68 — The Hapsburg Empire
Development of the dynastic state ruled from Vienna and the peoples joined in it. Approximately equal attention to the early formation of a “great power” and the 18th-century revolutions, the supra-national state from the Napoleonic era to 1918, the Hapsburg Legacy: Austria, Hungary, Czechoslovakia since World War I. Four credits.

History 70 — Poland and Ireland in the 19th Century
Comparative study of the development of the Polish and Irish nations, from the defeat of their reformer-revolutionaries in the late 18th century to the achievement of independent nation states in 1922-23. Focus on these examples of emerging nations whose political and economic development involved cultural conflicts between affluent and less developed countries and whose struggles helped promote the breakdown of empires in the modern world. Four credits.

History 71, 72 — Pre-Columbian America
A survey of all the civilizations flourishing in this hemisphere in the centuries before Columbus. Special attention will be given to the Olmecs, Mayans, Inca, Aztecs,
American Indian (Pueblo and Hopewell cultures), and the Viking settlements. Field trips will be scheduled. Eight credits.

History 77 — The Modernization of Latin America
A study of the colonial and national histories of the Latin American Republics and their role in the modern world to about 1950, with special emphasis on developments in the 19th and 20th centuries. Four credits.

History 78 — Contemporary Latin America
A critical examination of contemporary Latin American issues in historical perspective. Emphasis will be placed on the recent past and major nations. Four credits.

History 91 — African History to 1914
This one-semester course examines a broad range of topics which include migrations, state formation, and the response to European encroachments. Four credits.

History 94 — Africans of the Diaspora
The course explores the experiences of African people throughout the world in the 19th century. Emphasis will be on the retention or adaptation of Africanisms in various societies, comparative slavery, and post-emancipation behavior and developments. Four credits.

History 101 — Colonial America
The exploration, settlement, and development of North America from the late 15th to the mid-18th century. Special emphasis: comparative analysis of the backgrounds, goals, and accomplishments of the original colonists; social structure, economic development, and religious life; immigration and white servitude; slavery; Indian-white relations; development of the British imperial system. Four credits.

History 102 — The Age of the American Revolution, 1763-1815
The American Revolution and independence in the context of Anglo-American ideas and institutions. Special emphasis: imperial reorganization after the Seven Years' War; colonial resistance and loyalty; revolutionary ideology; social and political consequences of the Revolution; Confederation and Constitution; political parties under Washington, Adams, and Jefferson; impact of the French Revolution and Napoleonic Wars on the U.S. Four credits.

History 103 — Age of Jackson: 1815-1860
This course will examine the major cultural, political, and social developments of the period. Special emphasis will be given to industrialization, westward expansion, and sectional conflict. Four credits.

History 104 — History of the Civil War and Reconstruction
An examination of the background and causes of the U.S. Civil War, the course of the War itself, and the reconstruction following it. The post-Civil War Black experience around which so much of the reconstruction centered will be followed into the 20th century. Four credits.

History 105, 106 — U.S. In the 20th Century
A study of the salient political, social, economic, and cultural developments in the history of the U.S. from the end of the 19th century to the recent past. Each semester selected problems of particular importance will be given special consideration. Eight credits.

History 107 — 19th-Century U.S. Diplomacy
A study of the foundations and development of American diplomacy from the beginning to the turn of the century. Four credits.

History 108 — 20th-Century U.S. Diplomacy
A study of the foreign policies and relations of the U.S. with respect to the nations of the Americas, Europe, Asia, the Middle East, and Africa, with an emphasis on the American presidents and their secretaries of state from the turn of the century to the present. Four credits.
History 109, 110 — Problems in American Political History
A two-semester course that will consider three problems in American political history each semester. Problems will be drawn from both the 19th and 20th centuries. In addition to problems of party politics, consideration will be given to non-party politics, interest groups, the political process, and intra-government politics. The course will include lectures, discussions, and papers. Eight credits.

History 111, 112 — American Social and Intellectual History
An interdisciplinary examination of the political, economic, religious, social, and cultural development of the American mind from the discovery of America to the present. Eight credits.

History 113, 114 — History of the American Westward Movement
An historical analysis of the influence of the westward movement of the American people upon the economic, political, and diplomatic history of the U.S. from the time of the first white settlement in the 17th century to the end of the 19th century. Eight credits.

History 115 — The idea of American History
In this course writings of the major American historians, together with other literary sources, are examined in terms of the sources and development of their thought and the use which the American community made of their ideas. Historiography thus takes the form of intellectual history, and the objective is the development of a particular perspective on American society and culture. Four credits.

History 116 — American Religious History
A study of the American religious experience from colonial times to the present with an emphasis on the major churches, persons, institutions, and movements. Cross-registered in the Department of Religious Studies as Religious Studies 105. Four credits.

History 117 — Individual and Community in Early America
The relationship between individual and community identity and aspiration in the colonial period and first half of the 19th century. Special emphasis: family structure and values, religious experience and church-state relations, work and the organization of production and trade, economic and social mobility, utopian communities, voluntary organizations, urbanization and industrialization; national and regional identities. Four credits.

History 118 — The History of Reform in America
An examination of reform in the entire American experience with particular emphasis on such topics as: "humanitarian" reforms of the first half of the 19th century (anti-slavery, women's rights, peace, prisons, communes, etc.), the Jacksonian political reforms, the social and political strivings of the Populists, Progressives, and New Dealers, and the reform efforts of "Youth" and Blacks in the 1960s. Four credits.

History 119, 120 — African-American History, I, II
This two-semester course will examine the African-American experience as a major factor in the shaping of American life and culture. It will concentrate primarily on slavery and the struggle for abolition during the first semester. The second semester will begin with Reconstruction and survey the key issues and problems culminating in the Black Power movement of the 1960s. Eight credits.

History 123 — America in the 1930s
This course is designed to acquaint students with American life in the decade of the Great Depression. It will attempt to deal with the period as a whole, examining its political, social, religious, and cultural life through lectures, discussions, extensive primary and secondary readings, films, music, and guest speakers. Four credits.

History 125 — American Labor History: Colonial Times to 1877
This course explores the artisan origins of labor in America and traces the development of workers and their culture during the early stages of industrial development. The nature and meaning of this transformation will be examined in some detail. Four credits.
History 126 — American Labor History: 1877 to World War II
This course examines the period of America's maturation as an industrial society, with a major emphasis on the growth of a modern labor movement. The differing cultural heritages of workers will be stressed as will their organizations' changing attitudes toward the business community. Four credits.

History 127 — Socialism in the U.S.: Utopian and Scientific
This course concentrates on the significant number of Americans who were attracted to various types of socialism during the 19th century. In examining the communitarian activity and the later Marxist and Christian socialist movements, it explores the nature of the attraction to socialism, the importance of industrial development in its growth, and the reasons and limits of its success. Four credits.

History 128 — American Immigration History: 19th and 20th Centuries
This course will examine the important influence of immigrants in shaping American society. Topical in nature, the course will examine specific groups in some detail and explore their family and work experiences over generations within the context of general American history. Four credits.

History 129, 130 — U.S. Business and Industrial History
The business and industrial history of America from colonial times to the present, with particular emphasis on the years between the Industrial Revolution of the first half of the 19th century and the "modern world of enterprise." The nation's business and industrial development will be presented within the framework of its overall social, political, economic, intellectual, and cultural history. Eight credits.

History 131, 132 — England to Elizabeth I
A detailed survey of the political, social, cultural, and intellectual history of Britain from the prehistoric Beaker people through the Romans, Saxons, and Normans to the age of Elizabeth I. Eight credits.

History 133, 134 — Constitutional and Legal History of England
Origin and development of the parliamentary system and the common law. Eight credits.

History 135 — Early Modern England, 1471-1629
A study of the significant developments from Charles I's personal rule through the War of the American Revolution: the revolutions of the 17th century; the establishment of the break with Rome and resulting religious difficulties, the flowering of civilization during the Elizabethan period, the beginnings of the British Empire, the background of the 17th-century revolutions. Four credits.

History 136 — Early Modern England, 1629-1783
A study of the significant developments from Charles I's personal rule through the War of the American Revolution: the revolutions of the 17th century; the establishment of political stability; the rise of the aristocracy; changing relations among king, ministers and Parliament; the waning of religious bitterness; the origins of humanitarianism; the development of the Empire. Four credits.

History 137 — Tudor England
Offered only as part of the Humanities Sequence, England: Genesis of a Culture, this course, in conjunction with the other courses in the Sequence, attempts to explain the origins and early development of that part of Western Civilization known as England. Emphasis in the course will be on monarchy, Parliament, religion, and foreign policy as both unifying and divisive issues. Four credits.

History 139 — England and the British Empire, 1783-1901
This course examines the recovery of Britain after the American Revolution, her struggle against Napoleonic France, and her development as the first great industrial nation. Social reform and the evolution of parliamentary government are stressed; intellectual currents in the Victorian period, the expansion of empire, and the problem of Irish nationalism are treated. Four credits.
History 140 — Britain and the Empire in the 20th Century
Social currents in the Edwardian Era provide background for domestic struggles in the pre-war period, particularly those involving women's suffrage, working-class solidarity, and the Irish question. World War I, interwar diplomacy, the depression, World War II, the transformation of Empire, rise of the welfare state, economic decline, and membership in the Common Market are stressed. Four credits.

History 141 — History of Greece
A study of Greek history from the beginnings to the death of Alexander. Cross-registered in the Department of Classics as Classics 157. Four credits.

History 143 — History of the Roman Republic
A study of Rome from the regal period to the Battle of Actium (31 B.C.), with emphasis on the political and social forces that culminated in a century of revolution (133-31 B.C.) and led to the establishment of the Principate. Cross-registered in the Department of Classics as Classics 158. Four credits.

History 144 — History of the Roman Empire
A survey of Roman imperial civilization from the Principate of Augustus (27 B.C.) to the death of Diocletian (305 A.D.). The course will concentrate on the sources for this period: the historians, inscriptions, monuments, and coins. Cross-registered in the Department of Classics as Classics 159. Four credits.

History 147, 148 — History of Spain I, II
A study of the historical evolution of the peoples of the Iberian Peninsula from their Roman origins to the emergence of modern Spain in the 20th century. Emphasis will be placed on political, social, and economic developments, with the reigns of Ferdinand and Isabella dividing the two semesters. Eight credits.

History 151 — History of Russia to 1917
A survey of the economic, social, religious, political, and cultural history of the Russian people from the period of ancient Kiev to the revolutions of 1917. Four credits.

History 152 — History of the Soviet Union
A study of the development of Russia, from the Bolshevik Revolution of 1917 to the present day. Four credits.

History 153 — Imperial Russia, 1700-1825
This course examines the development of Russia under the tsarist autocracy, from Peter the Great to the December Revolt. Emphasis is given to "westernization" — modernization in economic, political, and social organization — and to competing ideologies, conservative as well as radical. Foreign affairs are given less attention than domestic, especially institutional and intellectual, affairs. Four credits.

History 154 — Imperial Russia, 1825-1917
This course examines the experience of tsarist Russia from Nicholas I to the collapse of the autocracy in 1917. Emphasis is given to "westernization" — modernization in economic, political, and social organization — and to competing ideologies, conservative as well as radical. Foreign affairs are given less attention than domestic, especially institutional and intellectual, affairs. Four credits.

History 155 — Introduction to Russian Studies
An interdisciplinary study of Russian civilization, offered every other year. The course covers a theme (such as Russia and the West or the Russian Revolution), using the methodologies of several disciplines, such as literature, history and political science. Required of Russian Studies majors and open to others. Cross-registered in the Department of Political Science as Political Science 256 and in the Department of Modern Languages and Literatures as Russian 251. Four credits.

History 172 — Germany: Bismarck to Brandt and Ulbricht
Conservative change under Bismarck, the development of Social Democracy under Bebel, Wilhelm II and the First World War, German opposition to the war, the November Revolution of 1918, democracy by default: the Weimar Republic, the rise of Hitler and the collapse of liberal democracy, the Nazi State, and an exercise in comparative history: East and West Germany since 1945. Four credits.
History 174 — Social History and the Novel
In the period between 1815 and 1914, France evolved from a feudal-agrarian society into a modern, industrial, centralized state. The literature of this period reflects the shifting social patterns and changing sensibilities from the romantic age to the First World War. The course will consist of the reading of several French novels and works on the social history of 19th-century France. Four credits.

History 175 — Modern France, 1750-1848
From the cultural hegemony of the Enlightenment to the political and military domination of the Napoleonic empire, the history of France contains the source of much of European and Western civilization. Four credits.

History 176 — Modern France, 1848-1968
Shaken by periodic revolutions, two world wars, and the decline of her empire, France in the 19th and 20th centuries has produced grand designs for social change (utopian socialism, syndicalism, French Communism), Impressionism in art, Symbolism in literature, and a political role for resurgent Catholicism (Liberal Catholicism, Christian Democracy). Four credits.

History 177 — Fifth French Republic
A survey of the development, operation, and performance of the Fifth French Republic, with special emphasis on civil-military, public-private, and international relations. Cross-registered in the Department of Political Science as Political Science 263. Four credits.

History 181 — Comparative Revolutions: Mexico, Russia, and Cuba
An introductory examination of colonial or monarchical traditions as well as reform movements that preceded revolutionary upheaval. Special emphasis will be placed on post-revolutionary political, economic, and foreign policy, and social evolution. In conclusion, pertinent comparative analyses will be suggested and studied. Four credits.

History 182 — Inter-American Politics
A study, introduced by a review of the hemispheric colonial heritage, which emphasizes the impact of such significant developments of the past century as American and non-hemisphere imperialism, investments, trade, inter-American rivalry or collaboration, modernization, ideological currents, organized military power, and subversion. Four credits.

History 183 — Empires of the Atlantic, 1415-1807
This course examines the history of European commercial and territorial expansion from the earliest Portuguese discoveries in Africa to the abolition of the English and American slave trades. Spanish conquest in the Americas, the establishment of slave labor plantation societies, Anglo-French penetration of North America, the rise and conduct of the slave trade, and European interaction with African states constitute central themes. Four credits.

History 190 — Islamic History and Civilization
The course will treat selected topics in Islamic history and civilization from the rise of Islam to the present, exploring major political, religious, social, and intellectual themes. Cross-registered in the Department of Religious Studies as Religious Studies 90. Four credits.

History 191, 192 — The Papacy in the Modern and Contemporary World
This course assesses the interrelationship of the papacy on the one hand and religious and secular movements on the other, from the Renaissance through Vatican II. The first semester ends with Napoleon. Eight credits.

History 193, 194 — The American Liberal-Capitalist Ideal
The course emphasizes the "economic mind" of American society and its relation to American politics and foreign policy since the foundation of the Republic. Thematic treatment will be topical rather than chronological, and a working knowledge of a survey of American history is assumed. Eight credits.
History 195 — Great Leaders
A biographical study of leadership as it is reflected in the persons who have shaped the social, political, intellectual, religious, and economic history of the 20th century. Four credits.

History 197, 198 — Catholicism and American Society
An historical examination of the development of the Catholic Church and its people in the U.S. Particular attention will be devoted to issues of church and society in the contemporary American Church as they have developed since the 19th century. Cross-registered in the Department of Religious Studies as Religious Studies 88, 89. Eight credits.

History 201 — Seminar in American History
This course may be taken either semester, but not both, in any academic year. Four credits.

History 202 — Seminar in Latin American History
This course may be taken either semester, but not both, in any academic year. Four credits.

History 203 — Seminar in Pre-Modern History
This course may be taken either semester, but not both, in any academic year. Four credits.

History 205 — Seminar in Modern History
This course may be taken either semester, but not both, in any academic year. Four credits.

History 207 — Tutorial
Reading of selected sources, with individual written reports and discussion, under the direction of a member of the department. Students enrolled in a tutorial must receive the approval of the department chairman. Four credits.

History 208 — Tutorial
Reading of selected sources, with individual written reports and discussion, under the direction of a member of the department. Students enrolled in a tutorial must receive the approval of the department chairman. (This is not a continuation of 207.) Four credits.

History 209 — Colloquium
Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic selected by the instructor. Three places are reserved for non-majors. May be repeated if spaces are available; preference will be given to students who have not already taken a colloquium. Four credits.

History 210 — Colloquium
Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic selected by the instructor. Three places are reserved for non-majors. May be repeated if spaces are available; preference will be given to students who have not already taken a colloquium. (This is not a continuation of 209.) Four credits.
The program in mathematics is based on 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 departmental 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 IBM system 370/125 computer and a DIGITAL Vax-11/780 computer with time available for instruction and research in computer science. A mathematics major is required to complete 10 semester courses in mathematics which must include Mathematics 31, 32, 41, 42, 43, 44 (or their equivalents) and one entire academic year of any of the upper division courses. The computing courses, Mathematics 51 and 52, count neither toward the required minimum of 10 courses nor toward the allowed maximum of 14.

**Mathematics 21, 22 — Introductory Calculus and Probability I, II**
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. 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. Eight credits.

**Mathematics 25, 26 — Calculus**
The course will provide a two-semester introduction to the calculus of one and several variables and will be primarily intended for students majoring in Economics. Topics discussed will include elementary linear and matrix algebra; differentiation and integration of real valued functions of one real variable; techniques of integration and differentiation with applications to extremal problems and improper integrals. A brief introduction to functions of several variables including applications to extremal problems subject to constraints. Eight credits.

**Mathematics 31, 32 — 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 the mean value theorem and Taylor's series with application to scientific problems. Eight credits.

**Mathematics 35, 36 — Higher Algebra I, II**
The purpose of this course is to provide the algebraic background for freshmen planning overlapping careers in mathematics and science. Some knowledge of
elementary calculus and physics along with proven ability in mathematics are prerequisites. Topics covered are the geometry of vector spaces, inner product spaces, determinants and matrices, symmetry transformations and groups with applications to chemistry and physics, the orthogonal and unitary groups, Lorentz transformations and elementary eigenvalue problems. (This course may not be substituted for any analysis course such as Mathematics 31, 32. It is an elective course open only to freshmen.) Eight credits.

Mathematics 41, 42 — Principles of Analysis III, IV
This course is a study of the calculus of functions of several variables. The first term covers the geometry of $\mathbb{R}^n$, partial derivatives and gradient of a scalar field, the differential, the chain rule, maximization and minimization problems, multiple integration, and the transformation of coordinates in multiple integrals. Topics covered in the second term include line integrals, surface integrals, Green's theorem, and Stokes' theorem. The second term also covers infinite sequences and infinite series, including power series. As time permits, topics will be included from the theory of systems of linear differential equations. Eight credits.

Mathematics 43, 44 — Linear Algebra I, II
The purpose of this course is to acquaint students with the basic techniques of linear algebra. Topics to be covered will include matrices, vector spaces, subspaces, quotient spaces, dual spaces, linear transformations, bilinear forms, determinants, eigenvalue theory, canonical forms, and the finite dimensional spectral theorem. Applications and further topics will be included as time permits. Eight credits.

Mathematics 51 — Introduction to Computing
This course is an introduction to digital computing and to elementary programming techniques presented through a combination of lectures and computer use. Students will be taught to use FORTRAN on both the batch and iterative systems on the College's computers. Four credits.

Mathematics 52 — Intermediate Computing
For students with more than ordinary competence in Mathematics 51, this course continues the student's education in computing by imparting an extensive knowledge of PL/1 coupled with significant projects in the laboratory. Disk and tape usage is taught along with the techniques of systems analysis. Depending upon class interests, topics such as simulation, data structures and management, and characteristics of various computer and operating systems have been discussed. Four credits.

Mathematics 99 — History and Development of Mathematical Ideas
The course is designed for the non-major in mathematics and develops from a historical and evolutionary point of view, a number of important and revolutionary ideas which have significant implications for an understanding of contemporary mathematics. Topics discussed include the Greek crisis of number, the discovery on non-Euclidean geometries, the evolution of algebraic structures, Galois theory and the group concept, the infinite hierarchy. (A mathematics elective open only to non-mathematics majors). Four credits.

Mathematics 102 — Differential Geometry
This is the 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. Four credits.

Mathematics 104 — Ordinary Differential Equations
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. Non-linear 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. Four credits.
Mathematics 141, 142 — Calculus on Manifolds
This course deals with calculus on manifolds and assumes that the student has a strong background in linear algebra. The following topics are included: 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. Eight credits.

Mathematics 143 — Complex Analysis
This is a course in the fundamentals of complex analysis. Topics include the complex number system, analytic functions, the Cauchy-Riemann equations, Cauchy's integral theorem, Cauchy's integral formula, Taylor series, Laurent series, the calculus of residues and conformal mapping. Four credits.

Mathematics 151, 152 — Abstract Algebra
The purpose of this course is to provide an introduction to groups, rings, fields, and Galois theory. Depending on the instructor, applications to homology, geometry, physics, number theory, etc., will be presented. Eight credits.

Mathematics 153 — Mathematical Models
The content of this course may vary somewhat year to year, but in general the topics will be selected from the modeling of discrete phenomena. After a brief introduction to the concept of modeling, such topics as linear programming, game theory, graph theory, network flows and the queuing theory will be studied. Prerequisite: Mathematics 43. Four credits.

Mathematics 155 — Optimization Theory
This course provides an introduction to the theory of optimization. Topics include a study of linear programming and duality, constrained and unconstrained non-linear problems, the Kuhn-Tucker conditions, iterative optimization techniques, and, as time permits, dynamic programming. Emphasis will be placed on the geometric foundations common to these various methods of optimization. Prerequisites: Mathematics 43, 44. Four credits.

Mathematics 161, 162 — Real and Abstract Analysis
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 Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Eight credits.

Mathematics 163 — Algebraic Topology (offered for the last time in Fall 1979)
This course is devoted to a study of the fundamental group, with emphasis on applications. Topics covered include Van Kampen's Theorem, computation of the fundamental group of a complex, classification of closed surfaces, three-dimensional manifolds, and covering spaces. Four credits.

Mathematics 163 — Topics in Topology
This course considers various aspects of the topology of surfaces and solids, including orientability, the Euler number, and the fundamental group. One of the goals of the course is the topological classification of surfaces. Four credits.

Mathematics 171, 172 — 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. Prerequisite: the ability to write a computer program. Eight credits.
Mathematics 173, 174 — 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. Topics included will be: ordinary differential equations, the heat equation, eigenvalue problems, partial differential equations, Poisson's theorem and examples, calculus of variations, Fourier analysis, the inversion problem of Fourier series. Eight credits.

Mathematics 175, 176 — Probability and Statistics
This course provides an introduction to the theory and applications of probability and statistics. Topics in probability theory include both continuous and discrete distributions, conditional probability, random variables, expectation, and the Central Limit theorem. Topics in statistics include maximum likelihood estimation, the sampling distributions of estimators, hypothesis testing, regression analysis, and an introduction to the analysis of variance. Eight credits.

Mathematics 201, 202 — 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 is active participation on the part of the students. The subject matter varies to suit individual students and is often related to the research activity of the professor. Areas of independent study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. Eight credits.
The courses offered by the Department of Modern Languages and Literatures contribute to every student's intellectual development through the study of foreign languages, literatures and cultures. Thus the modern language program lies at the very heart of the liberal arts curriculum and should be seriously considered by each student regardless of major area. Introductory, intermediate and advanced level courses are offered in four major languages: French, German, Russian and Spanish. Elementary and intermediate Italian also are available. Language courses are open to all students according to the level of their competence. Elementary language classes may be taken by those who have not had prior instruction in a given language equivalent to an introductory course. Credit for the first semester of an elementary language is granted, however, only upon completion of the second semester. Students wishing to continue the study of a language begun in high school or elsewhere should consult with the departmental chairman for appropriate placement.

Literature and culture courses in French, German, Spanish and Russian are an integral part of the department's program. These serve as the basis of modern language major sequences, and also offer students the opportunity to participate in classes given in a foreign language, and widen their intellectual horizons through contact with cultures beyond the English speaking world. A Junior Year Abroad program under the auspices of approved institutions is also available, to those who qualify, for study in Austria, France, Germany, Latin American countries, Spain, and Russia.

Facilities for language drills and exercises coordinated to classroom work at all levels are provided in the language laboratory. Cultural materials may be viewed or heard in the departmental language laboratory or the audio-visual room.

Modern Language Major

Major programs are offered in French, German, Russian, and Spanish. The chief aim of these sequences is to develop basic competence in the major language in reading, writing, speaking and hearing. In addition, the modern language major is oriented towards a thorough introduction to the culture of the language studied, with special focus on literature. Students are encouraged to enrich their program through additional courses in languages other than their major and in allied subjects. The curriculum of each student is arranged in consultation with a departmental advisor who considers the individual's language skills, prior education and career goals. Specific requirements are listed below. As a general requirement for all modern language major programs, each student will complete a minimum of eight semester courses beyond the intermediate language level. For the Russian major, intermediate Russian (21, 22) will be included in the eight courses if Elementary Russian is taken at Holy Cross.
Studies in European Literature (SEL)

The department also offers a concentration in European literature (SEL). Courses are conducted in English and employ translations. The program is designed to introduce the student to the best and most representative works of major cultures of the continent and Latin America. Emphasis is also placed on developing a sufficient competence in at least one of the national languages to assure direct contact with the original text.

French

Requirements for the French major: In fulfilling the departmental requirement of eight courses in the major language beyond the intermediate level, the French major will successfully complete French 131, 132 and French 135, 136.

French 11, 12 — Elementary French
A course designed for students with no previous study of 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. Eight credits.

French 13, 14 — Review French
An accelerated elementary course for students who have started the study of the language but who are not qualified for Intermediate French. See Elementary French above. Eight credits.

French 21, 22 — Intermediate French
A review of the fundamentals of the language supplemented by reading of literary and cultural material and by practice in oral expression. Three hours weekly, laboratory practice. Eight credits.

French 127, 128 — French Culture and Civilization
French history, art, architecture, song, manners, religion, social relations, to 1945. Prerequisites: French 21, 22 or the equivalent. Conducted in French. Eight credits.

French 131, 132 — French Conversation and Composition
This course is designed for the student who wishes to gain proficiency in oral and written French. Emphasis is placed on developing correctness and fluency in everyday situations. Regular methods of instruction include dictation, phonetic transcriptions, discussions, debates, compositions and lab exercises. Prerequisites: French 21, 22 or the equivalent. Conducted in French. Eight credits.

French 133, 134 — Advanced French
A course intended to enable the student to achieve correctness, fluency and effectiveness in French. Advanced syntax. Introductory work in etymology, stylistics, comparative lexicology and use of the International Phonetic Alphabet. Prerequisites: French 1, 132 or the equivalent. Conducted in French. Eight credits.

French 135, 136 — Survey of French Literature
A history of French literature from the Middle Ages to the 20th century. Conducted in French. Eight credits.

French 140 — Contemporary France
A general consideration of contemporary cultural developments and esthetic trends in France, plus a study of the new mythologies as expressed in the media: books, newspapers, cinema, radio, television. Prerequisites: French 21, 22, or its equivalent. Conducted in French. Four credits.

French 142 — French Syntax
An appreciation of the structure of the French sentence through two types of analyses: analyse grammaticale and analyse logique. Conducted in French. Four credits.

French 151 — French Novel I
The development of the genre from the 17th to the 19th century. Principal authors studied will include Mme de La Fayette, Voltaire, Diderot, Stendhal, Balzac, Flaubert, Zola. Conducted in French. Four credits.
French 152 — French Novel II
The novel from the end of the 19th century to the present. Principal authors studied will include: Gide, Proust, Malraux, Camus, Sartre, Robbe-Grillet, and Duras. Conducted in French. Four credits.

French 161 — Introduction to French Poetry
A critical study of French prosody and poetic practice with an analysis of poetical works drawn from Villon to the present. Conducted in French. Four credits.

French 163 — French Drama I
A critical study of dramatic theory and practice from the medieval period to the revolution; medieval farce and religious drama; the development of tragedy and comedy. Conducted in French. Four credits.

French 164 — French Drama II
French theater from the romantic age to the present. Principal authors will include: Hugo, Rostand, Jarry, Claudel, Anouilh, Cocteau, Montherlant, Sartre, Beckett, and Genet. Conducted in French. Four credits.

French 171 — Les moralistes et les philosophes
A critical study of principal prose writers from the 17th and 18th centuries. The moralistes: Descartes, Pascal, La Rochefoucauld, and La Bruyère; the philosophes: Montesquieu, Voltaire, Diderot, and Rousseau. Conducted in French. Four credits.

French 172 — French Literature from the Middle Ages to the Renaissance
A critical study of epic and lyrical works of the Middle Ages and major poets and prose writers of the Renaissance. Conducted in French. Four credits.

French 178 — French Poetry Since Romanticism
A critical study of the principal poets from Lamartine to the present. Emphasis will be on the romantic, Parnassian, and symbolist movements. Conducted in French. Four credits.

