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DENISON CALENDAR FOR 1972-73

FIRST SEMESTER 1972

September 3-5
Sunday-Tuesday
Orientation for freshmen and transfers who did not participate in June Orientation

September 6
Wednesday
Registration for first semester

September 7
Thursday
Classes begin, 8:30 a.m.

October 14
Saturday
Homecoming

October 20
Friday
Midsemester grades due for Freshmen

October 21
Saturday
Fall Break begins

October 25
Wednesday
Midsemester grades due for Freshmen

November 4
Saturday
Parents' Weekend

November 22
Wednesday
Thanksgiving vacation begins, 12:20 p.m.

November 27
Monday
Classes resume, 8:30 a.m.

November 28 - December 8
Tuesday-Friday
Advanced registration for second semester

December 15
Friday
Classes end for first semester, 5 p.m.

December 18-21
Monday-Thursday
Final examinations

December 22
Friday
First Semester ends, 5 p.m.

JANUARY TERM

January 3
Wednesday
January Term opens, 8:30 a.m.

February 2
Friday
January Term ends, 5:30 p.m.

SECOND SEMESTER 1973

February 5
Monday
Registration for second semester

February 6
Tuesday
Classes begin, 8:30 a.m.

March 23
Friday
Spring vacation begins, 12:20 p.m.

April 2
Monday
Classes resume, 8:30 a.m.

April 9-19
Monday-Thursday
Advanced registration for Fall semester and January Term 1974

April 28-29
Saturday-Sunday
Parents' Weekend

May 17
Thursday
Classes end, 5 p.m.

May 18-22
Friday-Tuesday
Final Examinations

May 26
Saturday
Baccalaureate Service

May 27
Sunday
Commencement
DENISON CALENDAR FOR 1973-74
(Tentative - Subject to Change)

FIRST SEMESTER 1973

September 2-4
    Sunday-Tuesday  Orientation for freshmen and transfers who did not participate in June Orientation

September 5
    Wednesday  Registration for first semester

September 6
    Thursday  Classes begin, 8:30 a.m.

October 6
    Saturday  Homecoming

October 20
    Saturday  Fall Break begins

October 24
    Wednesday  Fall Break ends, 8:30 a.m.

October 27
    Saturday  Midsemester grades due for freshmen

November 21
    Wednesday  Parents' Weekend

November 26
    Monday  Thanksgiving vacation begins, 12:20 p.m.

November 26 - December 7
    Monday-Friday  Advanced registration for second semester, counseling and scheduling

December 14
    Friday  Classes end for first semester, 5 p.m.

December 17-20
    Monday-Thursday  Final examinations

December 21
    Friday  First semester ends, 5 p.m.

JANUARY TERM

January 7
    Monday  January term opens, 8:30 a.m.

February 1
    Friday  January term ends, 5 p.m.

SECOND SEMESTER 1974

February 4
    Monday  Registration for second semester

February 5
    Tuesday  Classes begin, 8:30 a.m.

March 29
    Friday  Spring vacation begins, 12:20 p.m.

April 8
    Monday  Classes resume, 8:30 a.m.

April 12
    Friday  No afternoon classes

April 15-26
    Monday-Friday  Advanced registration for Fall semester, counseling and scheduling

April 27
    Saturday  Parents' Weekend

May 22
    Wednesday  Classes end, 5 p.m.

May 24-28
    Friday-Tuesday  Semester final examinations

May 29
    Wednesday  Second semester ends, 5 p.m.

June 1
    Saturday  Baccalaureate Service

June 2
    Sunday  Commencement
An Introduction To Denison

HISTORICAL SKETCH

Denison University is an independently administered and financed, coeducational college of liberal arts and sciences. It was founded in 1831 as the Granville Literary and Theological Institution by the Ohio Baptist Education Society, an organization of laymen. Dr. Joel P. Smith is Denison's 15th President. Although the name was officially changed to Denison University in 1856, the institution has maintained its standing as an undergraduate liberal arts college. The college became coeducational gradually after 1897 when the Granville College was merged with Shepardson College.

Since the college opened its doors, students of all races, creeds, and national origins have been eligible for admission. Denison seeks to include in its student body persons of all backgrounds. There is no denominational test of any kind for either the student body or those appointed to the faculty and staff.

For more than a century Denison has been known as a community of intellectual excellence and high ideals. The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty. Ideally students are to be educated in all branches of useful knowledge and especially in the liberal arts and sciences. In addition, they are to gain a proficiency in one discipline.

Granville, home of the college, is a village in central Ohio, settled in 1805 by Americans emigrating from Granville, Massachusetts.

In 1917 Col. Edward A. Deeds, alumnus of 1897, donated to the college 280 acres of farm lands adjoining the campus. Subsequent additions to contiguous lands and other properties have increased the present holdings to 1,000 acres of which approximately 250 acres are used in the normal day-to-day operation of the college.
LOCATION

Granville is seven miles west of Newark, which is the seat of Licking County; and 27 miles east of the State Capitol grounds in Columbus. It is 22 miles from the Columbus Airport.

Interstate 70 is less than 10 miles south and Interstate 71 connects with Ohio 161 at Worthington (26 miles west of Granville) and with Ohio 13 four miles south of Mansfield. By the latter route travelers change to Ohio 661 at Mount Vernon. Other state routes to Granville are 16 and 37.

ACCREDITATION AND RECOGNITION

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913 and had Denison on its original list. Other agencies recognizing and approving Denison are: The Ohio College Association, The Ohio State Department of Education, American Association of University Professors, American Association of University Women, Great Lakes Colleges Association, American Chemical Society, and the American Association of Colleges for Teacher Education.

Denison's premedical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The Department of Music is a liberal arts member of the National Association of Schools of Music.

BOARD OF TRUSTEES

As an independent college Denison is administered by a self-perpetuating Board of Trustees composed of 36 members, 30 of whom are elected and reelected for terms of three years each. The remaining six members are nominated by the Denison Society of the Alumni and each elected by the Board for one six-year term. President Joel P. Smith is an ex officio member of the Board of Trustees.

Statement of Objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

Denison intends that its students educate themselves with the aid of a Faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.
Denison University believes that the aims of a liberal arts education are best attained within a heterogeneous community, and thus encourages applications from members of all cultural, racial, religious, and ethnic groups.

Factors which bear upon the applicant's likelihood of success at Denison are carefully weighed by the Admissions Committee. An applicant may be admitted as either a freshman or a student with advanced standing.

In evaluating an applicant, the Admissions Committee takes into consideration the quality of his academic record, aptitude test scores, recommendations, school and community activities, his possible academic and personal contributions to the University, and his personal statement discussing his goals for college. A personal interview is not required, but is considered highly desirable.

The financial need, if any, of a prospective student is given consideration only after his acceptance. The fact that an applicant may seek financial aid by filing the Parents' Confidential Statement of the College Scholarship Service (see **Financial Assistance**) is not considered by the Admissions Committee in its evaluation of his qualifications for admission.

An applicant desiring consideration at Denison should submit a preliminary application, which will be sent in response to his initial request for the Catalog or other information.

Upon receipt of the preliminary application, the Admissions Committee places the applicant on the mailing list, and sends him a **Formal Application** by October of the year prior to entrance. If a prospective student submits his preliminary application after September of that year, he is sent a formal application immediately. Formal applications should be returned to the college not later than March 1. Candidates applying after March 1 will be considered on the basis of dormitory space still available.

**REQUIREMENTS FOR ADMISSION**

Every applicant — freshman or transfer — is expected to meet the following minimum requirements:

**Graduation and College Certification.** These must be furnished by an accredited high school or preparatory school showing at least 15 acceptable units of credit as follows:

- 4 units of college preparatory English
- 2 units of college preparatory Mathematics (3 units are highly recommended, especially for the applicant planning to major in science)
- 2 units in one Foreign Language
- 1 unit of History
- 2 units of Science
- 4 remaining units (At least 2 units should be in the areas named above or in related subjects)

**Exceptions.** Exceptions to these requirements may be made by the Admissions Committee. Special consideration will be given to applicants planning to earn either the degree of Bachelor of Fine Arts or the degree of Bachelor of Music.
Requirements for Admission to the Bachelor of Fine Arts degree or Bachelor of Music degree. A small quota of students is admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts and Bachelor of Music. Applicants for these degrees are expected to meet the minimum requirements as listed above. In addition, they must submit evidence of their particular skills or talents by prior arrangements with the respective departments.

The following are required:

Department of Art — a portfolio and/or slides or photographs of art work accomplished.
Department of Music — a personal audition and/or audition tape.
Department of Theatre and Film — a personal audition and/or audition tape, or a portfolio of costumes and/or set designs.

An applicant for either of these special degree programs of Bachelor of Fine Arts or Bachelor of Music should correspond early with the appropriate departmental chairman. A quota student admitted under these special degree programs may not change his degree program until completing at least one full year at Denison and obtaining the permission of the Registrar.

Entrance Examination. The Scholastic Aptitude Test of the College Entrance Examination Board is required of all applicants. It must be taken not later than January of the senior year. CEEB Achievement Tests are optional, but scores are welcomed. If extenuating circumstances prevent the applicant from taking the SAT, he must make other arrangements with the Director of Admissions.

Recommendation by the secondary school principal, headmaster, or guidance officer (as prescribed in the formal application).

Personal Information including a listing of school, church, and community activities (as indicated in the formal application).

Statement of personal characteristics and interests (as indicated in the formal application).

Nonrefundable Application Fee of $15 (to accompany the formal application).

Health Report from applicant's physician (to be filed on the form furnished by Denison after the applicant has been accepted).
EARLY CONSIDERATION OF FRESHMEN

A freshman applicant is generally admitted on the basis of grades for seven semesters of secondary school work, and the completion of the requirements listed above. Special consideration for acceptance on the basis of six semesters is given to top-ranking applicants who take the Scholastic Aptitude Test of the College Entrance Examination Board not later than December of the senior year. Denison does not restrict the early applicant to a single application or require a commitment to enroll.

DEFERRED ADMISSIONS

A student, upon being accepted at Denison, has the option of delaying his entrance into the University for a year. He has until May 1 of the year he is accepted to inform the Admissions Office of his decision to postpone his entrance, and must pay a $100 nonrefundable deposit by that date.

A student on deferred admission must reconfirm his intention to enroll by March 1 of the following year. If he fails to do so, his deposit is forfeited and his acceptance is withdrawn.

Should such a student desire to enroll in the University at the beginning of the second semester, instead of at the end of the year, it would be on a space-available basis. Should he decide to delay his entrance more than a year, an extension of his deferred admission would be at the discretion of the Admissions and Financial Aid Council.

DATES OF ACCEPTANCE

Candidates granted early acceptance will be notified on or about January 15 (and must reply by March 1). For regular candidates the Admissions Committee completes its selections and sends notification of acceptance by April 15.

FEES AND DEPOSITS

An applicant intending to enroll must pay fees and deposits as follows:

1. A registration deposit of $25.
2. A room reservation deposit of $25 except for a local commuting student who does not desire residence hall accommodations.
3. An advance payment of $50 toward tuition for the first semester.

These deposits, totaling $100, except for Early Consideration Candidates described below, are to be paid by the applicant accepted for admission to Denison on or before May 1 and are nonrefundable after that date. Early acceptees must make deposits by March 1, nonrefundable after that date, or withdraw from early consideration. For further information see Refund of Deposits.

An applicant from the waiting list, or a transfer student accepted after May 1, usually is allowed two weeks to make the payment of deposits.

WAITING LIST

Qualified applicants who cannot be offered acceptance by April 15, owing to limitations on dormitory space, are placed on a waiting list. Such applicants are given later consideration for any openings which may occur between late April and early September. Candidates are not ranked numerically on the waiting list, but all who wish to remain active are carefully reconsidered for available openings.
ADVANCED PLACEMENT

This program of the College Entrance Examination Board was developed to give recognition to the applicant who takes college-level courses in his secondary school. Thus he may be excused from certain college requirements by satisfactorily passing the Advanced Placement examinations in English, Foreign Languages, American History, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music.

Credit and Waiver will be issued to applicants earning a score of 5 or 4 on any of these examinations. Credit and/or waiver may be issued for a score of 3 or 2 upon recommendation of the department concerned and the Registrar.

For information on Proficiency Examinations in all subjects and other methods of satisfying Denison's Foreign Language requirement, see under PLAN OF STUDY.

SPECIAL REQUIREMENTS FOR TRANSFERS

A transfer student eligible for advanced standing is expected to meet the requirements for a freshman and, in addition, to submit the following:

1. Official Transcript of his complete college record to date, showing him to be in good standing at the college previously attended.

2. Recommendation from the dean of the college last attended.

ACCEPTANCE OF TRANSFERS

Denison welcomes applications from transfer students, a limited number of whom are admitted each semester. A transfer student who wishes to enter Denison as a sophomore is normally considered for acceptance only after his complete first-year record is available except in those cases of outstanding performance in the first semester. One who wishes to enter as a junior may be accepted provisionally during his sophomore year when his record of three semesters of college work is available. A student accepted for admission with Advanced Standing must complete at least four semesters in residence at Denison as a full-time student to be eligible for a Denison degree.

Advanced Standing. A student accepted for admission with advanced standing will be allowed credit without examination for liberal arts courses taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of equal rank. Class standing at Denison is based on the number and quality of credits accepted for transfer. In addition to the two-year residency requirement, a transfer student is required to earn at least a C average at Denison to qualify for a degree. Any requirements for graduation from Denison not satisfactorily completed at the college previously attended must be taken in normal sequence.

Good Standing. The Admissions Committee expects transfer students to be in good academic and disciplinary standing at the college previously attended. Semester-hours of credit — but not actual grades — are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing below C grades are not accepted for transfer.
### Annual Costs*

<table>
<thead>
<tr>
<th></th>
<th>Actual 1972-73</th>
<th>Projected 1973-74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,475</td>
<td>$2,575</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$185</td>
<td>$195</td>
</tr>
<tr>
<td>Board</td>
<td>$635</td>
<td>$635</td>
</tr>
<tr>
<td>Room</td>
<td>$585-645</td>
<td>$585-645</td>
</tr>
</tbody>
</table>

Each student on full tuition pays approximately $600 less than his actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students and other friends.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, or board and room one month in advance of their effective date.

**Tuition.** The $2,475 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of $77** is made for each registered hour in excess of 17 hours. Any student desiring to take in excess of 17 semester-hours may petition the Registrar's Advisory Committee for permission. A part-time student pays tuition at the rate of $77** per semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.*

**Activity Fee.** The $185 activity fee paid by degree candidates and some special students enables the offering of student programs such as concerts, plays, guest lectures, and other activities of a social and recreational nature. It supports, in part, the Student Health Service, the College Union, and intercollegiate athletics. The activity fee provides funding for the Denison Campus Government Association and student organizations it sponsors. Payment of the fee entitles the student to receive the campus weekly newspaper and the literary magazine.

*Financial policy of January Term Board and Room appears on following page.

**$80 projected for 1973-74.
Health Service. This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). For hospitalization in excess of three days a charge of $20 a day is made. A group accident and sickness plan is also available to students. Details of this plan are mailed by the Cashier to the student in the summer.

Auditing Classes. The privilege may be granted to any student. A regularly-enrolled, full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition paid by a part-time student.

Board. Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $635 a year. A five-day (Monday through Friday) board plan is also available at $595 per year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison's food service in 1967.

Room Rent. If two or more students room together, the rent for each student is $585 a year. The price of a single room is $465 a year. There is no additional room charge for a student, residing on campus during the January Term if the student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. No room is rented for a shorter period than one semester. The cost of any damage to the furniture or the room beyond ordinary wear is charged to the occupant.

Off-campus Programs. An administrative fee of $77* per semester is charged to each student participating in an off-campus program.

Freshman Orientation. In June, Denison sponsors an orientation program for incoming students and their parents. Nine identical sessions, each lasting about one and a half days, are held to provide counseling for students on course selection for the fall, placement tests, campus tours, and discussion of student life. A charge including room and board is made to students and their parents. A shorter orientation session is held prior to the start of classes in September for students who are unable to be on campus in June.

Books and Supplies. The cost of books and supplies is estimated at $75 a semester.

Damages Deposit. Each student living in a residence hall is required to pay a deposit of $10. These deposits are used to cover charges for damages to public areas and furniture and furnishings therein, loss of University property in these areas, and uncollected toll telephone calls. A prorata share of unexpended deposits is credited to the student's account at the end of the academic year.

DEPARTMENT OF MUSIC FEES

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. On the basis of one private lesson a week including the necessary practice time, the charge is $77 a semester.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who has played an instrument in band or orchestra for four semesters may take private lessons on that instrument without charge.

*$80 projected for 1973-74.
PAYMENT OF BILLS

All Bills are payable in the Cashier's office. To help develop in
the student a sense of responsibility and a greater appreciation of
the educational opportunity, the University has a policy of
collecting bills from the student rather than from his parents.
Semester bills are due August 10 for the first semester and January
10 for the second semester but may be paid in advance. All other
bills are due within 10 days from the date presented. Bills past
due are subject to a late payment fee of $2. This fee is waived for
sufficient cause explained to the Cashier before the payment due
date. On request, a receipted bill is issued when the statement
is returned.

A student is ineligible to attend classes unless his bills are paid
when due. A student will be denied an honorable separation, an
official record of credits, or a diploma until all college bills are
paid in full.

Deferment. Deferred payment of one-half of the net bill for the
first semester is permitted until November 1, and for the second
semester until April 1, provided the request is made to the
Cashier on or before the due date.

As a convenience, there are available to parents of Denison
students, a monthly pre-payment plan and an extended repayment
plan. Both plans also provide insurance for continued payment of
educational expenses in case of death or disability of the insured
parent. Details of these plans are sent to the student as soon as
he has been accepted for admission.

Anyone wishing information in advance of this time should write
to Insured Tuition Payment Plan, 6 St. James Avenue, Boston,
Massachusetts 02116.

REFUND OF DEPOSITS

Withdrawal from the University at any time is official only upon
written notice to the appropriate Associate Dean of Students. A
request to the Registrar for a transcript of credits shall neither be
considered a notice of withdrawal from the college nor a
cancellation of a Room and/or Board reservation.

Cancellation of room reservation or registration for the fall
semester by a student enrolled at Denison during the previous
spring semester must be made prior to May 1. Both the
Registration Deposit of $25 and the Room Deposit of $25 are
forfeited if the time limit is not observed. If a student does not
pre-register or indicate withdrawal by the cancellation date, both
deposits shall be forfeited.

An entering student should see Fees and Deposits under
ADMISSION for regulations pertaining to other deposits.

Except in the case of withdrawal during the second semester
which results in no refund of semester charges and in case of
illness, a student withdrawing for any reason or dismissed from
the University during the academic year shall forfeit his Registration
Deposit, and a student moving out of a college residence hall
during the academic year for any reason shall forfeit his Room
Deposit.

If a student withdraws because of illness, does not attend
another college, and plans to register for a subsequent semester,
the deposits are to be held. If the student does not register during
the following two semesters, the deposits will be forfeited.

The room deposit of a student who cancels his room reservation
within the time limit indicated above will be credited to his bill
for the fall semester. In the case of a senior, or a withdrawing
student entitled to a refund, room and/or registration deposits
will normally be refunded in June.
RETURN OF TUITION, ACTIVITY FEE, ROOM AND BOARD

Withdrawal during a semester:
Scholarships and Financial Assistance

Many students who wish to pursue higher education face financial challenges. The University recognizes the importance of financial assistance to help students overcome these obstacles. Scholarships are one of the ways in which the University supports the financial needs of its students. Financial assistance is available to students who demonstrate financial need, academic excellence, or who are pursuing specific programs or fields of study.

Scholarship Programs

The University offers a wide range of scholarship programs. These include need-based scholarships, merit-based scholarships, and grants. Need-based scholarships are awarded to students based on their financial need. Merit-based scholarships are awarded to students based on their academic achievements or other factors. Grants are financial aid programs that do not need to be repaid.

Financial Need

Financial need is determined through the Free Application for Federal Student Aid (FAFSA). The FAFSA is a common application that is used to determine eligibility for federal financial aid programs. The University uses the information provided on the FAFSA to determine the student's eligibility for need-based scholarships and grants.

Awards

Awards are offered at the discretion of the University and are subject to change. Some awards are based on academic performance, while others are based on financial need. Students may apply for awards by completing the FAFSA and meeting the University's deadlines.

Scholarships for Academic Excellence

The University offers several scholarships for academic excellence. These scholarships are awarded to students who demonstrate exceptional academic performance. Students may apply for these scholarships by submitting a scholarship application and meeting the University's deadlines.

Grants-in-Aid

Grants-in-Aid are awarded to students based on academic performance. These grants are not considered need-based scholarships. Grant recipients are chosen based on their academic performance and are not required to repay the funds.

Federal Student Aid

The University participates in the Federal Student Aid programs, including the Federal Pell Grant Program, Federal Direct Loan Program, and Federal Work-Study Program. These programs provide financial assistance to students who demonstrate financial need.

Tuition Assistance

Tuition assistance is available to students who are employed by the University. The University provides tuition assistance to eligible employees to help them pursue higher education.

Veteran Benefits

Veterans and their dependents may be eligible for educational benefits through the Veterans Administration. The University is a participant in the GI Bill and other veteran benefits programs.

Contact Information

For more information about financial assistance, please contact the Financial Aid Office. The Financial Aid Office is located in the Student Services Building, Room 101. The Financial Aid Office can be reached by phone at (555) 123-4567, or by email at financialaid@university.edu.
REFUND OF TUITION, ACTIVITY FEE, ROOM AND BOARD

Withdrawal after the due date of semester bills but before Registration (or for the entering student before the first day of fall Orientation): Except in cases of illness confirmed by a physician, the charges for withdrawal from the University or cancellation of a dining hall or residence hall reservation after August 10 for the fall semester or January 10 for the spring semester shall be 25 per cent of the semester tuition, 25 per cent of the semester board charge, and full semester rent for the residence hall room. In no case shall the activity fee be refundable. These policies apply to both the returning and the entering student.

Withdrawal during a semester: After Registration (or for the entering student after the first day of fall Orientation): There shall be no refund of room rent or board charge except in the case of a student withdrawing from the University because of illness. Such a student shall be charged 10 per cent of the semester room rent and board charge for each week or part thereof (not to exceed the semester rates).

A student voluntarily withdrawing or dismissed for disciplinary reasons from the University during a semester will be charged 25 per cent of tuition (not to exceed the semester charge) for each week or part thereof enrolled (enrollment begins the first day of classes).

A student withdrawing from the University during a semester because of illness shall be charged 10 per cent of tuition (not to exceed the semester charge) for each week or part thereof enrolled. In no case shall there be a refund of the activity fee.

The excess hours fee, fees for applied music lessons, or other course fees shall not be refunded in the case of a student withdrawing for any reason from the University or from a course.
Scholarships and Financial Assistance

Denison University supports the conviction that every student accepted for admission should be able to attend the college regardless of financial circumstances. The financial aid program at Denison is designed to assist students to overcome so far as is possible the cost barrier often associated with private education. In addition, a limited number of honor scholarships are awarded to students of special promise regardless of need.

Financial Need. Denison utilizes the College-Scholarship Service (CSS) of the College Entrance Examination Board to determine the financial need of each applicant for aid. Essentially, this figure is the difference between the student's budget for a year at Denison minus the family contribution including expected summer earnings. Details on this calculation and the family contribution may be obtained at most secondary school guidance offices.

Awards. Awards are offered in the forms of scholarships, grants-in-aid, loans, and jobs. Usually a combination of a grant-in-aid, loan, and job forms a “package” to meet the CSS financial need figure. The components of the package are subject to annual review by the Financial Aid Committee.

Scholarships. Honor awards up to $300 are made to a select number of incoming freshmen who have shown outstanding academic potential. These stipends continue automatically if the student maintains a 3.0 cumulative average. Other special scholarships include the George F. Baker for men, Sons and Daughters of Baptist Ministers and Missionaries, and the La Verne Noyes for descendants of World War I veterans. More specific information on these and other scholarships may be obtained from the Office of Financial Aid. A booklet outlining specific scholarships available may also be obtained from the Office of Financial Aid.

Grants-in-Aid. Grants-in-aid constitute an outright gift to the student based on need. A grant awarded for the freshman year is renewed for the next year upon review by the Financial Aid Committee based on certain conditions. A student must achieve a 2.2 average in the freshman year on a 4.0 basis for a grant in the sophomore year; a 2.4 average in the sophomore year for a grant in the junior year; and a 2.6 average in the junior year for a grant in the senior year. Grants are not automatically renewable and may be adjusted annually. In every year, other than the freshman year, a grant will be withdrawn for the second semester if the academic average for the first semester falls below a 2.0. Exception to the stated policy may be made in cases involving significant contribution to the college or extenuating circumstances.

Loans. Denison participates in the federally appropriated and controlled National Defense Student Loan Program. Under this current arrangement, students who have need may borrow up to $1,000 per year. The present interest rate charged is three per-cent with repayment over a ten-year period after graduation. If the student enters the teaching profession, up to fifty per-cent of the amount borrowed may be cancelled or ten per-cent per year for five years.
Jobs. On-campus employment opportunities are available to students wishing to contribute toward their college expenses. Work opportunities cover a wide variety of assignments including dining hall, library, and other auxiliary services. Under the College Work-Study Program, academically-related jobs are made available to students coming from disadvantaged backgrounds.

Other Sources. Educational Opportunity and Ohio Instructional Grant awards are available to eligible students. To determine eligibility under these programs, the student should confer with his guidance counselor.

Upperclass Awards. Various departmental scholarships and special stipends are available to enrolled students. Information concerning these scholarships can be obtained from the department concerned or from the Office of Financial Aid.

Graduate Honor Scholarships. Graduate scholarships and fellowships are handled through the Office of the Graduate School Counselor and the Dean of Students. Students desiring information on graduate scholarships and fellowships should contact these two offices.

HOW TO APPLY

No formal application is required to be considered for financial assistance. Entering students should submit the Parents' Confidential Statement (PCS) form to the College Scholarship Service by December 15 for those requesting Early Consideration and by March 1 for all other students. Notices of financial award are sent out within two weeks after the date of official notification of acceptance to the college.

For further information, write to the Director of Financial Aid, P.O. Box 118, Denison University, Granville, Ohio 43023, or telephone (614) 582-9181, Extension 286.
Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:
1. earned 127 semester hours of credit;
2. earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
3. taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
4. majored in some area — either in a department, or an interdepartmental or an individually-designed area;
5. successfully completed a comprehensive experience in the major field;
6. successfully participated in at least two January Terms;
7. resided at Denison for at least six semesters.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

Several Degrees are Available at Denison.

A CANDIDATE FOR THE BACHELOR OF ARTS DEGREE who majors in one department must successfully complete a minimum of 24 semester-hours of work. The maximum number of credit hours which may be taken in the major by the end of the junior year is 32.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

The Bachelor of Arts candidate shall be free to plan his senior program, in consultation with his adviser, to suit his individual needs as to depth and breadth of study.

A CANDIDATE FOR THE BACHELOR OF SCIENCE DEGREE may concentrate in any of the following fields: Biology (Botany or Zoology), Chemistry, Earth Science or Geology, Mathematics, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. (See also the Transdepartmental Majors.) A student who wishes to avail himself of the privilege of concentrating in a general area must make his choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.
A CANDIDATE FOR THE BACHELOR OF FINE ARTS DEGREE will major in art, dance, music or theatre and film and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

A student may design a joint or combined major involving more than one Fine Arts Department. In addition a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

Each student will take a minimum of 4 courses or 16 hours credit from the courses listed as a part of the general education program outside the fine arts. Special procedures may apply to students who seek admission as BFA candidates.

A CANDIDATE FOR THE BACHELOR OF MUSIC DEGREE should make this decision known, if possible, when he is admitted to Denison, and certainly not later than the end of the freshman year.

The general education requirements are basically the same for all degrees earned at Denison. (see General Education) A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415-416, and 420. (See Music departmental section of catalog.)

GRADUATION WITH HONORS

A student who meets the general university requirements and the particular requirements for anyone of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors. This highest distinction is accorded any student who earns a cumulative grade-point average of 3.7 for the last six semesters and receives the recommendation of his department on the basis of outstanding performance on both his honors project and the comprehensive examination.

High Honors. This second highest distinction is accorded any student whose cumulative grade-point average is 3.5 for the last six semesters and receives the recommendation of his department on the basis of superior performance on both his honors project and the comprehensive examination.

Honors. This is the third distinction accorded any student whose cumulative grade-point is 3.5 for the last six semesters and receives the recommendation of his department on the basis of his comprehensive examination, or earns a cumulative grade-point average of 3.0 for the six semesters and receives the recommendation of his department for his performance on both the comprehensive examination and his honors project.

General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.
In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

**English and Literature.** Two courses chosen from those offered by the English department (200 and all writing courses except 101 are excluded) or one such course and a literature course offered by either the Modern Languages department or the Classics program.

**Fine Arts.** (One course chosen from Music 101, 201-202; or Theatre and Film 103, 105, 111, 215, 323, 324, or 325; or Art 101, 103a, 103b, 103c, any Art History course).

**Foreign Language.** Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement of proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence — from a three-credit course to two four-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language. (for details see Foreign Language Requirement in Modern Languages departmental section of catalog) OR by petition, a two semester course in Linguistics.

**Philosophy and Religion.** One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or Religion 101, 102, 103, 211, 212; to be taken in Freshman or Sophomore year.

**Science.** Three introductory one-semester courses in 3 different departments chosen from Astronomy 100a or 100b; Biology 100, 110, 111, or 112; Chemistry 100 or 201; Geology 105 or 111; Mathematics 101 or 102; Physics 100 or 121; Psychology 101; or Interdepartmental 100.

**Social Sciences.** Two courses chosen from Economics 200, Political Science 211 or 212, or Sociology 207, 330.

**History.** One course chosen from History 201, 202, 221, or 215.

**Oral Communication.** Proficiency in Oral Communication is required. This may be demonstrated through a special test during the Freshman or Sophomore year. If this is not done one course must be chosen from the following: Speech 101, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Film 101, 113, 229, 230, 231, or 232.

In addition, a student must elect at least one 3- or 4-credit course from the following:

**Fine Arts.** Any of the above listed courses.

**Mathematics** 121 or 123 or **Philosophy** 105 or 312.

**Philosophy and Religion.** Any course at the 200 level or above to be taken in the Junior or Senior year.

**Social Sciences.** Any of the above listed courses.

Please Note:

1. A course as referred to above may be for either 3 or 4 credit hours.
2. These requirements vary for the BFA and BM degrees.
3. It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.
The Major

The Denison faculty believes that the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers students should look ahead to possible majors and make their choices before entering the Junior year.

Four options are available:

The Departmental Major.

The following departmental majors are offered:

- Art
- Biology
- Chemistry
- Dance
- Earth Science
  (see Geology)
- Economics
- English — Literature
  or Writing
- Geology
- History
- Mathematics
- Modern Languages —
  French, German,
  Russian, or Spanish
- Music — Applied Music,
  Music Education, or
  Theory and Composition
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Speech Communication
- Theatre and Film

The particular requirements are described elsewhere.

The Interdepartmental Major.

There are six developing interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here.

A student may major in:

- Black Studies
- Classical Studies
- East European and Soviet Studies
- Latin American Area Studies
- French Area Studies
- Social Studies

Courses available in each of these majors are outlined in the departmental section of the catalog.
The Individually Designed Major

Approval of a proposal for a major will be based on the following criteria:

1. At least 20% of the total number of hours taken by the student must be in the program declared as a major.
2. While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
3. The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
4. The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

A student interested in this major should see Dr. William Nichols, Associate Dean of the College.

The Concentration

Within a department a student may concentrate in a particular area. This means that rather than taking the full variety of courses within a departmental major or working outside a department in an interdepartmental program, a student does a substantial part of work in a particular area of the departmental offerings.

The following concentrations are offered:

Anthropology
(Sociology)
Art History (Art)
Astronomy (Physics)
Botany (Biology)
Communications
(English, Speech Communication, Theatre and Film)
Computer Science
(Mathematics)

Education (all departments)
Environmental Studies
(Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, Physics)

International Relations
(Political Science — Trans-departmental)
Studio Art (Art)
Urban Studies
(Sociology)
Zoology (Biology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:

International Relations Concentration. The Department of Political Science offers a concentration in International Relations.
The program of study may be arranged through consultation with the chairman of the Political Science department. The concentration consists of a combination of courses from the following: History, Political Science, Economics, Modern Languages, Interdepartmental as well as from other departments. Directed studies allow a student to pursue a particular interest not covered in existing courses. Participation in a semester or year program overseas is especially recommended for students taking this concentration. The total course requirement is normally 15 courses from 3-5 departments.

The program is designed for students interested in public service or in a business career with an international dimension.

**Concentration in Communications.** Students interested in the study of multimedia may structure a Communications concentration through collaboration with the departments of English, Speech Communication, Theatre and Film, and Art. The student himself is responsible for expressing such interest to faculty of each department and to the Dean of the College.

**Concentration in Environmental Studies.** For the first time in his history, man is being brought to face the real possibility that he is endangering his own future on earth. It can be said that this threat results at least in part by man's increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When man's place in these is considered, it is imperative that the base of his value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence, it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

1. In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies coordinator.

2. The student will complete a major in one department chosen Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.

3. A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.

4. During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from his major department.
who serves as his adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.

The Comprehensive

The nature of the Comprehensive Examinations shall be determined by the individual departments, or groups of departments as desirable, to fit the particular needs of the students involved, subject to approval by the Curriculum Committee. Students shall be informed of the departments' specific plans at least eight weeks before the start of the examination. For examinations given prior to Christmas vacation, departments should inform students by October.

In those disciplines in which the Comprehensive Examination engages the student in a seminar or other project spread over a period of weeks or months, the department(s) involved shall plan the program so as to cause a minimum of disruption to the rest of the on-going academic program.

Students will not be excused from scheduled final examinations except when they are to take at the end of the examination period a Comprehensive Examination of a sort which requires special study.

All Comprehensive Examinations shall be designed so that they do not occur during the Intersession or limit the student's or faculty's involvement in the Intersession.

Those examinations which consist of written and/or oral examinations for which the student must make specific preparation shall be given at the end of the final examination period of the first semester for seniors, or the second semester for juniors.

Pre-Professional Programs.

A limited number of opportunities are available for students to combine time at Denison with time at certain professional schools. Generally this would mean entering such a school at the end of the junior year at Denison. The details of these possibilities are available from the Registrar.

Many graduates of Denison go on to Medical and Dental School, Law School and Business School.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Registrar meet with students interested in these professions. Representatives from professional schools come to Denison regularly. Data centers provide material for students.

The curriculum is a strong and diverse one in each of these areas. Medical and Dental schools do not require any particular major but certain courses are required. They are the following:

- Biology — a year, courses 110, 112; Chemistry — inorganic and organic, courses 201-202, 223-224 and either 225-226 or 227-228;
- Physics — a year, courses 121-122; Mathematics — some medical schools require a year. Medical and dental schools expect that the record be a strong one in these required courses. The present student takes the Medical College Admission Test near the end of the junior year.