French 241, 242 — Special Topics
A special course offered periodically for the study of a literary genre, form, theme or problem. Conducted in French. Four credits per semester.

French 251, 252 — Special Authors
A special course offered periodically for the study of one or several authors of importance drawn from specific periods. Conducted in French. Four credits per semester.

French 291, 292 — Junior Year Tutorial
Requires the permission of the Chairman of the Department of Modern Languages and Literatures and of the instructor. Conducted in French. Four credits per semester.

French 293, 294 — Senior Year Tutorial
Requires the permission of the Chairman of the Department of Modern Languages and Literatures and of the instructor. Conducted in French. Four credits per semester.

German
Requirements for the German major: In fulfilling the departmental requirements of eight semester courses beyond the intermediate language level, the German major will successfully complete German 131, 132 and German 133, 134.

German 11, 12 — Elementary German
A course designed for students with no previous study of German, aimed at the acquisition of a basic speaking, reading and writing knowledge. Three hours weekly, laboratory practice. Eight credits.
German 13, 14 — German for Reading Knowledge
A course for those with no previous study of German, designed to give students in the sciences, social sciences and humanities a level of competency in reading German which will enable them to deal independently with specialized literature in their respective fields. Eight credits.

German 21, 22 — Intermediate German
A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Prerequisites: German 11, 12 or the equivalent. Eight credits.

German 131 — German Culture: The Historical Background
An introduction to outstanding examples of German thought, art, and cultural developments in the 18th and 19th centuries. Important German cultural figures such as Frederick the Great, Goethe, Beethoven, Nietzsche and Marx will be discussed. Readings, lectures, and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 132 — German Culture: The 20th Century
An introduction to political and cultural developments in Germany in the 20th century. Aspects of the Weimar Republic, the Third Reich and contemporary East and West Germany will be studied. Readings, lectures, and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 133 — German Syntactical and Conversational Practice
A study of the finer points of German grammar and idiom through controlled translation and written exercises as well as conversational practice. Required for German majors and recommended for freshmen seeking advanced placement. Prerequisite: German 22 or the equivalent. In German. Four credits.

German 134 — German Composition and Conversation
A course devoted to the achievement of basic fluency in spoken and written German. Weekly papers and oral assignments are given. Required for German majors and recommended for freshmen seeking advanced placement. In German. Prerequisite: German 22 or the equivalent. Four credits.

German 161 — Goethe and Schiller
Analysis of representative works of Goethe and Schiller within the context of German Idealism and its major philosophical, aesthetic and moral concerns. Readings and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 162 — German Romanticism
A study of selected Romantic writings against the background of related developments in the arts and in philosophy. Analysis of works by Tieck, Goethe, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. Readings and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 171 — Nineteenth Century German Literature
A study of German literature in the age of burgeoning industrialism and materialism, extending from the late romanticism through the era of realism. Works of representative authors such as Heine, Büchner, Grillparzer, Stifter, Keller, Wagner, Nietzsche, Fontane and the young Hauptmann. Readings and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 172 — Modern German Theater
Analysis of the major movements and playwrights of modern German theater studied against their historical and ideological background. Readings of works by Hauptmann, Kaiser, Schnitzler, Hoffmannsthal, Brecht, Frisch, Durrenmatt, Weiss and others. Readings and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 181 — Kafka, Hesse, Mann and Their Contemporaries
Introduction to the most significant masters of German prose in the first half of the 20th century. Readings and discussions in German. Prerequisites: German 21, 22 or the equivalent. Four credits.
German 182 — Postwar German Literature
A study of the literature written in three German-speaking countries after World War II. Selected works by Borchardt, Grass, Böll, Frisch, Durrenmatt, Plenzdorf, Handke and Biermann. Prerequisites: German 21, 22 or the equivalent. Four credits.

German 241, 242 — Special Topics in German Literature and Culture
Intensive study of a special aspect of German literature such as themes, genres or movements. Topics announced in the preceding semester. Given in German or English according to staff decision. Recent topics: Brecht and the Political Theater, European Romanticism, Existentialism in German Literature. Four credits per semester.

German 251, 252 — Major Authors in German Literature
Intensive study of the chief works of a specific German author. Topics announced in preceding semester. In German or English according to staff decision. Recent topics: Hermann Hesse and Thomas Mann, Franz Kafka. Four credits per semester.

German 291, 292 — Junior Year Tutorial
Eligible juniors may elect German 291, 292 with permission of department chairman and instructor. Topics to be determined by instructor. Recent topics: Modern German Drama, East German Literature. Four credits per semester.

German 293, 294 — Senior Year Tutorial
Eligible seniors concentrating in German may elect German 293, 294 with permission of department chairman and instructor. Recent topics: Bertolt Brecht, The Literature of the Third Reich. Topics to be determined by instructor. Four credits per semester.

Italian
Italian 11, 12 — Elementary Italian
An intensive introduction to the structure and style of modern Italian, with emphasis on reading and writing the language and an introduction to oral expression. Three hours weekly. Eight credits.

Italian 21, 22 — Intermediate Italian
This course is for students who have completed successfully a basic course in the language. Emphasis is placed on a rapid review of the language with an introduction to Italian literature and concentrated oral expression. Three hours weekly. Eight credits.

Russian
Russian major requirements: A minimum of eight courses beyond the intermediate level, drawn from offerings in language and literature. Only if elementary Russian is taken at Holy Cross will intermediate Russian 21, 22 be included in the eight courses. Majors are encouraged to enhance their knowledge of Russian thought and culture through allied courses in history, philosophy and political science. Opportunities exist for independent tutorial or internship work in the Worcester community with recent Soviet emigres.

Russian Studies
Multidisciplinary major in Russian Studies requirements: A minimum of 12 courses, among which the following must be taken: Introduction to Russian Studies, four semesters Russian language, one course Russian literature, one course Russian history, and one course Soviet political science. The remainder of the area courses to be chosen from any of the participating departments (Modern Languages and Literatures, History, Political Science, Philosophy, Economics). For further information, consult the Office of Special Studies or area faculty in the participating departments.
Russian 11, 12 — Elementary Russian
This course aims to acquaint students with the fundamentals of Russian grammar, pronunciation, intonation, and oral expression. Emphasis is also placed on acquiring a knowledge of Russian culture and life through the medium of language. No prerequisites. Four hours weekly, laboratory practice. Ten credits.

Russian 21, 22 — Intermediate Russian
A continuation of Elementary Russian, with greater focus on speaking, writing and reading practice. Study of more complex aspects of the grammar. Longer readings and discussion of Russian and Soviet culture. Conducted mostly in Russian. Prerequisites: Russian 11, 12 or the equivalent. Four hours weekly, laboratory practice. Ten credits.

Russian 131, 132 — Studies in Russian Language and Culture
Topics in Russian literature and culture through discussion, reading and composition. Materials range from belles lettres to non-fiction texts. Also includes advanced grammar and stylistics. Conducted in Russian. Prerequisites: Russian 21, 22 or the equivalent. Four hours weekly, laboratory practice. Ten credits.

Russian 141, 142 — Advanced Studies in Russian Culture and Literature
Analysis of literary works and documentary materials with the aim of probing Russian cultural traditions, particularly in the 19th and 20th centuries. All discussions, readings and papers in Russian. Prerequisites: Russian 131, 132 and permission of instructor. Eight credits.

Russian 151 — Masterpieces of Russian Literature
An introduction to Russian literature through the works of such leading authors of the 19th and 20th centuries as Pushkin, Tolstoy, and Pasternak. The course analyzes changes in Russian and Soviet art forms and the effects of historical-political pressures on writers. Conducted in English. Four credits.

Russian 152 — The Russian Novel
The development of the novel in Russia, including authors such as Gogol, Dostoevsky and Solzhenitsyn. Two major considerations are Western influences on the novel and uniquely Russian solutions to social and philosophical questions through the medium of long prose works. Conducted in English. Four credits.

Russian 161 — The Russian Short Story
Shorter prose works are examined in the light of literary movements and the traditional obligation of the Russian writer to act as the social conscience for the educated public. Tolstoy, Chekhov and Bunin, as well as other masters of the craft, will be studied. Conducted in English. Four credits.

Russian 162 — Russian Drama
A study of the major Russian dramatists—including Ostrovsky, Chekhov and Gorky—in the 19th and 20th centuries. Special attention is devoted to the auditory and visual nature of drama, when possible, with the aid of English recordings and Soviet films. Conducted in English. Four credits.

Russian 171 — Russian Thought and Culture
This course treats Russian philosophical and social thought, especially in the last two centuries, which shaped the mind of the Russian intelligentsia. Primary sources for readings will be non-fiction (memoirs, religious tracts, underground journals) and may include Tolstoy’s What I Believe and Solzhenitsyn’s Gulag Archipelago. Conducted in English. Four credits.

Russian 241 — 19th Century Russian Literature
Russian Literature from the Golden Age through Realism to fin-de-siècle Decadents. Conducted in English. Prerequisite: none. Four credits.

Russian 242 — 20th Century Russian Literature
Russian literature from the Silver Age through the Revolution to the present “underground” works. Conducted in English. Four credits.

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Russian 251 — Introduction to Russian Studies
An interdisciplinary study of Russian civilization, offered every other year. The course covers a theme (such as Russia and the West or the Russian Revolution), using the methodologies of several disciplines, such as literature, history and political science. Required of Russian Studies majors and open to others. Four credits.

Russian 261, 262 — Special Topics in Russian Literature
This sequence of courses covers either a single author or theme. Conducted in English. Four credits per semester.

Russian 291, 292 — Junior Year Tutorial
With permission of department chairman and instructor only. For students who wish to pursue work not covered by one of the regularly offered courses. Four credits per semester.

Russian 293, 294 — Senior Year Tutorial
With permission of department chairman and instructor only. For students who wish to pursue work not covered by one of the regularly offered courses. Four credits per semester.

Spanish
Required to complete the Spanish Major are eight courses, including Spanish 131, 132.

Spanish 11, 12 — Elementary Spanish
An intensive introduction to all elements of the Spanish language. Also included is a brief introduction to the culture of the Hispanic World. Eight credits.

Spanish 15, 16 — Review Spanish
A course between the elementary and intermediate levels primarily for students who have studied Spanish for one or, in some cases, two years on the secondary level. Prerequisite: permission of instructor. Eight credits.

Spanish 21, 22 — Intermediate Spanish
An intensive grammar review, followed by oral practice, and readings in literature and culture. For students who have completed Spanish 12 or its equivalent. Eight credits.

Spanish 127 — Aspects of Spanish Culture
A course devoted to the study of examples of Spanish culture and thought in selected areas. Four credits.

Spanish 128 — Aspects of Spanish American Culture
A course devoted to the study of examples of Spanish American culture and thought in selected areas. Four credits.

Spanish 131 — Spanish Composition and Conversation
A course designed to increase fluency in the oral and written aspects of the language. Four credits.

Spanish 133, 134 — Survey of Spanish Literature
The literature of Spain across the centuries and its relative position in world literature. Eight credits.

Spanish 135, 136 — Survey of Spanish American Literature
The literature of Spanish America across the centuries and its relative position in world literature. Eight credits.

Spanish 137 — Advanced Spanish Composition and Conversation
A course designed for students who have completed Spanish 131 or its equivalent. Intensive practice of the four language skills. Four credits.

Spanish 153 — Golden Age Literature
Intensive study of the major authors of the 16th and 17th centuries. Four credits.
Spanish 173 — 19th and 20th Century Spanish and Spanish American Narrative
An intensive overview of non-dramatic forms in Spanish and Spanish American literature during the 19th and 20th centuries and a study of the literary interaction between the two continents of Spanish concentration. Four credits.

Spanish 174 — 19th and 20th Century Spanish and Spanish American Drama
An intensive overview of Spanish American drama during the 19th and 20th centuries and a study of the literary interaction between the two continents of Spanish concentration. Four credits.

Spanish 175 — Spanish and Spanish American Poetry
An overview of major Spanish and Spanish American poetry, from medieval times through the present day. An introduction to poetic theory will also be included. Four credits.

Spanish 177 — Contemporary Latin American Literature
This course explores responses of Latin American writers to the following questions: What is fiction? What are the roles of the narrator, reader, and author? What is the relation between literary works and society? The course will treat common themes, including the search for Latin American identity and independence, solitude and alienation, and the relation between man and his fate. In English. Sometimes taught as part of Humanities Sequence VII. Four credits.

Spanish 231 — Seminar in Hispanic Literature
A course dealing with some specialized area, movement, or writer in Hispanic literature. The topic is changed each semester according to the needs and wishes of the Spanish faculty and students. Four credits.

Spanish 241, 242 — Special Topics
A special course offered periodically for the study of a literary genre, form, theme, or problem. Four credits per semester.

Spanish 250 — Cervantes and Don Quijote
A study of Cervantes' major works. Focus is centered on Don Quijote, although attention is also placed on other important Cervantine works. An important emphasis of the course is Cervantes' vital contribution to world literature. Readings and lectures in English. Four credits.

Spanish 251 — Golden Age Literature
Intensive study of the most important writers of the Spanish Renaissance, including Lope de Vega, Tirso de Molina, and Pedro Calderon de la Barca, with emphasis on their importance in world literature. Readings and lectures in English. Four credits.

Spanish 252 — Major Authors
Intensive study of one or more important Spanish writers. Readings and lectures in English. Four credits.

Spanish 291, 292 — Junior Year Tutorial
Eligible juniors may elect one or both of these courses only with the permission of the department chairman. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. Four credits.

Spanish 293, 294 — Senior Year Tutorial
Eligible seniors may elect one or both of these courses only with the permission of the department chairman. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. Four credits.

Studies in European Literature (SEL) courses are open, without prerequisites, to all students of the College. Requirements for the SEL major: eight courses specifically designated SEL. In order to assure direct contact with texts in the original, a competence in at least one of the national languages of Europe is required. Students are, therefore, expected to take a minimum of two semesters beyond the intermediate level in French, German, Russian, or
Spanish. The requirement may be fulfilled by two semesters in Composition and Conversation, two in advanced literature courses conducted in a foreign language, or two in culture and civilization conducted in a foreign language.

SEL 101, 102 — Landmarks of European Literature
An introduction to major works of Continental literature, the course explores the works of at least six major authors each semester and serves as a basis for the advance study of literature. Four credits per semester.

SEL 110 — Medieval Literature
Representative works of Continental Europe in Middle Ages. Among works read are: The Song of Roland; The Poem of the Cid; Chretien de Troyes; Iwain, The Knight of the Lion; Wolfram von Eschenbach, Parzival, Gottfried von Strassburg, Tristan; Guillaume de Lorris and Jean de Meun, The Romance of the Rose; Dante Alighieri, The Divine Comedy. Four credits.

SEL 111 — The Renaissance
An introduction to the literature of the Continental Renaissance with emphasis upon the prose fiction of the period. Readings from selected authors such as Boccacio, Castiglione, Machiavelli, More, Erasmus, Luther, Rabelais and Montaigne. Four credits.

SEL 121 — Baroque and Classic Literature
An interdisciplinary approach to continental literature between 1580 and 1680. Among authors read are: Cervantes, Calderon, Lope de Vega, Corneille; Moliere, Pascal and Grimmelshausen. Four credits.

SEL 131 — The Age of Enlightenment
A study of the literature of 18th century Europe as it reflects the philosophical, cultural, and political aims of the Enlightenment. Among authors read are: Shaftesbury, Pope, Montesquieu, Voltaire, Diderot, Rousseau, and Lessing. Four credits.

SEL 141 — European Romanticism
A study of the different forms and expressions of continental Romanticism. Readings of representative works by: E.T.A. Hoffmann, Kleist, Novalis, Schlegel, Tieck, Heine, Rousseau, Chateaubriand, Hugo, Nerval, Madame de Staël, Leopardo, and Manzoni. Special consideration is given to the relations between the Romantic Movements of the individual countries. Four credits.

SEL 143 — The Rise of Realism in the 19th Century European Novel
The emergence and development of the realist novel as an art form reflecting the literary, cultural, and social attitudes of Continental Europe of the 19th century. Among authors read are: Balzac, Stendhal, Gogol, Turgenev, Flaubert, Dostoevsky, Zola, Galdos, and Tolstoy. Four credits.

SEL 145 — Bourgeois vs. Artist in 19th Century France
A study of the Restoration through the second Empire, the symbolist revolt at mid-century and the society of the belle époque, through the selected prose and poetry of Stendhal, Balzac, Flaubert, Zola, Huysmans, Baudelaire, Rimbaud, Verlaine, Proust and Gide. Sometimes taught as part of Humanities Sequence VIII. Four credits.

SEL 151 — The Modern European Novel
A study of the modern novel with an emphasis on the most significant approaches to form and technique. Among authors read are: Gide, Mann, Musil, Kafka, Hesse, Malraux, Silone, Sartre, Camus, Grass, and Robbe-Grillet. Four credits.

SEL 153 — Modern European Theater
The major movements and playwrights of modern European theater are studied against their historical and ideological background. Brecht, The Theater of the Absurd (Beckett, Ionesco, Pinter), Frisch, Dürrenmatt, Genet, and Weiss. Conducted in English. Four credits.
SEL 241, 242 — Special Topics in European Literature
Offered periodically for the study of a literary genre, theme or problem. Recent topics have been: The Image of Man in European Literature, Existentialism in European Literature, German Literary Existentialism, Contemporary European Literature, Spanish Thought, Cinema and Humanism, German Novel: The World Mirror, Weimar to Hitler. In English. Four credits per semester.

SEL 251, 252 — Major Authors
A course offered periodically for the study of one or more significant authors drawn from specific periods. Some recent topics: Franz Kafka, Hermann Hesse, Thomas Mann, Jean-Paul Sartre and Albert Camus. Conducted in English. Four credits per semester.
Department of Music

Associate Professor: Waldbauer; Assistant Professors: Hallmark, Korde; Visiting Lecturers: MacPherson, Miller

The Music Department offers introductory and intermediate courses in the History and Theory of Music. Advanced studies in Theory, Composition, Analysis, and Music History are offered in the form of tutorials. The Department does not offer a major. Private instrumental and vocal instruction (no credit) is possible through our association with colleges in the Worcester Consortium. Interested students are urged to contact the Music Department. The Department sponsors student recitals and encourages participation in the following performing organizations:

College Choir (audition required)
Chamber Singers (audition required)
Worcester Fragments (medieval and renaissance music group)
The Consortium Orchestra
The Consortium Woodwind and Brass Ensembles

Departmental facilities include the Music Library, which houses books, scores, records, tapes, and individual listening carrels; practice rooms with pianos; and an Electronic Music Studio for composition and related research.

Music 1, 2 — Introduction to Music
Designed primarily for students without any previous musical training or experience, this course is aimed at gaining an understanding of music through critical listening. The course will emphasize the study of basic musical concepts and a selected group of works by major composers illustrating the principal styles of Western art music. Four credits.

Music 3, 4 — Fundamental of Music
Designed for students with no prior background in music, this course is an introduction to the basic elements of music: notation, scales, intervals, triads, the study of rhythm and meter, analysis, and ear training. This course also includes an introduction to the piano and basic musicianship. Four credits.

Music 10 — College Choir
The study and performance of work for mixed chorus. Two or three major concerts per year, often with orchestral accompaniment. No previous musical training or choral experience is required, but students accepted in the chorus will be given instructions in basic music skills, i.e., the rudiments of reading music and ear training. Prerequisites: Permission of instructor (audition). Must be taken on a Pass/Fail basis and in two consecutive semesters. Does not count toward the 32 courses required for graduation. Two credits.

Music 23 — Politics, Literature and Music of Africa
This course will be team taught and explore Africa from colonial to modern times, emphasizing the political, literary and musical changes during this period, with special focus on Nigeria and South Africa. This course is part of Humanities Sequence XI. Four credits.

NOTE: In the academic year 1979-80, Music is a division of the Department of Fine Arts. All music courses are offered through the Department of Fine Arts. Departmental status for Music is effective in the 1980-81 academic year.
Music 101 — Great Composers
The study of the life and works of a major composer (e.g., Beethoven, Mozart, Wagner, J.S. Bach) and of the age in which he lived. Attention will be paid to the development of his musical style, the socio-cultural context in which he worked, the contemporary reaction to his music, and the evaluation of his achievement by posterity. Four credits.

Music 102 — Symphony
Introduction to the orchestra, its instruments and its repertory from the inception of public concerts in the 18th century to the present day. In addition to the symphony, the course will consider related orchestral compositions such as Ouverture, Concerto, and Symphonic Poem. Four credits.

Music 103 — Music and Theatre
An introduction to opera, musical comedy, and related genres such as oratorio and film music, with attention to the relationship between drama and music. A brief historical survey of each category with study of representative scenes and complete works. Four credits.

Music 104 — Music for Keyboard
A study of representative works for keyboard instruments (the organ, the harpsichord, and the piano) from the 17th century to the present. Four credits.

Music 105 — Chamber music
A survey of music for small instrumental and vocal groups from the 16th century to the present. Examples include: the madrigal and chanson of the 16th century, the trio sonata of the 17th century, the string quartet, and other representative works from the 18th century to the present. Four credits.

Music 106 — Song
An introduction to solo song. A study of lyric poetry and of its expressive combination with music in such repertories as medieval troubador songs, Elizabethan lute airs, German Lieder, and Anglo-American folk songs. Four credits.

Music 111 — American Music
This course will survey three main repertories of music in the United States: 1) folk and traditional music of urban, rural, and ethnic origin; 2) popular music and jazz; and 3) art music from Charles Ives to the present, with particular attention to the influence of science and technology on recent developments. Four credits.

Music 112 — World Music Cultures
Introduction to music of selected African, Asian, and American cultures. Each culture will be approached through: 1. social and cultural context, 2. theoretical systems and musical instruments and 3. major musical and theatrical genres. Four credits.

Music 113 — Music and Worship
A history of sacred music from the early Christian Church to Vatican II. This course includes a study of plainchant and polyphony in the Mass and motet of the Catholic church from the ninth to the 16th century, the music of the Reformation and Counter Reformation from the 16th to the 18th century, and the secularization of religious music in the concert hall in the 19th and 20th centuries. Four credits.

Music 201, 202 — Theory of Music I, II
A two-semester intermediate theory sequence on the materials of modal and tonal music: elementary counterpoint, harmony, and analysis. This course is designed to develop musical skills and theoretical concepts (voice-leading, harmonization of melodies, figured bass, etc.) which underlie performance, analysis, and composition. Prerequisite: Fundamentals of Music or equivalent background. Eight credits.

Music 211 — History of Western Music I
Historical development of musical styles from the ninth to the middle of the 18th century. This course includes a survey of major composers and genres of the middle Ages, Renaissance, and Baroque periods (i.e., from Gregorian Chant to J.S. Bach). Four credits.
Music 212 — History of Western Music II
Historical development of musical styles from the late 18th into the 20th century. A survey of major composers and genres of the Classic, Romantic, and Modern periods (i.e., from Haydn through Stravinsky). Four credits.

Music 214 — Music of the 20th Century
A study of representative works of the major composers of this century, illustrating their new compositional techniques and their relationship to the past (i.e., the music of Bartok, the different styles of Stravinsky, the atonal and serial music of Schoenberg and his followers). The course will also include selected readings of contemporary music theory and practice. Prerequisite: One music course or equivalent knowledge. Four credits.

Music 301, 302 — Theory III, IV
Semester I will emphasize analysis and composition of tonal music through analysis of representative works of such composers as Bach, Haydn, Mozart, Beethoven, and Brahms. Semester II will focus on 20th century musical systems through the study of compositional theory and the analysis of selected works of 20th century composers. This advanced theory sequence will emphasize original composition. Prerequisites: Theory I and II. Eight credits.

Music 311, 312 — Special Topics
Department of Naval Science

Professor: Wheeler (Chairman); Staff: Bennett (Executive Officer), Townsend, Gannon

The Department of Naval Science, a recognized department of instruction within the College, educates and trains young men and women to serve as commissioned officers of the Navy and Marine Corps. Only those young men and women reasonably disposed to accept a commission in the Navy or Marine Corps should plan to enter the NROTC Program. This affirmation should be clearly understood by everyone who applies for the program.

Scholarship Program

High school seniors who apply through the national competition and are accepted for the NROTC Scholarship Program receive full tuition, all textbooks, military uniforms, and a $100 per month subsistence allowance while attending college. They are required to take certain college courses, undergo three summer training cruises of four to six weeks' duration, and may be required to serve up to four years on active duty after commissioning.

College Program

Entering freshmen students may apply directly to the Professor of Naval Science for enrollment in the College (nonscholarship) Program. This program provides military uniforms and during the junior and senior years a subsistence allowance of $100 per month while attending college. Books that are available in the unit bookroom are loaned to students. College Program students are required to undergo one summer training cruise of four to six weeks' duration the summer preceding their senior year and may be required to serve up to three years on active duty after commissioning.

All students who desire to be considered for this program should apply as early as possible. An application is not binding and, even after enrollment in the program, the student may withdraw without prejudice at any time prior to his junior year at his own request. As a College Program student, one has two avenues to becoming a Scholarship student. The first is to apply annually for the scholarship through the national competition selection process. If a student is accepted, the scholarship would begin in September after selection. The second avenue open is through a Professor of Naval Science direct appointment. The Professor of Naval Science is authorized annually to nominate outstanding students in the College Program for a scholarship. If accepted, the $100 per month subsistence allowance begins immediately and the tuition is paid, beginning with the semester in which one is appointed.

Naval Science Students

Any student in the College may take the Naval Science courses. Naval Science students receive credit for satisfactory completion of the Naval Science courses but have no official status in the NROTC Program and receive none of the advantages of NROTC students. This training could prove to be beneficial should the graduated Naval Science student apply for a commission through sources normally available to college students other than the NROTC Program.
General Information

The Holy Cross NROTC Unit is composed of approximately 100 midshipmen. The battalion is divided into companies, and the overall leader is the Midshipman Battalion Commander, a senior who is chosen for outstanding leadership qualities. The companies and platoons compete in various athletics. Students in the unit wear the naval uniform all day Monday. Familiarization with small arms and actual firing is provided at off-campus facilities. Student participation in any college extracurricular activities does not interfere with unit activities. Each year the midshipmen sponsor an active social program which includes a fall and spring picnic, a spaghetti dinner, the Military Ball, and bowling and pool tournaments. During semester breaks the Unit sponsors orientation trips to New London, Conn., to visit conventional and nuclear submarines; to Pensacola, Fla., to visit aviation units; and to Camp Lejeune, N.C., to observe Marine training. This is completely voluntary.

Naval Science 11 — Naval Orientation
A one hour per week introductory course designed to acquaint students with the Department of Defense and the U.S. Navy, including mission areas and components of the Navy and Marine Corps, nautical terminology, custom and tradition. No degree credit.

Naval Science 12 — Naval Ships Systems I
A course designed to familiarize students with types, structure and purpose of naval ships. Ship compartmentation, propulsion systems, auxiliary power systems, interior communications, and ship control are included. Elements of ship design to achieve safe operation and ship stability characteristics are examined. Four credits.

Naval Science 13 — Naval Ships Systems II
A continuation of Naval Science 12. Four credits.

Naval Science 41 — Navigation
The derivation and utility of celestial navigation and application of spherical trigonometry to the astronomical triangle. Additional topics covered include piloting, electronic navigation and various navigational aids. Wave propagation theory is briefly covered. Four credits.

Naval Science 42 — Operations Analysis
An introduction to operations analysis methods, featuring a brief review of basic probability theory, gaming matrices, and distribution curves. Additional topics include application of quantitative inputs to decision-making, past usage of the OA method in the resolution of military and non-military problems, and admiralty law in its role as a constraint on naval operations. Four credits.

Naval Science 51 — Naval Organization and Management
Basic concepts and principles of organization, management, and leadership are examined within a framework of social and industrial organization and further developed through examination of local companies and the Naval Establishment, including the unique characteristics generated by its objectives, technological complexity, operating environment and function in society. Four credits.

Naval Science 101 — American Military Affairs
This course is a survey of military affairs from the colonial period to post World War II. Emphasis is on the transition from limited to total war. Four credits.

Naval Science 102 — National Security Policy
This course deals with the formulation and implementation of American security policy. American military history is analyzed briefly to determine the factors bearing on the development of the defense structure of the United States. The methods of formulation of national security policy are studied, as is the role of each governmental component concerned with security affairs. Four credits.
Marine Corps

Candidates for commission in the Marine Corps will be required to complete Naval Science 11, 12, 13 and 101. In place of Naval Science 41, 42, 51, and 102, they will take courses in Marine Corps subjects as follows:

**Naval Science 45 — Evolution of Warfare**
A study of armed conflict from ancient to modern times. Focus is on the major figures, as well as patterns and major transitional periods. Four credits.