Law Schools do not require any particular major or set of courses. There are strong departments and courses at Denison from which the pre-law student may choose. Courses in Economics, Political Science, Sociology, History, Mathematics, English are recommended. The intellectual capability of the student is of primary significance in Law School admissions. During the January Term special projects, including law-related internships, may be arranged. Through the Philadelphia and Washington semester plans, longer internships are possible.
The Law School Admissions Test is given in the fall of the senior year and a test clinic is conducted by several members of the faculty.

An undergraduate program in liberal arts is considered to be one of the most satisfactory preparations for graduate study in business administration and management. While no particular major is required, the student is expected to be familiar with history, mathematics, and the social, natural and behavioral sciences. A strong academic record including leadership experiences is desired. The student takes the Admission Test for Graduate Study in Business in the fall of the senior year.

Cooperative programs exist in the following areas:

1. **Forestry.** A student may, under certain conditions secure in five years a B.S. from Denison and a Master of Forestry from Duke University.

2. **Engineering.** A somewhat similar program is available in various engineering programs leading to a B.S. and engineering degree at Rensselaer Polytechnic Institute, the University of Rochester and other approved colleges of engineering.

3. **Physical Therapy.** After completing certain requirements at Denison a student may earn a bachelor's degree on successful completion of a year or more of work at various universities offering programs in physical therapy.

4. **Medical Technology.** A student may design a program leading to a bachelor's degree and certification in medical technology. Arrangements may be worked out with various schools of medical technology. A program with the Licking County Memorial Hospital in nearby Newark, Ohio has existed and is currently being considered for expansion. Students should make inquiries to the Office of Admissions.
Additional Opportunities

Advanced Placement. A program to give recognition to the student who takes college-level courses in secondary school is Advanced Placement. Denison welcomes such a student who may be excused from certain college requirements by satisfactorily passing the Advanced Placement Examinations of the College Entrance Examination Board in any of the following: English Composition and Literature, Foreign Languages, American History, European History, Biology, Chemistry, Physics, and Mathematics. Credit will be given to a student who completes Advanced Placement Examinations with scores of 4 or 5. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and/or the Registrar.

Proficiency Examinations. These examinations are regularly scheduled by the Registrar’s office at the beginning of each academic year at Denison. When an entering student passes an examination covering a course in general education, he will be excused from taking that course. If he passes the examination with a grade of A or B, the student will receive the corresponding academic credit.

Any student may take a proficiency examination in any Denison course provided that the student has not completed an equivalent — or a more advanced — course in the same area. If he passes the examination with a grade of A or B he will receive the corresponding course credit toward graduation. If he passes the examination with a grade of C, no credit will be given but, if the course is required, it may be waived with the approval of the departmental chairman concerned and the Registrar.

Proficiency examinations taken other than at the beginning of the freshman year may not be given where class participation as such is the basis for credit, and such examinations must be taken not later than the middle of any semester and the student shall make application at least three weeks in advance of the examination. Applications may be obtained from the Registrar and must receive approval of the department involved.

Freshman-Sophomore Seminars. These seminars are specially conceived by each instructor to challenge and motivate the superior student covering a variety of topics, each seminar is unique in utilizing the instructor’s special discipline as a center from which to radiate outwards in a mutual exploration of intellectual discovery.

Directed Study, Senior Research, Honors Project, Independent Study.

Directed Study. A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research. A student may enroll for Senior Research in his final year at Denison provided he has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student’s field of concentration.
Man of Stud) and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major.

Honors Projects. Any senior whose record during the four or six semesters preceding application shows at least a 3.0 grade-point average with the recommendation of his department may undertake a two-semester Honors Project in a specific topic related to his major field. Such a study must be recommended by the student's academic adviser and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors.

Independent Study. Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria. The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Experimental College. In keeping with the belief that students should have a hand in educating themselves and one another, Denison offers an entirely student-organized, student-taught parallel curriculum called the Experimental College. Any student may propose and teach a course of special interest on an informally-structured basis for which credit may be given. New Experimental College subject offerings are announced at the beginning of each semester.

Teaching Opportunities. In addition to the Experimental College and the formal teacher training offered by the Education Department, opportunities exist at Denison for the student to engage in varied teaching experiences, whether as a departmental fellow, in tutorial or student advisory programs, or in special courses designed by faculty to include instruction on the part of students. Students may gain valuable insights through working closely and sharing with faculty in the academic experience.

Dean's List. A student earning a cumulative grade-point average of 3.0, provided no grade in his year's record is below C, is placed on the Dean's List.
Off-Campus Programs

Denison participates in various off-campus programs officially sponsored and supervised by recognized American colleges and universities, the Great Lakes Colleges Association, and the Regional Council for International Education. These programs are open to any Denison student who meets certain requirements. Details are available from Associate Dean of Students David Gibbons.

INTERNATIONAL PROGRAMS

Great Lakes Colleges Association programs are available at various places in Beirut, Lebanon; Cairo, Egypt; Israel; Waseda University in Tokyo, Japan; various places in India; various locations in Africa; and in Bogotá, Colombia. Requirements vary as to language competence, but, generally, instruction is in English. It is possible to participate in the programs in Japan and Colombia for a single semester. Summer programs are available in Yugoslavia, Taiwan, and the USSR. In addition, the GLCA program at the University of Aberdeen in Scotland offers a limited number of places for Denison students. A brochure describing these programs is available through Associate Dean of Students David Gibbons.

The Regional Council for International Education sponsors programs in Basel, Switzerland, and Verona, Italy. Some knowledge of German, French, or Italian is required, but instruction is in English.

Recognized programs of other American institutions include the Sweet Briar College program at the University of Paris; Wayne State University; University of Munich; Syracuse University; University of Florence; New York University; University of Madrid; Johns Hopkins University; Center for International Studies, Bologna, Italy; and University of Wisconsin, India.

DOMESTIC PROGRAMS

The Washington Semester program is a means of introducing superior students to the source materials and governmental institutions in Washington, D.C. This study includes regular courses, a seminar, and a directed, independent investigation on a subject of particular interest to the student.

The Great Lakes Colleges Association and the Philadelphia Board of Public Education sponsor jointly an Urban Semester in Philadelphia for students in member colleges of GLCA. The program is designed to give students direct participation in the social changes bordering at times on revolution, that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people — educators, religious leaders, community leaders, urban administrators — help supervise student work on individual urban projects. Students follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups. Students receive a full semester of academic credit for successful participation.

The Great Lakes Colleges Association sponsors an Art Program in New York City for students in member colleges. Students in the program serve apprenticeships in museums, theatres, and studios in the New York City area. They also follow a directed course of academic study, receiving a full semester of academic credit for successful participation.

Merrill-Palmer School in Detroit, Michigan, offers an opportunity for a limited number of superior Denison students interested in work in the areas of human development and
human relations with particular emphasis on family life. The student should plan to take one semester in residence in Detroit during the junior year.

A Student Exchange Program with Black Colleges, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominantly black universities. Any Denison student may apply for this program of intergroup relations which awards full credit toward a degree at Denison.

The Great Lakes Colleges Association and the Division of Nuclear Education and Training of the United States Atomic Energy Commission sponsor a Science Semester for biology, chemistry, and physics students in member colleges. The program is held during the fall semester at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and provides opportunities for students to study and work directly on research projects with scientists involved in intensive investigations.

HONORARY SOCIETIES

Several honorary societies exist at Denison including Phi Beta Kappa, the Phi Society, and many departmental groups. Each year new members are elected to Phi Beta Kappa from students in the senior and junior classes ranking highest in scholarship. The Phi Society is a means of giving recognition to high scholastic attainment by freshmen.

GRADUATE RECORD EXAMINATIONS

These examinations, while no longer required for graduation, are available to students through national administrations at designated times. The aptitude test and the advanced test in the major field are generally necessary for the student who is applying for admission to graduate study in his undergraduate discipline. Consult the Graduate School Counselor.
CONVOCA TION AND CHAPEL ATTENDANCE

One or one-half credit-hour may be earned each semester, providing the record shows the student has met the appropriate attendance requirements. Many lectures, recitals, concerts, and other cultural and educational events are offered for supplementary convocation credit in addition to the all-college convocations.

Special Regulations

Grading System

A (Excellent) 4 points for each credit-hour.
B (Good) 3 points for each credit-hour.
C (Fair) 2 points for each credit-hour.
D (Passing) 1 point for each credit-hour.
F (Failure) 0 points for each credit-hour.
I (Incomplete)
S (Satisfactory) 0 points for each credit-hour.
U (Unsatisfactory) 0 points for each credit-hour.
WF (Withdrawn Failing)
WP (Withdrawn Passing)

An Incomplete is recorded at the discretion of the instructor. At the time an incomplete is filed it must be accompanied by a letter grade which the Registrar shall record as the official grade for the course unless the instructor changes that grade by the end of the sixth week of the following semester. Any further extension of time to complete the course requirements necessitates a petition to and the approval of the Registrar prior to the date for recording the official grade. No grade will be recorded if a student receives permission to withdraw from a course before the end of the second week of classes.

Withdrawn Failing or Withdrawn Passing is recorded when a student officially withdraws from a course during the third, fourth, or fifth week of a semester without incurring an academic penalty. Thereafter, a WF shall count as a Failure. A WP shall not count in the grade point average. However, if a student withdraws from the University before the end of the mid-term of classes, no courses are entered on his permanent record. (See Withdrawal from the University under Registration.)

Satisfactory/Unsatisfactory Evaluation. Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory-Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.
Academic Probation. If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he will be on academic probation. He will be continued on academic probation until his cumulative grade-point average is 2.0 or above. Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar’s Advisory Committee. (This includes the student who is on probation at the end of his fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned; but does not include the student who completes his third semester of college at the end of the academic year). These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Residence Requirement. To be a candidate for a Denison degree, a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar’s Advisory Committee.

Special Student. A special student may not register for more than six hours of credit or two courses except by permission of the Registrar. If academic credit is desired, appropriate credentials must be submitted to the Director of Admissions. If after two semesters a student has failed to maintain a 2.0 average, his special standing shall be terminated.

Academic Suspension. A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his suspension until June and request permission to enroll for the second semester. If his suspension is deferred by the Registrar, the student must, during the second semester, reduce his point deficiency by one-half to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.

Eligibility for Re-enrollment. A student on academic suspension who has shown marked improvement over his Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement, this petition to be submitted through the Office of the appropriate Dean of Students.

A former student, who was in good academic and social standing when he left the University, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the $25 registration deposit.
Put it in a single word, and call it "potentiality."

The Denison University January Term is, by nature and design, intrinsically unlimited in its potential significance institutionally, academically, and personally.

In a month formerly plagued by the vagaries of winter inertia and high pressure, it offers a quickening of purpose, an enlarging of scope, and a consolidation of strengths of the conventional semesterly calendar.

It is freedom given shape and direction and voice — freedom easily used to great benefit, and, as with all freedoms just as easily abused.

In a month formerly subject to the “cram” syndrome and intellectual ennui, it is an occasion for in-depth study of a single substantive topic, and the establishment of a relaxed ethos by which students and faculty can truly enjoy the educational quest.

In a time when novelty and relevance are axiomatic concerns, it offers disciplined innovation and experimentation in teaching and learning, and treatment of topics not generally addressed in semester courses.

In a place and time where students are receiving increasing responsibility for self-education, the January Term provides potential for them to develop their own projects, either as groups or as individuals, and to present curricular options which can undergo large-scale evolution each year.

In the era of the megaverse, in a time when fiscal and, occasionally, philosophical concerns bring the viability of the small college into question the January Term reasserts its overriding values by offering heightened opportunity for all combinations and modes of administration, student, and faculty interaction.

It further augments Denison’s distinct qualities by freeing regular segments of time for professional research or personal enrichment, introspection, and assessment of career objectives.

In a shrinking world, in a changing time, the potential for expanding one’s vistas through educational travel and field projects, and for learning through non-classroom options of a physical and artistic nature grows ever more valuable, and this too is a province of the January Term.

Whether the choice is to delve into a discipline totally removed from one’s area of concentration or to further pursue a subject nearly mastered, the keynote of Denison’s January Term is potentiality, its fulfillments limited only by the boundaries of individual curiosity and motivation.

—Keith McWalter ’71
January Term

STRUCTURE

The January Term of 4-1-4 scheduling pattern is both a calendar and a curricular plan. A fall semester is completed before Christmas vacation; a single project is elected upon which the student will concentrate during the month of January; and a second semester begins early in February. Hence, the academic year is divided into terms of four, one, and four months. Thus, Denison retains the basic advantages of operating on a two-semester calendar system with the added bonus of the January Term’s in-depth concentration.

Under the structure of the January Term, topics not normally offered within the regular curriculum are explored; seminars in small groups and independent study are encouraged; and opportunities for off-campus study, both in this country and abroad, are made available. Freedom exists for the scientist to become immersed in artistic endeavor or for the artist to become acquainted with topics in contemporary science without the sanction of letter grades or examination pressures.

The flexible structuring of the program offers the advantages of being able to revise curricular content annually as the interests and needs of students change. Student participation in the formulation of the curriculum and in the generation of new topics for study and investigation is invited. The faculty is challenged to respond to those specific interest areas evolved by the students and to the exciting prospects of working and learning with students in innovative projects.

OPERATIONAL ASPECTS

Guidelines, as recommended by the January Term Committee and adopted by the faculty, are as follows:

1. The completion of two January Terms will be required of all students for graduation.
2. Courses taken during the year may not be used to satisfy January Term requirements, nor may extra January Terms be used to meet other graduation requirements. Projects offered in January should not duplicate courses offered in the regular curriculum.
3. Participation in projects shall be reported to the Registrar by the faculty sponsor, but no formal grading evaluation is assumed by "participation."

There will be a board charge for students who live on campus during January but there will not be an additional charge for room or tuition. Books, travel, and off-campus living expenses will be the responsibility of the participant.

Students interested in Independent Study should contact a faculty sponsor and submit the proposed project to the January Term Review Board. The Director of the January Term will try to help students find a faculty sponsor if the need should arise.

Projects will be listed annually in the January Term catalog prepared by the January Term Review Board.

One of the special advantages of the January Term program is the fact that students and faculty are offered special charter flight accommodations to Europe at reduced rates; for example, $2100 round-trip Columbus to London. Those involved in group study projects receive first priority on these flights; those doing independent study, second priority; and those not enrolled in January Term but wishing to take advantage of the reduced charter rates, last priority.
OPTION AND OPPORTUNITIES

On-Campus. The student can choose from among a broad range of projects utilizing varying educational formats. All library resources are available and use of specific research aids such as scientific equipment or University collections can be arranged. In addition to the more formal phase of the Term, a student is invited to become involved in numerous intellectual, cultural and social events programmed for January. A series of speakers presents views and challenges individuals to develop their own. Student-faculty forums and discussion groups are free to investigate topics of mutual concern. An extensive film program designed to include a broad spectrum of cinematographic art and commentary is presented. Music, theatre, and visual art occupy a prime place in the month's activities. An informal sports program provides recreational relief. And a social program, designed by students, enlivens the January scene.

Off-campus, U.S.A. Florida and its natural history, the Amtrak Railway System, the University of California at Berkeley as a multiversity, and major Midwestern art museums were among the topics Denison students and faculty investigated on a first hand basis in January 1972. Students worked on Independent Study projects in many cities.

Abroad. London, Paris, Munich, Rome, and Athens offer the mature student infinitely more than the romance of travel. Serious study of the theatre, art, music, literature, languages, politics, and customs is an opportunity inherent in a number of existing projects. Not only is a student able to develop his or her own insights into another culture, as could be possible on a summer jaunt, but the lack of tourists and guidance of a faculty member expert in the areas being studied add to the depth of the experience.

Independent Study. Denison's January Term has as one of its prime options the potential for a student to develop an independent project which is of interest or concern to that individual. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or profound insight may follow intensive study of a philosophical question. Faculty serve as sponsors of all Independent Studies and may offer valuable counsel, but the student is in the positive but challenging position of having to answer for the merit of the accomplishment.

Exchanges. Opportunities for Denison students to exchange with students at other universities such as those in the Great Lakes Colleges Association and Lincoln University, a predominantly black university in Pennsylvania, are possible.
Registration

Registration is the formal enrollment in the college, and in registering the student subscribes to all the regulations, terms, and conditions — academic and financial — set forth in this Bulletin. A student must, therefore, register in person during the scheduled registration period each semester.

Normal Registration. A normal load is set at 16 semester-hours of credit and a maximum of five courses. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration. This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean of Students, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration. Upon petition to and approval by the Registrar’s Advisory Committee a student may take in excess of 17 credit-hours per semester. (See COLLEGE COSTS for the fee.)

Additional Credit. With the consent of the instructor and fulfilling of the required grade-point average a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

Partial Registration. A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.

Special Registration. Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A special student may not register for more than 6 credit-hours of academic work except by permission from the Registrar’s Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his special standing shall be terminated.

Changes in Registration. A student may change his registration during the first two weeks of a semester only with the consent of his academic counselor and proper notification to the Registrar.

Late Registration. Failure to complete registration at the time scheduled entails payment of a special fee of $10. Advance registration not completed at time scheduled is subject to late fee of $10. The student who has not completed his advance registration by December 4 or by the deposit refund deadline in the second semester shall forfeit his deposit(s). (See COLLEGE COSTS.)

Fees for transcripts of a student’s record follow: The first transcript shall be issued without charge. Each additional copy is $1 for currently enrolled students at Denison; $2 for former students.
Classification of students is determined by the amount of academic credit earned.

**Freshman Standing.** A student is classed as a freshman unless he is deficient in more than one unit of preparatory work.

**Sophomore Standing.** A student must have 26 semester-hours of credit.

**Junior Standing.** A student must have 60 semester-hours of credit.

**Senior Standing.** A student must have 94 semester hours of credit.

**Eligibility Rule.** A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average shall participate only after consultation with his counselor, the director of the activity, and the appropriate Dean of Students, regarding the extent of his participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

**RECOGNITION OF CREDIT EARNED ELSEWHERE**

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit prior to or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee.

**Grades Earned Elsewhere.** Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept below a grade of C, grade work on transfer from another institution.

**Extension or Correspondence Study.** Courses taken by extension (to an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.

**Withdrawal from Courses.** To withdraw from a course a formal withdrawal report must be signed by the student's adviser and presented to the Registrar. A student who withdraws from a course without official permission will receive a grade of F (failure) on his permanent record. (See Scholastic Requirements under PLAN OF STUDY for grades recorded upon withdrawal from courses.)

**Withdrawal from the University.** A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. Except in cases of illness and/or by permission of the Registrar's Advisory Committee, grades of WP with Fail penalty or WF with Fail penalty will be entered on the permanent record of the student who withdraws from Denison after the mid-term of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

**Incomplete Grades.** An incomplete grade is recorded upon the approval of the instructor. The student is granted a six-week
extension of time within the next semester in residence to complete the course. Exceptions to the latter may be made only by the Registrar's Advisory Committee.

**REGISTRATION PROCEDURE**

A student must complete his advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

*No student will be admitted to any class later than the second week of the semester.*

**Advance Registration.** All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairman or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

**Registration.** On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.
Activities

RELIGIOUS ACTIVITIES

Denison encourages religious pluralism and the participation of students and faculty in religious programs. Catholic Mass is offered each Sunday afternoon in the Student Coffee House; the priest is also on the campus several days during the week. Jewish students and faculty have initiated The Jewish Community to promote their cultural experience and to facilitate participation in a neighboring congregation. A Jewish Rabbi is on campus on a regular basis. The churches in Granville offer students the opportunity for participation in student fellowships and other aspects of the church and church school programs.

The college provides an opportunity for worship on Thursday evenings in Swasey Chapel under the direction of the Dean of the Chapel and a student committee. These services are non-denominational and often experimental in nature. They encourage the student to experience and reflect upon the religious dimension of human existence. Attendance is voluntary.

The Denison Community Association sponsors a variety of programs for the expression of religious and social concerns through community service projects, field trips, and discussions. DCA assists students of various religious persuasions in organizing groups to foster their own spiritual nurture.

Academically, Denison provides instruction in Christian and non-Christian religions through regular course offerings in the Department of Religion on an elective basis.

PERSONALIZED EDUCATION

In and out of the classroom, a Denison education is a personalized education which fosters intelligent and responsible living. The college seeks to maximize the opportunities for individual choice within the broad outlines of University policy. The personalized approach is made possible through the availability of advisors and counselors, flexibility in design of curriculum, and self-government in nonclassroom activities. The curriculum offers a variety of approaches to learning as well as a broad range of subject matter in the liberal arts. Adjunct programs provide opportunities for study in many settings in the United States and abroad where educational experiences are offered which supplement those available at Denison.

STUDENT PUBLICATIONS

Any student who is interested in writing, editing, or otherwise assisting in the production of a publication has an opportunity to join the staffs of The Denisonian, the weekly newspaper; Exile, the semi-annual literary magazine; and the Adytum, the yearbook.

A limited number of students also submit papers to the Journal of the Scientific Laboratories, the Journal of Biological Sciences, and other publications of an academic nature.

CULTURAL ADVANTAGES

Enrichment in the fine arts is available to every Denison student. Numerous art exhibits are held each year, and student work is frequently shown. An Art Treasure Collection has been assembled, and valuable tapestries, paintings, vases, and other objets d'art are on display.

Opportunities to hear and to participate in the production of good music are provided by concerts by students, faculty, and
guest artists, and Denison choral and instrumental groups. Prominent musicians are brought to the campus for concerts. Convocations with speakers of note are held periodically. Dramatic productions of varying types are presented by the Department of Theatre and Film. Public speaking and debating have long been important cultural activities at Denison. In addition to the varsity debating and intramural speaking contests for men, Denison has intercollegiate forensics for women and for freshmen. WDU3, the student-operated radio station, has its studios in Blair Knapp Hall. It is supported through the Denison Campus Government Association.

Every Denison student is encouraged to take an extracurricular interest in one or more academic areas to stimulate personal contributions by each student. "Departmental clubs exist in almost every field of study.

MUSICAL ORGANIZATIONS

Concert Choir. This organization of 125 mixed voices presents a major choral work each semester with orchestra and guest soloists. Recent performances have included Bach's Magnificat, Brahms' Requiem, Bruckner's Mass in F Minor, Mendelssohn's Elijah, Bloch's Sacred Service, Beethoven's Mass in C Major, and Vaughan Williams' Hodie.

Concert Band. The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.

The Licking County Symphony Orchestra. A college-community orchestra which gives the student the opportunity of three public concerts per year. Members may be invited to participate in the orchestras which play for the choral concerts and opera workshop productions.

The Chapel Choir. This group of 50 voices sings at student chapel services and prepares several major works during the year.

Denison Singers. This small chamber ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour.
STUDENT GOVERNMENT

Denison Students operate their own student organizations with a great deal of freedom and responsibility. The newly constituted University Governance System provides for full student participation in the University Senate, the Campus Affairs Council, the Academic Affairs Council, and the Admissions and Financial Aids Council.

The principal elective student officers direct the activities of the Denison Campus Government Association and serve as the student representatives on the Campus Affairs Council and the University Senate.

The Denison Campus Government Association allocates its budget to a number of student organizations which include the Senate, Judicial Councils, Auto Court, Denison Film Society, the Denisonian newspaper, and the Adytum yearbook.

In each college-operated residence hall a House Council, made up of elected students, is responsible for hall activities in cooperation with the unit presidents, head residents, and the Deans of Students. The activities and programs of Denison’s 10 fraternities and six sororities are coordinated through the Interfraternity Council and Panhellenic Council.

Under this system of government, each student can enjoy freedom within the limits of respect for the rights of others. Effective functioning of student government requires that each student accept fully the responsibility that goes with these freedoms. Attendance at Denison is a privilege, not a right. Any student who indicates his unwillingness or inability to accept these responsibilities of community life may be asked to withdraw at any time. The judicial processes of the University are guided by the canons of due process. The policies and regulations governing student life are printed in The Undergraduate, student-faculty handbook.
SPORTS ACTIVITIES

The Athletic Program at Denison is an integral part of the physical education curriculum. Each student is encouraged to participate as fully in intramural and intercollegiate athletics as his academic program permits. The University provides professional coaching, excellent training facilities, and athletic equipment and supplies. It carefully supervises all intramural and intercollegiate sports.

Denison engages in intercollegiate football, soccer, basketball, swimming, track, cross-country, baseball, tennis, golf, lacrosse, and wrestling. It also has an Ice Hockey Club and an intercollegiate Bowling Club.

In its intercollegiate program for both men and women, the University seeks to compete with institutions of similar size and similar educational and athletic standards.

Denison is a member in good standing of the National Collegiate Athletic Association and the Ohio Athletic Conference.

The athletic policy of Denison University is controlled in its entirety by the faculty. The Department of Physical Education operates within the academic budget, and all receipts from and expenditures for intercollegiate contests are handled by the University controller.

Denison's intramural athletic competition is one of the most extensive in the nation. It excludes men on varsity teams. Contest areas are football, speedball, basketball, track, wrestling, volleyball, softball, swimming, tennis, golf, handball, paddleball, table tennis, and bowling.

Denison women have instruction and faculty supervision for intercollegiate teams in basketball, bowling, golf, field hockey, swimming (both speed team and synchronized clubs), tennis, and volleyball. In addition, women participate in intramurals and recreational activities in season.

Facilities for women include separate playing fields for archery, hockey, lacrosse, soccer-speedball, six tennis courts, riding ring and nature trails, and an unusually fine area within the Biological Reserve for Outdoor Education activities. Indoor facilities include a joint use with the men of the Gregory Swimming Pool, Lamson Lodge, Cleveland Hall, and Livingston Gymnasium.

Deeds Field. This area was named for the donor, Colonel Edward A. Deeds of the Class of 1897. It utilizes the natural amphitheatre on the slope to the north of the Chapel. The football field and stadium were built in 1922.
Guide to Student Living

At Denison it is assumed that each student will exercise a high level of personal maturity, integrity, and self-discipline, and that a respect for the rights and privileges of others in the community will be of paramount concern in such self-government.

Corresponding to such expectations, Denison maintains a minimum of institutional regulations over student life, but strives to provide a maximum of guiding support for student self-determination through concern and counseling on the part of faculty, administration, and fellow students.

Denison is a residential college, and as such provides many living options within certain regulating guidelines. There are both men's and women's dormitories on each of the two residential quadrangles. All freshmen must live in the dormitories and all dormitory residents dine in one of the two university dining halls. Freshmen room with their first-year classmates but live in the company of upperclassmen, some of whom are specially selected to provide counseling to freshmen.

Freshmen are not allowed to maintain cars on campus, and no pets are permitted in any dormitory.

Because Denison is a residential college, students are expected to reside in University housing (residence halls and fraternity housing). There is a limited option for both men and women to live in off-campus housing. Students must obtain approval of the Office of Student Personnel to live off-campus.

Each living unit is self-governing and functions on a basis of cooperation among students and mutual respect between students and administration. Each living unit determines its own policies and regulations concerning conditions for study, hours for coed visitation, and internal governance. In the case of infractions, students are first judged and counseled by their peers under existing House Council provisions.

Generally, then, guidelines for living at Denison are characterized by broad freedoms of self-governance bounded by adherence to state and local law, and by deep respect for the rights of others. A fully detailed explanation of university regulations may be found in The Undergraduate which is distributed to all students.

To facilitate the student's decision-making concerning his personal mode of living, Denison offers many counseling, guidance, and placement services to which all members of the community have ready access. Denison's counseling program functions to help the student make his adjustment to college life as easy and fulfilling as possible. In the dormitories, selected students are given the responsibility of assisting freshmen. In the classroom, faculty members and students share the learning process with a closeness possible only in a small college. Outside the classroom, every student may benefit from a complete professional counseling service.

COUNSELING STAFF

The Counseling Staff includes the Deans of Students, the Director of Graduate School Counseling, the Director of the Psychological Clinic, the College Physicians, specialists in religion, the Director of Vocational Services, faculty counselors, departmental chairman, senior head residents for men, and student advisers for men and for women.
Counseling of Freshmen. A freshman is assigned to a selected faculty counselor who works with him through his first two years or until he chooses a major field. When he makes the choice of a major field, the student is assigned to a faculty counselor in the department in which he has chosen to major. The faculty counselor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

Student Advisers. In the residence halls student advisers, a selected group of upperclass students, help freshmen to understand many aspects of college life. Two Assistant Deans of Students serve as residence counselors and coordinators. The senior head residents in each hall for men also advise students.

Veteran Counseling. Matters involving students who have been in a branch of the military service or those who are sons or daughters of deceased veterans are handled by the Deans of Students.

Graduate School Counseling. Since a majority of the students seek additional training in professional and graduate schools after completing their requirements for a bachelor's degree from Denison, the Registrar has been selected to give guidance in addition to that of the departmental adviser. His help includes personal counseling on educational and vocational problems; information about advanced programs of study in graduate and professional schools; and the opportunities for scholarships, fellowships, and assistantships.

OFFICE OF STUDENT PERSONNEL

The Office of Student Personnel has been established to assist students in finding and using the various resources of Denison. Staffed by the Deans of Students and the Director of the Psychological Clinic, and assisted by the Director of Graduate School Counseling and the Director of Vocational Services, the office provides specialized counseling for individuals and coordinates a variety of student activities. It maintains a cumulative record for each student and endeavors to help him
discover his own interests and aptitudes so that he may wisely plan his total college program.

**VOCATIONAL SERVICES**

**Placement.** Students seeking employment in business, industry, or government service upon graduation may make arrangements through the Office of Vocational Services to interview college recruiters. A reference file for each student also is maintained in the office upon request.

As a participant in the GRAD computerized placement service operated by the College Placement Council, the office can serve effectively alumni seeking employment.

**Vocational Counseling.** Vocational interest test administration, vocational information, and career counseling are major services offered the student by the office.

**STUDENT HEALTH SERVICE**

Denison recognizes its responsibility for the health and well-being of its students by providing medical service, adequate health instruction, and the efficient administration of dining halls and residence halls. Three Physicians comprise the staff of Whisler Memorial Hospital. Five registered nurses assist in maintaining an up-to-date clinic where prompt medical attention is available. The Physicians may be consulted for examination and treatment at specified hours, and a trained nurse is on duty at all times.

**Instruction Offered.** That students may develop habits of good health, instruction in health is provided in the department of physical education. Programs of study and training are designed to meet hygienic and recreational needs.

**TEACHER PLACEMENT**

Denison's Department of Education maintains a separate appointment service to assist graduates in seeking first teaching positions and in transferring to better positions upon evidence of successful experience.
ASSETS AND FINANCES

As recorded June 30, 1971, the total market value of Denison's endowment fund assets was $13,914,000 of which $2,876,000 represents annuity and life income funds. The stated value of Denison's land, buildings, and equipment is $24,025,000. This, however, is a conservative figure. It is based on actual building cost. The balance sheet shows total assets of $44,004,000 at book value.

Endowment has been acquired through gifts and bequests. Several modern buildings have been financed through capital-gifts campaigns. Endowment income plus gifts and grants are necessary to underwrite the educational budget to the extent of approximately $560 per student per year. Nationwide solicitation called The Annual Support Program, which involves both alumni and parents of current and former students, has helped to raise these funds. This source approaches $290,000 annually, about 50 per cent coming from parents. No college in the nation has, as yet, claimed comparable parental support.

In the college year 1970-71 educational and general expenses, excluding auxiliary enterprises, amounted to $6,031,889. Income from tuition and fees totaled $4,449,000. The difference of $1,582,889 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past five years is an indication of Denison's growth since 1967. In that year the total budget, auxiliary enterprises included, was $5,361,000. The total budget for 1971-72 was slightly less than $9,000,000.

During 1971-72, $914,380 was expended for scholarship assistance. The corresponding figure was $321,000 in 1967. In addition to this aid, there were substantial amounts of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.

SPECIAL AFFILIATIONS AND RESOURCES

The Biological Reserve. The Denison University Biological Reserve is a 350-acre Laboratory of the Environmental Sciences that comprises the northeast corner of the campus. Divided into three sections — the 170-acre Environmental Laboratories, the 50-acre Norpell Woods, and the Taylor-Ochs Tract — the Reserve offers students and faculty of any department the opportunity to study, teach, or do research in the out-of-doors. The basic program is dedicated to the inherently complex study of the effect of human activity on the ecology of natural systems. Facilities include an office, laboratory-shop, meteorological station, a comparative psychology field laboratory, and plots for the long-term study of plant succession, fire ecology, animal behavior, and an outdoor education area. Work at the Reserve is under the administration of a Director, an Advisory Board, and a Student Committee.

The Computer Center was established in 1964 to meet the growing research needs of the faculty and students. Located
in a separately air-conditioned area in Denison Fellows Hall, the center houses an IBM 1130 computing system with a disk model central processor, card read-punch, high speed printer, and a plotter. In addition, a wide variety of unit record machines such as sorters and key punches are available. Courses in Computer Science are offered by the Mathematics department.

From the initial use in primarily research areas, computing activities have grown to include applications in academic courses in the Natural and Social Sciences as well as in administrative applications. There is currently a heavy investment of effort in exploring the teaching assistance that may be obtained from computing facilities.

The center is active virtually 24 hours a day and may be used by any student or faculty member. The expressed policy of the center is that all students have a right to adequate computing facilities. Current policy for reservation of computer time may be obtained from the Director.

The Great Lakes Colleges Association was organized in 1961 as a cooperative venture for the improvement of higher education in its member colleges. Denison is one of the original 12 private liberal arts colleges which comprise the GLCA. Since its inception, the GLCA has established numerous programs, including several off-campus study centers within the United States and overseas.

The Inter-University Consortium for Political Research is a part of the Survey Research Center of the University of Michigan — the largest political data archive of its type in the world. Members of the Denison faculty may receive material through the Consortium for use in class projects and individual research.

The Denison Scientific Association, established in 1887, issues the Journal of the Scientific Laboratories and meets for the presentation of scientific papers by faculty and students. The Journal, founded by Professor Clarence Luther Herrick in 1885, is circulated internationally.

The Ohio Foundation of Independent Colleges, Inc., was established in 1951 to raise operating funds in a cooperative solicitation of corporations. Such support is for the private liberal arts colleges throughout the State, which are not dependent on tax aid. Denison is one of the original 19 charter members of the OFIC. The OFIC now has 35 member colleges and each year is one of the leaders among the 40 similar state associations in contributions and number of supporters. The total raised in Ohio in 1970-71 was $1.65 million from almost 2,000 firms. OFIC seeks to increase this to two million as promptly as possible.

Periodicals Published at Denison include the Journal of the Scientific Laboratories (1885); the Psychological Record (1959), quarterly journal dealing with theoretical and experimental psychology, and the Journal of Biological Sciences (1964), research, attitudes, and book reviews.

A monthly publication, The Alumnius, sent to graduates and former students.
CAMPUS

Denison's campus, which consists of 1,000 acres on College Hill and adjacent land in both the valleys to the north and south of the hill, provides ample space for expansion.

On the horseshoe-shaped ridge the major academic buildings are at the center—the library, classroom buildings and laboratories, the college union, and the chapel. At the east end are eight residence halls—one incorporating a dining hall, and the college hospital. To the west are three residence halls, a dining hall, and ten fraternity chapter houses.

In the valley directly north of the ridge lie the extensive athletic and recreation fields and the buildings providing facilities for various sports.

On the Lower Campus to the south of the ridge are the buildings used for the Fine Arts and five sorority chapter houses. The other sorority chapter home is in the next block.

BUILDINGS

Swasey Chapel with its stately tower dominates the Denison campus and serves as a landmark to travelers approaching Granville. Swasey Observatory, built in 1910, stands directly east of the Chapel.