**Naval Science 55 — Amphibious Doctrine**
A history of landing operations with emphasis on the major seaborne campaigns of World War II. Four credits.
The Department of Philosophy offers to both majors and non-majors the opportunity to achieve a fuller and more reflective understanding of human experience in its intellectual, socio-political, aesthetic, religious and moral dimensions. To its majors, through a series of electives and through a personal advisory program, it extends the opportunity to obtain a more comprehensive view of the historical development and the contemporary movements within philosophy as well as the opportunity to pursue the thought of an individual philosopher in depth.

In general, the courses offered are open to the student body at large. However, the 100 and 200 level courses are available to those freshmen who have not yet taken an introductory course only with the approval of the department chairman. The minimum requirement for the major is 10 semester courses in philosophy, at least nine of which must be chosen from courses above the 100 level and at least two of which must be chosen from within the 200 level. Upon deciding to become a philosophy major, a student must choose an advisor from the philosophy faculty in conjunction with whom he or she will set up a program of studies within the department. There are no extra departmental requirements for philosophy majors. In their senior year, majors are invited to culminate their studies by participating in a Seminar Project open to senior majors only. Besides a wide range of general and more specialized courses, the department offers a number of seminars, tutorials and opportunities for independent study. The department also offers several courses as part of the Interdisciplinary Humanities Program, as indicated below. Student-faculty community is deepened through informal conversation in the relaxed atmosphere of the Philosophy Common Room.

**Introductory Courses**

**Philosophy 11 - Introduction to Philosophy**
A study of selected historical works in philosophy which represent distinctive philosophical styles. It will investigate the nature of philosophical problems, how they originate, how they are articulated, and alternative methods of solving or dissolving them. Attention will be given to the historical and contemporary significance of philosophical problems, their living context and their integration with intellectual and active life. Four credits.

**Philosophy 61 — Introduction to Philosophy**
A study of selected philosophical texts, with the aim of introducing students to the nature of philosophical thinking and the variety of philosophical issues and areas of method and theories. Four credits.

**Philosophy 71 — Introduction to Philosophy (Honors Seminar-Freshmen)**
This course is intended to familiarize the students with specifically philosophical terminology, major issues and approaches to problem solving. It includes the possibility and nature of First Philosophy centering on the experience of existence, self-identity, truth, value, aesthetics and the human person. Four credits.

**Philosophy 81 — Introduction to Philosophy (Honors Seminar-Freshmen)**
A joint endeavor of student and professor to articulate the distinctively philosophical approach to certain issues. This will be accomplished by the critical analysis of philosophical writings of diverse periods on one particular topic. Four credits.
Philosophy 85 — Introduction to Philosophy (Team-Taught)
An introduction to fundamental areas of philosophical reflection. The course will be structured and taught by two or three different members of the philosophy department. Four credits.

Philosophy 91 — Survey of Western Philosophy I
A historical introduction to ancient and medieval European philosophy. The course identifies and examines the principal philosophical issues raised by major thinkers from Pre-Socratic times to the Renaissance. Four credits.

Philosophy 92 - Survey of Western Philosophy II
A historical introduction to modern contemporary European philosophy from Descartes in the 17th century to the Existentialists and Linguistic philosophers of the 20th century. Four credits.

Intermediate Courses

Philosophy 101 — Metaphysics
This course is an experience-grounded analysis of the real in which its structure, first principles, and concrete realizations, with emphasis on the person and community, are discovered and studied. The investigation moves to a rational inquiry into the existence and character of the ultimate origin and purpose of real being. Four credits.

Philosophy 104 — Approaches to Ethics
An examination of the attempts to arrive at the foundations of ethical values and the ultimate meaning of human experience. An emphasis is placed on the continuity in the development and refinement of these attempts historically, so that contemporary moral problems and their solution may be seen in proper perspective. Four credits.

Philosophy 107 — Foundational Questions in Ethics
An exploration of the distinctive character of moral experience, involving a phenomenological description of its various moments and dimensions and a study of typical interpretations of this experience. Four credits.

Philosophy 109 — Theory of Knowledge
This course addresses several specific questions in the field of Epistemology. The problems considered vary from year to year but in general the primary questions are: 1. What is it "to know" something? and 2. What in fact do we know? This implies consideration of the nature, value, limitations and justifications of knowledge claims. Four credits.

Philosophy 115 — Introductory Logic
An introduction to the field of logic with special emphasis on the Aristotelian syllogistic and propositional calculus, their inter-relationship, value and limitations. Its purpose is to familiarize the student with the deductive process and symbolic notation as well as to enable him to recognize and evaluate various kinds of argumentation and related fallacies. Four credits.

Philosophy 116 — Logic: Reason and Persuasion — Humanities Sequence IX
This module of a four-part sequence stresses the formal logical strength of reasonable discourse as distinct from its persuasive character as stylistically or pragmatically effective. Thus, although the interrelation of these endeavors is pointed out, the major emphasis is placed on formal argumentation and its related fallacies. Four credits.

Philosophy 125 — Ancient Philosophy
A study of main contributions of ancient Greek philosophy to the development of Western thought. The student will be acquainted with the central problems raised by Pre-Socratic Greek Philosophy and will then examine the efforts of Socrates, Plato and Aristotle to meet these problems. The course will close with a consideration of important Post-Aristotelian contributions: Stoicism, Skepticism, etc. Four credits.

Philosophy 130 — Medieval Philosophy
A study of medieval thought from Augustine to Ockham with special emphasis on
Augustine, Erigena, St. Bonaventure, St. Thomas, Duns Scotus, and Ockham. Also, an analysis of the philosophical movement in the 13th century. Four credits.

**Philosophy 135 — Modern Philosophy I**
A study of the origins of modern philosophy: Descartes' turning towards the subject, his attempt at a justified method guided by the ideal of mathematical certainty, its influence on the development of European rationalism: Spinoza, Leibniz. Equal attention will be given to the competing empiricist philosophers and their approach to philosophy and science: Bacon, Hobbes, Locke, Berkeley, Hume. Four credits.

**Philosophy 141 — Modern Philosophy II**
Kant tried to overcome rationalism and empiricism. His transcendental investigation led to a new evaluation of metaphysics, epistemology, the nature of the sciences and morality. Despite Kant, speculation rose to unprecedented heights. The steps from Kant to Fichte and Hegel will be studied as well as the growing opposition (especially Marx, Kierkegaard) as foundations of Logical Positivism, Marxism, Existentialism. Four credits.

**Philosophy 143 — American Philosophy**
A survey of the beginnings and development of American philosophic thought. Detailed discussions of the work of several leading philosophers and the contemporary scene. Four credits.

**Philosophy 144 — Contemporary European Philosophy**
Main currents in European philosophy will be dealt with: 1. Logical positivism/analytical philosophy, 2. Phenomenology, 3. Existentialism, 4. Neo-Scholasticism, 5. Marxism, 6. Structuralism. Topics considered will include the attitudes of these philosophies toward science, technology, their understanding of historicity and their contributions to the philosophico-political dimensions of life. Four credits.

**Philosophy 145 — Phenomenology: Introduction**
An examination of the origin and intent of the contemporary philosophical movements of phenomenology and existentialism. Detailed study of selected texts of Husserl, Heidegger and Sartre. Influence of existential thinking in the areas of psychology, sociology, aesthetics, political and religious thought. Four credits.

**Philosophy 146 — Structuralism**
A study of the origin and development of contemporary structuralist thought, its different manifestations as intellectual fashion, methodology, and world view. Texts by structuralist thinkers will be interpreted in order to understand their views on man and society, history and civilization. A review of structuralism in its relation to Marxism and logical positivism will be included. Four credits.

**Philosophy 151 — Indian Philosophy**
Survey of the central ideas of philosophic thought in India. Examination of the origins of Indian philosophy in the Vedic hymns, the *Upanishads*, and the *Bhagavad-Gita*; study of the development of philosophy in the classical schools of Hinduism and Buddhism; brief consideration of selected texts of contemporary authors. Four credits.

**Philosophy 152 — Chinese Philosophy**
Survey of the main schools of philosophic thought in China: Confucianism, Taoism, Buddhism, Neo-Confucianism. Emphasis is placed upon the development and interaction of the various movements and their relation to Western ideas. The course ends with a consideration of several philosophical works of Mao Tse-tung. Four credits.

**Philosophy 157 — Medical Ethics**
This course begins with an introduction to various ethical theories and basic ethical principles and proceeds to an analysis of specific ethical problems which arise in medical practice and genetic research. Occasionally, medical and legal experts are invited as guest lecturers. Four credits.

**Philosophy 160 — Aesthetics I**
Examination of aesthetic issues—creativity, appreciation, interpretation, criticism. Four credits.
nature and society—from various philosophical points of view. Students are exposed to alternative philosophical approaches to the aesthetic in the arts as well as in ordinary experience. The course stresses the interaction of philosophical commitment and aesthetic concern and relates the aesthetic enterprise to the mainstream of life experience. Four credits.

Philosophy 163 — Philosophy of Affectivity
A philosophical inquiry into person as a sexual being, grounded in an intersubjective study of relating and affectivity. This inquiry emphasizes important attitudes, practices and frameworks including social evolution, moral posture and the perspective of depth-therapies. Through focus on this dimensionality, fuller and deeper understanding of person and community is sought. Four credits.

Philosophy 165 — Utopian Models in Political Philosophy
Classical designs of ideal societies (utopias) will be studied as a basis for an evaluative discussion of present-day interests in utopias. The course examines utopias as blueprints for a better future, as forms of escapism, as warnings against the danger of wholesale acceptance of the ideal of technical progress. Among the authors studied will be Plato, More, Bacon, Campanella, Zamiatin, Huxley, Orwell, Skinner. Four credits.

Philosophy 166 — Theory of Communism
An in-depth analysis of Marxism-Leninism. A study of its basic tenets as applied practically in the socialist world to problems of economics, politics, jurisprudence, education, science, religion, morality and art. Source materials come principally from the classics of Marxism-Leninism and the writings of contemporary theoreticians of the world communist movement. Four credits.

Philosophy 167 — Philosophy of State and Law
A study of such problems as the nature of the state, political power and authority, law, legal rights and obligations, etc., as seen from the perspective of several distinct traditions within Western philosophical thought. Four credits.

Philosophy 168 — Economics and Ethical Values — Humanities Sequence IV
Ethical dimensions of contemporary economic practices, focusing on such issues as investment practices, socio-political involvement of transnational corporations, income distribution, etc. The ethical dimension of capitalism, democratic socialism and communism as alternative economic models will also be explored. Four credits.

Philosophy 169 — Philosophy of Law
This course studies the lawfulness of law, that is, its structuring quality, in which it is comparable to science and art. Attention is paid to Natural Law Theory, Formalism, Positivism and Realism, and the intellectual climate in which each tends to flourish. Philosophical issues such as causality, obligation and certainty are examined insofar as they arise within the law. Four credits.

Philosophy 171 — Philosophy of Science
Examination and discussion of such matters as empirical and logical foundations and completeness of physical science, quantum theory, relativistic field theory, cosmology. Four credits.

Philosophy 172 — Philosophy of Biology
Philosophy of science is studied with particular attention to problems raised by the life sciences: e.g., the origin and nature of life, evolution, death. Focus is primarily upon methodological and philosophical questions, but some consideration is given to issues of social and political importance. Some acquaintance with philosophy and/or biology is desirable. Four credits.

Philosophy 173 — Philosophical Impact of Evolution — Humanities Sequence III
Three topics will be covered in this course, each closely related to the scientific exposition of the other module of this sequence: a logical assessment of the grounds for the evolution theory, a critical survey of the general philosophical reactions to the theory, and a critical analysis of the major philosophical theories arising from it. (Spencer, Bergson and Teilhard). Four credits.
Philosophy 174 — Philosophy of Man

Philosophy 175 — Philosophy of Community
An exploration of the social dimensions of personal existence: meaning and direction of human life examined in terms of social interaction. Source works in both American and Continental traditions. Four credits.

Philosophy 176 — Philosophy of Technology
An examination of conceptual, social and political problems arising from the technological growth in contemporary life. Four credits.

Philosophy 177 — Philosophers on Women
A historical and critical survey of philosophical writings on the subject of women, with special attention to philosophical work by women. These topics will be considered in the context of contemporary, historical and sociological conditions and will be evaluated in terms of their impact upon attitudes toward women in the world of today. Four credits.

Philosophy 180 — God in Human Experience
An analysis of the way in which men have described their encounter with the sacred and the holy, how the divine has, in some way, entered their lives and their experiences. Four credits.

Philosophy 182 — Philosophy of Religious Experience
An examination of religious experience as a specific type of experience: a description of religious experience in its various manifestations, primitive and contemporary, Eastern and Western; a philosophical investigation of the epistemological and ontological conditions under which this experience is meaningful. Four credits.

Philosophy 184 — Faith and Reason
The distinction between God as an object of thought and God as the fundamental ground of prayer will be considered. Next there will be a consideration of the distinctive characteristics of religious faith and philosophical reason. The course will conclude with the attempt to unify these aspects of human activity and life. Four credits.

Philosophy 185 — Philosophical Interpretation of Myth — Humanities
This course will review three older forms of mythical interpretation and move to a longer consideration of four contemporary forms of mythical interpretation. The contemporary forms are: the phenomenological (Cassirer and Eliade), the psychanalytic (Freud and Jung), the existentialist (Jaspers and Ricoeur) and the structuralist (Levi-Strauss). Four credits.

Philosophy 186 — Contemporary Atheism and Theism
A phenomenological and historical analysis of the nature and origins of the contemporary attitude toward God. Readings will be taken from Freud, Feuerbach, Marx, Nietzsche and the “Death of God” thinkers. Four credits.

Philosophy 188 — Death
The philosophical consideration of the contemporary discussion of man and death. Four credits.

Advanced Courses

Philosophy 201 — Seminar: Philosophical Method
The central themes of this study are the interdependence of language and thought and the critical function of linguistic analysis. These problems will be dealt with by discussing selected texts from the works of Bacon, Locke, Berkeley, Hamann, Lichtenberg, Reinhold, Humboldt, Group, Cassirer, Langer, Whorf, and Austin. Four credits.
Philosophy 204 — Seminar: Special Problems in Metaphysics
A systematic reflection upon selected metaphysical questions such as time, identity and existence in both their classical and contemporary formulations. Four credits.

Philosophy 208 — Seminar: Problems in Theory of Knowledge
A limited selected group of students will participate in an evaluative discussion of one particular problem per week. This includes a short introduction by the professor, a major presentation by a student who leads the ensuing discussion and a prepared critique by another student each week. There will be extensive readings and active participation in all meetings. Four credits.

Philosophy 210 — Seminar: Problems in Philosophy of Nature
A joint attempt of professor and student to understand, critically evaluate and contrast various philosophical theories on the nature of physical being. There will be particular emphasis on the continuity and evolution of philosophical thought from the ancients through the medieval and modern eras into the present. Four credits.

Philosophy 212 — Seminar: Philosophical Psychology
An examination of the conceptual and historical origins of modern psychology. Particular attention will be given to William James' *Principles of Psychology* and the problem of natural science vs. personal experiences in psychological method. Four credits.

Philosophy 216 — Seminar: Aesthetics II
Selected aesthetic problems explored in depth. While Aesthetics I is not a specific prerequisite for enrollment in the course, some acquaintance with the literature of philosophy and/or the arts is desirable. Four credits.

Philosophy 224 — Seminar: Philosophy of History
A study of the various attempts to answer the question: What is the meaning of History? Representative theorists will be chosen from the periods of the Renaissance, the 17th, 18th and 19th centuries, and the present. Four credits.

Philosophy 226 — Seminar: Philosophy of Social Science
An examination of the differences between natural and social phenomena, of methodological issues such as explanation and understanding. Attention will also be given to the goal of "value free" interpretation and the problems of ideology in human science.

Philosophy 232 — Seminar: Phenomenology, Advanced
Seminar examining major works of several masters of phenomenology and existential philosophy. Choice of texts and authors varies with semester. An introductory knowledge of the field is required! Four credits.

Philosophy 234 — Hermeneutics
A study of the problems of interpretation as it affects human knowing and action. The course examines classical and contemporary theories about interpretation and seeks to provide a framework for resolving difficulties arising from the interpretive character of human experience. Four credits.

Philosophy 236 — Mathematical Logic

Philosophy 237 — Advanced Logic (Switching Theory)
An advanced course in logic consisting in a study of the analysis and synthesis of combinational and sequential switching circuits as applied logic, utilizing Boolean polynomials and functions as well as the n-cube representation. Practical digital applications, elements and problems, including some laboratory work, will be stressed in accord with the needs and interests of students. Four credits.

Philosophy 240 — Seminar: Philosophy of Mathematics
Character and methodology. Elementary notions arising from set theory and topology.

Philosophy 244 — Seminar: Philosophy of Physics

Philosophy 250 — Seminar: Pre-Socratic Philosophy
The course will study the origin of Western philosophy and science before Socrates. It will investigate the relationship between myth and philosophy, the development of various schools of philosophy (Pythagoreans, Eleatics), and conclude with a discussion of the atomists. Emphasis will be placed upon the study of the texts of Pre-Socratic philosophers and the interpretations of modern scholars. Four credits.

Philosophy 252 — Meta-Ethical Problems
A critical study of ethical theory within the Analytic tradition. Special attention will be given to the problems of the origin, meaning and justification of ethical terms and judgments as presented by the Schools of Naturalism, Intuitionism and Emotivism. Post-Emotivist theories will be discussed in respect to their attempt to construct a logic of ethical discourse. Four credits.

Philosophy 254 — Plato
An introduction to the philosophy of Plato; his dispute with the sophists of his day and his discovery of the theory of Ideas, the consequences of this discovery for his understanding of the life of the soul in terms of love and knowledge, and his last critical reflections on his own major dialogues. Four credits.

Philosophy 258 — Aristotle
A detailed examination of selected texts and themes in the works of Aristotle. Typical works to be studied are: the Physics, the Metaphysics, The Treatise on the Soul, and the Nicomachean Ethics. Four credits.

Philosophy 262 — Augustine
A study of Augustine's philosophy as it developed through the odyssey of his personal formation, with special emphasis on free will and evil, knowledge, soul and body and creation. Four credits.

Philosophy 266 — Thomas Aquinas
An introduction to the philosophical synthesis of Thomas Aquinas, his consideration of God, creation, nature, and man, as seen through a study of his principal writings. Four credits.

Philosophy 268 — Hume
A study of the origins of British Empiricism based on a study of Hume's Treatise of Human Nature and his Enquiries Concerning Human Understanding and Principles of Morals. Attention will be given to Hume's influence in the history of modern thought. Four credits.

Philosophy 270 — Kant
A reading course in the primary sources, concentrating on the first and second Critiques and on 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. Four credits.

Philosophy 275 — Hegel
The course will be a study of the philosophy of Hegel based chiefly on the Phenomenology of Spirit. This will include a probing and testing of his positions on the nature of reality and the theory of knowledge. Stress will be put on the philosophy of history, the history of philosophy, the state and religion, and on their contemporary relevance. Four credits.
Philosophy 277 — Seminar: Marx
An advanced-level investigation of the more important writings of Karl Marx with selections taken from his early, transitional and later periods. Special emphasis will be placed on the 19th century philosophical movements influencing Marx, and on the problem of the alleged lack of continuity between his early works and those of his mature period. Independent research by the student will be stressed. Four credits.

Philosophy 278 — Kierkegaard
The course will consist of an attempt to understand and evaluate critically the thought of the father of modern Existentialism. Greatest attention will be given to the questions of the subjectivity of truth and personal transcendence. Throughout an attempt will be made to consider Kierkegaard's work in the light of present problems and his influence on Sartre, Camus and Marcel. Four credits.

Philosophy 280 — Nietzsche
A survey of Nietzsche's thoughts from the Birth of Tragedy to the final, autobiographical Ecce Homo with special emphasis on the philosophical poem Thus Spoke Zarathustra. The approach will be historical, metaphysical and critical. Nietzsche will be related to previous philosophers and his pertinence to the present situation will be assessed. Special attention will be paid to his epistemology. Four credits.

Philosophy 282 — James, Pragmatism and Process Metaphysics
This course provides systematic presentation of the philosophy of James and other pragmatists. It then compares and contrasts it with the teachings of Whitehead and other contemporary process thinkers. Four credits.

Philosophy 283 — Heidegger
The course will center primarily on a reading and discussion of Heidegger's Being and Time. Special attention will be paid to his criticism of Western philosophy, his theory of truth, and the various structures said to be present within the human being. Special attention will be given to the historical and culturally-conditioned situation of man in today’s world. Four credits.

Philosophy 288 — Sartre
A study of the rise of existentialist philosophy in its relation to modern philosophy. Sartre's place within the movement. Beginning with Nausea the course will move to the more explicit philosophy of Being and Nothingness. By exposition and critical analysis of this explicit philosophy of Being and Nothingness, the course will relate Sartre to such precursors as Kierkegaard and Nietzsche and to his contemporaries, Camus, Heidegger and Marcel. Four credits.

Philosophy 291 — Wittgenstein
The course will provide an introduction to one of the most influential analytical philosophers by concentrating chiefly on his early Tractatus Logico-Philosophicus and his posthumous Philosophical Investigations. Apart from dealing with Wittgenstein's views on language, philosophy, science and ethics, the course will review the historical background to modern linguistic philosophy and outline some of its developments after Wittgenstein. Four credits.

Philosophy 295 — Special Topics and Tutorials
Independent study and tutorial work in various subjects suited to the needs and interests of the students. Four or eight credits.

Philosophy 298 — Senior Major Seminar
A seminar open to senior majors only, examining a broad philosophical topic from various perspectives. The selection of the topic is made by the professor and the prospective enrollees in meetings held during the semester prior to that in which the seminar is offered. Four credits.
The Physics Department offers a flexible program of study in physics which may be designed to suit the individual needs of the student. 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 and appropriately selected advanced courses, a student is well prepared for further study leading to advanced degrees in science, law, medicine, earth sciences, engineering, or for many positions in research, business, teaching, and other fields. Freshmen planning to major in physics are ordinarily enrolled in General Physics (Physics 23, 24), an intensive year course in mechanics, thermal physics, wave motion, electricity and magnetism, and optics, with liberal use of calculus (taken concurrently in the Mathematics Department).

Required courses for a major in physics are General Physics (Physics 21, 22 or Physics 23, 24), Modern Physics (Physics 25), Classical Mechanics I (Physics 221), Electricity and Magnetism I (Physics 233), Quantum Mechanics I (Physics 244), and Thermophysics I (Physics 263). Beyond these courses, the student will select with the guidance of his or her department advisor a minimum of three courses at the 200 level which will best fit his or her goals. Students majoring in physics are expected to elect at least two laboratory courses. A program of supervised research in theoretical or experimental physics is available to qualified physics majors. Research and student laboratory equipment include a 2 MeV positive ion Van de Graaff accelerator, a 512 channel pulse-height analyzer, satellite tracking equipment, ultraviolet monochromators, a precision refractometer, a large aperture Twyman-Green interferometer, crystal growing equipment, a 7-inch variable gap precision electromagnet, a 1.5 meter optical spectrograph, a high resolution grating spectrophotograph (U.V. to far I.R.), an X-ray diffraction system, a 5.5-inch refracting telescope in the College observatory, and a H.P. 9100B calculator. The College also has an I.B.M. 370/125 computer with time available for student instruction and research. The department offers a variety of courses for non-science majors, including Introduction to Physics (Physics 41, 42), Meteorology (Physics 53), Astronomy (Physics 54), Earth Science (Physics 35), and History and Philosophy of Science (Physics 39, 40).

Physics 21 — General Physics
An introduction to the basic concepts of physics using calculus. Three lectures and one (two-hour) laboratory period. Five credits.

Physics 22 — General Physics
Continuation of Physics 21. Three lectures and one (two-hour) laboratory period. Five credits.

Physics 23 — General Physics
An intensive study of the basic principles of mechanics, wave motion, and thermal physics, with liberal use of calculus. Primarily for physics majors. Three lectures and one (two-hour) laboratory period. Five credits.

Physics 24 — General Physics
Continuation of Physics 123. An intensive study of the basic principles of electricity and magnetism, and optics. Three lectures and one (two-hour) laboratory period. Five credits.
Physics 25 — Modern Physics
Introduction to the basic concepts of modern physics, including special relativity, the particle aspects of electromagnetic radiation, the wave aspects of material particles, atomic structure, nuclear structure and reactions, and elementary particles. Prerequisites: Physics 21, 22 or Physics 123, 124. Four credits.

Physics 35 — Earth Science

Physics 39 — History and Philosophy of Science I
Beginning with Snow's "two cultures," a study is made of the method of science as proposed by Conant, Kuhn, Butterfield, and others. Developments leading to the Copernican theory, Galileo, Brahe, Kepler, and Newton's laws of motion; theories of the origin of the solar system and of the celestial universe; Greek and Babylonian contributions to mathematics. Intended for non-science majors. Four credits.

Physics 40 — History and Philosophy of Science II
Continuation of Physics 39. The concept of truth and reality in modern science according to Margenau, Bronowski, and others; the place of probability in science. Some major developments in chemistry from Democritus through Lavoisier to the modern concept of atomic structure; ancient and modern teaching on evolution, Mendel and Darwin; discussion of the wave-particle duality in nature, relativity concepts, nuclear fission and fusion. Four credits.

Physics 41 — Introduction to Physics I
Elective for non-science majors. Topics are selected from classical physics, Einstein's relativity, atomic and nuclear physics, and elementary particle physics. Four credits.

Physics 42 — Introduction to Physics II
Continuation of Physics 41. Four credits.

Physics 49 - Introduction to Modern Physics I

Physics 50 — Introduction to Modern Physics II

Physics 51 — Radiological Physics

Physics 52 — Topics in Biophysics
Topics to be discussed in this introductory course in biophysics: mathematical treatment of data, physical aspects of vision, physical aspects of hearing, light absorption effects, physical aspects of muscle, methods of determining molecular size and shape, physics of cell electrophoresis, and electrical systems in biology. Prerequisites: at least one college level course in physics and one in biology. Four credits.

Physics 53 — Introduction to Meteorology
Atmospheric properties. Solar and terrestrial radiation. Role of water in weather. Cloud types and their causes. Extra-tropical cyclones and anti-cyclones (low and high pressure systems) — causes and effects. Tropical cyclones. Forecasting. Climate and climatic...


Physics 54 — Astronomy
A survey of the present view of the universe and an examination of the assumptions, measurements, and reasoning upon which astronomical knowledge is based. Lectures will be supplemented with direct observation of astronomical phenomena. Intended for non-science majors. Four credits.

Physics 111 — Modern Physics Laboratory*
Taken concurrently with Physics 244. Four credits.

Physics 118 — Methods of Physics
The purpose of this course is to provide the student with a working knowledge of the mathematical techniques needed for the study of physics at the intermediate and advanced level, bringing together in one semester various important mathematical physics techniques that usually are found scattered in different places. Prerequisites: Math 32 and Physics 22 or 124. Four credits.

Physics 215 — Optics and Optical Instrumentation
Optical instrumentation is now involved in virtually every phase of scientific and technologic endeavor. In this course the basic principles and use of such instruments as the camera, compound microscope (including phase contrast, interference, and polarizing types), telescope (reflecting and refracting), interferometer, spectrograph, spectrophotometer, polarimeter, refractometer, and holographic equipment will be studied. Four credits.

Physics 216 — Optics Laboratory*
Taken concurrently with Physics 215. Four credits.

Physics 221 — Classical Mechanics I
Vector algebra, kinematics and dynamics of a particle in one dimension (including linear oscillator), motion in two and three dimensions (projectiles, central force problems), motion of a system of particles, collision problems, the two-body problem. Coupled systems and normal coordinates, beat phenomena. Four credits.

Physics 222 — Classical 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. Four credits.

Physics 231 — Electrical Measurements Laboratory*
Taken concurrently with Physics 233. Four credits.

Physics 233 — Electricity and Magnetism I
Electrostatics, Laplace and Poisson equations, dielectrics, electrostatic energy, electric current, magnetic fields, electromagnetic induction, magnetic energy, Maxwell's equations, plane waves, energy and momentum of electromagnetic radiation. Prerequisite: Physics 22 or 124. Four credits.

Physics 234 — Electricity and Magnetism II
Wave guides, spherical waves and the wave equation with sources, microscopic theory of dielectrics and magnetic materials, electromagnetic properties of superconductors. Prerequisite: Physics 233. Four credits.

Physics 235 — 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. Prerequisite: Physics 22 or 124. Four credits.

Physics 236 — Electronics Laboratory*
Taken concurrently with Physics 235. Four credits.

Physics 244 — Quantum Mechanics
The postulates of quantum mechanics, one-dimensional problems, and three-
dimensional problems, including the hydrogen atom. Perturbation theory and its applications. Four credits.

Physics 245 — Atomic and Nuclear Physics

Physics 254 — Theoretical Physics
Selected topics in theoretical physics. Four credits.

Physics 255 — Nuclear Physics Laboratory*
Taken concurrently with Physics 245. Four credits.