The William Howard Doane Library. This structure stands at the head of the Academic Quadrangle. The library has in excess of 170,000 volumes not counting government publications, which bring the total to 360,000 volumes. Periodicals received exceed 1,200. In order that the library may best serve the total needs of the student, the general book collection in the stacks is open to every student. Study space is provided for more than 550, including 250 individual tables or carrels.

Doane Administration Building. The one-time academy building contains the college offices.

Life Science Building is used by the Department of Biology.
Barney Science Hall. It is used by the Departments of Geology and Geography, Mathematics, and Physics.

Ebaugh Laboratories and Herrick Hall. This complex, opened for use during the 1966-67 academic year, houses the Chemistry department. It contains a three-story laboratory block, offices, classrooms, library, and the 292-seat auditorium section.

Denison Fellows Hall. The departments of English, History, and Modern Languages are housed in this unit. In addition, the Computer Center is located in this building. The unit is directly south of the Life Science Building.

Blair Knapp Hall. Provided in this facility are classrooms and office space for the Departments of Education, Sociology and Anthropology, Economics, Speech Communication, Classical Languages, Political Science, Religion, Philosophy, and Psychology.

Slayter Hall. This College Union building contains the Bookstore, mail room and individual boxes for all students, lounges, bowling lanes and other recreational facilities, the college Snack Bar, offices for student organizations and the Dean of the Chapel, meeting rooms, and a 300-seat auditorium equipped for motion pictures.

Whisler Hospital. Located near the East Quadrangle of student residences.

Colwell House. This building houses the Alumni, Development, Public Information, and Addressograph offices and the Bandersnatch, student-operated coffee house. It is located west of the East Quadrangle.

Cleveland Hall. Located on the south slope of College Hill near the Lower Campus, this building accommodates physical education courses, recreational activities, studio art courses, and dance performances.
Doane Art Building. It contains studios, classrooms, and an art gallery for the display of exhibit material.

Theatre Arts Building. On College Street on the Lower Campus, it contains the workshop for building scenery and making costumes with ample space for storing both scenery and costumes and a 200-seat auditorium, the Ace Morgan Studio Theatre. Its library contains the Ethel R. Outland Theatre Collection.

Burke Hall of Music and Art. Plans are complete essentially to build and have ready for occupancy in the fall of 1973 this facility housing a new recital hall, workshop theatre, and art gallery with related seminar areas.

Lower Campus. Other buildings in this group are Recital Hall, Burton Hall, which houses the department of Music; Aerospace Center, headquarters for the Air Force ROTC; King Hall, a residence hall; and Stone Hall apartments for faculty, staff, and married students.

Sororities maintaining chapters at Denison are Kappa Alpha Theta, Delta Delta Delta, Kappa Kappa Gamma, Alpha Phi Delta Gamma, and Pi Beta Phi. Their chapter homes are used for social purposes only, not as residences for students.

Physical Education Center. Located just east of Deeds Field, it serves a variety of college and community uses. The only section named when the building was erected was the Alumni Memorial Field House. This portion contains the indoor track and the undercover practice area for football, baseball, tennis, and other teams.

The remainder of the building, Livingston Gymnasium, contains a completely modern gymnasium with apparatus and equipment rooms, classrooms, offices, and a spacious basketball court capable of seating 3,000 spectators.

In 1962 the Gregory Swimming Pool was completed. It serves the needs of both men and women.
On the north campus at the center of the women's athletic grounds is Lamson Lodge. It serves as a shelter house and recreation classroom.

LIVING UNITS

Denison recognizes the experience of group living as an important part of a college education. To that end the University operates residence halls and provides food service for both women and men students. Most of the rooms accommodate two students each, but many of the upperclass women live in suites for three or four students. Upperclass men may live in one of 10 fraternity chapter houses. Both upperclass men and women may elect to live off-campus through a quota system.

East Quadrangle of student residences. Located on College Hill, at the eastern end of the ridge, it consists of eight residence halls, accommodating approximately 545 women and 405 men. Women live in Shaw, Beaver, Sawyer, Huffman, and Shepardson halls and Gilpatrick House, and men reside in East and Crawford halls.

West Quadrangle of student residences. Located on College Hill, at the western end of the ridge, it consists of four residence halls, accommodating approximately 350 women and 225 men. Women live in Curtis West and Shorney Halls while men reside in Curtis East and Smith Halls.

Lower Campus student residences. Housing units on the Lower Campus are Monomy Place, Monomy Cottage, and King Hall.

Fraternity housing. Fraternities with chapters at Denison are Sigma Chi, Beta Theta Pi, Phi Gamma Delta, Kappa Sigma, Phi Delta Theta, Delta Chi, Lambda Chi Alpha, Sigma Alpha Epsilon, Delta Upsilon, and Alpha Tau Omega. The 10 chapter homes house upperclass men.
COURSES OF STUDY

INTERDEPARTMENTAL MAJORS

BLACK STUDIES
Currently in the form of final development, this major will draw on courses offered by several departments. The Director of the Black Studies Center coordinates the academic program. It is being designed for participation by both white and black students.

Among the courses related to this major are:

**English**
- 255 — Imagination and Black Experience in America
- 281 — Oral Tradition and Folk Imagination (Black)
- 356 — The Narrative of Black America
- 358 — The Poetry of Black America

**History**
- 215 — A History of Blacks in America
- 316 — Topics in Black History
- 381 — Africa: Dynamic and Diversified Continent
- 383 — Cultures in Collision: Africa Today

**I.D.**
- 318 — Harlem Renaissance
- 321-332 — Black Culture in America
- 325 — Focus on Africa
- 327 — Literature of the West Indies
- 335 — Black Studies

**Religion**
- 312 — Black Perspectives in Theology

**Music**
- 206 — Early American Black Music

**Art**
- 313 — African Art

**Theatre and Film**
- 401b — Practicum: Black Theatre and Drama

Additional Black Studies-oriented courses in the departments of Economics (the Economics of the Black Community), Psychology (the Psychology of the Black Community with an emphasis on childhood and family life), and Sociology are being developed for the second semester.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is being developed. Opportunities for students may include liaison work with various institutions that serve the Black Community (social agencies, churches, black newspapers).

A Community Development Center is being established in the Newark-Blanche Addition area as a laboratory for testing academic theories and human skills.

CLASSICAL STUDIES

The study of the Classics has long been a part of the Denison curriculum. Offerings have existed in the classical languages and in various aspects of classical civilization. Details of this major will be available during the 1972-73 academic year since the program in Classics is in the process of being fully revised. The following courses have existed:

**Latin**
- 211 — Beginning Latin and Introduction to Roman History
- 212 — Cicero and Introduction to Latin Literature
- 311 — Virgil and Golden Age Literature I
312 — Virgil and Golden Age Literature II
361-362 — Directed Study
411 — Horace, Latin Lyric, and Roman Satire
412 — Ovid, Latin Poetic Style, and Latin Elegiac Verse

Greek
111 — Beginning Greek and Introduction to Greek History
112 — Beginning Greek and Introduction to Greek Literature
211 — Introduction to Greek Drama I
212 — Introduction to Greek Drama II
361-362 — Directed Study

Classics
101 — Greek Literature in Translation
102 — Latin Literature in Translation
103 — Greek and Roman Epic Poetry
201 — The Development of Critical Ideas in Antiquity
202 — Classical Mythology
205 — Greek Drama
321 — The History of Greece
323 — The History of Rome

Courses in each of these areas will continue to exist, although the nature of the courses may well be different than listed here.

EAST EUROPEAN AND SOVIET STUDIES

This major is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Interdepartmental 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

I.D.
115 — The Soviet Union as a Way of Life
347 — Russia to 1917
348 — Soviet History
360 — Eastern Europe: The Cultural Battleground of Europe

Russian
111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Grammar and Composition
316-317 — 19th Century Literature in Translation
318 — Russian Soviet Literature

Political Science
322 — Politics of the Soviet Union and Eastern Europe
339 — Comparative Foreign Policy: The Soviet Union and the United States
402 — Various Topics on Soviet Elite and Soviet Foreign Policy

Economics
312 — Comparative Economic Systems
A Geography Course, Geography of the USSR and Eastern Europe, to be developed.

AREA STUDIES IN
LATIN AMERICA OR FRANCE

These coordinate courses dealing with foreign countries, regions, and civilizations in various departments of the University. These programs emphasize interdisciplinary approaches involving broad preparation and specialized training in specific areas, yet provide flexibility for meeting individual student needs. They are designed to develop competence relevant to employment in teaching.
Area Studies — Latin America. A typical program in Latin American Studies, which requires a minimum of 24 credit hours, would include the following:

- Spanish or Portuguese, 8 hours at the 300 level or above, unless waived.
- Spanish 201 (Latin America).
- History 391 (Latin America) and 392 (South America).
- Geography 230 (South America).
- Sociology 319 (South American Indians).
- Seminars in The Caribbean, Mexico and Central America, Nations of the Andes, Southern South America, Brazil, Recent Latin American History, U.S. Foreign Policy in Latin America, and Latin American Economic Development.

A student interested in this program should see Mr. Armas.

Area Studies — France. The basic program is as follows:

- French (under Modern Languages), 201-202 (Area Study); 401-402 (Problems in Area Study, senior year); language and literature, 12 hours at the 311 level or above; must include 415 (Advanced Grammar and Composition).
- History, four courses chosen from 211, 345, 346, 351, 353, 356.
- Geography 232 (Geography of Europe).
- Economics 200 (Principles and Problems) and 314 (International Economics).
- Political Science 221 (Comparative Politics) and 341 (International Politics).
- Electives chosen from English 349 and 350; Interdepartmental 271-272 (Linguistics); and Art 205-206 and 407-408.

A student interested in this program should see Mr. Secor.

SOCIAL STUDIES

The major in Social Studies is designed to give the student a broad cultural background in the various subject areas of the social sciences. A student selecting this major will satisfactorily complete 50 to 60 hours in the departments of Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, and Sociology. The student chooses one of these departments for major emphasis, thus taking 15 to 18 hours' credit under the guidance of a faculty member from that department who serves as Adviser in planning a program of related courses from four of the above departments in the social studies areas that will most fully meet his individual needs.

INTERDEPARTMENTAL COURSES

18 — (General Education) — Introduction to Philosophy and Theology
100 — Man, Machines, and Cybernetics
101 — Computer Languages
115 — The Soviet Union as a Way of Life
211 — The Study of Urbanization
271-272 — General Linguistics
318 — Harlem Renaissance
320 — Asian Literature in English Translation
325 — Focus on Africa
327 — Literature of the West Indies
331-332 — Black Culture in America
335 — Black Studies
372 — Summer Program in Cross-Cultural Psychology
441-442 — Environmental Studies
441A-442A — Environmental Seminar
INTERDEPARTMENTAL
FRESHMAN/SOPHOMORE SEMINARS

These seminars are specially conceived by each instructor to challenge and motivate the serious student. Covering a variety of topics, each seminar is unique in exploring an area broader in scope than is permissible in the "single discipline" approach.

Each instructor is, of course, a specialist in his own discipline; but his expertise is utilized as a center from which to radiate outwards, to explore jointly with students aspects of the "problem" or "topic" in related fields. This mutual exploration makes for exciting discovery in the intellectual give and take of fact and opinion.

Interdepartmental (I.D.)
192B — Biological Science
192F — Myth as Metaphor
192H — Confronting Evil
192T — Economics of an Election Year
192R — The New Morality
292H — Europe at Its Zenith: Late 19th Century
292R — Theology and Literature

A booklet, containing descriptions of courses offered this year at Denison, is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio 43023.
DEPARTMENT OF ART

The Art Department offers courses for two degrees: Bachelor of Arts with a major in Art and a Bachelor of Fine Arts.

The candidate for the Bachelor of Art degree may take up to 52 semester hours of credit. The minimum requirement in Art is 24 semester-hours. The candidate for a Bachelor of Fine Arts degree may take a maximum of 70 semester-hours of credit in the Studio, Art History and related fields. For this degree the candidate is privileged, with the consent of the departmental chairman and advisor, to substitute for Specified Requirements. The minimum requirement in Art is 40 semester-hours. No less than 12 hours of Art History are required.

Prospective students who apply for admission under the Bachelor of Fine Arts (B.F.A.) degree are invited to submit a portfolio for evaluation and recommendation to the Admissions Committee between the middle and end of February.

A student may elect to work toward either degree in the following programs:

ART HISTORY offers two kinds of majors. There is the professional major for a student who wishes to pursue his studies later at a Graduate School and the major who is looking for a career in connoisseurship, conservation (care and restoration of works of art), teaching art history at the secondary school level or working in museums or civil service. The B.A. is the typical degree in this program although under certain circumstances a Bachelor of Fine Arts (B.F.A.) may be recommended in consultation with advisors and the chairman. In addition to meeting the departmental minimum semester-hours, an Art History major is strongly urged to take two courses in the Studio area and to take foreign languages.

STUDIO MAJOR is offered for the student who plans a career as an artist or as an artist working as a college or high school teacher of Art. Areas of studio concentration offered in this program are Ceramics, Graphics, Painting, Sculpture and Photography. The Bachelor of Fine Arts (B.F.A.) is typical of this major, although it is possible to major in the Studio field as a B.A. candidate. Students planning to take the Bachelor of Fine Arts (B.F.A.) degree should elect this program no later than the first semester of the sophomore year. Any student whose interest lies in the Studio area should enroll in the Principles of Art courses in the Freshman Year. B.A. candidates majoring in Studio take up to 40 hours of Studio. In addition, 15 hours in related fields such as Art History are required.

ART

History of Art

101 — Forms of Visual Arts
121 — Field Trip
205-286 — History of Art Survey
301 — Ancient Art
303 — Medieval Art
304 — Italian Renaissance Art
305 — Northern Renaissance
306 — Baroque Art
307 — Indian Art
308 — Art of China and Japan
309 — Islamic Art
310 — Burmese Art
311 — Art and Social Protest
312 — History of Contemporary Architecture
313 — African Art
Studio

101 a — Elements of Visual Arts
101 b — Elements of Visual Arts
103 c — Elements of Visual Arts
115 — Principles of Painting
131 — Principles of Printmaking
141 — Principles of Sculpture
211-212 — Life Drawing
213-214 — Life Drawing Workshop
215 — Painting
217-218 — Introduction to Still Photography
221-222 — Ceramics
231-232 — Graphics
241-242 — Sculpture
315-316 — Intermediate Painting
317-318 — Advanced Photography
321-322 — Intermediate Ceramics
341-342 — Intermediate and Advanced Sculpture
361-362 — Directed Study
401 — Visual Arts Practicum
   a. Figure and Portrait Painting
   b. Design
   c. Historic Methods and Materials of Painting and Drawing
   d. Ceramics
   e. Sculpture
   f. Graphics
   g. Commercial Art
   h. Fashion Illustration
   i. Seminar in Art Theory
   j. Assemblage
   k. Watercolor
403 — Museology
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Public School Art (see Education 341)

ASTRONOMY

Astronomy 100a and 100b are two separate courses in Descriptive Astronomy, each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.

Astronomy

100a — Exploration of the Galaxy
100b — Evolution of Stars and Galaxies
311-312 — Special Topics in Astronomy
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

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DEPARTMENT OF BIOLOGY

The Biology Department recognizes the unique nature of its subject matter—the life sciences—not only as a field of substantive knowledge applicable to scientific pursuits, but also as a natural amalgamative area of intrinsic worth and beauty joining the other natural sciences to the concerns of the humanities. To this end, the department aspires to imbue all of its course content and presentation for both majors and non-majors with a sense of the inherent worth and the aesthetic unity present in the complexities of all life forms. The substantive content is seen to be enhanced by this philosophy since a genuine understanding of interdisciplinary relationships requires a considerable depth of knowledge.

Within this overall framework the department concerns itself with four primary but not mutually exclusive areas: preparation of pre-professional students, including those interested in medicine, dentistry, medical technology, nursing, other para-medical areas, and forestry; preparation of graduate school candidates who wish more advanced and specialized training in biology for careers in research, teaching, or directly in such fields as agriculture, environmental relations, or industrial areas; preparation of students for teaching life sciences or for immediate job entry into less specialized careers in some of those areas named above; perhaps most important, the introduction and exposure of non-major as well as major students to the nature, philosophy, and practice in science in general and to life science in particular, especially to the questions of ethics, aesthetics, and the role of biology in today's society and world.

For the major there is a considerable flexibility of choice in preparing for himself a personal curriculum. Further, by careful selection of courses from correlated disciplines, a student may develop a program leading to further work in interdisciplinary endeavors.

Independent investigation at many levels is a vital aspect of the departmental offerings. Many courses integrate laboratory experience with individual projects which often lead to more involved research programs. The student may continue his investigations through the senior year, possibly leading to graduation with honors.

Students have, as options, the opportunity to contribute to the semiannual, "Denison Journal of the Biological Sciences," and to become involved in the program of the Denison University Biological Reserve. They also have access to the nuclear reactor at The Ohio State University and to certain facilities at Licking County Memorial Hospital through the proper course affiliations.
CORRECTION!!!
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Reshoot follows.
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Astronomy
100a — Exploration of the Galaxy
100b — Evolution of Stars and Galaxies
311-312 — Special Topics in Astronomy
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

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Biology
100 — General Biology
110 — General Zoology
111 — General Botany
112 — Molecular Biology
201 — Human Anatomy and Physiology
210 — Invertebrate Zoology
211 — Comparative Anatomy
213 — Field Zoology
214 — Environmental Biology
215 — General Bacteriology
216 — Advanced Bacteriology
218 — Plant Morphology
220 — Systematics
221 — Community Ecology
222 — Parasitology
223 — Histology
224 — Developmental Biology
225 — Genetics
226 — Microbial Genetics
227 — Entomology
232 — Plant Physiology
233 — General Physiology
234 — Animal Physiology
236 — Radiation Biology
240 — Behavior
250 — Chemical Foundations of Biology
302 — Biochemistry
326 — Evolution and Biological Theory
350 — Minor Problems
361-362 — Directed Study
400 — Senior Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors
DEPARTMENT OF CHEMISTRY

The Chemistry Department offers strong pre-professional training for students interested in careers in chemistry or where chemistry is a supporting field, provides chemistry training for students in allied areas such as medicine and other sciences and supports programs for students pursuing non-science careers.

The department has offered a program sanctioned by the American Chemical Society for students interested in professional careers in chemistry. The effect of the successful implementation of these professional guidelines is attested to by the ability of many of our graduates to directly assume professional positions and to successfully pursue further study in excellent graduate and professional schools. Although we expect to continue to offer an excellent professional program we also expect to increase programs for a variety of students using chemistry for a diversity of purposes.

The Chemistry Department attempts to offer an effective and flexible course for non-science students. The exact nature of the course varies with the staff member involved but has generally taken as its direction topics of interest and concern to students today. Among these topics have been discussions of pollution and environmental concerns and the applications of biologically oriented chemistry. The department has attempted to give students a role in determining the direction of the course while providing what we feel is an informed program of perspectives that will be of value to these students in their lives after Denison. Student participation in these courses indicates that these goals are being met, especially as shown from course evaluations.

A very important facet of training for students going on in chemistry or fields where chemistry is a strong requirement has been the tendency to expect more independence on the part of the students early in their careers which often leads to directed study or research projects in the junior or senior year. Participation in these programs has been excellent and an increased participation over the last several years has been found. We continue to orient our early programs toward this independent work, attempting to encourage students to assume greater responsibilities for their education and development and, where possible, to participate effectively in this process. Additional faculty which were added due to the Research Corporation grant have allowed us to provide significant faculty time to guide students in these research efforts and have produced substantial qualitative and modest quantitative results in terms of honors projects and publications.

Chemistry

100 — Chemistry Today
108 — Introduction to College Chemistry
201 — (I) General College Chemistry
202 — (II) Inorganic Chemistry
203 — Inorganic and Quantitative Laboratory Techniques
223-224 — (III and IV) Organic Chemistry
225-226 — Organic Chemistry Laboratory
227-228 — Organic Chemistry Laboratory
302 — Biochemistry
317 — Intermediate Inorganic Chemistry
331 — Analytical Chemistry
341-342 — Physical Chemistry
344 — Physical Chemistry Laboratory
351-352 — Advanced Laboratory
361-362 — Directed Study
371 — Junior Seminar
421 — Intermediate Organic Chemistry
441 — Intermediate Physical Chemistry
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Science (See Education 311).
DEPARTMENT OF DANCE

To further the creative process:
1. To make knowledge his own by questioning and searching for meanings, by organizing materials, by following problems through to their conclusions and by acting upon them.
2. To understand the universal principles of all art forms by applying these principles to all media, and as a result, to become independently and creatively productive.
3. To develop each person's awareness and capabilities to enable him as a physical, mental and spiritual being, to produce at his highest potential, as teacher, performer, and individual.

To develop the teacher-performer:
1. To acquire a sufficient body of knowledge in dance and in all the fine arts.
2. To develop the instrument to its fullest capacity.
3. To become proficient in the knowledge of the craft involved in composition in many forms.
4. To acquire a knowledge of theory and methods of teaching.
5. To understand principles of anatomy and kinesiology applicable to the dancer and to the teacher of dance.
6. To acquire a knowledge of the history of dance and to understand and relate its concepts and theories in the light of contemporary concepts and forms.
7. To extend knowledge and experience to the construction of choreographic works.
8. To become competent in the teaching of children and adults.
9. To provide a background for graduate school training in dance therapy.

Dance
130 — Techniques of Movement
205 — Beginning Composition for Dance
206 — Intermediate Composition for Dance
321-324 — The Art Form as Explored Through Dance
353-354 — Applied Anatomy and Kinesiology for Dancers
361-362 — Directed Study
425 — Dance Group
440-441 — Dance Notation
451-452 — Senior Research
461-462 — Individual Work for Honors
The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals are threefold.

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society, whatever one's interests or career plans.

Second, to provide essential background in economics for students considering careers in business or government and for graduate study leading to careers in business, business economics, government, international affairs, high school and college teaching, industrial relations, and law. The combined major in mathematics and economics is especially useful for students contemplating graduate work at major schools of business. While not professional, the department's program provides a basic grounding in the materials needed in many careers, especially business.

Third, to furnish a basic foundation in economics for students planning to pursue graduate studies in economics. All majors take a full year of intermediate theory and are encouraged to take mathematics as their ability allows. Those interested in economics as a career should consider the joint mathematics-economics major.

The department encourages all students to be flexible in designing their own sequence of courses, including interdepartmental and joint majors, depending on their career objectives. At least six seminars are offered each academic year on assorted topics, many of these at student request. In addition, senior research, honors work, January business internships and directed studies give economics majors a wide variety of experiences.

**Economics**

- 200 — Principles and Problems
- 249-250 — Accounting Survey
- 300 — Contemporary Economic Issues and Policy
- 301 — Macro Economic Analysis
- 302 — Micro Economic Analysis
- 310 — Public Finances
- 311 — History of Economic Thought
- 312 — Comparative Economic Systems
- 313 — Industrial Organization and the Public Control of Business
- 314 — International Economics
- 315 — Money and Banking
- 316 — Economic Development
- 317 — Labor Economics
- 318 — Economic Development of the United States
- 320 — Urban Economics
- 323 — Managerial Economics
- 349-350 — Seminars
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Teaching of Social Studies (See Education 320).

A booklet, containing descriptions of courses offered this year at Denison, is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio 43023.
DEPARTMENT OF EDUCATION

The goals of the Education Department are two-fold:
1. To develop persons who are sufficiently knowledgeable about the educational process and the institutional framework within which formal education presently takes place that they can make intelligent value judgments and decisions about current and future educational issues.
2. To prepare professionals who possess the characteristics described above, and who, in addition, possess the understandings, skills, and attitudes necessary to effectively and significantly facilitate the desirable growth and learning of young people.

In relation to that proportion of those parts of the teacher certification program which a student completes, he will be able to:
1. Describe the physiological, emotional, and intellectual growth patterns which characterize human beings from infancy through adolescence, and relate the significance of these patterns to theories of learning.
2. Describe the major characteristics and problems of American education, both past and present, and critically evaluate several of the most important educational trends in relation to their potential for meeting these problems.
3. Philosophize concerning some of the crucial issues and presuppositions of education and relate prominent educational philosophies to basic practical problems of contemporary education.
4. Select, from a wide variety of materials, resources, and teaching approaches, those which are most appropriate to his teaching field(s), his own personality, the nature of individual learners, and the occasion at hand, and utilize them in such a way as to motivate learning and promote desirable growth in young people.

Education
213 — Secondary School Curriculum
217 — Child and Adolescent Development
311 — Teaching of Science
315 — Teaching of Music in the Elementary School
316 — Teaching of Music in the Secondary School
320 — Teaching of Social Studies
326 — General and Special Methods of Teaching
329-330 (Block A) — Methods, Materials, and Techniques of Physical Education and Athletics
Unit A1 — Methods and Materials
331 — Teaching of English
333 — Teaching of Latin
335 — Teaching of Mathematics
339 — Teaching of Speech
341 — Teaching of Art
343 — Teaching of Modern Languages
345-346 — Special Problems
361-362 — Directed Study
373 — Issues in Higher Education
415 — Student Teaching
417 — Internship
420 — Philosophy of Education

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DEPARTMENT OF ENGLISH

The English department at Denison brings to the study of language and literature a wide diversity of viewpoint and method. As a department we believe that literature is a serious expression of human capabilities and inadequacies, aspirations and disappointments. We believe, further, that man can learn to deal with his inadequacies and disappointments by increasing his ability to function symbolically in his environment. We wish to share these beliefs with our students, exploring with them the possibilities for becoming actively creative human beings.

We urge our students to range widely in quest of their purposes—in the literature of the past as well as the present, of cultures foreign as well as familiar. We encourage them, moreover, to participate in the process of improving our tools and methods of symbolization, both in writing and in related media.

We especially value an increased sensitivity to uses and misuses of the English language; its multiple potentialities for expressiveness and for banality or degradation; its social conventions or implications and its manifestations of distinctive human personality; its existence as a symbol-system and its relationship to other symbol-systems of human thought and imagination.

For those students who wish to major in English, to develop a special competence in literature and/or writing, the department offers programs of study intended to foster such development. Our offerings in writing are extensive and varied; our courses in literature present the subject matter from many diverse viewpoints and in numerous patterns of organization—by historical era, by genre, by nationality or culture, and by theme or subject matter.

We do not, however, view writing and literary study as the exclusive prerogatives or responsibilities of a single department. Our objectives relate closely to those of other disciplines and departments within a liberal arts college. We and our students hope to pursue our work in English as a development, in part, of this inter-relationship among the various academic disciplines which exist at Denison.

English

101 — Writing Workshop
102 — The Literary Imagination
200 — Corrective and Developmental Reading
210 — Major English Writers
215 — Shakespeare
217 — Newswriting and Editing
218 — The Bible as Literature
219 — 20th Century British and American Poetry
220 — 20th Century British and American Fiction
230 — American Literature
237 — Advanced Composition
240 — The Modern Drama
255 — Imagination and Black Experience in America
257 — Narrative Writing
267 — Essay and Article Writing
277 — Poetry Writing
281 — Oral Tradition and Folk Imagination (Black)
308 — Rendezvous with the Third World
310 — Studies in Literature
323 — Milton and the 17th Century
324 — The Romantic Movement in England
329 — Renaissance Drama
331 — Non-dramatic Literature of the Renaissance
332 — Chaucer and Middle English Literature
335 — Victorian Prose and Poetry
339 — The Age of Wit and Satire
341 — The English Novel
342 — Studies in the Modern Novel
346 — The English Language
349 — Readings in European Literature
350 — Modern European Literature
356 — The Narrative of Black America
358 — The Poetry of Black America
361-362 — Directed Study
373 — The American Literary Renaissance
375 — American Realism and Naturalism
407-408 — Seminar in Writing
410 — Literary Criticism
415 — Shakespeare Studies
430 — Problems in Literature
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of English (See Education 331)
DEPARTMENT OF GEOLOGY AND GEOGRAPHY

The objective of the Department of Geology and Geography is a three-fold one: first, to teach courses which enable Denison students to become acquainted with earth science, particularly those aspects related to environmental problems and aspects involving concepts of time and scale and the interrelatedness of geology with other sciences — astronomy, chemistry, physics, and biology; secondly, to prepare majors to enter graduate school equipped with basic information, skills, and understanding leading, after University training, to a career as a professional geologist or geographer; and thirdly, to equip young men and women with the necessary information and skills to enter upon a career as a teacher of earth science in the secondary schools.

Geology
105 — Fundamentals of Earth Environment
111 — Physical Geology
113 — Historical Geology
211 — Mineralogy
212 — Petrology
213 — Paleontology
214 — Sedimentation and Stratigraphy
215 — Geology of Natural Resources
311 — Structural Geology
312 — Advanced Physical Geology
320 — Geological Investigation in the Field
361-362 — Directed Studies
400 — Summer Geology Field Camp
461-462 — Individual Work for Honors

Geography
225 — Geography of Eastern United States
226 — Geography of Western United States
230 — Geography of Latin America
232 — Geography of Western Europe
261 — World Political Geography
361-362 — Directed Studies
The Department of History seeks to advance historical studies and humane learning along a broad front.

We believe that our introductory surveys provide students with invaluable perspectives upon the problems and prospects of their own times. Our advanced courses, in more systematic and intensive ways, pursue the same objective; they also reveal more of the rigor, the wonder, the wide possibilities of the discipline. Most of our majors do not go on into graduate work in the field, but our aim is that all will find the historical approach vital to their enjoyment of life.

Though every field of learning has its historical dimension, the professional possibilities for persons trained in history are most obvious in teaching, the law, the foreign service, libraries, museums, editing, and news research.

**History**

201 — The Individual and the Social Order in Ancient and Medieval Times
202 — The Individual and the Social Order in Modern Times
215 — The History of Blacks in America
221 — American Civilization
301 — The Idea of American Union: The Colonial Period
302 — The Idea of American Union: The Early National Period
303 — The American Frontier
305 — Recent American History
307 — American Diplomatic History
311 — American Intellectual History
314 — American Social History since 1860
316 — Topics in Black History
321 — The History of Greece
323 — The History of Rome
333 — The Middle Ages
335 — England in the Middle Ages
337 — The Age of the Renaissance
338 — The Age of the Reformation
342 — England under the Tudors and Stuarts
343 — Modern Britain
345 — The Age of Absolutism
347 — History of Russia to 1917
348 — History of the Soviet Union
350 — Europe since 1815
351 — European Diplomatic History: 1815-1914
352 — Social History of Europe (19th and 20th Centuries)
353 — Revolution and War in the 20th Century
356 — Intellectual and Cultural History of Modern Europe (19th and 20th Centuries)
357 — 19th and 20th Century Europe: a Biographical Approach
360 — Studies in History
361-362 — Directed Study
371 — China in Revolution
373 — Japan and Southeast Asia
375 — History of the Muslim World
381 — Africa: Dynamic and Diversified Continent
383 — Cultures in Collision: Africa Today
391 — Introduction to Latin America
392 — Modern South America
393 — Modern Latin America: Evolution or Revolution?
394 — History of Brazil
431 — Seminars
451-452 — Senior Research
461-462 — Individual Work for Honors
The Department of Mathematics has designed a program that aims at meeting the educational needs of the following groups:

1) Those students interested in a professional career in mathematics (including computer science); 2) those students in other disciplines which use mathematics as a tool; and 3) those students who want to gain some understanding of mathematics as an art and science (see Mathematics 100, 101, 102). Those students majoring in mathematics can concentrate in areas of particular interest such as pure mathematics, applied mathematics or computer science. Students have access to the computer center which is equipped with an IBM 1130 8K disk system. The minimum requirements for a major in mathematics for a B.A. degree are four semester courses at the 300 level or above. Minimum requirements for a major in mathematics for a B.S. degree are eight semester courses at the 300 level or above.

The department also offers a program in cooperation with the Economics Department which emphasizes the uses of mathematics as it relates to business management and economic theory. A student interested in quantitative aspects of Economics who wishes a strong mathematics background may elect this combined major. Requirements are Mathematics 251, 307, 308 and 351, and Economics 200, 301, 302, 350A or 350C, and one additional Economics course at the 300 level.

A wide variety of opportunities exists for the person with training in mathematics. Graduates may take positions directly as professional mathematicians in such fields as actuarial science, computer science, and applied statistics. Another type of position directly available is in the teaching of mathematics. During the last several years a number of students have obtained good positions in high school teaching. The remaining students majoring in mathematics continue their training either in the field of mathematics, or use their training here to go on to professional schools of law and medicine. Students who have gone on to an M.A. or a Ph.D. degree in mathematics have taken positions with large industrial companies or have become college professors. In recent years, an increasing number of our students have used mathematics as the undergraduate major in preparing for law school and for medical school.

Mathematics

100 — Mathematics—Art and Science
101 — Introductory Computer Science
102 — Statistics—Data Analysis
105 — Introductory Mathematics
121-122 — Introductory Calculus
123-124 — Introductory Applied Calculus
125-126 — Honors Calculus
221 — Elementary Linear Algebra
222 — Intermediate Analysis
250 — Computer Programming for the Social Sciences
251 — Computer Programming for the Physical Sciences
253 — Assembly Language
307-308 — Probability and Mathematical Statistics
321-322 — Advanced Analysis
351 — Differential Equations
352 — Numerical Analysis
353 — Languages
361-362 — Directed Study
365 — Abstract Algebra
366 — Linear Algebra
375 — Modern Geometry
400-401 — Advanced Mathematical Topics
402-403 — Advanced Topics in Computer Science
451-452 — Senior Research
461-462 — Individual Work for Honors
DEPARTMENT OF MODERN LANGUAGES

The chief aim of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of the students, a modern, automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See STUDIES ABROAD. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

French

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German

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<td>451-452</td>
<td>Senior Research</td>
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461-462 — Individual Work for Honors
Teaching of Modern Languages (See Education 343)

Russian
111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Grammar and Composition
306 — Advanced Russian Conversation
311-312 — Introduction to Russian Literature
316 — 19th-Century Russian Literature in Translation from Pushkin to Turgenev.
317 — 19th-Century Russian Literature in Translation from Dostoevsky to Blok.
318 — Russian Soviet Literature.

Spanish
111-112 — Beginning Spanish
201 — Area Study: Latin America
215 — Introduction to Hispanic Civilization
216 — Conversation
217 — Selected Writings in Spanish
313 — Advanced Conversation
314 — Advanced Grammar
315 — Spanish American Literature
316 — Spanish Literature
320 — The Physical Environment and Social Evolution of the Spaniard
321 — The Physical Environment and Social Evolution of the Spanish American
322 — Creativity in the Hispanic World
323 — Ideology and Tradition in the Spanish Speaking World
361-362 — Directed Study
401 — Problems in Area Study
412 — Phonetics and Pronunciation
413 — Composition and Stylistics
414 — Advanced Reading and Translation
415 — Seminar in Spanish American Literature
416 — Seminar in Spanish Literature
451-452 — Senior Research
461-462 — Individual Work for Honors
Foreign Language Requirement. This requirement may be satisfied by the submission of proof of proficiency or by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:
   - Credit and/or waiver for a score of 700 on a College Board Achievement Examination.
   - Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement.)
   - Credit and/or waiver for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages. (See Proficiency Examinations.)
   - Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high school language is considered equivalent to a college semester (111), two years of a high school language to a college year (111-112), etc. Completion of a 212 course, two college years, is considered the basic measure of acceptable proficiency. An exception is made when a student begins a new language.