Physics 261 — Solid State Laboratory*
Selected topics in solid state physics will be covered. Experiments are available in X-ray diffraction, transport properties of metals and semiconductors, solid state spectroscopy at very low temperatures, and magnetic resonance. Four credits.

Physics 263 — Thermophysics I
Basic concepts and the laws of thermodynamics are developed and applied to the properties of matter. The course also includes thermodynamic potentials, conditions of equilibrium and low temperature phenomena. Kinetic theory of gases and their transport properties. Four credits.

Physics 264 — Thermophysics II
This course is a continuation of Physics 263. Basic concepts of statistical thermodynamics are discussed. Distribution functions in classical and quantum statistics and their many applications to gases, solid state of matter, and astrophysics are discussed. Prerequisite: Physics 263. Four credits.

Physics 281 — Introduction to Astrophysics
A survey course at the introductory level of selected topics of current interest in astrophysics, such as solar physics, neutron stars, quasars and various cosmological models for the origin of the universe. This course is designed for science majors who have had one year of general physics. Four credits.

Physics 301, 302 — 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. Eight credits.

Physics 303, 304 — Physics Seminar
Eight credits.

Physics 305, 306 — Independent Study
Eight credits.

*Each of these laboratory courses is taken as a fifth course. The course, while figured into the Q.P.I., does not count toward the 32 courses required for graduation.
Political Science

In a world in which the actions of governments have profound effects, the systematic study of man’s political behavior assumes great importance in the understanding of the human condition. Political Science is a broad discipline which encompasses both the actual operation of political systems within given economic and cultural environments and also the scholarly development of ideal political patterns and forms of government to best meet human needs.

The Political Science program at Holy Cross aims to provide an understanding of basic political processes and institutions as they operate in different national and cultural contexts. The program includes studies of the interaction between national states, the changing character of the relations between citizens in governments and the values and criteria by which the quality of political life is judged. The major is designed to provide both breadth and depth of knowledge. Graduates have traditionally gone on to a wide variety of careers including law, public service, business, city planning and policy research.

Beginning with the class of 1983 Political Science majors are required to take 10 semester course in Political Science, including Principles of American Government, Introduction to Political Philosophy, Introduction to Comparative Politics and Introduction to International Relations. In particular situations, students may choose two courses in related fields to count towards their major. These courses must, however, receive the approval of faculty advisors and the chairman prior to enrollment. Previous classes are required to take 11 semester courses in Political Science, including Principles of American Government, Introduction to Political Philosophy and Introduction to Comparative Politics. In their remaining years majors in the classes of 1980, 1981 and 1982 must take at least one course from each of three of the following fields: Comparative Politics, International Relations, American Government, and Political Theory and Methodology.

Introductory Courses

Political Science 100 — Principles of American Government
This course aims at providing a basic understanding of the nature of the American political system by examining political behavior, such as voting, public opinion, interest group activities and decision-making in institutions of American national government, such as Congress, the Presidency and the Supreme Court. Attention is also given to the ideological and institutional foundations of American government. Four credits.

Political Science 101 — Introduction to Political Philosophy
Concise survey of history of political philosophy. Intended to introduce the student to some of the major alternative philosophic answers that have been given to the fundamental questions of political life, such as the nature of the good political order and the relation of the individual to the community. Authors to be studied include Plato, Aristotle, Machiavelli, Hobbes, Rousseau, and others. Four credits.
Political Science 102 — Introduction to Comparative Politics
An examination of the political systems of selected foreign societies to illustrate major types: Western and non-Western, democratic and authoritarian, mature and developing. Four credits.

Political Science 103 — Introduction to International Relations
Study of relations between nations and impact of emerging trans-national forces. Course examines a variety of conceptual approaches to understanding global politics and the manifestation of these theories in practice. Among topics addressed are: modes of influence, models of diplomacy, war and peace issues, the role of trans-national forces, regional and universal international organizations, and the impact of science and technology. Four credits.

Intermediate Courses

Political Science 201, 202 — The Supreme Court and the Constitution
A two-semester course that examines the ways in which the Constitution has been defined over time by the Supreme Court. Topics include formation of the Constitution; separation of powers, judicial review, congressional and presidential authority; citizenship, suffrage and representation; individual liberties. Emphasis on the nature of legal reasoning and judicial process. Prerequisite: Political Science 100 or permission. Eight credits.

Political Science 203 — Judicial Behavior
Origins of common, written, and administrative law, nature of the legal system, relationship of Supreme Court to Circuit Courts, Circuit Courts to District Courts, State Court systems, relationship of judicial selection process to decision-making process, additional topics as warranted. Prerequisite: Political Science 100. Four credits.

Political Science 204 — American Politics and Social Change
Social change theories, mass movements, protests and riots, theories of governing, political institutions and their limits, black movement, labor movement, women's movement, other special interest groups in contemporary U.S. Prerequisite: Political Science 100. Four credits.

Political Science 205 — Supreme Court and Human Values
A case-study analysis of Supreme Court decisions focusing on the interaction of society and human rights. Topics treated will include speech, press, privacy, obscenity, religion, abortion, and educational opportunity. Prerequisite: permission. Cross-registered in the Department of Religious Studies as Religious Studies 277. Four credits.

Political Science 206 — Public Policy
Political analysis of the making of domestic public policy. The focus is on who gets what, why and how in the policy process, the political barriers to social change, distributive-redistributive policy issues. Case studies are used to examine institutional roles in public policy making and to gain substantive knowledge of selected policy areas. Prerequisite: Political Science 100 or permission. Four credits.

Political Science 207 — American Presidency
The course is an intensive study of the Presidency, emphasizing the use of original materials and contemporary literature. Topics include the founding period, presidents in the Presidency, the modern president in foreign and domestic affairs, and contemporary views of the importance of the personality of the president. Prerequisite: Political Science 100. Four credits.

Political Science 208 — U.S. Congress
The course concentrates on trying to understand the formal processes and informal politics of the U.S. Congress. Emphasis is put on observing and explaining current activities in Congress. Other topics include the committee system and the relation of Congress to the Presidency and the bureaucracy. Prerequisite: Political Science 100. Four credits.
Political Science 209 — Urban Politics
A study of the political issues, processes and realities underlying urban problems faced by municipalities in responding to social, economic, and physical change. Prerequisite: Political Science 100. Four credits.

Political Science 210 — Leadership in the U.S.
The course begins by examining various theories concerning what leadership is and then examines various American institutions and processes. The course emphasizes the different kinds of leadership exercised in the electoral process, in government, and by those engaged in citizen participation through interest groups. Prerequisite: Political Science 100. Four credits.

Political Science 211 — American Political Parties
A functional analysis of American political parties, stressing operational and structural problems of the modern party system. Special emphasis will be placed on voting behavior of the American electorate, campaigning tactics and techniques, and the use of public relations techniques to attract and hold voter allegiances. Prerequisite: Political Science 100. Four credits.

Political Science 212 — Politics and the National Bureaucracy
A survey of the political characteristics of bureaucratic decision-making with special emphasis on the relationships between the President, Congress, and the bureaucracies in the formation and implementation of public policy. The focus will be on public administration and bureaucratic accountability at the national level. Prerequisite: Political Science 100. Four credits.

Political Science 225 — Democratic Political Theory
Analysis of democratic thought from the classical age to the present with the purpose of comparing theory to the contemporary American scene. Particular attention is given to the development of democratic theory in relation to economic liberalism, socialism, Christian socialism and empiricism. Assigned reading includes texts of Rousseau, Mill, Bernstein, Harrington, MacPherson and Dahl. Four credits.

Political Science 227, 228 — History of Western Political Thought
Analysis of the political thought of Western civilization from Ancient Greece to the present. Readings in the first semester include works of Plato, Aristotle, Cicero, St. Augustine, St. Thomas and Machiavelli. Readings in the second semester include works of Hobbes, Locke, Rousseau, Burke and Marx. Lectures are based on texts, the works of other political theorists, commentaries and historical sources. Cross-registered as History 61, 62. Eight credits.

Political Science 229 — Contemporary Political Theories
Critical examination of works by several 20th century political thinkers, evaluating their diagnoses of contemporary political problems and their proposed solutions to those problems. Specific authors read and topics covered may vary from year to year; recent readings included John Rawls' A Theory of Justice, Robert Nozick's Anarchy, State and Utopia, and Irving Kristol's Two Cheers for Capitalism. Four credits.

Political Science 230 — Political Thought in Literature
Examination of fundamental problems of political life through the study of literary works dealing with these problems. Typical readings include Shakespeare's Coriolanus and Julius Caesar; Swift's Gulliver's Travels; di Lampedusa's The Leopard; James' The Bostonians; and Koestler's Darkness at Noon. Four credits.

Political Science 231 — Modern Political Philosophy
An in-depth study of works by several major political philosophers of the 16th through 19th centuries, such as Locke, Montesquieu, Rousseau, and Burke, stressing the relevance of their thought to an understanding of the foundations of contemporary politics and to the evaluation of alternative solutions to contemporary political dilemmas. Four credits.

Political Science 232 — Science, History and Political Philosophy
Study and evaluation of the philosophic foundations of historicism and positivistic
social science, and their impact on contemporary politics and political thought. Readings will include works by Kant, Hegel, Nietzsche, Max Weber, and Leo Strauss. Four credits.

**Political Science 250 — Politics of Revolution in Developing Nations**
Study of the problems faced by developing nations and the social, economic, and political conditions which render the occurrence of an attempt at a revolutionary solution of these problems likely. Comparison of “model” cases to try to understand what shapes the course of revolutions and what revolutions change or leave unchanged. Russian, Chinese, Bolivian and Cuban revolutions will be examined. Prerequisite: Political Science 102. Four credits.

**Political Science 251 — Latin American Politics**
Course will introduce students to theories of development as well as its practical, political and economic problems and will familiarize students with four major political and economic models of development in Latin America. The selected cases are: post-1964 Brazil, Chile under Allende, Peru under Velasco, and Cuba. Prerequisite: Political Science 102. Four credits.

**Political Science 252 — Democracy and Socio-Economic Reform in Latin America**
Analysis of attempts of two democratic regimes to solve the dual development problem of growth and equity. Allende’s in Chile and Michael Manley’s in Jamaica. Also comparison of their reform attempts to contrasting cases of reform attempts carried out by authoritarian regimes, such as the military government under President Velasco in Peru. Prerequisite: Political Science 102. Four credits.

**Political Science 253, 254 — Constitutional and Legal History of England**
Origin and development of the parliamentary system and the common law. Eight credits.

**Political Science 255 — Soviet Politics and Society**
The course will analyze the evolution of Soviet domestic politics, and will begin by examining the development of the party and governmental apparatus. It will also focus on contemporary social problems, such as the nationalities issue, urbanization and its concomitant social pressures, the legal system, the position of women, dissent, religious repression and changing social structure. Prerequisite: Political Science 102. Four credits.

**Political Science 256 — Introduction to Russian Studies**
An interdisciplinary study of Russian civilization, offered every other year. The course covers a theme (such as Russia and the West or the Russian Revolution), using the methodologies of several disciplines, such as literature, history and political science. Required of Russian Studies majors and open to others. Cross-registered in the Department of History as History 155 and in the Department of Modern Languages and Literatures as Russian 251. Four credits.

**Political Science 257 — Politics of Development**
The position of Third World countries in the international system, past and present. Options and strategies for promoting “development.” Alternative models for Third World modernization. Options available to developed countries for assisting Third World development. Four credits.

**Political Science 258 — Comparative Politics of Minor Western European Powers**
Survey of Benelux and Scandinavian political systems to see how they are able to maintain stable, progressive societies despite deep religious, cultural, national, ethnic and linguistic differences. Four credits.

**Political Science 259 — Politics of the United Kingdom**
Examination of the political system of the United Kingdom, including an analysis of the effect of different nationalities on the state’s politics and an evaluation of the impact of the effects of regional, social and international factors on party structure and policy output. Four credits.
Political Science 260 — Republic of Ireland
In-depth analysis of how the Republic was formed, and how it has become a stable, progressive two-party democracy of increasing importance. Special emphasis to be given economic development, European Economic Community matters, and cultural heritage. Four credits.

Political Science 261 — Politics of Southern Africa
An examination of the domestic and international politics of the seven nations of Southern Africa: South Africa, Rhodesia, Mozambique, Angola, Lesotho, Botswana and Swaziland. Particular attention will be devoted to a study of three general factors making for political change in the region: economic development, the involvement of international actors, and national liberation movements. Four credits.

Political Science 262 — Politics of Ulster
A survey of the social, economic and political developments that cause this community to be divided, with special emphasis on the performance of the defunct Stormont Regime, the role of the Irish Republican Army and the Protestant extremists, the balance sheet of direct rule from Westminster, the role of the Dublin Government, and future prospects. Four credits.

Political Science 263 — Fifth French Republic
A survey of the development, operation and performance of the Fifth French Republic, with special emphasis on civil-military, public-private, and international relations. Cross-registered as History 177. Four credits.

Political Science 264 — Authoritarian Regimes, Fascism
Survey of the different theories dealing with fascism: idiosyncratic, psycho-cultural, mass-society, modernization and class conflict. Study of the conditions that allow for the rise of fascist mass movements (economic crises, war, political mobilization), the breakdown of democratic policies and the construction of fascist states. Systematic discussion of the German, Italian and Spanish cases. Four credits.

Political Science 265 — Contemporary Western European Politics
Analysis of political culture, structure, and processes of major Western European powers: Great Britain, France, Italy and West Germany. Examination of contemporary political issues facing these countries. Prerequisite: Political Science 102. Four credits.

Political Science 266 — Politics of the Soviet Bloc
Survey of the development, operation and performance of the governments of East Central Europe since World War II, with special emphasis on Stalinism, de-Stalinization, and national communism. Critical examination of the totalitarian, group and articulation approaches to their politics and decision-making. Prerequisite: Political Science 102. Four credits.

Political Science 267 — Politics, Literature and Music of Africa
This course will be team taught and explore Africa from colonial to modern times, emphasizing the political, literary and musical changes during this period, with special focus on Nigeria and South Africa. This course is part of Humanities Sequence XI. Four credits.

Political Science 275 — 19th Century U. S. Diplomacy
A study of the foundations and development of American diplomacy from the beginning to the turn of the century. Four credits.

Political Science 276 — 20th Century U. S. Diplomacy
A study of the foreign policies and relations of the U. S. with respect to the nations of the Americas, Europe, Asia, the Middle East, and Africa, with an emphasis on the American presidents and their secretaries of state from the turn of the century to the present. Four credits.

Political Science 278 — Global Response to Science and Technology
Examination of how the international community has organized to deal with developments in science and technology. Relevant theoretical approaches examined along with prevailing international norms. Sample topics: peaceful uses of nuclear energy, space
exploration and technology, technology transfer to the developing world, use of science and technology as a political and/or economic weapon. Four credits.

**Political Science 279 — Soviet Foreign Policy**
A survey of the historical, ideological and institutional factors that account for the role of the USSR in the world today, with special emphasis on the causes and consequences of the Cold War. Soviet aims in Central and Western Europe, Soviet relations with the Middle East, and the USSR's performance in international bodies. Prerequisite: Political Science 102 or 103, or permission. Four credits.

**Political Science 280 — British Foreign Policy**
Survey of the problems, interests and dynamics that led to the dismantling of the world's largest empire in a context of more intricate Commonwealth relations. The new directions of British foreign policy towards the U.S. and Europe will be juxtaposed with those towards Southern Africa. Four credits.

**Political Science 281 — Politics of the New International Economic Order**
Examination of various dimensions of New International Economic Order doctrine, the process through which this new political agenda has been developed, and specific policies and programs that developed countries have adopted in response to it. Tension between need for economic growth and development and demand for social equity are considered. Special attention devoted to critical issue areas, such as food and agriculture, energy, and raw material supply. Four credits.

**Political Science 282 — American Foreign Policy**
This course will analyze postwar U.S. foreign policy, focusing on specific case studies to highlight contending approaches to the subject. The cases will include a discussion of the rise and decline of the Cold War, the influence of domestic politics on foreign policy, and the increasing significance of economic issues in U.S. relations with developing countries. Prerequisites: Political Science 100, 103. Four credits.

**Advanced Courses and Seminars**

**Political Science 300 — Law, Politics and Society**
This course will examine the relationship of the American legal system to certain critical social and political processes. After a survey of existing law on civil liberties and rights, the role of groups in bringing test cases and the dynamics of civil liberties litigation will be discussed, using case studies involving political surveillance, racial equality, church-state issues, consumer rights, women's rights and other issues. Implementation of court decisions will also be assessed. Four credits.

**Political Science 301 — American Political Thought**
The course is organized around DeTocqueville's *Democracy in America*. This text is examined for itself and as an introduction to topics covered by other writers both past and present. Special attention is paid to the writings of black Americans. Four credits.

**Political Science 302 — Seminar on Urban Policy**
The seminar will discuss specific policy areas as they have developed in the urban arena. Students will be required to select and become specialized in one policy area. The ways in which the politics of the metropol, the state and the nation affect public policy in contemporary American cities will be examined. Prerequisites: Political Science 100; 209 or permission. An urban studies, urban history, or urban sociology course would also prepare the student for this seminar. Four credits.

**Political Science 303 — Seminar on Electoral Politics**
This seminar examines topics involving stability, continuity and change in American electoral politics. Voting behavior, the role of parties, issues, candidates, and demographic variables will all be studied to better understand the development of the American system. Voting models and research methods will be discussed along with the changing role of political participation. Although the emphasis will be on the U.S., broader comparative issues exist and will be explored briefly throughout the course. Four credits.
Political Science 304 — Research Seminar on Public Policy
An advanced seminar for students prepared to do research on contemporary issues of public policy. The members will select a single policy area, devise a research project to provide answers to some central questions in this area, conduct the research, and write a final term reports on the policy in question. Intended for advanced undergraduates with research skills. Prerequisites: Political Science 100; 206 or permission. Four credits.

Political Science 305 — Seminar on the Warren and Burger Courts
A study of the personnel of the Supreme Court, its congressional relations, political and bloc behavior, and constitutional policies. Prerequisites: Political Science 201; 202 or permission. Four credits.

Political Science 306 — Seminar in Constitutional Law
A study of selected problems of individual liberties, the theory and history underlying them. Topics may include the rights of the accused in the U. S., the right to privacy, the 5th and 14th amendments, prohibition on racial and sexual discrimination. Prerequisites: Political Science 201; 202. Four credits.

Political Science 310 — Seminar on Plato's Political Philosophy
Detailed study of one or more works by one of the two foremost political thinkers of classical antiquity. The aim of this course is not merely antiquarian; it is intended to elucidate the relevance of Plato's thought to the permanent human and political problems, and hence to facilitate, by comparison, a critical evaluation of the political and moral foundations of modern life. Four credits.

Political Science 311 — Theories of Socialism
This seminar will analyze the development of socialist theory since Marx, using primary sources only. Focus will be on Marx (both early and late), Lenin, the 20th century “New Left,” and contemporary Eastern European theory. The aim is to trace the evolution of classical Marxism in both industrialized and developing countries through close textual analysis. Four credits.

Political Science 316 — Seminar on Political Philosophy
Detailed study of one or more works by some major ancient or modern political thinker, stressing the relevance of the philosophic tradition to the understanding of contemporary political dilemmas, and aiming at the same time to train the student in the careful reading of serious books. Four credits.

Political Science 317 — Seminar on Modern Political Philosophy
Detailed study of one or more works by some major political philosopher of the 16th through the 19th centuries, aimed at uncovering and critically evaluating the philosophic foundations of contemporary politics and political thought. Four credits.

Political Science 321 — Transition to Socialism: USSR
A seminar on the political dynamics of post-revolutionary Russia. The central theme of
the course is an exploration of the Marxian notion of socialism, the transition from capitalism to socialism, and the consequences for Russian society of the Bolsheviks' attempt to put this ideology into practice in the extremely underdeveloped Russia of 1917. Prerequisite: Political Science 257 or 311 or permission. Four credits.

**Political Science 322 — Transition to Socialism: China**
Intended as a sequel to Political Science 321, this seminar explores the attempt by the Chinese Communist Party to create socialism in that country. Frequent comparisons with the Russian case will be made, so that, while students are not required to have taken the earlier seminar, preference will be given to those who have. Prerequisites: Political Science 257 or 311; 321 or permission. Four credits.

**Political Science 323 — Comparative Study of Industrialization and Democratization**
Systematic comparison of the processes of industrialization and democratization as they developed in Latin America and Europe. Study of some crucial features of these processes: international environment, political conditions, social concomitants, and concrete results. Discussions of recent theories of social change concerning their ability to explain the diverging paths of Latin America and Europe. Prerequisites: Political Science 102; 200 level course in Comparative Politics or permission. Four credits.

**Political Science 324 — Seminar on Comparative Urban Politics**
The course will offer a comparative analysis of urban politics and policy dealing in particular with the following issues: the nature of the problems confronting the city, political economy of the city, linkages between local and national politics, bases of political participation in the city, and social struggles in the urban context. The readings will attempt to provide the students with a broad comparative perspective on the experiences of American, Western European and Third World cities. Prerequisite: Political Science 100 or 102 or permission. Four credits.

**Political Science 325 — Seminar in Western European Politics**
The course will deal primarily with Britain, France, and Italy, although some German materials will be included. Among other topics will be relationships among labor, political parties, and the state; student worker protest in 1968-69; and Eurocommunism. Prerequisite: Political Science 265 or permission. Four credits.

**Political Science 326 — Labor Movements and Politics in Latin America and Europe**
The course will examine the roles played by labor movements in the politics of Latin American and Western European countries. Analysis of their differential strengths in light of relations among labor, the state and entrepreneurs. Relationships among these actors will be explained in the larger framework of patterns of socio-economic development. Prerequisites: Political Science 102, 251, 325. Four credits.

**Political Science 327 — Determinants of Policy-Outcomes in Consociational Democracies**
Examination of Austria, Belgium, Netherlands, and Switzerland, countries which qualify as consociational democracies, that is, nations with linguistic or religious cleavages but with political systems which provide for a high degree of political stability through mutual accommodation. Emphasis will be on reasons underlying wide differences in the extent to which different socio-economic groups influence and benefit from public policies. Prerequisite: Political Science 102. Four credits.

**Political Science 335 — Seminar in International Relations**
A single topic of major importance in the field of international relations will be discussed. The topic may be one of the following: economic explanations of international behavior, behavior approaches to the study of international relations, or the analysis of international conflict. Interested students should discuss the proposed topic with instructor before enrolling. Four credits.

**Political Science 351, 352 — Tutorial Seminar**
Research with individual reports on selected topics or projects. Approval of the professor and the department is necessary. Eight credits.
Department of Psychology

Associate Professors: McNeil, Zlody; Associate Professors: Bukatko (Chairman), Hill, Kerber, Locurto, Weiss; Instructor: Sass; Visiting Lecturers: Broverman, Mason, Toth

The curriculum in psychology is designed to provide the student with a basic understanding of this field as both a natural and a social science. Majors in psychology receive training in the fundamentals of experimental methodology and in the theories and research that comprise various content areas. Students are also provided with opportunities to extend their basic knowledge to individual research projects or to field experiences in various community settings. Psychology majors are required to take Introductory Psychology (two semesters), Statistics, Experimental Psychology, Experimental Psychology Laboratory, four psychology electives, and one semester of biology.

Psychology 30 — Perspectives in Psychology
A survey for nonmajors of the principles of psychology. Areas covered include learning, development, perception, personality, psychopathology, and social psychology. Four credits.

Psychology 40 — Psychology of Everyday Life
Exploration of some fundamentals of psychology as they relate to personal identity, self-direction, self-mastery, and life’s dilemmas. Specific topics include the principles of development, determinants of behavior, motive patterns, and effective and maladaptive behavior. Especially designed for freshman and sophomore nonmajors. Four credits.

Psychology 50 — Psychodynamics, Biography, and Autobiography
The Freudian and the Existential approaches to the interpretation of symbols, dreams, memories, and life histories will be compared. Special attention will be paid to theories about the nature of memory and of experience in early childhood and to the relevance of these theories to issues involving the literary genres of biography and autobiography. This course is offered as part of the Interdisciplinary Humanities Program. Four credits.

Psychology 60 — Psychology of Communication
The processes in cognition (learning and remembering) with stress on synthesis and induction; motivational and emotional elements which distort canons of Aristotelian logic; insight into the psychology of extralogical factors in communication, such as attitudes, prejudice, dissonance, and selective perception. This course is offered as part of the Interdisciplinary Humanities Program. Four credits.

Psychology 70 — Philosophy of Psychology
A treatment of several philosophical objections to contemporary psychology and psychiatry, including the question of the appropriateness of modeling psychology on the natural sciences. Philosophical perspectives introduced include ordinary language analytic philosophy (influenced by Wittgenstein) and existential phenomenology. The course emphasizes the development of a capacity for critical analysis. This course is offered through the Center for Experimental Studies. Four credits.

Psychology 101, 102 — Introductory Psychology
An introduction to the principles of psychology as emerging from the areas of perception, learning, intelligence, assessment of abilities, emotion, motivation, personality, psychopathology, and social processes. Required of psychology majors. Eight credits.

Psychology 145 — Existential Psychology
An introduction to the humanistic, existential, and phenomenological approaches to psychology. Emphasis is on the application of the existential perspective to problems in
clinical and abnormal psychology, the relation between the existential-phenomenological orientation and other major perspectives, and the philosophical underpinnings of the approach. Four credits.

**Psychology 155 — Psychology of the Exceptional Person**

A survey of the psychological factors operating on people with special needs: the physically and familiarly retarded, the intellectually gifted and the creative, the culturally disadvantaged, those with sensory and motor disabilities, and legally-defined minority groups. Four credits.

**Psychology 160 — Sex Role Development**

A critical examination of theory and research pertaining to the development of sex roles and gender identity. Emphasis will be placed on the physiological, cognitive, and social bases of masculine and feminine behavior. Four credits.

**Psychology 200 - Statistics**

An introduction to descriptive and inferential statistical methods in the analysis and interpretation of psychological data. Topics include measures of central tendency, variability, correlational techniques, and reliability of statistical measures. Required of psychology majors. Prerequisite: Psychology 101. Four credits.

**Psychology 201 — Experimental Psychology**

Survey of scientific methods and techniques of current and traditional experimental psychology. Emphasis is placed on research approaches and procedures, experimental design, statistical applications, and critical evaluation of research articles. Required of psychology majors. Prerequisite: Psychology 200. Four credits.

**Psychology 203 — Experimental Psychology Laboratory**

Provide students with direct experience with some of the methodological techniques used in psychology through the completion of several laboratory projects. Students develop the skill to design an experiment, statistically analyze and interpret the results, and to present the findings in a written report. Taken as a fifth course in conjunction with Psychology 201, the course, while figured into the Q.P.I., does not count toward the 32 courses required for graduation. Two credits.

**Psychology 205 — History and Systems of Psychology**

Major theoretical systems in psychology are assessed, including associationism, introspectionism, functionalism, Gestalt psychology, behaviorism, existential psychology, and structuralism. The course takes both an historical approach to the development of these schools and a systematic approach involving a critical evaluation and comparison of these various perspectives. Required of psychology majors. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 220 — Sensation and Perception**

A critical examination of the physiology of the major sensory systems (receptor, pathway, cortical representation) and the theoretical models underlying human perceptual phenomena. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 221 — Physiological Psychology**

The structure and function of the nervous and endocrine systems are studied with reference to animal and human behavior. Physiological and neural substrates of the senses and perception, learning and memory, emotion, motivation, sleep and arousal, stress, drug effects, and social behavior are emphasized. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 223 — Learning**

An intensive evaluation of Pavlovian and operant conditioning in animals and human subjects. Special topics include the application of these principles to psychotherapy and the biological influences and constraints on learning. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 225 — Developmental Psychology**

A survey of theory and research pertaining to both cognitive and social development.

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Special topics include prenatal development, early experience, perception, memory, intelligence, socialization, moral development, sex-role development, and patterns of child-rearing. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 226 — Personality**
Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented in order to attain a broad understanding of human personality. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 227 — Social Psychology**
An overview of the methods and research findings of social psychology. Emphasis is placed on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 229 — Abnormal Psychology**
A general introduction to the origin, development, classification, diagnosis, and treatment of maladaptive behavior. A history of the treatment of mental illness, the theoretical basis of different schools of therapy, and legal and ethical issues are also considered. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 230 — Environmental Psychology**
A consideration of the psychological impact of the environment on the individual. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 231 — Industrial Psychology**
Surveys the application of psychological knowledge to a variety of industrial situations. Topics include the selection and development of personnel, man-machine problems, and the effects of organizational forms on individuals and individual productivity. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 232 — Psychological Assessment**
A history of psychological testing and personality assessment; the rationale of test construction, administration, and interpretation; evaluation of selected tests and testing procedures; and an examination of personal, social and examiner variables affecting test performance. Prerequisite: Psychology 30 or 101 or permission of instructor; Psychology 200 recommended. Four credits.

**Psychology 233 — Drugs and Human Behavior**
The effects of drugs on animal and human behavior; the physiological, psychological, and social consequences of various psycho-active agents; examination of tranquilizers, antidepressants, psychotomimetic, and dependence-producing drugs; and introduction to the biochemical theories of schizophrenia and manic-depressive psychosis. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 234 — Comparative Psychology and Ethology**
Topics of central importance to an understanding of human behavior, such as aggression, parent-child relations, and social behavior, are treated from an evolutionary perspective. Particular consideration is given to the extent to which these behaviors may be similar to those observed in species other than homosapiens. Special topics include language learning in non-human primates and sociobiology. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

**Psychology 235 — Hormones and Behavior**
Roles of hormones in fetal development, adolescent development, cognitive processes, stress reactions, psychopathologies, and aging. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.
Psychology 236 — Cognition and Memory
An overview of contemporary conceptualizations of cognitive processes from both the information-processing and structural-organismic points of view. Special consideration will be given to the topics of attention, the structures and functions of memory, the role of language in cognition, and cognitive development. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

Psychology 238 — Counseling and Psychotherapy
A critical evaluation of major forms of counseling and psychotherapy, including the psychoanalytic, behavioral, existential, and interactional (e.g. family therapy) approaches. There will be an emphasis both on techniques of therapy and on the underlying theoretical rationale for the various methods. Prerequisite: Psychology 229 or permission of instructor. Four credits.

Psychology 240 — Behavior Modification
The applications of principles derived from learning theory to several extra-laboratory settings, including education, psychotherapy, and prison settings. Topics range from the theoretical basis of therapeutic strategies to the treatment of special populations, such as autistic children. Special attention is devoted to the ethical and technological problems involved in behavior control. Prerequisite: Psychology 30 or 101 or permission of instructor; Psychology 223 also recommended. Four credits.

Psychology 242 — Clinical Psychology
A general introduction to the origin, development, and specific skills required in clinical psychology. Survey of treatment issues, interviewing, importance of assessment and diagnosis. Importance of specific areas, e.g. behavior therapy, to the modern-day approach to clinical psychology will be stressed. Prerequisite: Psychology 229 or permission of instructor. Four credits.

Psychology 244 — Human Motivation
An exploration of the integration of basic psychological processes with cues from the environment to form the goal-directed behavior that is characteristic of complex human motivation. Topics covered include major theories of motivation, measurement of motivation, and the relationship between motivation and action. Prerequisite: Psychology 30 or 101 or permission of instructor. Four credits.

Psychology 300 — Advanced Laboratory in Physiological Psychology
Designed to give students hands-on experience with the methods and techniques of neuroscience. Topics include gross neuroanatomy, stereotaxic surgery, histology, and recording of biological events. Each student will conduct a simple yet original project using one of the above methods. Prerequisites: Psychology 201 and 221. Four credits.

Psychology 302 — Advanced Laboratory in Learning
Emphasizes the development and execution of an original experiment derived from any area of operant or Pavlovian conditioning. Occasional seminars in specific areas of learning theory supplement the student's individual research as do experimental demonstrations of several phenomena including imprinting, aggression, and addictive behaviors. Prerequisites: Psychology 201 and 223. Four credits.

Psychology 304 — Advanced Laboratory in Developmental Psychology
Students will conduct original research projects, either individually or in small groups, drawing from the literature in developmental psychology. Appropriate methods of investigation and the particular problems of doing developmental research will also be discussed. Prerequisites: Psychology 201 and 225. Four credits.

Psychology 306 — Advanced Laboratory in Clinical Psychology
Each student will conduct an original research project, either by himself or in cooperation with another student. Topics of research projects will vary and are to some extent chosen by the student. However, likely areas to be investigated include the styles of thought and language of mental patients. Prerequisites: Psychology 201 and 229. Four credits.
Psychology 308 — Advanced Laboratory in Sensation and Perception
Students will conduct original research projects, either individually or in groups, drawing from either classic or contemporary work in sensation and perception. Prerequisites: Psychology 201 and 220. Four credits.

Psychology 310 — Advanced Laboratory in Social or Personality Psychology
Students are given the opportunity to participate in research on human social behavior or on the characteristics of human personality. Students design, execute, statistically analyze, and complete a written report for a project of their own choice within the area of social or personality psychology. Prerequisites: Psychology 201 and either Psychology 226 or 227. Four credits.

Psychology 318 — Advanced Statistics
Several advanced techniques in inferential statistics are covered, including multifactor analysis of variance, multiple regression, power analysis, and trend analysis. Prerequisite: Psychology 200. Four credits.

Psychology 321 — Exceptional Child Practicum
Students work in a community setting with a child or group of children having special needs. Class meetings are used to discuss various kinds of exceptionality and the particular problems of working with this group of children. Prerequisite: permission of instructor. Four credits.

Psychology 323 — Clinical/Community Practicum
The focus of the course is on both classroom and field experience. Classroom activities include discussion, exercises, and student presentation of short selected topics. Field experience is obtained through placement at a setting of the students' choice. Students will be exposed to different treatment and theoretical models in the field of mental health. Prerequisite: permission of instructor. Four credits.

Psychology 350, 351 — Special Topics in Psychology
From time to time, intermediate or advanced seminars on particular topics in psychology will be offered by members of the department. Prerequisites: to be determined by instructor. Four credits (each semester).

Psychology 360, 361 — Research Projects
Students may undertake an independent research project under the direction of a particular faculty member. Prerequisite: permission of instructor. Four credits (each semester).

Psychology 370, 371 — Directed Readings
A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in depth in course offerings. Prerequisite: permission of instructor. Four credits (each semester).
Department of Religious Studies

Visiting Professor: Schoonenberg; Associate Professors: Brooks, Burke, Donohue, Esposito (Chairman), Forde, Paris, Walsh; Assistant Professors: Bryce, Donahue, Donnelly, G. McCarthy, Reiser; Instructor: Phillips; Visiting Lecturers: Manning, Regele-DeAngelis

The Department of Religious Studies has a two-fold function — that of serving the general student body in a liberal arts college and that of preparing students who wish to concentrate in the area of religious studies for their future work. Believing that religion is a fundamental dimension of the human experience that deserves to be studied for that reason alone and also that students are in the process of coming to terms with their own traditions and personal identities, the department has designed courses for the student body at large that will enable them to achieve both these purposes. Since Holy Cross is a Jesuit college and the majority of its students come from the Roman Catholic tradition, the department believes it is necessary to provide them with an opportunity to know and understand this tradition as well as to situate it in the larger context of other religious traditions and in the broader cultural context in which they live. Students from any tradition must come to terms with the fact of pluralism—both religious and cultural. Departmental courses are designed to help them achieve these goals.

Because the field of religious studies is multidimensional, a program for the majors must acquaint them with each of these dimensions—bible, ethics, theology, world religions—as well as enable them to pursue in depth the particular area of their own interest. A major is required to take 10 courses in the department, including one course in each of the following areas: The Bible-Old Testament (1), New Testament (1); Ethics (1); Theology (1); World Religions (1), and two intensive courses (seminars or tutorials) in their area of concentration.* For those students who intend to pursue graduate studies, the department strongly advises competence in the classical and modern languages, as well as the social sciences and philosophy, and encourages them to pursue a research project in their senior year.

Tutorial reading programs and individual research projects are available to the qualified student by arrangement with the department chairman.

*While all majors must take a minimum of 10 courses, these distribution requirements will be in effect beginning with the class of 1982.

Introductory Courses

Religious Studies 12 — Christ the Teacher: Theology of Word and Sacrament

The course studies the nature of Christian sacraments in terms of a theology of revelation, that is, as special occasions in which Christ as Lord, servant, and teacher continues to address His Church. Particular attention is given to baptism and eucharist as sacraments which focus the gospel’s call to repentance, to faith, to worship, and to service. Four credits.
Religious Studies 13 — The Problem of God
A systematic and historical presentation of the debate focusing on the doctrine of God. His nature and knowability. The course will be divided into two equal parts: a discussion of the problem of understanding God in a non-mythological way and a discussion of the rationality of belief in God. Four credits.

Religious Studies 14 — Religions: China and Japan
Introduction to history and phenomenology of the religions of China and Japan. An examination of Confucianism, Taoism, Shintoism, Chinese-Japanese Buddhism and Zen Buddhism as an expression of man’s reaction to the total human situation in which he has to live. Four credits.

Religious Studies 15 — The Church in the Modern World
A basic presentation of how the Church sees itself, its mission, and its ministry in today’s world in terms of the major decrees of the Second Vatican Council. Reflection of how the Church has understood its identity and mission throughout the history of Christian faith. Four credits.

Religious Studies 16 — Princes, Prophets and Wise Men
A study of the interaction of the socio-religious groups in ancient Israel represented by the conflict between the prophets and the wise men. Study of the particular tensions which exist in religion as an organization and as a way of life. Focus upon the key elements which represent the message of the wisdom literature and the proclamation of the prophets of Israel. Four credits.

Religious Studies 17 — The Idea and Experience of Christian Faith
Theological doctrines develop out of the lived-faith and religious experience of believers. The course examines how the modern world hears the call to faith, which doctrines are fundamental to Christian faith, and the Catholic sense of life and history. The faith-experience underlying the doctrines of creation, revelation, redemption, and incarnation is studied in Scripture and the first five centuries of Christian tradition. Four credits.

Religious Studies 18 — Introduction to the New Testament
An introduction to early Christian literature and thought in the context of the emerging church. Particular attention paid to Jewish and Hellenistic influence upon the early Christian understanding and response to Jesus in the Gospels and Pauline epistles. Four credits.

Religious Studies 20 — Law, Medicine and Ethics
A study of the legal and moral aspects of selected issues in medicine: informed consent, sterilization, organ donation, compulsory medication, allocation of scarce resources, death and dying, national health insurance option, etc. Four credits.

Religious Studies 21 — Tragic Vision in the Old Testament and Modern Literature
An experience of tragedy and tragic themes through reading ancient and modern literature. Study of the question of the justice of God in the book of Job and in Greek tragedy. Reflection upon the approaches to this question in modern literature, whether existentialist (Camus), neo-Stoic (Hemingway), or Christian (T.S. Eliot). Jewish and Christian responses to the tragedies of the modern epoch. Four credits.

Religious Studies 22 — The Religions of the Ancient Near East
A survey of the history and development of the principal religions of the ancient Near East: Egyptian, Babylonian, Canaanite, and Israelite. Reflection upon the contribution of each religion to man’s understanding of the sacred and upon the unique place of the religion of Israel amidst the Near Eastern religions. Four credits.

Religious Studies 23 — The Makers of Modern Theology
Religion and Common Sense
Each semester this seminar will examine in depth one author or school of thought that has helped to shape modern theological thought. Topics will include Kierkegaard, Nietzsche, Liberal Protestantism, Roman Catholic Modernism, Liberal Catholicism, Bultmann, Barth and Tillich. Four credits.
Religious Studies 24 — Problems in the History of Christian Thought
This seminar will examine in detail one of the problems that has occupied the attention of Christian theologians and philosophers throughout the ages. The range of problems will include the relationship between faith and reason, the existence of God, the nature of evil, the immortality of the soul and the nature of religious language. Four credits.

Religious Studies 25 — The Parables in Exegesis and Interpretation
A study of the nature of parable in its form and function, the history of parable study, parables in the setting of the ministry of Jesus and the theologies of the Evangelists. Attention paid to literary criticism of the parables of Jesus. Four credits.

Religious Studies 26 — Introduction to the Old Testament
A study of the major themes of the Hebrew Scriptures: creation, fall, exodus, promised land, Davidic kingship, prophecy, wisdom, and apocalyptic. Reconstruction of the historical background of the themes with reference to ancient Near Eastern sources. The contrast between the two covenants of the Old Testament as a background for understanding Judaism and Christianity. Four credits.

Religious Study 27 — Survey of Afro-American Religious History
Historically, the Black church in America has served as social center, relief agency, arena of politics, and locus of cultural life, as well as interpreter to its members of the meaning of life and history in light of the transcendent. This course examines the rise of Black denominations and their confrontation with urbanization, secularization, and de-Christianization in the 20th century. Cross-registered with the Center for Experimental Studies. Four credits.

Religious Studies 28 — Modern Religious Thought: Coping with Modernity
An introduction to the principal themes in Christian (Protestant and Roman Catholic) theology since the Enlightenment. Special emphasis will be placed on the challenges to traditional Christian belief from scientific and historical criticism, Marxism, and the Enlightenment emphasis on the autonomy of human reason. Among the theological responses to these critiques to be discussed will be Liberalism, Modernism, Fundamentalism, Revivalism, and Existentialism. Four credits.

Religious Studies 29 — Modern Religious Thought: The 20th Century
A study of three issues that emerge in the history of theology from 1870 to the present: the doctrine of God, the interpretation of religious statements (especially Biblical statements) and the relationship between faith and reason. Movements discussed include: Liberal Protestantism, Modernism, the revival of Thomism, nihilism, existentialism, logical positivism and process theology. Four credits.

Religious Studies 35 — Greek Religion
A study of the main beliefs, movements, rites and practices of Greek religion from earliest times to the advent of Christianity. Cross-registered with Classics 190. Four credits.

Religious Studies 36 — Roman Religion
A study of the principal religious cults of the Roman people from the earliest times until the advent of Christianity. Cross-registered with Classics 191. Four credits.

Religious Studies 39 — Christian Ethics
A study of the theological and philosophical basis for Christian moral behavior with a detailed application to crucial moral dilemmas facing modern man. Four credits.

Religious Studies 41 — Contemporary Christian Morality
A suggested methodology for evaluating contemporary Christian thought and practice in major areas of ethical concern. An in-depth discussion of responsible decision-making in an age of situationism and ethical relativism, with detailed application to crucial moral dilemmas facing modern man. Four credits.
Religious Studies 46 — Christian Vision of Teilhard
Freshman Conference Course. Tracing the primacy of the "Humanism" in the writings of Teilhard. Man’s ultimate importance both from the standpoint of Evolution (Cosmogenesis) and the Incarnation (Christogenesis). Growing psychosocial awareness, process of amorization (love energy) in mankind or "evolution made conscious of itself." Four credits.

Religious Studies 47 — Towards a Theology of Hope

Religious Studies 51 — Faith/World Poverty

Religious Studies 52 — Faith/U.S. Poverty
An overview of Catholic/Christian recommendations for social-economic reforms. Poverty in the U.S. as seen in health, educational and welfare problems: public assistance, health care and insurance, housing, the elderly, jobs and training, educational rights and duties. The new "whole" person in the new American industrial state. Theology in the Americas. Four credits.

Religious Studies 54 — Buddhism
A study of the Buddhist experience, emphasizing its beginnings in India (life and legends of the Buddha, development of Theravada and Mahayana) as well as developments in China and Japan, with special emphasis on Zen. Four credits.

Religious Studies 60 — Religion and Politics in Asia
This course examines the complex relationships between major world religions (Hinduism, Buddhism and Islam) and politics in developing areas — India, Southeast Asia and the Middle East. The emphasis is on the comparative analysis of their development problems. Four credits.

Religious Studies 62 — World Religions (Hinduism, Buddhism and Zen)
An introduction to three Asian religious traditions through an analysis of those historical events, beliefs, values and practices which exemplify each of their worldviews. Four credits.

Religious Studies 63 — World Religions (Judaism, Christianity and Islam)
An introduction to the three Abrahamic faiths through an analysis of those historical events, beliefs, values and practices which exemplify each of their worldviews. Four credits.

Religious Studies 65 — Islam In the Middle East: Religion and Development
Islam and the challenge of modernity in the Middle East and the Indian subcontinent as witnessed in the traditional and modern Muslim responses to change: political (pan-Islamism, nationalism, socialism) and social (the changing family, women’s rights, etc.). Four credits.

Religious studies 68 — Catholic Social Reforms
A social-historical review of the interplay of the American, French and Industrial Revolutions, economic liberalism (England), Catholic social pioneers (Lamennais, Montalambert, Lacordaire), socialism, communism (Marx), the Kulturkampf and Risorgimento, on Catholic social teaching culminating in Leo XIII's Rerum Novarum. The social teachings of 20th century Popes and Vatican II. Discussions of current relevant problems and practice. Four credits.
Religious Studies 69 — Christian Social Reforms

Religious Studies 77 — Reasonable Belief: The Crisis of the Victorian Conscience
A survey of the major issues in 18th and 19th century religious thought in England. Among the issues treated in some depth will be the influence of Empiricism on British theology and philosophy of religion, the contest between religion and science, and the question of the rationality of religious belief in an increasingly secular and scientific culture. Four credits.

Religious Studies 82 — Jesus: God and/or Man
An introduction to the discussion of the nature and significance of Jesus Christ. Primary attention is paid to the varied New Testament perceptions of Jesus but the classical formulae of the Councils of Nicea and Chalcedon as well as the contemporary debates concerning the divinity of Jesus are also treated in detail. Four credits.

Religious Studies 87 — Study of Religion
Freshman Conference Course. An introduction to major questions and problems in the study of religion: the functions of religious beliefs and practices; theistic and atheistic world views; classical arguments for and against the reasonableness of religious belief (the problem of “God,” proofs for the existence of God, the problem of evil); the relationship between religion and morality; discussion of selected ethical problems. Four credits.

Religious Studies 88, 89 — Catholicism and Society in America
An historical examination of the development of the Catholic Church and its people in the U.S. Particular attention will be devoted to issues of church and society in the contemporary American church as they have developed since the 19th century. Cross-registered with History 197, 198. Eight credits.

Religious Studies 90 — Islamic History and Civilization
This course will treat selected topics in Islamic history and civilization from the rise of Islam to the present, exploring major political, religious, social and intellectual themes. Cross-registered with History 190. Four credits.

Intermediate Courses

Religious Studies 101 — The Theologian as Catechist: Theological Ministry of the Early Church Fathers
In an age when most theologians were bishops, doing theology often entailed instructing believers in their faith. The seminar explores the pastoral nature of theology in the life and work of major figures of the eastern and western church, the cultural matrix in which theological reflection is undertaken, and the relation between theology and spiritual life. Four credits.

Religious Studies 102 — The Quest for the Historical Jesus
An in-depth study of the message and ministry of Jesus in its historical and theological development. Attention paid to the relation between faith and history in the Gospel Portraits of Jesus. Four credits.

Religious Studies 103 — Methods of New Testament Criticism
Study of the principles, methods and models used in New Testament interpretation including textual, literary, form, redaction and structural criticism and the problem of historical reconstruction and theological analysis. Four credits.
Religious Studies 105 — American Religious History
A study of the American religious experience from colonial times to the present with an emphasis on major churches, persons, institutions, and movements. Cross-registered with History 116. Four credits.

Religious Studies 106 — The Mystery of Evil and Suffering
A study of the symbols of evil through the primary experiences of it as defilement, guilt, and sin. The conversion of these symbols of human experience into the myths of the origin of evil, the development of the belief in Satan, demonology, and witchcraft. Reflection upon the Jewish, Roman Catholic, and Protestant conceptions of the fall of man. Four credits.

Religious Studies 107 — Approaches to the Study of Religion
A seminar probing the various methods by which religions and religious phenomena may be studied. Focus upon the presuppositions of the methods central to the study of religion, whether historical, psychological, sociological, phenomenological, or structural. Members of the Department of Religious Studies participating. Recommended for Religious Studies majors. Four credits.

Religious Studies 112 — Synoptic Evangelists as Theologians
An in-depth study of the theological concerns of Matthew, Mark, and Luke as reflected in their varying presentations of the Christian kerygma. Attention paid to the literary and historical character of each Gospel as a unique expression of the traditions about Jesus and an exploration of selected contemporary modes of theological reflection as models for understanding the Evangelists as theologians. Four credits.

Religious Studies 114 — The Bible in Modern Research
A study of the way in which modern approaches to religion can assist in the interpretation of the Bible. The application of methods used in Anthropology (Levi-Strauss), History of Religions (Mircea Eliade), and Literature (A. Julien Greimas) to selected Biblical texts. Comparison of contemporary approaches with traditional methods to determine how to interpret the Bible. Four credits.

Religious Studies 119 — The Gospel of Matthew
The literary structure and theological emphases of Matthew's gospel and its place in the synoptic tradition. Four credits.

Religious Studies 120 — Comparative Religious Worldviews
A systematic exploration of similarities and differences both within and among several traditions (Buddhism, Judaism, Christianity, and Islam) and an examination of several key issues which emerge from the encounter of Christianity with other world religions. Four credits.

Religious Studies 121 — Comparative Theology: Christianity and the Encounter of World Religions
An exploration of the meaning and significance of Christianity's encounter with the Hindu, Buddhist, and Islamic traditions. The course will be divided into two parts: first, an investigation of major theological questions emerging from the dialogue of world religions (e.g., nature of revelation, prophecy, Christology, truth claims, status of founders, missions, etc.); and second, a study of several Christians who have encountered the East both theologically and existentially. Four credits.

Religious Studies 126 — The Gospels
The literary and theological structure of each Gospel. A comparative study of the themes basic to all: the role of the Baptist; teaching in parables; miracles; the Passion and Resurrection narratives; the Person of Christ. Four credits.

Religious Studies 128 — The Synoptic Gospels
An in-depth study of the distinctive theological viewpoints of Matthew, Mark, and Luke, as revealed in their different presentations of the Jesus story. The place of each gospel in the theological history of early Christianity. Four credits.
Religious Studies 129 — The Pauline Interpretation of Christianity
A study of Pauline Christianity, its place in the early church using the letters of Paul, the deuto-pauline letters and the portrait of Paul in Acts. Attention paid to the structure and development of Paul's thought, its Jewish and Hellenistic backgrounds. Four credits.

Religious Studies 141 — Social Ethics
An exploration of the confrontation of religious-moral values and societal practices. Particular social issues such as political leadership, civil disobedience, economic distribution, population, death and dying, and ecology will be analyzed in light of the Christian tradition. Four credits.

Religious Studies 146 — Business Ethics
Christian reflection upon the ethical dimensions of modern business practices. Case studies will focus on such issues as investment practices, political involvement of multinational corporations, economic distribution, advertising policy and consumerism. Prerequisite: permission of instructor. Four credits.

Religious Studies 149 — Economics and Ethical Values
Ethical dimensions of contemporary economic practices, focusing on such issues as investment practices, population, food and energy resources, ecology, income distribution, etc. Also the ethical dimension of capitalism, democratic socialism and communism as alternative economic models will be explored. Humanities Sequence IV. Four credits.

Religious Studies 157 — Contemporary Roman Catholic Thought
The aim of the seminar is to develop an appreciation for the work of contemporary theology, to see its range of inquiry, and to be introduced to theologians by reading them first hand. Prerequisite: permission of instructor. Four credits.

Religious Studies 172 — Black Religion in America
This research seminar will examine the institutions which have embodied the Black religious experience. Students will be responsible for completing a research paper or local history project, working with congregational or denominational archives, Black newspapers, and/or oral history techniques. Lectures will provide an overview of Black church history, giving special attention to the denominations with which students are working. Cross-registered with the Center for Experimental Studies. Prerequisite: permission of instructor. Four credits.

Religious Studies 175 — Theology of Liberation
The "theology of liberation" arises out of a deep compassion and critical reflection on the situation of the poor and the oppressed, and, building on the Marxian analysis of alienation in modern society, shows that the consequent demand for liberation is one which Christianity is almost uniquely equipped to meet. Four credits.

Religious Studies 178 — Mystics and Zen Masters
A comparative analysis of the foundations, methodology, and nature of the mystical experience as seen in the Judaeo-Christian and Asian (Hindu, Zen Buddhist, and Islamic) traditions. Autobiography and biography will be utilized to examine the world of mystics and masters such as John of the Cross, Teresa of Avila, Sri Ramakrishna, Thomas Merton, al-Ghazzali, Dogen et. al. Four credits.

Religious Studies 189 — Marriage Today and Tomorrow
A study of the biblical, historical, and contemporary views of marriage in Roman Catholic theology, with application to modern cultural and psychological dimensions of human relationships. Treatment is also accorded modern challenges to the viability of monogamy and of permanent commitment. Four credits.

Religious Studies 190 — Life and Death Issues
A study of issues concretely relating to the qualitative human dimensions of personal and social living, together with an evaluation of current theological theories of death and the right to die humanly. Questions pertinent to the substance of medical ethics are included, but are not comprehensive of course content. Four credits.
Advanced Courses

Religious Studies 271 — Contemporary Christology
A comparative analysis of the christological writings of major contemporary Catholic and Protestant theologians, with emphasis given to an examination of each theologian’s understanding of the centrality of Jesus in modern society, the nature of Scripture and what it reveals about Jesus, and the nature of faith in Christ and in His resurrection. Prerequisite: Cumulative QPI of 3.0 or better. Four credits.

Religious Studies 277 — Supreme Court and Human Values
A case-study analysis of Supreme Court decisions focusing on the interaction of society and human rights. Topics treated will include speech, press, privacy, obscenity, religion, abortion, and educational opportunity. Prerequisite: permission of instructor. Cross-registered with Political Science 205. Four credits.

Religious Studies 311 — Tutorial
Religious Studies 411 — Research Project
The program for majors in sociology is designed to provide a critical understanding of sociological theory and research. The curriculum features the analysis of social institutions and social processes, critical problems that confront society, and the contribution of social science to policy formulation and implementation. The study of sociology is broadly conceived to serve majors with diverse educational and career interests, ranging from graduate studies in sociology, community services and urban affairs to careers in business, government, medicine and law. Opportunities exist for seminar and field research courses, independent studies, and participation in social science related internships which are administered by the Center for Experimental Studies.

Ten courses constitute the major. All majors are required to take the introductory course, one course each in social theory and research methods, and two courses in advanced sociological studies. The remainder of each major's program will be arranged in consultation with his or her departmental advisor.

There are three levels of courses. The introductory level presents the elements of sociological analysis and the perspective of the sociological discipline as a study of human affairs. Intermediate courses are comprehensive examinations of significant topics and fields within sociology. With the exception of 255, either 101 or 111 is prerequisite for enrollment in intermediate courses. Advanced courses offer an opportunity to undertake more intensive studies in specialized fields of sociology and to engage in individualized projects and research. Additional intermediate-level prerequisites are ordinarily required for enrollment.

**Introductory Courses**

Open to all students with preference given to sophomores and freshmen. Either course will satisfy the prerequisite for enrollment in intermediate-level courses.

**Sociology 101 — The Sociological Perspective**

A one-semester introduction to the principles of sociological analysis. Through a critical examination of selected topics and themes, this course will develop a sociological perspective for the interpretation and understanding of human affairs. Four credits.

**Sociology 111 — Social Problems and Social Policy**

Critical analysis of social institutions and the formation and resolution of social problems. A range of problem areas is considered, including individual forms of deviance such as drug abuse, homosexuality, alcoholism, delinquency, divorce and mental illness and societal problems such as poverty, racism, sexism, aging and violence. In each area policy responses are discussed. Four credits.

**Intermediate Courses**

Open to all students who have taken one introductory course. There are two exceptions: 255 has no prerequisite; also it may serve in lieu of 101 or 111 as a prerequisite for 256.
Sociology 203 — Race and Ethnic Relations
An examination of (1) various processes of racial and cultural contact between peoples, especially in regard to the origin and development of American minority groups, (2) various theories of racial and ethnic oppression, and (3) minority responses to oppression. Special attention is given to black-white relations in contemporary America. Four credits.

Sociology 205 — Structures of Social Inequality
Examination of major forms of structural inequality: caste, class and status differentials in the patterns of work, power and quality of life. Topics include theories of stratification, ideologies of equality and inequality, causes and consequences of changing patterns of social class, and the varieties of human experience with social inequality. Four credits.

Sociology 208 — Immigration
Immigration as a determinant of the character of American culture. Patterns of immigration to the Americas accompanied by comparison to immigration elsewhere in the world. Internal migration with special reference to racial distribution. Immigration and the processes of conflict, adjustment and assimilation. Four credits.

Sociology 217 — Criminology
The study of crime and society. Areas of focus include the nature of law, patterns of criminal behavior, theories of crime causation, and the administration of criminal justice. Four credits.

Sociology 219 — Deviant Behavior
An introduction to the study of social deviance. Topics to be discussed include the patterns of belief, behavior and attributes that have come to be disvalued, the careers of deviant individuals, and the major theories proposed to explain the causes and nature of non-conformity. Four credits.

Sociology 223 — Methods of Social Research
An introduction to the logic and procedures of social scientific research. Readings, lectures, and laboratory exercises are directed toward the development of skills in theory construction, research design, operationalization, measurement, data collection, analysis and interpretation. Four credits.