The following alternatives exist for completing the language requirement through taking course work:

If the student presents no language or cannot or does not wish to continue the one he began in high school, he may take a 111-112 course to fulfill the requirement. (8 hours)

If he presents one year of a high school language, he may complete the requirement by taking a 112 and 211 course. (7 hours)

If he presents two years of a high school language, the requirement is fulfilled by taking a 211-212 course. (6 hours)

For those who enter Denison with three years of a high school language, a special course, 215, will satisfy the requirement. (4 hours)

Exceptions to the normal pattern will be permitted only on the basis of a placement examination.
DEPARTMENT OF MUSIC

The Department of Music is concerned principally with providing an environment of participatory opportunities in music for the academic community as a whole. Within this aspect of being a service department to the college the Music Department provides courses for the general student, instrumental and vocal ensembles and applied music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison. Approximately eighty percent of the instruction which the faculty in music provide is to the general college student as opposed to that for the music major.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in any one of several well conceived and implemented major curricula while participating in the liberal arts spirit of this academic community. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the central compulsion from which the program is conceived and implemented.

Music
101 — Forms of Music
103b — Concert Band
103c — Orchestra
103d — Concert Choir
105 — Opera Workshop
107 — Chamber Music Workshop
109 — Contemporary Music
115-116 — Music Theory I, II
201-202 — History and Literature of Music I, II
203-204 — History and Literature of Music III, IV
206 — Early American Black Music
215-216 — Music Theory III, IV
307-308 — Orchestration and Conducting
311-312 — Stylistic Analysis
341-342 — Composition
341-342 — Directed Study
401 — Specialized Courses:
  a. The Viennese Classical Period
  b. American Music
  c. Historical Survey of Solo Voice Lit.
  d. Historical Survey of Solo Piano Lit.
  e. Historical Survey of Chamber Music Lit.
  f. Choral Literature
  g. The Organ in Design and Literature
  h. Contrapuntal Styles

441-442 — Composition
451-452 — Senior Research
461-462 — Individual Work for Honors

Applied Music


141 — Woodwind Instruments Class
142 — Brass Instruments Class
151-152 — String Instruments Class
161-162 — Voice Class
DEPARTMENT OF PHILOSOPHY

Philosophical thought involves the activity of critical, creative and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his own. The courses and seminars in the Department are intended to develop this type of activity.

Philosophy

101 — Basic Issues in Philosophy (Freshmen Only)
112 — Current Topics in Philosophy (Freshman and Sophomore)
201 — Basic Issues in Philosophy (Sophomore, Junior and Senior)
205 — Logic
221 — Ethics
226 — Social Philosophy
305 — Metaphysics
306 — Epistemology
312 — Advanced Symbolic Logic
327 — Philosophy of Civilization
331 — Ancient and Medieval Philosophy
332 — Modern Philosophy
334 — Contemporary Philosophy
343 — Chinese Philosophy
361-362 — Directed Study
401 — Philosophy of Religion
403 — Philosophy of Science
405 — Philosophy of Art
420 — Philosophy of Education
431-432 — Senior Seminar
451-452 — Senior Research
461-462 — Individual work for honors
DEPARTMENT OF PHYSICAL EDUCATION

The primary purpose of physical education is to provide an opportunity for each student to encounter, through participation in selected sport and recreational activities, a satisfying self-identity, self-expression and self-adjustment experience. With this "totality" of person in mind the general objectives of Physical Education need to be of a total nature, that is, not only physical but sociopsychologic and philosophic as well. Within this context we seek the following objectives:

1. To provide the opportunity for students to discover a sense of identity—to know one's self.
2. To assist students to discover the meaningfulness of individual persons in contrast to "things."
3. To provide a fertile situation for students to have practice in making value judgments.
4. To provide as many opportunities as possible within the program for students to make meaningful value choices.
5. To provide the situation for students to develop a sense of freedom with an accompanying and corresponding sense of responsibility.
6. To awaken in students a sense of "caring" not only for the self but also other selves.

Such objectives represent both the immediate and the ultimate teacher concerns. Physical education classes provide important and unique opportunities for the realization of such goals.

In addition, the individual student may encounter in theory and/or practice in the immediate present or in the long range future the following experiences:

1. Maintenance and development of the process of "valuing" or making ethical judgments, which is basically a question of conduct. Both moral and aesthetic consideration are imbedded in every sport situation and thus this situation is ideal for assisting young adults in the development of a sense of values.
2. Promotion and accomplishment in physical health. (i.e.: strength, agility, endurance, vigor, flexibility, vitality, neuro-motor skills, coordination, health knowledge, habits and attitudes)
3. Accomplishment and growth in the development of social competencies. (i.e.: cooperation, tolerance, competitiveness, consideration, empathy and forebearance.)
4. Development and growth in emotional responses in regard to self, others, and inanimate "things" (space, time) and circumstances. The basic emotions such as love, fear, anger, etc. are inherent aspects of the sport situation and more importantly an individual engaging in a sport situation is totally "involved" and there is no "phonyness."
5. Discovery and development of recreational interests not only for the moment but actually laying the groundwork for the future and thus having the interest and ability to make worthy use of future leisure time.
6. Promotion and development of creative thinking and concomitant action as used in sports, games and recreation activities.
7. Development and promotion of a perspective toward life in knowing the ingredients of daily life in relation to work, play, rest and relaxation.
Activity Courses

10A-1 — Swim Strokes
10A-2 — Senior Lifesaving
10A-3 — Skin and Scuba
10A-4 — Water Safety Instruction
10A-6 — Beginning Canoeing
10A-7 — White Water Canoeing
10A-8 — Archery
10B-1 — Back Packing and Hiking
10B-3 — Badminton
10B-4 — Billiards
10B-5 — Bowling
10C-1 — Campcraft and Outing
10D-1 — Dancing, Folk and Square
10F-1 — Fencing
10G-1 — Beginning Golf
10G-2 — Advanced Golf
10H-1 — Beginning Handball
10H-2 — Advanced Handball
10J-1 — Jogging, KPRFYL
10K-1 — Karate
10L-1 — Paddleball
10R-1 — Recreational Leadership
10R-5 — Riding Horseback
10S-1 — Sports Survey (Soccer, Football, Basketball)
10S-2 — Sports Survey (Power Volleyball, Field Hockey, Lacrosse)
10T-1 — Beginning Tennis
10T-2 — Advanced Tennis
10T-5 — Trampoline
10W-1 — Wrestling
10W-5 — Weight Training

Women's Intercollegiate Sports

10X-1 — Basketball
10X-2 — Bowling
10X-3 — Golf
10X-4 — Field Hockey
10X-5 — Speed Swimming
10X-6 — Synchronized Swimming
10X-7 — Tennis
10X-8 — Volleyball

Men's Intercollegiate Athletics

10Y-1 — Baseball
10Y-2 — Basketball
10Y-3 — Cross Country
10Y-4 — Football
10Y-5 — Golf
10Y-6 — Lacrosse
10Y-7 — Soccer
10Y-8 — Swimming
10Y-9 — Tennis
10Z-1 — Track
10Z-2 — Wrestling

A booklet, containing descriptions of courses offered this year at Denison, is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio 43023.
**Major Courses**

State Certification in Physical Education involves the following course plan:

| Block A | 8 hours |
| Block B | 8 hours |
| Block C | 8 hours |
| Biology 201 | 4 hours |
| P.E. Electives | 3 hours |
| **Total** | **31 hours** |

| Education 213 | 3 hours |
| Education 217 | 3 hours |
| Education 420 | 3 hours |
| Education 415-416 | 6 hours |
| **Total** | **15 hours** |

**Required for Majors**

- Physical Education 329-330 (Block A)
  - Methods, Materials and Skills of Physical Education and Athletics
  - Unit A1 — Methods and Materials
  - Unit A2 — Lifetime Sports
  - Unit A3 — Team Sports

- Physical Education 349-340 (Block B)
  - The Structural and Functional Understandings of Human Movement
  - Unit B1 — Kinesiology and the Physiology of Exercise
  - Unit B2 — First Aid Instructor’s Course, Athletic Injuries, and Athletic Training

- Physical Education 429-430 (Block C)
  - The Principles, Philosophy, History and Organization of Physical Education, Athletics and Recreation
  - Unit C1 — History, Principles and Philosophy
  - Unit C2 — Organization and Administration

**Electives for Majors and Non-majors**

**Physical Education**

- 124 — Camping and Outdoor Education
- 215M — Sports Officials
- 311-312 — Activities Enrichment
- 319M — Theory and Practice of Basketball Coaching
- 120M — Theory and Practice of Football Coaching
- 361-362 — Directed Study
- 439 — School and Community Recreation
- 440 — Personal and Community Health
- 441 — Senior Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
DEPARTMENT OF PHYSICS AND ASTRONOMY

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end, courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his motivations, goals, and abilities.

Major in Physics

A major in physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond the introductory course (121-122 or 221-222) are completion of 301-302, 305, 306, 311-312, and two credits of 400, taken in the junior and/or senior years. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses (exclusive of computer science courses) in the Department of Mathematics.

Students preparing for graduate work in Physics, Astronomy, Astrophysics, Space Physics, or related fields are advised to take additional courses in physics, including 405 and 406, and a total of at least six courses in the Department of Mathematics. Two or more courses taken in other science departments are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Physics

101 — Current Topics in Physics
121-122 — General Physics
121H-122H — General Physics, Honors Section
221-222 — Modern Analytical Physics
301-302 — Modern Physics
305 — Classical Mechanics
306 — Electricity and Magnetism
307 — Introductory Quantum Mechanics
308 — Thermodynamics
311-312 — Experimental Physics
340 — Advanced Topics
361-362 — Directed Study
400 — Seminar
405 — Electromagnetic Theory
406 — Advanced Dynamics
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Science (See Education 311)

A booklet, containing descriptions of courses offered this year at Denison, is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio 43023.
DEPARTMENT OF
POLITICAL SCIENCE

The Political Science Department views its general purpose in terms of three general objectives. These objectives are fundamental to the concept of a liberal arts education and to the beginnings of a sophisticated understanding of the political process.

The primary objective of the Department is to convey to students the complexity of politics and the assumptions and methods of social science by which this complexity may be unraveled and analyzed systematically. In this connection, the Department seeks to equip students with a basic understanding of the operations by which social science defines basic terms and analyzes data.

A second objective of the Department is to provide students with a fund of theories and information about politics. Courses offered by the Department seek to describe and explain the activities of political individuals, groups, and institutions. Much emphasis is placed upon the process of public policy formulation in a diversity of national settings.

Finally, through its coursework and counseling the Department hopes to contribute to the education of Denison students as well-informed and responsible members of society. An awareness of social science assumptions, methods, plus the basic information acquired in Political Science courses, we feel, will prove valuable to students in their future careers.

Political Science

- American Political Behavior and Institutions
- American Political Behavior and Institutions: Environmental Studies
- The National Political Process
- The Legislative Process
- The Executive Process
- Public Opinion: Political Persuasion and Campaigns
- Urban Politics
- Judicial Process
- American Constitutional Law, General Powers
- American Constitutional Law, Civil Liberties
- Law and Society
- Comparative Politics
- Politics of Developing Nations
- The Politics of the Soviet Union and Eastern Europe
- Comparative Foreign Policy: The Soviet Union and the United States
- International Political Systems and Processes
- International Legal Processes and Organization
- The Conduct of American Foreign Affairs
- Problems in American Foreign and Military Policy
- Introduction to the Study of Politics
- The Scope and Methods of Political Science
- The Development of Political Thought (Ancient and Medieval)
- The Development of Political Thought (Modern and Contemporary)
- Issues of Political Thought
- Introduction to Jurisprudence: An Inquiry into the Nature of Law and Justice
- Directed Study
402 — Seminars
   a. The Congress and Foreign Policy
   b. Law and Social Change: Southern Politics Before and After the Civil Rights Movement of the 1960's
   c. The Future of International Organizations
451-452 — Senior Research
461-462 — Individual Work for Honors
DEPARTMENT OF PSYCHOLOGY

The Psychology Department seeks to aid the student in achieving an understanding of his own behavior and experiencing itself in relation not only to himself but to others and to the physical environment. We strive to do this by development of a continued curiosity about behavior and by familiarizing the student with the research tools, techniques, and strategies of investigation which may be employed in seeking answers to the many questions which arise in the study of the behavior of humans and other organisms.

Our department is founded on a firm belief in the scientific study of behavior. We expect students to become familiar with the various modes of inquiry within the science of psychology and to be able to evaluate contrasting views of behavior. Students are also expected to develop proficiency in analysis of psychological issues and to be able to apply scientific psychological techniques of analysis to appropriate problems in other fields.

Modern psychology is a broad, diverse and expanding field. By providing a sound program of basic courses and individual study and research opportunities, the department is able to provide the interested student with both breadth and depth in the study of behavior, and to prepare him to deal with future developments in psychology. By concentrating on basic psychology, our program is designed to provide thorough fundamental training for the student desiring to prepare himself for post-graduate study or work in psychology or related fields, and at the same time it is also broad and flexible enough to provide the interested student (non-majors included) with significant opportunities in the study of behavior.

Psychology

101 — General Psychology
217 — Child and Adolescent Development
226 — Theories of Personality
313 — Statistics and Experimental Design
314 — Psychological Tests and Measurements
315a — Learning and Motivation: Lecture
315b — Learning and Motivation: Laboratory
317a — Sensation and Perception: Lecture
317b — Sensation and Perception: Laboratory
318a — Comparative Psychology: Lecture
318b — Comparative Psychology: Laboratory
319a — Physiological Psychology: Lecture
319b — Physiological Psychology: Laboratory
320 — Advanced Child Psychology
336 — Social Psychology
345-346 — Minor Problems
361-362 — Directed Study
401 — Senior Colloquium
402 — Seminars
411 — Abnormal Psychology
415 — History and Systems of Psychology
417 — Industrial Psychology
441 — Advanced General Psychology
445-446 — Minor Problems
451-452 — Senior Research
461-462 — Individual Work for Honors

A booklet, containing descriptions of courses offered this year at Denison, is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio 43023.
DEPARTMENT OF RELIGION

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his own religious perceptions.

The major in religion seeks to give the student a focus which will enable him to integrate his study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairman.

Religion

101A — Introduction to Theology: Credibility and Conscience
101B — Introduction to Theology: Beliefs in Action
103A — World Religions: Man’s Living Religions
103B — World Religions: The Nature of Religion
211 — Introduction to the Old Testament
212 — Introduction to the New Testament
213 — History of Christian Thought
214 — The Nature of Man: Religious Perspectives
224 — Christian Ethics
303 — Contemporary Religious Thought
304 — Existentialist Theology
308 — New Testament Studies
309 — Old Testament Studies
311 — Kierkegaard Seminar
312 — Black Perspectives in Theology
320 — Hinduism
321 — Buddhism
336 — Comparative Religious Mythology
340 — Seminar: Theology of Nature
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and wish to use the discipline to understand social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service, or business; and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative, or research career. Off-campus experiences through the GLCA Philadelphia Urban Semester and the Merrill-Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his own off-campus program.

Sociology and Anthropology

207 — Foundations of Social Life
208 — Human Ecology
209 — Social Problems and Social Policy
213 — Education for Marriage and Family Life
301 — Social Research Methods
302 — General Sociology
307 — Urban Sociology
308 — Introduction to Social Work
309 — Social Casework
311 — Criminology
312 — Minority Groups
313 — The Family
314 — American Indians
315 — Social Organization
317 — The Sociology of Religion
318 — Sociology of Education
319 — South American Indians
320 — World Ethnography
321 — Cultural Change
322 — Peasant Culture
340 — General Anthropology
340 — Collective Behavior
345-346 — Special Problems
361-362 — Directed Study
405 — Sociology of the Pre-School Child
415 — Human Relations in Industry
416 — Sociological Theory
420 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors
**DEPARTMENT OF SPEECH COMMUNICATION**

The goals of the Speech Communication Department are to cause the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student's ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and defective human communication; an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process; etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, speech pathology, public relations, and other fields.

**Speech Communication**

101 — Public Speaking
110 — Dimensions of Speech Communication
113 — Reading Aloud Literature
218 — Speech Composition
221 — Group Discussion
222 — Argumentation and Debate: Contemporary Social Issues
223 — Persuasion
225 — Radio and Television in Society
227 — Radio Production Procedures
230 — Contemporary Television
244 — Freedom of Speech
247 — General Semantics
250 — Psychology of Speech
304 — Interpersonal Communication
308 — Communication, Man and Society
311 — Agitators, Advocates and Social Reform
312 — Communication Theory and Criticism
314 — Rhetorical Criticism
327 — Seminar in Advertising Communication
329 — Applied Phonetics
330 — Voice and Diction
331 — Introduction to Speech Correction
332 — Dialects
361-362 — Directed Study
409 — Seminar in Speech
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Speech — (See Education 339)
DEPARTMENT OF THEATRE AND FILM

The practice and study of theatre and film involves the student in the complex craft of imparting significant form to dramatic actions. In both practice and study the student can discover his innate skills and talents, thereby enlarging his understanding of himself and the human community, or prepare himself through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his major interest. The Bachelor of Fine Arts sequence of courses provides a structured pre-professional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.