Sociology 224 — Social Statistics
An introduction to statistical concepts used in the analysis of sociological data. Both descriptive and inferential techniques are covered. Attention is given to learning techniques that are central to the understanding of contemporary sociological literature. All that is required mathematically is a working knowledge of elementary arithmetic and algebra. Four credits.

Sociology 225 — Organizations and the Community
Introduces students to analyses of human service and other non-commercial community organizations by focusing on the interplay between the organizations and their environments. Field study of a community organization of the student’s choice is required as an application of theoretical issues presented in the course. Four credits.

Sociology 235 — Urban Sociology
The course will focus, each semester, on one of the following topics: “Blacks and Whites in Cities and Suburbs,” "Neighborhoods," "Boston." In each case the empirical reality in question will be examined to show how sociological analytic techniques can be applied to understanding urban structures and processes. Four credits.

Sociology 241 — Development of Social Theory
A descriptive and critical study of the 19th and early 20th century social thought which informs contemporary sociological theory. Some attention is given to historical influences on emerging sociological theory. Emphasis is placed on four major theorists — Marx, Durkheim, Weber, Simmel — and on the 20th century developments in functionalism, symbolic interactionism and the sociology of knowledge. Four credits.
Sociology 242 — Contemporary Sociological Theory
An analysis of a variety of contemporary approaches to the explanation of social behavior. The course seeks to assist the student in developing an ability to analyze social structures systematically. Four credits.

Sociology 255 — Social Psychology
A survey of the interdisciplinary field of social psychology. Students are acquainted with: (1) the nature of the field and its range of topics, including person perception, attitudes, attraction, social interaction, and social influence processes; and (2) the theories, models, and methods used to understand human social behavior. Four credits.

Sociology 256 — Self and Society
This course will introduce students to major theoretical perspectives on the development of the self in and through the social milieu. Major emphasis will be given to authors who have shaped the Freudian, Behaviorist, Role Theory, Exchange Theory and Symbolic Interactionist schools. Four credits.

Sociology 261 — Sociology of Religion
An analysis of religion as a socio-cultural product. Emphasis will be placed on the inter-relationship between religion and society in a cross-cultural perspective. Major topics include the social functions of religion, the organization of religious practice and the impact of social change on religion. Four credits.

Sociology 263 — Medical Sociology
A critical study of the institution of modern medicine. Special attention will be paid to the socio-cultural factors influencing susceptibility, diagnosis and treatment. Topics include the social meaning of disease, patienthood, the medical profession and the organization of medical care. Four credits.

Sociology 264 — Sociology of Power
A critical study of social and cultural bases for political democracy and of existing constraints and limitations. Emphasis will be on major power theories, the diversity of power structures and processes, and the consequences of these differences for the exercise of power. Assessment of the problem of responsible power in contemporary society. The sociological perspective will be stressed throughout. Four credits.

Sociology 267 — Industrial Sociology
Development of industrialization. Study of complex organization centered about men at work. Bureaucracy is examined both within the firm and as a thematic factor in modern life. The work setting including managerial structure and control, worker response, unionization, and communication. Social-political-economic change and the future of industrialism. Four credits.

Sociology 271 — The Family
Examination of patterns in American sexual, marital and family behavior. Topics include kinship, child socialization, dating behavior, marital and parental decisions, family development, divorce, violence in the family. Four credits.

Sociology 272 — Intimate Relationships
This course will introduce students to the sociological study of intimacy. Intimate relationships inside and outside the family institution will be covered. Topics include the sociology of emotions, the major theories of intimacy and intimate relationships, bonding and the vulnerability of bonds, and an intensive descriptive and critical study of old forms versus new forms of intimate familial relationships. Four credits.

Sociology 275 — Gender in Society
An introduction to the dynamics and consequences of gender roles and sexual stratification in both Western and Third World cultures. Topics will include mechanisms of sexual discrimination, occupational stratification and labor market analysis, and the behavior and treatment of men and women in large organizations, including industrial firms, health care and mental health services, and schools. Four credits.
This course introduces the student to the elements of social policy analysis. Several different policy areas will be examined intensively each year. Topics will include welfare, substance abuse, health, housing and energy policy. The selection of specific topics may vary from year to year. Four credits.

Advanced Courses
These courses are, with two exceptions, open to all junior and senior students who have taken the appropriate introductory and intermediate-level prerequisites. For 331 and 381, permission of the instructor may serve in lieu of intermediate course requirements. Sophomores who have taken the necessary prerequisites must in all cases, also have the instructor's permission. Sociology majors are required to elect two of these courses. The intermediate-level prerequisites are listed for each course.

Sociology 306 — Population

Sociology 315 — Sociology of Law
A study of the development, implementation and enforcement of criminal law. Topics to be discussed include the sources of criminal law, its role as an institution of social control, and an intensive treatment of the various stages of the legal process. Prerequisite: Sociology 217. Four credits.

Sociology 319 — Deviance and Social Control
An in-depth analysis of the social structural, interpersonal, and social psychological processes that produce and maintain deviance and conformity. The central thesis of the course is that deviant behavior is an inevitable and essential part of the very organization of society. Prerequisite: Sociology 219. Four credits.

Sociology 331 — Urban Planning
This course will introduce students to the field of urban planning as both a political process and as a profession. Emphasis will be placed on the techniques of planning as well as the politics of planning and community development. Specific topics include economic development, housing, zoning, central business district and slum redevelopment, and transportation planning. Prerequisite: Sociology 235 or permission of instructor. Four credits.

Sociology 335 — Cities and Society
A comprehensive theoretical analysis of urban social phenomena in American and other societies, including the social psychology of urban life, neighborhoods and other urban communities, structured urban inequalities, urban social conflicts, and the institutional structures of the major types of cities. Prerequisite: Sociology 235. Four credits.

Sociology 357 — Small Group Processes
An introduction to the study of small groups. Topics will include social influence processes, group development, and group structure. A major part of the class will be devoted to experience-based learning. Prerequisite: Sociology 101, 111, or 255. Four credits.

Sociology 363 — Health Care and Society
A critical study of the health-care delivery system in America. Analysis of the structure of American health care, its academic, economic and political organization. Topics include social inequality in health status and health care, the history of the role of government policy, Medicare/Medicaid, national health-care politics, academic medical empires, health-care profiteers. Prerequisite: Sociology 263. Four credits.
Sociology 381 — Clinical Sociology: Policy Research, Evaluation and Development
This course will examine means of increasing the rationality and sensitivity of policy-making, including evaluation and policy research and concepts of social planning. Students will undertake extensive research on a selected policy area, culminating in the formulation of a working policy evaluation and proposal. Prerequisite: Sociology 281 or permission of instructor. Four credits.

Sociology 390, 391 — Seminar: Selected Topics in Sociological Analysis
A critical examination of selected topics utilizing sociological theory and research methods. Topic and staff will rotate each year. Prerequisite: permission of instructor. Four credits each semester.

Sociology 398, 399 — Special Projects
Program for individual students who wish to pursue directed readings in selected subjects, supervised independent study, or an advanced research project. Open to selected junior and senior students with preference to sociology majors. Ordinarily projects will be approved for one semester. Each project must be approved and supervised by a faculty member. Prerequisites: Sociology 223 and 241 and permission of the chairman. Four credits each semester.
Department of Theatre Art

Associate Professor: Herson (Chairman); Assistant Professors: Hunt, Rynders; Visiting Lecturer: R.C. Healey

The Department of Theatre Art teaches the art of the theatre as one of the symbolic languages of a liberally educated person. Courses are offered both for audiences and for artists. The courses for audiences foster appreciation and critical perception of theatre in its cultural context. Other courses introduce students to ways of creating and imagining which underlie the work of artists in and out of the theatre. For artists there is a sequence of courses in acting and there are courses in design, technical theatre, writing for the stage and production management. Classes are kept small to provide a maximum of interaction with each student. There is no theatre major.

Fenwick Theatre, a recently constructed and fully equipped thrust-stage theatre, houses the major productions of the Department of Theatre Art and, whenever possible, concerts of music, recitals, and other theatrical productions. The theatre lobby and the theatre laboratory house a variety of studio productions, workshops, and classes. Work on any production of the Department — acting, backstage, or front of house — is open to all Holy Cross students.

Courses for Audiences

Theatre Art 32 — Introduction to the Theatre
The course introduces the student/audience member to the secrets of making theatre: how actors work, what a director does, what goes on at rehearsal, how the scenic designer creates a set, how the polish of opening night is achieved. Four credits.

Theatre Art 33 — Costumes and Human Values
Costume is examined as the distillation and exaggeration of fashion. The theatre artist's vision of the human figure in its plumage is studied within the cultural context of each age, from the Greeks to the present. The historical evolution of human costume and some of each age's sociopolitical influences on dress will be considered. Four credits.

Theatre Art 41 — American Musical Theatre
Representative musicals from 1940 to the present are studied through an analysis of stage productions, films, recordings, and scripts. The focus is on understanding the attitudes and feelings which America buys at the musical-comedy box office. Four credits.

Theatre Art 133 — Women and Their Stages
Readings, discussion, guest speakers, and viewing of play productions and current films will guide an exploration of women's self-images as they have been shaped by theatrical imagery on stage, film, television, and in other media, literary and non-literary. Four credits.

Theatre Art 142 — Male and Female in the American Theatre
A study of the way the contemporary American theatre presents: the ideal male and the ideal female; masculinity and femininity; the male-female relationship; attitudes toward love-making; nudity; ideals of sexual behavior. Theatrical imagery will be studied at live performances, on film and television, and in scripts. Four credits.

Courses for Audiences and Artists

Theatre Art 143 — Ways of Imagining
A study of how the pictorial imagination works and how to get it to work better. Use of internal pictures as guides in creating solutions to "artistic" and non-"artistic" problems. Examples are from theatrical and art history and from biographies of artists. Four credits.
Theatre Art 144 — Creative Process
A theoretical and experiential approach to understanding the creative process. Discussions of readings about the act of creating and its place in society and education will be complemented with exercises and games which lead to a non-verbal understanding of the same material. Four credits.

Courses for Artists

Theatre Art 161 — Managing Theatrical Productions
The course will examine in detail responsibilities and duties of the technical staff for a theatrical production during planning, pre-production, and performance phases. The technical staff includes stage manager, technical director, master carpenter, prop master, master electrician, costumer, make-up supervisor and house manager. Publicity and box office will be discussed briefly. Practical experience in each area is part of course work. Resources and techniques will also be included. Five credits.

Theatre Art 172 — Writing for the Stage
The course examines current popular theatre, assesses the role theatre plays in society, and considers what kind of scripts “work” successfully in America today. Student writers will devise and script improvisations, scenes and performance pieces, and generate at least an outline of an entire play. Four credits.

Theatre Art 180 — Theatre Crew
Two hours work per week on current production. Required for all five-credit courses. No credits.

Theatre Art 181 — Acting 1 - Basic
The student learns to use observation for building a role; to justify and motivate action; to realize a character using remembered personal emotional situations; to analyze the role into a series of connected goals; to focus attention on the unfolding present moment; to build a sequence of actions, images and inner monologues. Five credits.

Theatre Art 182 — Acting 2 - Basic
A continuation of Acting 1. Five credits.

Theatre Art 283 — Acting 3 - Intermediate
Rehearsal and performance of scenes; analysis and direction by professor; practice of techniques learned in Acting 1 and Acting 2; new techniques and exercises. Five credits.

Theatre Art 284 — Acting 4 - Intermediate
A continuation of Acting 3. Five credits.

Theatre Art 385 — Acting 5 - Special Projects
The course is designed for the individual needs of advanced acting students. Rehearsal and performance in a major production is the main basis of grading. Five credits.

Theatre Art 386 — Acting 6 - Special Projects
A continuation of Acting 5. Five credits.

Theatre Art 392 — Theatre Tutorial
Directed study in selected theatre topics. May be taken a maximum of three times, with different topics each time. Permission required from both instructor and chairman.
Interdisciplinary Humanities Program

“True enlargement of the mind,” John Henry Newman wrote in the Idea of a University, “is the power of viewing things at once as a whole... of understanding their respective values, and determining their mutual dependence.” This program, funded by a major Development Grant from the National Endowment for the Humanities, offers a variety of carefully planned interdisciplinary courses directed toward the goal of integrated learning which Newman saw as an essential aspect of a liberal education.

The interdisciplinary approach enhances the student's awareness of the unique methodology and perspective of each of the academic disciplines on a particular topic or area of study. It also develops the student's ability to analyze a problem from various perspectives and to achieve a synthesis of related materials. Treatment of issues concerned with culture and the values inherent in culture benefit especially from this kind of cross-disciplinary exploration.

Another feature of the program is that, because students enroll in an entire sequence of related courses, faculty members can draw on the class's knowledge of a common body of information. Each sequence fosters critical thinking by investigating the relationships among the various course materials and by clarifying the relationship among the academic disciplines as distinct ways of knowing. Like a general education format the program introduces students to various academic disciplines. However, the disciplines are not encountered separately in different semesters through the customary distribution requirements of general education. Rather the disciplines are actually brought together on a common problem or topic so that both their similarities and differences as ways of knowing emerge. Another aim of the program is to create an atmosphere conducive to intellectual inquiry by fostering a cooperative spirit among students and faculty.

The Interdisciplinary Humanities Program has been designed to complement the free elective system at Holy Cross. Normally each course counts toward the fulfillment of the major in its department. By enrolling in a sequence students may satisfy a requirement for their major and have access to related courses in other departments which ordinarily might be unavailable. The types of sequences offered in the program have sufficient variety so that they will be attractive to both humanities students and students from the sciences and social sciences. It is hoped that participation in the integrated sequences will influence students to fashion their future course selections from the regular curriculum into a more coherent program of studies.

The program consists of the following sequences; approximately ten are offered each year:

**Upperclass Humanities Sequence I**

England: Genesis of a Culture

**Fall Term**

Fine Arts 205 — Medieval Art or History 131, England to Elizabeth (Part I)

English 210 — Medieval Literature

**Spring Term**

History 137 — Tudor England

English 220 — Renaissance Literature
Upperclass Humanities Sequence II
Psychology and Literature
Fall Term
Psychology 50 — Psychodynamics, Biography, and Autobiography
English 274 — Literature and Depth Psychology

Upperclass Humanities Sequence III
The Birth of Europe: The Medieval Foundation
Fall Term
History 45 — The High Middle Ages: The Institutional Basis
English 210 — Medieval Literature
Spring Term
History 46 — The High Middle Ages: The Institutional Basis
Fine Arts 205 — Medieval Art

Upperclass Humanities Sequence IV
Economics, Values and The Human Condition
Fall Term
Economics 14 — Price and Economic Value
Philosophy 168 — Economics and Ethical Values
(Or Religious Studies 149)
Spring Term
History 194 — The American Liberal-Capitalist Ideal in the 20th Century
Biology 12 — Ecology, Environment and Economic Choices

Upperclass Humanities Sequence V
Roman Art and Archaeology
Spring Term
Fine Arts 204 — Roman Art
Classics 150 — Introduction to Roman Art/Archaeology

Freshman Humanities Sequence VI
Ancient Origins of the Western Tradition
Fall Term
History 11 — Ancient Civilization: Greek History
Classics 127 — Greek Literature Survey in English
Spring Term
History 12 — Ancient Civilization: Roman History
Classics 128 — Latin Literature Survey in English
Upperclass Humanities Sequence VII
Modern Latin America:
Emerging Forms Amidst Cultural Change
Fall Term
Spanish 177 — Contemporary Latin American Literature
Religious Studies 175 — The Theology of Liberation
Economics 16 — Economic Systems in Modern Latin America

Upperclass Humanities Sequence VIII
Focus on France
(Bohemian versus Bourgeois: French Art and Literature in the 19th Century)
Spring Term
Fine Arts 216 — French Art: 19th and 20th Centuries
History 174 — Social History and the Novel
SEL 145 — Bourgeois vs. Artist in 19th Century France

Upperclass Humanities Sequence IX
Rhetoric and Values
Fall Term
English 282 — Prose Stylistics
Philosophy 116 — Logic: Reasoning and Persuasion
Spring Term
English 281 — Rhetorical Analysis
Psychology 60 — Psychology of Communication

Upperclass Humanities Sequence X
Mythology: Nova et Vetera
Fall Term
Classics 151 — Mythology
Philosophy 185 — The Philosophical Interpretations of Myth

Upperclass Humanities Sequence XI
The African Experience
Spring Term
Political Science 267
Music 23 — Politics, Literature and Music of Africa
English 273
Upperclass Humanities Sequence XII
Culture and Community in Early America

Fall Term
History 117 — Individual and Community in Early America
Classics 131 — Classical America

Spring Term (These courses are not required)
History 210 — Sec. 1 Colloquium: Individual and Community in Early America
Classics 302 — Seminar: Classical America

Upperclass Humanities Sequence XIII
Evolution: Conflict and Synthesis

Fall Term
Biology 83 — The Theory of Organic Evolution
Philosophy 173 — Philosophical Implications of Evolution

Freshman Humanities Sequence XIV
Humanities in Perspective

Fall Term
English 141 — Romanticism, Individualism, and Imagination
History 5 — Concepts and Practice I

Spring Term
English 142 — Victorianism, Social Consciousness, and the Decline of Imagination
History 6 — Concepts and Practice II

Freshman Sequence XV
19th Century American Literature and Its Backgrounds

Fall Term
History 17 — The U.S. in the 19th Century
English 151 — 19th Century American Literature and Its Backgrounds I

Spring Term
History 18 — The U.S. in the 19th Century
English 152 — 19th Century American Literature and Its Backgrounds II
The Office of Special Studies

Director: Randall K. Burkett; Acting Director (1979-1980): Gerald D. McCarthy; Associate Director: Barbara C. Kohin

Special Studies Programs

The Office of Special Studies is responsible for the following programs: The General Honors Program, the Fenwick Scholar Program, and the Center for Experimental Studies.

General Honors Program

Inaugurated in the fall of 1973, the General Honors Program is open to highly qualified students at the end of the sophomore year. The program is designed for a limited number of students who wish to combine advanced work in their major with serious intellectual interests of a broader range. Plan: Students participating in the Honors Program shall design individual plans of study in consultation with the director of the General Honors Program. Each plan shall include the following components:

1. Three Honors Seminars. These shall be taken outside the major department in the junior and senior years. At least two of the seminars must be drawn from a division of the curriculum (science, social science, humanities) which does not include the major field. Honors seminars shall have a maximum of eight students. Emphases will be upon independent research, papers, and oral presentation.

2. A Senior Honors Thesis. It is expected that each student will devote one quarter of his or her time during two semesters to a Directed Research Project, usually in his/her major field. The project may begin in the spring term of the junior year. The thesis shall be read by one or two faculty members in addition to the Directed Research Tutor and shall be defended by the student in an oral examination.

Selection Criteria: Students must write an essay describing themselves, their qualities for honors work, their past academic careers, and their proposed plans of studies.

Applications should be submitted to the Director of the General Honors Program by March 1st (sophomore year). New seminar offerings will be listed each year.

Fenwick Scholar Program

The Fenwick Scholar Program, first offered in 1966, is open to seniors upon nomination by their departments. From those nominated, the Committee on Special Studies chooses the Fenwick Scholar. As a Fenwick Scholar, the student is free to design, with an advisor, the academic program which will complete his or her 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 the scholar, the Committee on Special Studies seeks a student who will put this
unusual opportunity to best use. At the end of the senior year the Fenwick Scholar usually makes a public presentation of a major piece of work, a scholarly essay, a group of experiments or a demonstration of substantial accomplishment in the creative arts. Application deadline: March 1 (junior year).

Center for Experimental Studies

Established in the spring of 1971, the Center for Experimental Studies is charged with developing non-traditional approaches to education that will encourage the intellectual development and broaden the experience of Holy Cross students. To achieve this, the Center has designed programs ranging from one-course academic internships to an integrated interdisciplinary major. The Center staff is continuously seeking to create new opportunities for students. Programs are normally not open to freshmen and the extent of participation, except in special cases, is limited to the equivalent of one course per term.

The Programs

1. Academic Internships (Local) — Off-campus internships provide an alternative to traditional instruction and a chance for students to demonstrate imagination and resourcefulness. Internships offer opportunities for educational growth, for the development of special skills, the assessment of personal commitments, and the exploration of potential careers. There are internships available in such areas as health, education, law, business, journalism, social service, state and local government, scientific research, and cultural enrichment. Students may design their own projects.

   Applications are due in early November and mid-March, as announced. Lists of available positions will be published twice a year.

2. Academic Internships (Washington Semester) — For advanced students, special off-campus internships are available in Washington, D.C. These are full-semester projects which offer qualified students an intensive program combining “on the job” experience with academic research. Applicants must be well advanced in their major studies to profit from the internships, and be willing to put in the extra effort required for a fruitful blending of the practical and the academic. Internships are available in Congressional offices, national organizations, research groups and federal agencies.

   Applications are due each semester, as announced. A list of agencies is available.

3. Multidisciplinary Majors — The Center may authorize and supervise student-designed programs which combine studies from more than one academic department. These programs may focus on area studies or cross-disciplinary topics. Two examples are Urban Studies, which draws upon the Departments of Sociology, Economics, and Political Science; and Russian Area Studies, involving the Departments of History, Political Science, and Modern Languages and Literatures. The following guidelines are offered as an aid to students in preparing program proposals:

   Conceptualizing the major is the chief task of the student. This requires more than the bringing together of courses related to a particular topic. Plans should define a systematic body of knowledge and demonstrate a logical progression of study from basic concepts and ideas to general theories and
methods of analysis. Thus movement through the major should involve the
acquisition of greater depth and capacity for analysis.

No plan will be accepted that can be implemented by other means such as a
double major or a regular major with related electives. The design should
involve at least two disciplines and fall within the competence of the College
faculty.

Application Procedures: The student should present a written proposal for
the major no earlier than the beginning of the sophomore year and no later
than the beginning of the junior year. This proposal must include a statement
of intellectual rationale, an outline of courses already taken, and a plan of
proposed courses.

The proposal should be written in consultation with the Director of Special
Studies and two faculty members based in departments related to the major.
Letters of support should be secured from those faculty members who have
been consulted on the plan and are willing to serve as program advisors.

Upon the unanimous recommendation of the advisors, the proposal will be
considered by the Committee on Special Studies. The student may be asked to
appear before the committee to answer questions about the plan.

Once the plan is accepted, the faculty sponsors and director will serve as a
permanent advisory committee responsible for approving all changes in the
major plan.

4. Interdisciplinary Courses — Each year The Center sponsors a number of
interdisciplinary and experimental "courses." These are primarily small
seminar-discussion groups open to upperclassmen. The courses are meant to
test nontraditional methods of teaching, to explore new ways of defining and
organizing subject matter, to respond to the special interests of students and
to introduce new areas of study into the curriculum. Courses offered recently
include Philosophy of Psychology, Legal Reasoning, Historical Editing,
Nutrition, and Black Religion in America. New course listings are published
twice a year. Applications are required.

5. Semester-Away — Students may study for a semester or a year at selected
institutions in Canada and the U.S. or apply for special programs of limited
duration at other colleges or universities when these programs are directly
related to the student's major.

6. Summer Grants — Funds are available to students to support academic
projects for the summer which are related to their major fields. Application
deadline: April 1.

7. Gerontology Studies Option — The Gerontology Studies Option
program is a cooperative arrangement among Worcester colleges for students
interested in the study of aging. The option consists of three elements:
courses, internships and career information. Established to encourage
students with an interest in the aging process, the problems of older people
and the delivery of services to the elderly, the program draws on the strengths
of the Consortium institutions. Students may elect a wide range of courses
from a variety of disciplines in order to prepare for graduate study or for work
in aging. At Holy Cross, course work for the Option is handled through the
Center for Experimental Studies; information on all aspects of the program is
available from the faculty Gerontology Studies Option advisor.
The Institute of Industrial Relations

Established in 1943 by a group of Jesuit priests, the Institute of Industrial Relations has since maintained continuous community participation throughout eastern Massachusetts. The function of the Institute is to provide a neutral arena where subjects in the field of labor-management relations of deep and sometimes controversial nature can be taught and discussed in an atmosphere conducive to the intelligent exchange of ideas and information. The Institute also attempts to provide intellectual and moral enrichment for the participants. The staff of the Institute includes faculty from Holy Cross, prominent labor leaders, business and government officials, and area lawyers.

A sample of courses offered recently follows. (Courses are subject to change each year).

- Massachusetts Workmen's Compensation Act;
- The Art of Selling and Communication;
- Industrial Engineering: Work Measurement;
- History of the Labor Movement;
- Ethics: Moral Responsibilities and Values;
- The Union: Negotiation and Bargaining;
- Contract Negotiations Workshop;
- Psychology of the Work Organization;
- Collective Bargaining in the Public Sector;
- Supervisory Development;
- Public Speaking Techniques; and
- Labor Law

Although no academic credit is given, "Certificates of Achievement" are awarded and always have been accepted by labor, management and others as evidence of educational achievement.

The fall and spring semesters begin in October and March respectively, and classes have traditionally been held on Wednesday evenings from 7 to 9:30 p.m.

The Institute is open to all who have an interest in a general introduction to industrial relations as well as those who desire a deeper knowledge of the field. It is directed by Jerome J. Judge, Ph.D., an associate professor of economics at Holy Cross, who serves as executive director.
The College Chaplain

The Office of the College Chaplain is a center of service to the members of the entire College community through pastoral counseling, the proclamation of the Gospel, the celebration of the Liturgy, Christian witness of social and moral issues, independent meditation between various campus groups: in short, the coordination of the various expressions of and energies for religious life on campus.

The Chaplain's Office also seeks to maintain close personal contact with non-Catholic members of the community with due respect for their freedom of conscience and seeks to be of service to them in any way possible. Members of this community who adhere to traditions and faiths other than the Catholic faith should feel most welcome to attend any campus liturgical services to which they are inclined. During the course of the year, some inter-faith prayer services are held as an expression of concern for the non-Catholic student, and ministers of other faiths are frequently invited to speak or preach at Holy Cross as an expression of the ecumenical concern of the whole community. Through the Chaplain's Office, opportunities can be created for students to meet local ministers of their faith.

Throughout the course of the academic year, the Office of the Chaplain attempts to provide regular inter-disciplinary dialogues, programs and frequent guest speakers on contemporary issues to help students personalize their faith experience in the light of their questions and developing views.
Student Personnel Services

The offices of the Dean of Students, Campus Center, Counseling Center and Career Planning, Financial Aid, Housing, Residential Life, Security, Student Activities and Student Health Services make up the area of Student Personnel Services. Each of these departments offers to the student a multi-service program which provides guidance and assistance in helping meet long-range and short-range needs.

Student Health Services Program
The Student Health Services Program includes the College infirmary and the voluntary Student Accident and Sickness Insurance. They are designed to provide broad medical coverage and to relieve parents of possible financial strain in meeting unanticipated expense.

Infirmary
The College's infirmary provides board, room, professional nursing care 24 hours a day, medicines prescribed by the staff, whirlpool treatments for non-athletic students as ordered by the physician; 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 $50 per year. Beginning with the third day of confinement, off-campus resident students will incur a nominal charge of $5 per day for room and board.

Voluntary Insurance Program
Expenses incurred as a result of any accident or sickness are reimbursed under a liberal schedule. Reimbursement up to a limited amount is possible under the Accident Benefit Schedule while the Sickness Benefit Schedule compensates for hospital, surgical, nursing, physician's costs, etc. Charges for the Student Accident and Sickness Insurance is $75 per year; complete information about this service will be mailed directly to the student during the summer.

Residence Life
Residence life, an integral part of Holy Cross education, is under the supervision of the Dean of Students' staff. The nine houses are administered by a Resident Assistant staff of upperclassmen selected for their maturity, responsibility, and leadership characteristics. Each hall elects representatives to the House Council and Student Government Association and sponsor social, educational and cultural programs throughout the year.

Individual responsibility, consideration for others, and community cooperation are essential ingredients of residence life. Students who violate general College regulations, threaten the common good, or interfere with the rights of other students, may be subject to separation from the residence hall or the College.

The residence halls of Holy Cross have accommodations for 2,000 students. The majority of rooms are designed for two students; in some instances, where space permits, three or four persons may be assigned to a room. Each student room is provided with the essential articles of furniture, such as beds, chairs, desks, lamps, mattresses. Students may contract privately with the linen
service recommended by the College, which will supply and launder sheets
and towels each week. Students wishing telephone service in their rooms are
responsible for making direct contact with the telephone company.

Counseling Center and Career Planning Office
Counseling Center
The psychologists at the Counseling Center are available to assist students in
evaluating and dealing more effectively with their potential, thereby achieving
academic, vocational and personal goals. Some of the services available at the
Center include:

Freshman Research and Evaluation Program. All entering freshmen participate
in a research and evaluation program. The purpose of the program is to obtain
information about each student that will help in understanding their needs and
values. This information also will be used for long-term institutional research
and evaluation.

Personal Counseling. Counseling to help students resolve personal problems
which might interfere with their ability to succeed at Holy Cross or affect their
personal well-being is offered. Discussions with a staff member are completely
confidential.

Developmental Programs. The opportunity to participate in developmental
groups is available to students. Groups are offered to learn how to reduce test
anxiety, be more assertive, clarify values, and are formed in a number of other
important areas of student concern.

Human Development Programs. During the year, the Counseling Center and
Career Planning Office sponsors a number of lectures and open discussion in
a continuing human development series. The series provides students with the
opportunity to acquire information and to satisfy various common needs and
concerns.

Education and Vocational Counseling. Educational and vocational counseling is
provided to help students achieve their educational and vocational goals.

Reading Improvement and Study Skills Programs: Reading improvement and
study skills programs are offered to help acquire the skills considered
necessary for college success.

Career Planning
Career planning involves a variety of activities directed toward a goal of
improving the process of making an appropriate, well-thought out and
potentially satisfying vocational choice. An opportunity is offered to become
aware of the process required for making appropriate life choices. The
Coordinator of Career Planning offers additional services which include:

Occupational Library. An extensive library of occupational information des-
cribing vocational opportunities for college graduates is maintained.

Testing. Vocational and personality testing will be available when the
information is necessary for career planning.

Skill Development. The skills needed for the initial presentation of the student
to employers through interviews, cover letters, resume, and vita will be taught.

Credentials. Credential files are maintained for students interested in this
service.

Interviews. The scheduling of appointments and the preparation of students for
interviews with specific companies will be arranged.

The Counseling Center and Career Planning Office is located in Hogan
Campus Center. Students interested in the services may make appointments
Monday through Friday, 9 a.m. to 4:45 p.m.
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, student organization and administrative offices, the college bookstore, a cafeteria, snack bar, private dining rooms, ballroom and party rooms, an information center-notion shop, hairstyling salon, duplicating center, and record library. In addition, substantial day student facilities are provided to accommodate the needs of non-resident students.

Student Activities

Holy Cross’ concern is to keep a person active and aware. Recognizing that the world cannot be contained in books and classrooms, the College offers a wide variety of student activities, academic opportunities, cultural events, and sports programs that encourage individual creativity and development.

There is a long and rich history of extra-curricular activities at Holy Cross. Student organizations are considered an integral part of the College community and perform a valued educational function. All students are encouraged to become involved. Many faculty work closely with students as moderators of organizations.

Each year the educational program of the College is enriched by fall and spring programs of lectures, theatrical productions, fine arts and contemporary concerts, and classic film series. Eminent artists, scholars from the fields 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 Museum, as well as the Library of the American Antiquarian Society. The 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.

The Office of Student Activities serves as the resource for students regarding information on membership in campus organizations, extra-curricular activities planning the formation and funding of new organizations, financial procedures for student organizations, contract negotiations, professional talent sources, and scheduling of meetings, events, and activities.

Regulations and Responsibilities

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 person. 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.
Expenses and Financial Aid

Expenses

**Tuition**
All classes .................................................. $4,200

**Board and Room**
All classes .................................................. $1,900

**Infirmary Service**
All boarding and off-campus students ................. $50

**Application Fee**
A fee of $25 (non-refundable) must accompany all applications for admission to the College.

**Student Activity Fee**
assessed of all students in first semester ............... $60

**Leave of Absence Fee** (each semester) ............... $30

**Acceptance Deposits**
Candidates, usually notified of acceptance from January to April, are required to forward a deposit of $200, of which $100 will be refunded if the student withdraws prior to registration. This deposit must be submitted by May 1, and will be applied toward payment of the first semester bill.

**Room Deposits**
All students who wish to reserve a room on campus during the next academic year, must signify their intent and pay a non-refundable room deposit of $100. This deposit will be credited at the rate of $50 per semester toward room charges. Entering freshmen who have paid an acceptance deposit of $200 do not have to pay this room deposit.

Audit: (per credit) ........................................ $131.25

Graduation Fee: (Second Semester, senior year) ........ $20.00

Late Registration Fee: ..................................... $10.00

Reading Clinic Fee: ........................................ $40.00

Transcript: .................................................. $1.00

I.D. Card: (Freshmen & Juniors) ......................... $2.00

Health Insurance: Billed by Agency (Optional) .......... $80.00

**Books and Personal Expenses**
A fair estimate of the average personal and incidental expenses for the school year is $500. Books and supplies vary in cost from $150 to $200 for the year.
Payment of Bills

Semester bills will be issued in July and December, and are due and payable by the date indicated on each statement. 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, Mass. 01610. A student Medical Insurance Plan offered by the Fred S. James and Company is available at $80 per year. Descriptive pamphlets are mailed to each student with the premium payable directly to the insurance company.

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.

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.

Refunds of Tuition, Board and Room

During the first five weeks of each semester, there will be a proportional refund of tuition; after five weeks there will be no refund. Information concerning the details of this refund policy may be obtained by contacting the Treasurer's Office.

Once a student has contracted for and occupied a room on campus there will be no refund of the semester fee.

During the semester there will be a proportional refund of board charges for students who withdraw or move off campus. Information concerning the details of this refund policy may be obtained by contacting the Treasurer's Office.

Students of parents who judge that their circumstances may merit special consideration should contact the Treasurer's Office.

College Expenses

The charges made by the College are subject to change at any time by formal action by the Board of Trustees. Changes will be enumerated in addenda to this catalogue in 1980 and 1981.

Financial Aid

Freshman

Holy Cross College provides financial assistance in the form of scholarships, loans and employment, either singly or in combination, to students who otherwise could not afford it. Awards are based on academic promise, demonstrated financial need and availability of funds.

To apply for assistance, an incoming student need only indicate on the admissions application that he or she would like to be considered for financial aid. There is space provided for this purpose on the second page of the application form. Should an incoming student fail to indicate such a wish on the
admissions application and later decide to initiate a request for financial aid, he or she must do so in writing with the Director of Financial Aid. The only other requirement for application is to submit a Financial Aid Form (FAF) as soon after January 1 as possible but before February 1. This form is available at the applicant’s secondary school and is used to collect family financial information used by the College in determining the amount of assistance a student may need to attend the College for the coming year.

An aid candidate is usually notified of his or her financial aid award within 10-14 days after the Admissions Office has announced its decisions between March 15 and April 15. Students who enroll and who have been tendered financial assistance will be required to have their parents submit a notarized copy of their federal income tax return for the immediately preceding year before final action is taken on their financial aid award.

Upperclassmen and Renewal Awards
Each year Holy Cross students who receive College administered financial assistance must file a new Financial Aid Form (FAF), a Holy Cross financial aid application, and a notarized copy of their parents’ federal income tax return for the immediately preceding tax year. Forms are available after January 1 from the Financial Aid Office. Students who wish to apply for financial assistance for the first time should follow this same procedure and indicate that they are first-time applicants. New awards to upper class students are based on demonstrated need for assistance and the availability of funds. March 15 is the preferred closing date for submission of all credentials for renewal of awards and new requests for assistance from upper class students. It is the responsibility of the student financial aid applicant to assure that all the necessary required documents are in the hands of the Financial Aid Committee in time for processing of awards. Notifications of renewal are usually mailed out by July 15, and notification of award in the case of a new request is made by August 15.

Scholarships
Last year, more than 200 entering freshmen were awarded Holy Cross Scholarships with stipends ranging from $200 to $4,000, depending upon the student’s financial need. Each applicant is considered for all awards for which he or she may be eligible, including many endowed and restricted scholarships. No special application other than the FAF is necessary for consideration for these awards. In general, scholarships and/or additional assistance will be renewed each year, provided the student continues to demonstrate need for such assistance. Stipends, however, may be adjusted where a family’s resources and financial strength increase or decrease significantly.

The College will review and alter its commitment to scholarship students who fail to achieve the College’s minimum academic requirements. The Financial Aid Committee will review each scholarship student’s academic performance at the end of each semester. The evaluation of academic performance will be based on expected potential on admission and previous academic achievement. The review procedures will involve the following steps:

1. A student will be informed by letter from the Director of Financial Aid that his or her performance is less than what is expected and arrangements will be made for a meeting between the student and the Director. After consultation with the student, the Director will report back to the Committee any additional information bearing on the case. The Committee then will prescribe remedial
action for the student, which may include the establishment of a specific QPI to be realized by the end of the next semester. The Committee's decision will be transmitted in writing to the student and his or her class dean.

2. If, after step (1), a student fails to improve, the committee reserves the right to alter the composition of the financial aid package of the student (e.g., employment or loan assistance may be granted to the student in the place of Holy Cross scholarship aid). Again, the steps specified in (1) will be implemented.

3. If, after steps (1) and (2), the student still does not meet the objectives specified by the Committee, it reserves the right to withdraw eligibility of the student for future Holy Cross scholarship assistance.

4. In every stage of the review process, the student will be advised that he or she may request an appearance before the full Financial Aid Committee.

Many students will receive scholarship assistance from corporations, foundations, civic groups, parent and school associations, and service clubs in addition to awards made from College funds. Every student who is interested in financial help should be alert for information about any outside scholarship aid for which independent applications must be submitted.

The Financial Aid Committee at Holy Cross expects students who are residents of Connecticut, Massachusetts, New Jersey, Pennsylvania or Rhode Island to apply for the scholarship program in their home states. Application information is available either in high school guidance offices or the appropriate state agencies that are listed below. Since each state scholarship program has its own deadline for applications, it is advisable to make application early in the academic year.

State of Connecticut
State Scholarship Commission
P.O. Box 1320
Hartford, Conn. 06115

State of Massachusetts
Board of Higher Education
Scholarship Office, Room 638
31 St. James Ave.
Boston, Mass. 02116

State of New Jersey
Department of Higher Education
Office of Student Assistance
1474 Prospect St.
P.O. Box 1417
Trenton, N.J. 08625

Pennsylvania Higher Education Assistance Agency
Towne House
Harrisburg, Pa. 17102

State of Rhode Island
Scholarship Program
Educational Testing Service
Princeton, N.J. 08540
Basic Educational Opportunity Grants

The Basic Educational Opportunity Grant (BEOG) Program provides grants directly from the Federal Government in amounts ranging up to $1,800 per year, depending upon the financial circumstances of each family. This is the largest federal student assistance program, and all financial aid applicants are expected to process a BEOG application as a requirement of applying for other assistance at Holy Cross. To apply for a BEOG, a student must indicate on the Financial Aid Form that the family financial information on the FAF is to be transmitted directly the BEOG processing agency. There is no cost for this additional service.

Processing time is approximately six weeks, after which a Student Eligibility Report (SER) is returned to the student applicant by the BEOG agency. The SER should be forwarded to the Financial Aid Office at the College for final processing of the BEOG.

Loans

The Guaranteed Student Loan Program (GSLP)
This is the primary source of educational loans and enables students to borrow directly from lenders to finance educational expenses. Student borrowers apply to a home town bank or commercial lender, preferably one with which his or her family has done its banking. The maximum amount of loan under this program is $2,500 each year or a four-year undergraduate total of $7,500. The interest rate is 7% simple interest, and in all cases the Federal Government will pay the interest until repayment of the loan must begin.

Repayment of loans in this program normally begins between nine and 12 months after graduation from college, graduate school or termination of studies. Up to 10 years may be taken to repay the loan, and in most cases a minimum annual repayment of $360 must be made. A typical loan repayment obligation in the GSLP where a student has borrowed a total of $4,000 would be $46.48 per month for 120 months.

Deferment of repayment for up to three years for military service, Peace Corps, or Vista is permitted. Up to one year of deferment may be allowed while actively seeking but not finding full-time employment.

National Direct Student Loan Program (NDSL)
Holy Cross administers a very limited number of loans under the authority of this Federal program. These loans carry an interest rate of 3% simple interest. Repayment and deferment provisions are similar to the GSLP, which is described above. A student may borrow up to $5,000 over four years in the NDSL program. Up to 10 years may be allowed to repay an NDSL, and a typical repayment obligation where a student has borrowed $4,000 would be $40 per month for 120 months.

Because of the limited amount of funds in the NDSL program, priority for loans under this type of assistance will be extended to students from states or areas in which loans made under the GLSP are not readily available. Before approving an NDSL, the College may require evidence that the student’s application for funds for the GSLP has been refused.

Supplemental Educational Opportunity Grant Program (SEOG)
This is a program for students of exceptional financial need who without the grant would be unable to continue their education. The Financial Aid Director is responsible for determining and selecting eligible students in this program as well as the amount of the award.
An SEOG cannot be less than $200 per year nor more than $1,500 per year. Normally, an SEOG may be received for up to four years, and the total award may not exceed $4,000 in four years at Holy Cross. A student who is selected for an SEOG must be provided with additional financial aid in an amount at least equal to the amount of the SEOG award.

Employment

The federal College Work-Study Program (CWSP), in addition to substantial institutional funds, provides jobs for students who have need for financial assistance and who must earn a part of their educational expenses. Campus jobs provide an opportunity to earn between $600 and $900 per academic year. Employment can be authorized as part of a financial aid award if a student demonstrates financial need. Freshmen, however, should not count on earning any substantial sum through work unless the financial aid award contains a definite promise of employment from the school. Employment placements are severely limited because of the relatively small number of employment opportunities and the funds available.

Wages are based on an hourly rate and are paid directly to the student twice each month. There are miscellaneous jobs in the Worcester community, and the Financial Aid Office serves as a "clearing house" for such opportunity. A bulletin board in the Financial Office is maintained to provide notice of positions which become available.

ROTC Scholarships and Emoluments

The ROTC programs of the Air Force and Navy offer full scholarships to selected cadets and midshipmen. An advanced (junior and senior) student receives a tax-free stipend (currently $100 per month), whether or not the student is receiving an Air Force or Navy scholarship. Additional information can be obtained by directly contacting the Air Force and Naval ROTC offices on campus.

Army ROTC is offered at Worcester Polytechnical Institute and, through the Worcester Consortium, Holy Cross students may enroll in that program. Additional information may be obtained by writing to the Professor of Military Science, Worcester Polytechnic Institute, Worcester, Mass. 01609.

Additional Information

Holy Cross follows quite closely the needs-analysis procedures agreed upon by more than 2,000 members of the College Scholarship Service Assembly. The Financial Aid Committee expects families to give assistance to the extent that they can, both from income and from assets. The Committee understands that the actual amount of help offered at any income level will vary widely according to special circumstances, savings investments, medical bills and educational costs of other children in college. Families applying for financial assistance should likewise recognize that Holy Cross financial aid is limited and is considered a resource of last resort to be sought only after maximum family and other financial resources have been utilized.

Answers to questions not found above or to other specific information regarding the financial aid program will be provided by the Director of Financial Assistance or other staff members. Please address inquiries to:

Office of Financial Aid
College of the Holy Cross
Worcester, Mass. 01610
Scholarships

General
The financial aid program at Holy Cross has been established to assist students who would otherwise not be able to attend the College due to financial restrictions. In addition to the endowed scholarships and restricted awards listed below, the College sets aside substantial funds from its annual operating income to assist worthy candidates in meeting their educational expenses.

Endowed Scholarships

The Governor Ames Scholarship
Established in 1887 by Governor Oliver Ames. (Income on $1,000)

Anonymous
Established in February 1966 by an anonymous donor. Income to be used from scholarships to be awarded at the discretion of the President of the College. (Income on $5,000)

Julia Maria Baker Scholarship
Established in 1944 by a bequest of Philip Hope Baker in memory of his mother, to provide scholarships for adopted children. (Income on $16,282)

John J. Barry Scholarship Fund
Established in 1963 by a gift of Margaret Barry in memory of her husband John J. Barry, '10. Preference will be given to a needy, deserving applicant with an interest in baseball. (Income on $10,804)

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)

The Elizabeth L. Billington and Catherine Conlon Memorial Fund
Established in May 1972 by a bequest from the estate of Elizabeth L. Billington to grant scholarship assistance to deserving students attending Holy Cross College in such amounts and in such times as the Trustees in their discretion shall deem advisable.

The James F. and Margaret A. Bresnahan Scholarship Fund
Established in November 1965 in memory of James F. and Margaret A. Bresnahan to aid worthy students from the Diocese of Springfield, Mass. Scholarship aid is to be awarded at the discretion of the President of the College from income only. (Income on $69,000)

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)

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 $11,663)
Captain John J. Burke Scholarship Fund
Founded and augmented by gifts in memory of Captain John J. Burke, USMC, '65. Income to be awarded to a student in the NROTC Program. (Income on $3,092)

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 $55,543)

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)

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)

Bridget Carney Scholarship Fund
Established in 1972 by Dr. James J. Kearney in memory of his mother, Bridget Carney. The income from the fund is to provide aid to worthy and deserving students whose parents were parishioners of St. Ignatius Roman Catholic Church, Kingston, Penn. (Income on $31,678)

The Honorable James Bernard Carroll Scholarship
Established in 1939 by Mrs. James Bernard Carroll as a memorial of her husband, the late Justice Bernard Carroll, of the Class of 1878. Restricted to graduates of St. Michael's Cathedral High School, Springfield, Mass. Selection to be made by the President of Holy Cross College and the Reverend Rector of St. Michael's Cathedral, Springfield, on candidate's character, scholarship and extracurricular achievements.

The Catherine McPherson Carson Scholarship Fund
Established in 1962 by Dr. Alexander F. Carson, '19, for the purpose of furnishing scholarships to qualified students selected by the President of the College. (Income on $86,511)

John P. Chiota, Jr. Scholarship Fund
Established by his wife and family in memory of John P. Chiota, Jr., '31. Income to be awarded to worthy and needy students with preference given to graduates of Fairfield Preparatory School. (Income on $2,740)

William L. and Hazel B. Clifford Scholarship
Established in 1966. (Income on $2,500)

The Frank D. Comerford Scholarship Fund
Established by Archibald R. Graustein in 1959. (Income on $19,500)

Class of 1963
Pledges of members of the Class of 1963 to Development Fund to be used to establish a scholarship.

Class of 1964
Pledges of members of the Class of 1964 to Development Fund to be used to establish a scholarship.

The Connecticut Valley Alumni Scholarship
Established in 1912 by the Alumni of Connecticut Valley. (Income on $1,725)
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)

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, Mass. 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 a scholarship test and give evidence of good character and leadership qualities.

Michael Coogan Scholarship Fund
Established in 1969 by a bequest from the estate of Adeline V. Callahan to educate a boy or boys who are residents of Millbury, Mass., and who intend to enter the priesthood. (Income on $21,270)

Thomas and Mary A. Corrigan Scholarship
Established in 1972 by a bequest of Henry J.C. Corrigan. (Income on $2,000)

The Thomas Costello and Anna 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)

The Crowley Family Memorial Scholarship II
Established on July 2, 1947, by bequest of Miss Bridget T. Crowley of Springfield, Mass. Conditions same as Crowley Family Memorial Scholarship I. (Income on $14,642)

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 $14,123)

The Crusader Council Knights of Columbus Scholarship
Established in June, 1963, by a gift of $5,000 toward the establishment of a $15,000 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 on $15,000)

The Right Rev. Monsignor Daniel F. Curtin Scholarship
Established in 1921 by the Rt. Rev. Monsignor Daniel F. Curtin, Glens Fall.
N.Y., to be appointed by the pastor of St. Mary's Church, Glens Falls, N.Y.
(Income on $10,000)

**Dr. and Mrs. Carl J. DePrizio 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 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)

**Diocese of Worcester Scholarship**
Established by the Most Rev. Bernard J. Flanagan, D.D., '28, Bishop of Worcester, the income of which is to be utilized for increased student aid. (Income on $105,000)

**Daniel F. Doherty Scholarship Fund**
Established in 1969 by a bequest from the late Alice Dillon Doherty, in memory of her husband, Daniel F. Doherty (LL.D. '26). Income to be used for aiding needy students who are residents of Westfield, Mass. (Income on $10,000)

**The James F. Donnelly '99 Scholarship**
Established on May 11, 1956, by a gift from Sylvan Oestreicher Foundation. (Income on $15,000)

**Earls Family Scholarship**
Established by William T. Earls to provide scholarships for worthy young students as determined by the College. (Income on $20,000)

**The Eastman Kodak Company Scholarship**
Established on September 16, 1960. (Income on $7,200)

**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)

**The Rev. Patrick J. Finnegan, P.R. Scholarship**
Established on November 28, 1955, by a bequest from the estate of Rev. Patrick J. Finnegan. Income to be used to assist needy boys from Portsmouth, N.H. (Income on $5,033)

**The Desiree L. Franklin Scholarship Endowment Fund**
Established in April 1977 from the estate of Desiree L. Franklin to assist any young man or woman who may be in financial need. Scholarship aid is to be awarded at the discretion of the President from income only. (Income on $100,000)

**The Rev. John J. Foran, D.D. Memorial Scholarship**
Established in 1962 by the Rev. William A. Foran to provide scholarships for graduates of Catholic secondary schools in the present diocese of Worcester and Springfield. (Income on $63,909)
Fort Lauderdale Alumni Scholarship Fund
Established through a gift from Francis K. Buckley, '35. (Income on $13,000)

The Francis T. Fox Scholarship Fund
Established in 1976 by the Foundation for Educational Services to assist students preparing for a career in public administration. (Income on $10,000)

General Motors College Plan Scholarship
A four-year scholarship offered semi-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)

The Monsignor Griffin Scholarship
Established in 1895, limited to residents of St. John's Parish, Worcester, Mass. (Income on $1,000)

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)

The Mary Agnes Haberlin Foundation
For worthy students chosen by the President or faculty of the College. (Income on $249,111)

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)

The John H. Halloran Scholarship I
Established in 1909 by Mr. John H. Halloran of New York, as a memorial to his brother, the late William J. Halloran of Worcester, competition open to the country. (Income on $12,000)

The John H. Halloran Scholarship II
Established in 1921 by Mr. John H. Halloran of New York as a memorial to his brother, the late William J. Halloran of Worcester, Mass. Selection to be made from students of the public and parochial schools of Northampton, Mass., by means of competitive examinations. (Income on $12,000)

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)

Father Hart Scholarship Fund
Established by the Class of 1943 as a tribute to Rev. Francis J. Hart, S.J. (Income on $1,000)

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)

The Rev. Jeremiah J. Healy Scholarship II
Same as the "Rev. Jeremiah J. Healy Scholarship I." (Income on $1,500)
**The Richard Healy Scholarship**
Established in 1908 by Mr. Richard Healy of Worcester, Mass., open to competition for residents of Worcester County regardless of creed. (Income on $8,000)

**The Mr. and Mrs. Richard Healy Scholarship**
Established in 1916 by Mr. and Mrs. Richard Healy of Worcester, Mass., for benefit of a direct relative of donors. (Income on $43,873)

**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)

**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. (Income on $17,300)

**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)

**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 $276,050)

**The John T. Holland '17, Memorial Scholarship**
Established on January 2, 1954, by a gift from Matthew M. Berman. To be used for worthy students selected by the President of the College. (Income on $9,500)

**The Holy Cross Scholarships**
There 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 a bequest of $5,000 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, Mass.

**C. Keefe Hurley Scholarship**
Established in 1970 by C. Keefe Hurley, '29, to support and maintain an endowed athletic scholarship for students determined from time to time by the President of the College and President of the Varsity Club. (Income on $29,000)

**The John Collins Hurley Scholarship**
Established on April 28, 1953, by a bequest from the estate of Margaret M. Hurley. Income to be used for education of a worthy graduate of Durfee High School, Fall River, Mass. (Income on $5,027)

**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)
The "In Memoriam" Scholarship
Established in 1915 by an alumnus of the College for a deserving student. (Income on $8,000)

Thomas R. and Elizabeth E. Johnson Scholarship
Established in 1973, by a bequest from the estate of Elizabeth E. Johnson for the education of worthy boys from the city of Worcester, Mass., with preference given to boys within the bounds of Holy Rosary Parish, Worcester, Mass. (Income on $15,000)

Timothy F. Kane Scholarship Fund
Established in 1968 from the estate of Timothy F. Kane, preference to be given to a deserving student requiring financial assistance. (Income on $35,010)

The Rev. John C. Keveney Scholarship Fund
Established in 1973 by a bequest of Mary S. Weston to be used for scholarships to support and educate students deserving of an education. (Income on $27,156)

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)

The Otto Seldenburg 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)

Thomas F. and Ellen A. King Scholarship
Established in 1969 by a bequest from the estate of Leo A. King, '12. The income to be used toward the tuition of worthy students selected by the College. (Income on $10,000)

The Rev. Michael H. Kittredge Scholarship
Established in 1917 by Rev. Michael H. Kittredge, '75. (Income on $5,000)

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 $5,222)

Eleanor Laux Memorial Fund
Established in 1974 by John C. Laux, '23, in memory of his wife. (Income on $81,960)

The Michael J. Lawlor Scholarship
Established in February 1949 by a bequest from the late Retta M. Lawlor. Income to be used to aid a bright and needy student, resident in Waterbury, Conn., who in the opinion of College authorities, shall be deserving financial assistance. (Income on $5,000)
Father Leahy Fund
Established in 1960 by a bequest from the estate of Joseph C. Bland for the education of needy boys entering College of the Holy Cross. (Income on $5,000)

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 be used for scholarship aid in accordance with specifications as set down in the agreements.

The Archibald R. LeMieux Scholarship
Established under the will of Archibald R. LeMieux for deserving students attending the College of the Holy Cross. (Income on $45,580)

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)

Katherine W. and James B. Longley Scholarship
Established by New England Mutual Life Insurance Company in recognition of James B. Longley's service to his clients and industry.

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 the College. (Income on $20,000)

Dr. Francis J. Malumphy Scholarship Fund
Established through gifts from Dr. Thomas L. Malumphy. (Income on $273,231)

Dr. E. John Mango Scholarship Fund
Established in memory of Dr. E. John Mango, '50, by Dr. Richard J. LaVigne, '37.

The Marfuggi Memorial Fund
Established in 1974 in memory of Mr. and Mrs. Anthony P. Marfuggi. Scholarships to be awarded at the discretion of the College.

The Henry Vincent McCabe Scholarship
Established in 1916 by the late Mary McCabe of Providence, R.I., for a deserving student. (Income on $5,000)

The Rev. Dennis F. McCaffrey Scholarship
Established on September 29, 1953 by a bequest from the estate of Rose A. McCaffrey. (Income on $700)

McCallil-Harvey-Slottman Memorial Fund Scholarship
Established by Richard E. Harvey, '42, in 1967 with income only to be awarded at the discretion of the President of the College.

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 $24,703)
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 Rev. 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)

The Rev. David F. McGrath Scholarship I
Established in 1907 by the Rev. David F. McGrath, Class of 1870, 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)

The Rev. David F. McGrath Scholarship II
Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the "Rev. David F. McGrath Scholarship I." (Income on $6,000)

The Rev. David F. McGrath Scholarship III
Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the "Rev. David F. McGrath Scholarship I." (Income on $8,000)

The Frank J. McHugh and Kathleen B. McHugh Scholarship Fund
Established on June 14, 1968 by a bequest from the estate of Frank J. McHugh, Jr. '38. (Income on $79,919)

The Dr. Frederick J. McKechnie Scholarship
Established in December 1962 by a bequest from the estate of Mary I. Dunn. (Income on $6,224)

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, Mass., preference being given to students coming from St. Mary's Parish. (Income on $5,000)

The Katherine McQuade Scholarship
Established in June 1967 by a bequest from the estate of Katherine McQuade. (Income on $17,668)

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 $27,743)

Mary F. Mourin Memorial Scholarship Fund
Established in 1975 from the estate of Mary F. Mourin to aid in the financial assistance of students who the Board of Trustees deems worthy and in need of financial aid residing in Worcester or Worcester County. (Income on $27,743)

The Patrick J. Murphy Scholarship
Established in 1944 by Mrs. Ellen M. Murphy as a memorial to her husband, the late Patrick J. Murphy, of Worcester, Mass. (Income on $1,500)

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 Rt.
Rev. Msgr. Richard Neagle of the Class of 1873, to assist boys qualified, in the
opinion of the faculty, 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)

The Dennis F. and Loretto Radel O'Connor Scholarship
Established on May 26, 1955 by Dr. Dennis F. O'Connor, '93, to be used for a
worthy student to be selected by College authorities. (Income on $30,000)

Rev. Leo J. O'Connor, S.J., Scholarship
Established by friends of Father O'Connor to provide scholarships for students
selected by the Trustees of the College of the Holy Cross. (Income on $47,402)

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)

The May and Sylvan Oestreicher Scholarship
Established on December 30, 1957 by a gift from Sylvan Oestreicher. (Income
on $37,927)

The Mary C. O'Neill 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 $31,292)

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)

The Rev. Daniel H. O'Neill Scholarship II
Established in 1908, limited to the residents of the City of Worcester. (Income
on $1,500)

Penhall-O'Rourke Scholarship
Established on September 9, 1958 by a bequest of $1,000 from the estate of
Dr. James J. O'Rourke, '09, to be used for scholarships in aiding a deserving
student.

Reverend Lawrence F. O'Toole Scholarship
Established in May 1966 in memory of Rev. Lawrence F. O'Toole, '13, by his
sister, Mrs. Florence Drury. Preference to priesthood aspirants with prefer-
tence, first, to a member of St. Bernard's Parish, Worcester, Mass., and second,
to anyone in the Diocese of Worcester, Mass. (Income on $10,000)

Reverend Michael G. Peirce, S.J. Scholarship Fund
Established by gifts from Robert H. McCooey, '52. (Income on $3,000)

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)

The David H. Posner and Mary Murphy Posner Foundation
Established on July 1, 1957 by a bequest from the estate of Mary M. Posner.
Income to be used toward tuition of worthy students. (Income on $14,923)

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 $104,375)
The Rev. William H. Rogers Scholarship
Established in 1918 by Rev. William H. Rogers, '68. (Income on $10,000)

Patrick and Mary McCauley Ronayne Scholarship
Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of worthy boys from the City of Worcester, such boys to be selected by the Trustees of the College. (Income on $15,000)

The Dorothy H. and Lewis Rosenstiel Scholarships
Established on November 26, 1968 through a grant from The Dorothy H. and Lewis Rosenstiel Foundation, in memory of Dorothy H. Rosenstiel, to be awarded with preference to members of disadvantaged minorities, primarily Jewish, Black and Puerto Rican. (Income on $50,000)

The Hon. John E. Russell Scholarship
Established in 1907 by a Friend of the College. (Income on $1,500)

The Mr. and Mrs. John A. Ryan Family Scholarship Fund
Established in 1967, by Miss Mable C. Ryan. (Income on $6,800)

The Scholler Foundation Scholarship
Established on October 24, 1955. (Income on $1,000)

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)

Timothy A. Shea Scholarship Fund
Established by bequests totaling $101,918 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.

Lt. Timothy J. Shorten Scholarship Fund
Established by his wife Darlene in memory of 1st Lieutenant Timothy J. Shorten, U.S.M.C.R., '64. Income to be awarded to worthy and needy students designated by the College. (Income on $3,175)

The Elizabeth Spang Scholarship
Established in 1936 by the will of Elizabeth Spang of West Haven, Conn. 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)

Rev. Raymond J. Swords, S.J. Scholarship
Established by the Class of 1970 with income only awarded at the discretion of the College.

Ernest P. Tassinari Scholarship
Established by a gift from Ernest P. Tassinari, '48. Income to be awarded to worthy and needy students designated by the College. (Income on $46,202)

In Memory of Helen M. and John F. Tinsley Scholarship
Established on November 20, 1953 by a 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 $71,829)
The Rev. John J. Power Scholarship

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)

Stephen John Prior Scholarship Fund
Established in 1971 by the family in memory of their son Stephen. Scholarships are to be awarded at the discretion of the College from income only.

The Purple Patchers Scholarship

The “Quid Rerum” 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)

The Lillian A. Quinn Scholarship Fund
Established in 1968 by a bequest from the late Lillian A. Quinn. Income to be used to provide scholarship aid for worthy and needy students to be selected by the President of the College, preference being given to students from Immaculate Conception Parish, Worcester, Mass. (Income on $33,118)

The Patrick W. Rafferty Scholarship
Established in 1920 and open to competition among deserving students of the City of Worcester. (Income on $2,000)

In Memory of Dennis M. and Josephine R. Reardon Scholarship
Established on January 11, 1952 by a bequest from the estate of Josephine Reardon. Income to be used to aid a worthy student preparing for the holy priesthood. (Income on $10,575)

The John Reid Scholarship
Established in 1894, limited to residents of Worcester, Mass. (Income on $1,500)

The Catherine F. Reilly Scholarship
Established on June 1, 1955 by a 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)

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)

The Reilly Memorial Scholarship
Established in 1922 by the late Joseph J. Reilly, ’04. (Income on $1,000)

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 $11,298)
The R.J. Toomey Co. Scholarship

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)

The Honorable David I. Walsh Scholarship Fund
Established by a gift from George J. Feldman with scholarships to be awarded to students whom the donor and College authorities judge to be in need of financial assistance.

The Rev. Robert Walsh Scholarship
Established in 1895, limited to residents of the Immaculate Conception Parish, Worcester, Mass. (Income on $1,000)

The Stephen W. Wilby Scholarship
Founded by the Naugatuck Valley Alumni Association and friends in Conn. (Income on $7,514)

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)

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 $4,310)

Worcester Federal Savings and Loan Association Educational Fund
Established on April 1, 1960, by a gift of $3,500.
Financial Aid
Acknowledgements

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:

Eastern Connecticut Holy Cross Club
Holy Cross Alumni Club of Worcester
Holy Cross Club of Boston
Holy Cross Club of Maine
Holy Cross Club of Eastern New York
Holy Cross Club of New York
Holy Cross Club of Rhode Island
Holy Cross Club of Merrimack Valley
Holy Cross Club of Rochester
Holy Cross Club of Pioneer Valley

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

Grateful acknowledgement is also due to the many corporations, foundations, fraternal organizations, P.T.A.'s, high school associations and similar groups who have aided students of their selection by financial contributions toward tuition costs.
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<th>Affiliation</th>
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<tr>
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<td>Assistant Professor, Spanish</td>
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<tr>
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William L. Zwiebel, Ph.D., University of Pennsylvania, Associate Professor, German

Code Key for Faculty
*On leave, 1979-1980
**On leave, 1979-1980 (Fall Term)
***On leave, 1979-1980 (Spring Term)
+1978-1979
*R.I.P.
Faculty and College Committees — 1979-1980

Academic Advising

Academic Standing

Admissions

Athletic Council

Board of Directors of Alumni Association

Budget

Campus Center Advisory Council

College Judicial Board

Curriculum
Educational Policy

Faculty Compensation

Film Series

Financial Aid

Graduate Studies
Roy C. Gunter, Jr., Chairman, Edward F. Callahan, Rev. Alfred R. Desautels, S.J., Caren G. Dubnoff, Carolyn J. Wall.

Junior Year Abroad

Library

Nominations and Elections

Premedical and Predental Programs

Professional Standards
John D. Boyd, William A. Green, Edward F. Kennedy, Normand J. Lamoureux, John P. Reardon.

Research and Publication

Special Studies
Student Activities
Peter W. Simonds, Chairman, Rufus E. Hallmark, Terri Priest, William J. Rynders, David C. DeSaulnier, '80, James F. Farrell, '81, Cheryl A. Parente, '80.

Student Personnel Policies

Code Key For Committees
1 Term expires June 1980.
2 Term expires June 1981.
3 Term expires June 1982.
4 Term expires March 1980.
5 Term expires March 1981.
6 Student Members.
7 Ex Officio.

Athletic Staff

- Ronald S. Perry: Director of Athletics
- Joseph W. McDonough: Business Manager, Assistant Director of Athletics
- David A. Senko: Director of Sports Information
- George Blaney: Head Basketball Coach, Assistant Director of Athletics
- James D. Dougher: Assistant Basketball Coach
- Togo A. Palazzi: Director of Hart Recreation Center, Assistant Basketball Coach
- Neil Wheelwright: Head Football Coach
- Peter Kuharchek: Assistant Football Coach
- Wayne W. Donner: Assistant Football Coach
- Robert L. Harris: Assistant Football Coach
- Frank Novak: Assistant Football Coach
- Cliff Schwenke: Assistant Football Coach
- John P. Whalen: Head Baseball Coach, Assistant Football Coach
- Paul Morano: Assistant Baseball Coach
- James M. Kavanagh: Head Track Coach
- Richard E. Dow: Assistant Track Coach

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>William LaCouture</td>
<td>Head Hockey Coach</td>
</tr>
<tr>
<td>Robert Saunders</td>
<td>Assistant Hockey Coach</td>
</tr>
<tr>
<td>William Bellerose</td>
<td>Assistant Hockey Coach</td>
</tr>
<tr>
<td>Paul Allen</td>
<td>Assistant Hockey Coach</td>
</tr>
<tr>
<td>William McCullough</td>
<td>Head Lacrosse Coach</td>
</tr>
<tr>
<td>Michael Shannon</td>
<td>Assistant Lacrosse Coach</td>
</tr>
<tr>
<td>Evan Holmes</td>
<td>Soccer Coach</td>
</tr>
<tr>
<td>Paul Parenteau</td>
<td>Head Swimming Coach</td>
</tr>
<tr>
<td>William Donnelly</td>
<td>Assistant Swimming Coach</td>
</tr>
<tr>
<td>Thomas J. Sullivan</td>
<td>Crew Coach</td>
</tr>
<tr>
<td>Robert Molt</td>
<td>Golf Coach</td>
</tr>
<tr>
<td>Oscar Najarian</td>
<td>Tennis Coach (Men and Women)</td>
</tr>
<tr>
<td>Robert Woolner</td>
<td>Fencing Coach (Men and Women)</td>
</tr>
<tr>
<td>Diane Sepavich Holt</td>
<td>Coordinator of Women's Athletics</td>
</tr>
<tr>
<td>Lois Batbouts</td>
<td>Field Hockey Coach</td>
</tr>
<tr>
<td>Donna Lapriore</td>
<td>Assistant Field Hockey Coach</td>
</tr>
<tr>
<td>Kevin McAuley</td>
<td>Women's Basketball Coach</td>
</tr>
<tr>
<td>Terrence Moran</td>
<td>Volleyball Coach</td>
</tr>
<tr>
<td>Alan Halper</td>
<td>Women's Track Coach</td>
</tr>
<tr>
<td>Barry Parenteau</td>
<td>Women's Swimming Coach</td>
</tr>
<tr>
<td>Janet Demars</td>
<td>Women's Lacrosse Coach</td>
</tr>
<tr>
<td>John P. Scott</td>
<td>Head Trainer</td>
</tr>
<tr>
<td>John Moriarty</td>
<td>Assistant Trainer, Equipment Manager</td>
</tr>
<tr>
<td>Linda George</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Janet Morin</td>
<td>Secretary</td>
</tr>
<tr>
<td>Stasia Wyka</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Dorothy Rushford</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Lenore Morrill</td>
<td>Secretary (Hart Recreation Center)</td>
</tr>
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Bequests
Gifts by will to Holy Cross are essential to the future of the College. The unrestricted gift is the most useful and effective since it can be allocated where the need is the greatest. However, a gift for a specific purpose is also vital and may take the form of endowed chairs, named scholarships, buildings, books for the library, research equipment, works of art and the like. The following suggested forms for a bequest to the College of the Holy Cross should be adapted or rewritten by legal counsel to fit the donor's individual situation.

Legal Forms of Bequest
Unrestricted General Legacy. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) for its general purposes.

Gift for Specific Purpose. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) to be added to its endowment with the net income therefrom to be used for (insert specific purpose). If in the opinion of the College's Board of Trustees, the purposes of the College would be better served by using the income or principal, or both, for the College's general purposes, the income or principal, or both, may so be used.

Specific Legacy. I bequeath my (insert description of property) to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts.

Gift of Residuary Estate. I devise and bequeath the residue of the property owned by me at my death, real and personal and wherever situate, to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, for its general purposes (or name a particular purpose).

Consult your own attorney. The provisions in your Will for making a gift to the College of the Holy Cross will depend upon the type of gift and your unique circumstances. We hope these specimen provisions will be helpful to your attorney.
Keep this with your 1979-1982 Catalog.

THE
COLLEGE
of the
HOLY CROSS

A College of Arts and Sciences
Worcester, Massachusetts 01610

CATALOG

Volume 70

1979-80
1980-81
1981-82

This is the first addendum to the catalog.

It is the policy of the College of the Holy Cross not to discriminate against applicants for admission to the College nor against students in the College on the basis of race, color, national and ethnic origin. Holy Cross affirms that it does not discriminate on the basis of handicap in admissions or access to, treatment or employment in its programs and activities.

The College Catalog is a document of record issued in August 1979 for three years. The Catalog contains current information regarding the College calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the College's contractual undertakings.

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled courses and other academic activities, and requiring or affording alternatives for scheduled courses or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.
The College of the Holy Cross admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

As required by the rules and regulations published by the Office of the Secretary of the Department of Health, Education and Welfare for the implementation of Title IX of the Education Amendments of 1972 prohibiting sex discrimination in education: The College of the Holy Cross affirms that it does not discriminate on the basis of sex in the educational programs which it conducts or in its employment policies, practices and procedures.

As required by the rules and regulations published by the Office of the Secretary of the Department of Health, Education and Welfare for the implementation of section 504 of the Rehabilitation Act of 1973 the College of the Holy Cross affirms that it does not discriminate on the basis of handicap in admissions or access to, treatment or employment in, its programs and activities.

Further, the College of the Holy Cross affirms that it is complying with all pertinent State and Federal regulations concerning discrimination.

Any applicant, student, or employee seeking information in this matter or advice regarding the available grievance procedure mechanisms should call or write:

Rev. Paul F. Harman, S.J.
Vice President
College of the Holy Cross
Worcester, Mass. 01610
(617) 793-2446
Academic Calendar, 1980-81

(This replaces the calendar on page 4 of the 1979-1982 catalog.)

### Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>1</td>
<td>Monday</td>
<td>Advising for all classes. Orientation for Freshmen.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Tuesday</td>
<td>A.M. — Advising for Freshmen. A.M. and P.M. — Registration.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Friday</td>
<td>Last day to add/drop courses.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Friday</td>
<td>Last day to declare a course on the Pass/Fail basis.</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>Monday</td>
<td>Columbus Day — no classes.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Tuesday</td>
<td>No classes.</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
<td>Friday</td>
<td>Last day to obtain a WP or WF.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Tuesday</td>
<td>Thanksgiving recess begins after last class.</td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Wednesday</td>
<td>Study period begins.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Saturday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Saturday</td>
<td>Final examinations end.</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Tuesday</td>
<td>A.M. — Advising. P.M. — Registration.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Friday</td>
<td>Last day to add/drop courses.</td>
</tr>
<tr>
<td>February</td>
<td>6</td>
<td>Friday</td>
<td>Last day to declare a course on the Pass/Fail basis.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Friday</td>
<td>Vacation begins after last class.</td>
</tr>
<tr>
<td>March</td>
<td>9</td>
<td>Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>April</td>
<td>3</td>
<td>Friday</td>
<td>Last day to obtain a WP or WF.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Wednesday</td>
<td>Easter recess begins after last class.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Tuesday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>May</td>
<td>6</td>
<td>Wednesday</td>
<td>Study period begins.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Saturday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Saturday</td>
<td>Final examinations end.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Thursday</td>
<td>BACCALAUREATE EXERCISES.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Friday</td>
<td>COMMENCEMENT.</td>
</tr>
</tbody>
</table>
Area Code 617

Affirmative Action Officer .................................................. 793-2446
Alumni Association ............................................................. -2418
Assistant Treasurer ............................................................. -2514
Athletic Office (ticket information) ......................................... -2574
Bookstore ............................................................................. 3393
Bursar ................................................................................... -2521
Chaplain of the College ......................................................... -2428
Coordinator of Career Planning .............................................. -3363
Dean of the College .............................................................. -2541
Dean of Students .................................................................... -2411
Dinand Library ........................................................................ -2642
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Director of Athletics ............................................................... -2582
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Director of Campus Security .................................................... -2224
Director of Counseling Center ............................................... -3363
Director of Estate Planning ..................................................... -3482
Director of Financial Aid ......................................................... -2265
Director of Holy Cross Fund ................................................... -2415
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Director of Personnel ............................................................. -2424
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Director of Purchasing ........................................................... -2441
Director of Special Studies ...................................................... -2497
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Office of the Vice President .................................................... -2446
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ROTC, Air Force .................................................................... -3343
ROTC, Naval .......................................................................... -2433
Switchboard .......................................................................... -2011
Vice President for Business Affairs & Treasurer ...................... -2515
Vice President for Development & College Relations ............... -2417
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Alumni Relations, Director of
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Campus Center, Director of
Career Planning, Coordinator of
College Chaplain
Comptroller
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Data Processing Center, Director of
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*Editor, Crossroads*

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*Audio-Visual Coordinator for the College*

Carolyn J. Wall, Ph.D., The Catholic University of America  
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David M. Welch, A.B., College of the Holy Cross  
*Assistant Director, The Holy Cross Fund*

Charles S. Whelan, Jr., A.B., College of the Holy Cross  
*Director of Estate Planning*
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College Chaplain

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Assistant College Chaplain

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Associate College Chaplain

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Associate College Chaplain

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Associate College Chaplain

Rev. Ambrose J. Mahoney, S.J., M.A., Boston College; S.T.L., Weston College
Associate College Chaplain
Administrator, College Chapels
Officers of Instruction, 1980-81

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Professor Emeritus, Classics

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Assistant Professor, History

Christine M. Augustyniak, Cand. Ph.D., University of Michigan
Instructor, Economics

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Associate Professor, French

Assistant Professor, Classics

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Visiting Lecturer, Center for Experimental Studies

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Chairman, Department of Modern Languages and Literatures

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Associate Professor, Religious Studies

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   Chairman, Department of Psychology

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Assistant Professor, Political Science
Acting Chairman, Department of Political Science, 1980-1981

-17-
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1 Term expires June 1981.
2 Term expires June 1982.
3 Term expires June 1983.
4 Term expires March 1981.
5 Term expires March 1982.
6 Student Members.
7 Ex Officio.
Faculty by Departments, 1980-81

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Visiting Lecturers: Myers, Policastro

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Associate Professor: Parsons
Assistant Professors: Berman, Campbell, Carley, Ledbetter, Madhavan
Instructor: Cipolla
Visiting Lecturer: Eidemiller

CHEMISTRY

Professors: McMaster, Ricci (Chairman)
Associate Professors: McGrath, Peace, Vidulich
Assistant Professors: Byers, Deakyne, Ditzler, Vellaccio
Visiting Lecturer: Inglefield

CLASSICS

Associate Professors: Carlson, FitzGerald (Chairman), Hamilton, Happe, R.F. Healey, Lavery, Nagy, Ziobro (Acting Chairman, ’80-81)
Assistant Professors: Banks, Kelly, Loewy, Mondi

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Professor: Petrella
Associate Professors: J.F. O’Connell, Sanchez (Chairman)
Assistant Professors: Carter, Larson, Marino, J.D. O’Connell, Phelan
Instructors: Augustyniak, Bovenzi, Cross, Gottschang, Grubaugh
Visiting Lecturers: Fahey, Queenan

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Assistant Professor: Maguire (Chairman)
Visiting Lecturer: Harman

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Professors: Callahan, Dorenkamp, Lawler, Reilly
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Assistant Professors: Bizzell, Cording, Loesberg, Madden, Mailloux, Meilaender, Rodino, Whall
Visiting Lecturer: Langland
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Professors: Brandfon, Flynn, Green, Kealey (Chairman), Powers, Reidy
Associate Professors: Beales, Holmes, Kinsella, Koonz, Lapomarda, McBride, O'Brien, Schiff, E. Wall
Assistant Professors: Anderson, Salvatore
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Professors: Perkins, Shanahan
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Visiting Lecturers: Bonnice, Mainville, K. McCarthy, Scott, Straub

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Professors: Desautels, McKenna
Visiting Professor: Fowlie
Associate Professors: Baker, Bernstein (Chairman), Fraser, Honore', Klein, Lamoureux, Zwiebel
Assistant Professors: Halka, Kostich, Montross, Valdés
Visiting Lecturers: Kaiser, Levine, Sipitiner

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Assistant Professor: Waldbauer (Chairman)
Assistant Professors: Hallmark, Korde
Visiting Lecturers: Laird, MacPherson, Miller

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Professor: Wheeler (Chairman)
Visiting Lecturers: Kapuscinski, Townsend, Vacin

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Associate Professors: Cloeren, DiLanni, Feehan, Harrington, Hein, J. Lynch
Assistant Professors: Fóti, Herx, Shousgaard
Visiting Lecturer: Derr

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Professors: Gunter, Kennedy, Sarup
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Assistant Professor: Garvey

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Assistant Professors: Chubb, Hanratty (Acting Chairman, '80-81), Stephens, Wallerstein
Instructor: Spencer
Visiting Lecturer: Vannicelli
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Associate Professors: McNeil, Zlody
Assistant Professors: Bryan, Bukatko (Chairman), Hill, Kerber, Locurto, Sass, Weiss
Visiting Lecturers: Broverman, Smith, Toth, Wixon

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Assistant Professors: Bryce, Donahue, G. McCarthy, Reiser
Instructor: Phillips
Visiting Lecturer: Manning

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Professor: Imse
Associate Professors: Johnson, Singleton (Chairman)
Assistant Professors: McMillan, Swigert, Thompson
Instructors: Hummon, Rinaldo

THEATRE ART
Associate Professor: Herson (Chairman)
Assistant Professors: Hunt, Rynders
Visiting Lecturer: R.C. Healey

VISUAL ARTS
Associate Professors: Italiano, Raguin, Reardon, Reboli
Assistant Professors: Monson, Priest, Scannell (Chairman)
Visiting Lecturers: Grady, Kayiga, Kurneta

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Associate Director: Kohin
Visiting Lecturers: Barnhill, Enman, Y. Lingappa, Strugnell, Waldoks

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Director: Matlak
Revisions, 1980-81

A LIBERAL EDUCATION (page 7)

In the first paragraph, the phrase visual arts should replace fine arts. (The name of the Department of Fine Arts has been changed to the Department of Visual Arts.)

DEGREE REQUIREMENTS (page 13)

In the second paragraph, the phrase visual arts should replace fine arts.

CONCURRENT REGISTRATION IN THE CONSORTIUM (page 19)

The following paragraphs should be inserted between the third and fourth paragraphs:

A course taken at a Consortium institution must grant a minimum of three semester credits in order to be counted as one of the 32 semester courses required for graduation. The College will record on the transcript the number of credits assigned to the course by the Consortium institution.

The College reserves the right to withhold permission to attend a Consortium institution if the calendar of the institution differs substantially from the calendar of Holy Cross, thus making it impossible for a student to complete graduation and/or course requirements by the date stipulated by the College.

TRANSCRIPT OF COLLEGE RECORD (page 20)

The following paragraph should be added:

An official transcript may be withheld by appropriate College officials in cases where some financial or other obligation remains unresolved.

PRIVACY OF STUDENT RECORDS (pages 20-21)

The following paragraph should be inserted between the fourth and fifth paragraphs:

The College will release academic information on students to those College committees charged with the selection of students for college and national honor societies. Written notification to withhold disclosure of such information must be received from the student by the Office of the Registrar within one week of the fall registration of each academic year.
PRELAW AND GRADUATE STUDIES ADVISOR’S OFFICE (page 24)

The following paragraphs should be added at the end of this section:

The Harry S. Truman Scholarship (application for which is made in the sophomore year) is to be added to the list of national fellowships for which the Prelaw and Graduate Studies Office makes nominations.

Beginning with the 1980-1981 academic year, Danforth Fellowships will not be offered.

DINAND LIBRARY (page 28)

The first sentence of this section should read:

The Dinand Library presently houses a collection of 365,000 volumes and 2,270 professional and scholarly journals.

DEPARTMENT OF BIOLOGY (pages 33-34)

The following replaces the first sentence of the third paragraph of the descriptive statement about the department: Biology majors are required to take Biology 31 and 32 (Introduction to Biology with laboratory) and at least six other courses (four with laboratory) from the department’s total offerings.

The following course descriptions should be added:

Biology 31 — Introduction to Biology I
Selected topics emphasizing basic biological organization. Three lectures and one laboratory period. Open to biology majors only. Five credits. (Offered first semester.)

Biology 32 — Introduction to Biology II
A continuation of Biology 31. Emphasis on the structure, function, and diversity of organisms. Three lectures and one laboratory period. Prerequisite: Biology 31. Open to Biology majors only. Five credits. (Offered second semester.)

DEPARTMENT OF CLASSICS (page 44)

The following should be added to the last paragraph of the descriptive statement about the department: Application deadline: February 1.

DEPARTMENT OF PSYCHOLOGY (page 120)

In the descriptive statement about the department, the course History and Systems of Psychology should be added to the list of courses required of majors.
EXPENSES AND FINANCIAL AID (page 152)

The following replaces information in the 1979-1980 catalog:


<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,600.</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,250.</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>70.</td>
</tr>
<tr>
<td>Audit (per credit)</td>
<td>143.75</td>
</tr>
<tr>
<td>Reading Clinic Fee</td>
<td>50.</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>88.</td>
</tr>
<tr>
<td>Billed by Agency (Optional)</td>
<td></td>
</tr>
</tbody>
</table>

A fee of $25 (non-refundable) must accompany all applications for admission to the College.

ENDOWED SCHOLARSHIPS (page 158)

The Charles E. F. Millard Scholarship

Established by John F. Power, Sr., '28, to honor Charles E. F. Millard, '54, Chairman of the Board of Trustees of the College. Selection to be made by the President of the College, who shall give first preference to children of employees of the Coca-Cola Bottling Company of New York, Inc. (Income on $25,000)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald S. Perry</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>Joseph W. McDonough</td>
<td>Business Manager, Assistant Director</td>
</tr>
<tr>
<td>David A. Senko</td>
<td>Director of Sports Information</td>
</tr>
<tr>
<td>George Blaney</td>
<td>Head Basketball Coach,</td>
</tr>
<tr>
<td>James D. Dougher</td>
<td>Assistant Director of Athletics</td>
</tr>
<tr>
<td>Togo A. Palazzi</td>
<td>Assistant Basketball Coach</td>
</tr>
<tr>
<td>Neil Wheelwright</td>
<td>Director of Hart Recreation Center,</td>
</tr>
<tr>
<td>Peter Kuharchek</td>
<td>Head Women's Basketball Coach</td>
</tr>
<tr>
<td>Wayne W. Donner</td>
<td>Head Football Coach</td>
</tr>
<tr>
<td>Michael Foley</td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>Frank Novak</td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>Cliff Schwenke</td>
<td>Assistant Football Coach</td>
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<tr>
<td>John P. Whalen</td>
<td>Head Baseball Coach,</td>
</tr>
<tr>
<td></td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>Paul Morano</td>
<td>Assistant Baseball Coach</td>
</tr>
<tr>
<td>James M. Kavanagh</td>
<td>Head Track Coach</td>
</tr>
<tr>
<td>Richard E. Dow</td>
<td>Assistant Track Coach</td>
</tr>
<tr>
<td>Peter Van Buskirk</td>
<td>Head Hockey Coach</td>
</tr>
<tr>
<td>William Bellerose</td>
<td>Assistant Hockey Coach</td>
</tr>
<tr>
<td>Michael Shannon</td>
<td>Head Lacrosse Coach</td>
</tr>
<tr>
<td>Evan Holmes</td>
<td>Soccer Coach</td>
</tr>
<tr>
<td>Paul Parenteau</td>
<td>Head Swimming Coach</td>
</tr>
<tr>
<td>Thomas J. Sullivan</td>
<td>Crew Coach</td>
</tr>
<tr>
<td>Robert Molt</td>
<td>Golf Coach</td>
</tr>
<tr>
<td>Oscar Najarian</td>
<td>Tennis Coach (Men and Women)</td>
</tr>
<tr>
<td>Robert Woolner</td>
<td>Fencing Coach (Men and Women)</td>
</tr>
<tr>
<td>Diane Sepavich Holt</td>
<td>Coordinator of Women's Athletics</td>
</tr>
<tr>
<td>Lois Batbouta</td>
<td>Field Hockey Coach</td>
</tr>
<tr>
<td>Donna Lapriore</td>
<td>Assistant Field Hockey Coach</td>
</tr>
<tr>
<td>Sandra Gentile</td>
<td>Assistant Women's Basketball Coach</td>
</tr>
<tr>
<td>Richard Bove</td>
<td>Volleyball Coach</td>
</tr>
<tr>
<td>Alan Halper</td>
<td>Women's Track Coach</td>
</tr>
<tr>
<td>Barry Parenteau</td>
<td>Women's Swimming Coach</td>
</tr>
<tr>
<td>Kathy Gibbons</td>
<td>Head Women's Lacrosse Coach</td>
</tr>
<tr>
<td>Mary Kelleher-Gould</td>
<td>Assistant Women's Lacrosse Coach</td>
</tr>
<tr>
<td>John P. Scott</td>
<td>Head Trainer</td>
</tr>
<tr>
<td>John Moriarty</td>
<td>Assistant Trainer, Equipment Manager</td>
</tr>
<tr>
<td>Linda George</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Janet Morin</td>
<td>Secretary</td>
</tr>
<tr>
<td>Stasia Wyka</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Dorothy Rushford</td>
<td>Secretary, Hart Recreation Center</td>
</tr>
</tbody>
</table>