Theatre and Film

101 — Beginning Acting
103 — Forms of Theatre Arts
105 — Forms of Theatre Arts (Participation)
111 — Introduction to the Theatre
113 — Voice for the Stage
115, 116, 117 — Theatre Participation
215 — Production for Non-commercial Theatre
219 — Elementary Cinematography
225 — Contemporary Theatre
229 — Acting; Physical Technique
230 — Acting; Scene Study
231 — Acting; Characterization
232 — Acting; Personal Style
240 — Children’s Theatre
301 — Scene Design and Stage Lighting
312 — Seminar in Film
317 — Technical Theatre
323 — Theatre History
324 — History of American Theatre
325 — The History of the Modern Theatre
326 — History and Aesthetics of Film
361-362 — Directed Study
401 — Theatre Practicum
    a. Problems in Costuming
    b. Problems in Styles of Stage Direction
    c. Special Studies in Drama
    d. Problems in Theatre Management
    e. Advanced Problems in Scene and/or Lighting Design
    f. Problems in Theatre Design
410 — Advanced Cinematography
415 — Play Direction
426 — Theory of the Theatre
451-452 — Senior Research
461-462 — Individual Work for Honors
NON-MAJOR AREAS

DEPARTMENT OF AEROSPACE STUDIES

The objectives of the Department of Aerospace Studies are to heighten each student's appreciation of and dedication to American principles; give him an understanding of how the United States Air Force serves the national interest; develop his potential as a leader and manager; increase his understanding of officer professionalism in the United States Air Force; and strengthen each cadet's sense of personal integrity, honor, and individual responsibility. The knowledge and skills learned through college-level education will qualify him for commissioning in the United States Air Force.

In addition to attending regularly scheduled classes students are required to participate in cadet corps activities in order that they may exercise leadership skills, learn to think creatively, speak and write effectively, and learn to assume responsibility willingly.

Aerospace Studies

101-102 — United States Forces in the Contemporary World
201-202 — United States Forces in the Contemporary World
250 — Six-Week Field Training
301-302 — Growth and Development of Aerospace Power
350 — Four-Week Field Training
401 — Concepts of Air Force Leadership
402 — Concepts of Air Force Management
THE TEACHING FACULTY

JOEL P. SMITH, PRESIDENT
B.A., LL.D., BELOIT COLLEGE; B.A., OXFORD U.; J.D.,
U. OF WISCONSIN

"As a first-rate liberal arts college, we are committed to rigor, to intellectual inquiry and to a sustained concern that each student will take seriously his or her responsibility to refine a personal vision in order to live both conscientiously and effectively."

LOUIS F. BRAKEMAN
DEAN OF THE COLLEGE AND PROFESSOR OF POLITICAL SCIENCE
A.B., KALAMAZOO COLLEGE; M.A., PH.D., TUFTS U.

Dr. Brakeman has been a member of the faculty and administration here since 1962. He was appointed dean of the college in 1970 after having served as chairman and professor of political science. Dr. Brakeman has held Fulbright and Danforth fellowships and serves as chairman of the GLCA dean's council. A university senator, he is a member of the academic affairs council and the president's advisory board. Dr. Brakeman is concerned with curricular reform, the improvement of teaching and classroom simulation. He is one of three authors of a textbook, Introductory Problems in Political Research.
DEPARTMENT OF ART

... ERIC E. HIRSHLER, PROFESSOR
B.A., BOWDOIN COLLEGE; M.A., PH.D., YALE U.

SOMewhat reserved and scholarly with an undefined New England accent, Dr. Hirshler, a member of the faculty since 1959, was raised in Maine, and has lived in Connecticut, New York, Germany, England, France, Italy, Switzerland, and Yugoslavia. A specialist in baroque, medieval, and modern art, Dr. Hirshler has received several grants for research in baroque art and medieval art. Since 1968, he has been principal investigator and administrative director of the Smithsonian-supported archaeological excavations undertaken by Denison in Serbia, Yugoslavia.

GEORGE J. BOGDANOVITCH
PROFESSOR AND CHAIRMAN, SECOND SEMESTER
B.A., RUTGERS U.; M.F.A. U. OF IOWA

Mr. Bogdanovitch was associate professor of painting and art history at Washington State U. for four years before coming to Denison in 1972. While at Washington State U., he was also gallery director for three years. Mr. Bogdanovitch has taught at several other colleges and his paintings have comprised nine one-man shows and been included in many exhibitions.

MICHAEL JUNG
ASSOCIATE PROFESSOR AND ACTING CHAIRMAN, FIRST SEMESTER
B.A., DENISON U.; M.S., M.F.A., U. OF WISCONSIN

The recipient of Ford Foundation and Denison Research Foundation grants, Mr. Jung teaches painting, drawing, and photography. His paintings have appeared in ten one-man shows at various universities and he has received numerous awards for his work. Among his interests is film-making, having judged a recent campus film festival and taken January Term students to London for a documentary film study. Mr. Jung, who has traveled in 19 foreign countries, and several art students recently completed extensive courtroom ceiling mural restoration in Newark, O.

RALPH C. KOMIVES, ASSISTANT PROFESSOR
B.F.A., ILLINOIS WESLEYAN U.; M.F.A., SOUTHERN ILLINOIS U.

"It has been a great mystery to me how little I perceive. My senses are numbed to the electrical inputs of the television, the radio, the automobile and the airplane. The distance from one country to another is not measured in miles but in hours, minutes, and seconds. Violence on the other side of the globe is viewed and reviewed in minutes via satellite. Dress or fashion can change in days as the result of a well orchestrated advertising campaign. My work is an outlet, a way to re-perceive my environment, a way to make completed thoughts or ideas which cannot be fed into electronic dispensers and news weeklies. Artists, or those who call themselves artists, often hide in the esoteric, never saying enough to be complete—never quite working in a forthright manner. I hope only to offer an alternative way to perceive ourselves, our society, and our systems."

STEVEN W. ROSEN
ASSISTANT PROFESSOR AND CURATOR OF THE DENISON COLLECTIONS
B.S., U. OF UTAH; M.A., STATE U. OF NEW YORK AT BINGHAMTON

Mr. Rosen, a faculty member since 1970, has administered a Samuel H. Kress Foundation grant that enhanced the study of art history in a four college consortium. During the summer of 1971, he participated in the college’s Sumrmin excavations as a Smithsonian fellow. He is a member of the January Term Review Board and the GLCA Conference group. Mr. Rosen’s major interests are urban aesthetics, collection of prints, drawings, and contemporary sculpture.

IVANA SPALATIN, ASSISTANT PROFESSOR
B.A., U. OF WISCONSIN; M.A., WAYNE STATE U.

Ms. Spalatin joined the art faculty in the fall of 1972.

ELAINE PELOSINI, INSTRUCTOR
B.A., OBERLIN COLLEGE; M.A., ROSARY COLLEGE, VILLA SCHIFANOIA

** on leave second semester 1972-1973
*** on leave all year, 1972-1973
GRADUATE SCHOOL OF FINE ARTS, FLORENCE, ITALY; M.F.A., U. OF MINNESOTA.

Ms. Felser joined the departmen of art faculty in 1973.

MARY KAY CAMPBELL, LECTURER

Mrs. Campbell teaches printmaking, drawing, and design and has been at Denison since 1956. During two January Terms, she has offered design on fabric courses which featured printing and/or dyeing fabrics for use as wall hangings or sewing them into garments. Her infectious enthusiasm for life-art is quite easily caught.

DEPARTMENT OF BIOLOGY

KEN Y. LOATS, ASSISTANT PROFESSOR AND CHAIRMAN

B.A. CENTRAL COLLEGE; M.S. STATE U. OF IOWA; PH.D., OHIO STATE U.

Dr. Loats has taught at Denison since 1968. His research centers on plant physiology. A member of the Denison Scientific Association. Dr. Loats has served as president of the Denison chapter of Sigma Xi.

ROBERT W. ARLUTZ

PROFESSOR AND DIRECTOR OF THE BIOLOGICAL RESERVE

B.S., U. OF PITTSBURGH; M.S., PH.D., U. OF ILLINOIS

Dr. Arlutz, a member of the faculty since 1952, is director of the Denison Biological Reserve and Environmental Studies coordinator. He has served as chairman of the biology department and headed the Summer Institute in Ecological Studies. A visiting scientist with the Ohio Academy of Science, Dr. Arlutz's current research centers on behavioral biology of wild populations of small mammals.

K. DALE ARCHIBALD, PROFESSOR

B.A., DENISON U.; M.A., OHIO STATE U.; B.D., COLGATE-ROCHESTER DIVINITY SCHOOL; PH.D., OHIO STATE U.

Now in his 24th year at Denison, Dr. Archibald for 10 years held a Nova Scotia Research Fund grant as director of forest insect Research. He became interested in the forest aphids of Nova Scotia while on the faculty of Acadia University at Wolfville, N.S., before joining the faculty of his alma mater in 1948. His current research interests are in the field of developmental biology.

ROBERT R. HALBRICH, PROFESSOR

B.S., M.S., MICHIGAN STATE U.; PH.D., U. OF FLORIDA

I was born in Claremont, N.H. (1923) and attended the U. of New Hampshire (no degree), Michigan State U. (B.S.-forestry, wildlife option; M.S.-zoology, botany), and the U. of Florida (Ph.D.-biology, psychology). I worked in Arctic Limnology (summer 1952) at Pt. Barrow, Alaska, invertebrate zoology (summer 1953) Marine Biological Laboratory, Woods Hole, Mass.; studied ecological succession at the Cope Reserve (U. of Michigan) during summers of 1957-59; attended a Comparative Anatomy Institute at Harvard U. (summer 1962); and worked at the Earlham College Biological Station (teaching and research) in 1966-71. I taught at East Carolina College and Oberlin College before coming to Denison in 1962. Teaching areas at Denison include general zoology (Bio. 110), invertebrate zoology (Bio. 210), comparative anatomy (Bio. 211), and behavior (Bio. 240). Research interests include studies of aggression and hierarchal behavior in amphibians (S. African frogs) and behavior, population, and development of the star-head topminnow.

*GAIL R. NORRIS, PROFESSOR

B.S., OHIO U.; M.S., PH.D., OHIO STATE U.

Dr. Norris is a fellow in the American Nuclear Society and serves as the campus representative of the GLLCA’s Oak Ridge National Laboratory off-campus program. He is the pre-med advisor for Alpha Epsilon Delta, the honorary pre-medical group here, and counsels students interested in medical technology. Active in the local Methodist church, Dr. Norris serves as a Denison representative on the GLLCA Council and is interested in the stock market and table tennis.

**ALLEN I. RUBUCK, ASSOCIATE PROFESSOR

B.S., FRANKLIN AND MARSHALL COLLEGE; M.S., PENNSYLVANIA STATE U.; PH.D., DUKE U.

* on leave first semester: 1972-1973
** on leave all year: 1972-1973
KENNETH P. KLATT, ASSISTANT PROFESSOR
B.S., OHIO STATE U.; PH.D., U. OF MINNESOTA
Since he has been at Denison, Dr. Klatt has received grants from the Research Corporation and the National Science Foundation to support his research. He is interested in studying the metabolism and physiology of certain fungi. During the summer of 1971, Dr. Klatt was a faculty Summer Research Fellow with the department of botany at the U. of Michigan.

RALEIGH K. PETTEGREW, ASSISTANT PROFESSOR
B.A., BALDWIN-WALLACE COLLEGE; PH.D., KENT STATE U.
A member of the faculty since 1968, Dr. Pettigrew specializes in temperature regulation research. During the summer of 1971, he directed student research in biology under a National Science Foundation's Undergraduate Research Participation program. Dr. Pettigrew, who is interested in the history of medicine, is a member of the Licking County Family Service's board of directors and chairman of that group's committee on aging.

PHILIP E. STUKUS, ASSISTANT PROFESSOR
B.A., ST. VINCENT COLLEGE; M.S., PH.D., CATHOLIC U. OF AMERICA
Dr. Stukus was president of the Denison Scientific Association in 1971-72. A member of the faculty since 1968, he recently presented a research seminar at the U. of Dayton. Dr. Stukus, a member of the faculty basketball team, conducted National Science Foundation-funded research in the area of bacterial physiology during the summer of 1971 and reported on that research at the recent American Society for Microbiology meeting.

CENTER FOR BLACK STUDIES
ARTHUR A. ZEBBS, DIRECTOR AND ASSISTANT PROFESSOR
B.A., DILLARD U.; B.D., OBERLIN GRADUATE SCHOOL OF THEOLOGY
Rev. Zebbs, a scholar, minister, and former community action worker, has been director of Black Studies at Denison since June, 1972. He came to Denison from Columbus, O., where he had been active in civil rights and community action causes since 1962. An ordained minister of the African Methodist Episcopal Church Zion, Rev. Zebbs, was involved in the ministry during his early days in Columbus and, prior to that, in Cleveland and Elyria, O. During the 1971-72 academic year, he was a visiting lecturer in the history department here. Rev. Zebbs is also a columnist for the weekly black newspaper, "The Call and Post," in Columbus, O.

JAMES E. GARMON
ASSISTANT PROFESSOR AND ASSOCIATE DEAN OF THE CHAPEL
B.A., COLLEGE OF THE BIBLE; B.D., COLGATE ROCHESTER DIVINITY SCHOOL
Mr. Garmon, coordinator of the Denison Community Association, is an un-mixed black of African origins. Mr. Garmon is a Baptist preacher who views his Denison experience as another step toward his life ambition of service to all mankind. As a Black Studies assistant professor, he specializes in the theology and religion of the Black church. His interests range from itinerant preaching to roller-skating.

DEPARTMENT OF CHEMISTRY
JOHN B. BROWN, PROFESSOR AND CHAIRMAN
B.S., U. OF KENTUCKY; PH.D., NORTHWESTERN U.
Dr. Brown has taught at Denison since 1952. In addition to his teaching duties, he has served as chairman of the chemistry department and acting director of the library. Dr. Brown is a member of Phi Beta Kappa and the American Chemical Society and is a fellow of the American Institute of Chemists.

WILLIAM A. HOFFMAN, JR., PROFESSOR
B.S., MISSOURI VALLEY COLLEGE; M.S., PH.D., PURDUE U.
Dr. Hofman, who joined the Denison faculty in 1960, served as chairman of the faculty in 1971-72 as well as being a member of the admissions and financial
aid council and the advisory board. He is chairman-elect of the Columbus, O. Section of the American Chemical Society. A habitual doodler, Dr. Hoffman offered a seminar on doodling during the 1971 January Term.

DWIGHT R. SPESSARD
PROFESSOR, WICKENDEN CHAIR OF CHEMISTRY

B.S., OTTERBEIN COLLEGE; PH.D., CASE WESTERN RESERVE U.

A member of the faculty since 1953, Dr. Spessard has received numerous research grants from the National Cancer Institute of the National Institutes of Health to support his work in synthesizing potential anti-cancer drugs. Active in the Columbus Section of the American Chemical Society, Dr. Spessard is a member of the pre-medical committee on campus. During the 1972 January Term, he co-taught an applied spectroscopy course. Interested in most sports, he is an avid gardener and bowler.

... GORDON L. GALLOWAY, ASSOCIATE PROFESSOR
B.S., FRANKLIN AND MARSHALL COLLEGE; PH.D., MICHIGAN STATE U.

A member of the faculty since 1967, Dr. Galloway is currently on a leave of absence at Iowa State U. as the W. B. King Visiting Professor in General Chemistry. In March, 1970, he was appointed to the editorial board of the "Journal of Chemical Education," and has recently served as the Editor of Volume II of Collected Readings in Inorganic Chemistry, scheduled for publication in the fall of 1972.

... GEORGE L. GILBERT, ASSOCIATE PROFESSOR
B.S., ANTIOCH COLLEGE; PH.D., MICHIGAN STATE U.

Dr. Gilbert, who has taught at Denison since 1964, has been a university senator and coordinator of the sciences. He serves on the priorities council and several other campus committees. The author of numerous articles in scientific journals, Dr. Gilbert has twice offered January Term courses in glassblowing. He relaxes by camping and dabbling in creative cooking.

RICHARD R. DOYLE, ASSISTANT PROFESSOR
B.S., DREXEL INST. OF TECHNOLOGY; M.S., PH.D., U. OF MICHIGAN

Dr. Doyle was president of the Denison Sigma Xi Club in 1971-72 and has served on the January Term Review Board. He edits Denison's Journal of the Scientific Laboratories and is faculty advisor to the Denison International Students Association. Dr. Doyle is interested in the chemistry of mushrooms and offered a course in furniture refinishing during the 1972 January Term.

THOMAS A. EVANS, ASSISTANT PROFESSOR
A.B., GRINNELL COLLEGE; PH.D., MICHIGAN STATE U.

Dr. Evans, a chemistry faculty member since 1968, recently directed student summer research with the aid of a National Science Foundation grant. Dr. Evans specializes in physical organic chemistry and his doctoral dissertation concerned the study of isotope effects. He serves on the environmental studies and computer users committees on campus.

CHARLES JALETTA, ASSISTANT PROFESSOR
B.A., JOHNS HOPKINS U.

Mr. Jalletta joined the chemistry faculty in the fall of 1972.

... GWILYM E. OWEN, ASSISTANT PROFESSOR
B.S., ANTIOCH COLLEGE; PH.D., SYRACUSE U.

DEPARTMENT OF DANCE

VIRGINIA C. NORTHROP, ASSOCIATE PROFESSOR AND CHAIRMAN
B.A., WILLIAM SMITH COLLEGE; M.A., SARAH LAWRENCE COLLEGE

Mrs. Northrop, a member of the faculty since 1952, has continued her professional study with artists at the Martha Graham School, the Merce Cunningham Studio, the Mary Anthony and Irving Burton Studio, and study at other universities. She is interested in both physiological and psychological aspects of dance therapy.
SUSAN ALEXANDER, INSTRUCTOR
B.A., U. OF CALIFORNIA, SANTA BARBARA; M.A., MILLS COLLEGE
Susan Alexander, who recently spent a summer of intensive study with Merce Cunningham and Company in Berkeley, has performed with the Rona Sande Dance Company at the Long Beach Summer School of Dance, in addition to studying at length with Margaret Jenkins in San Francisco and David Wood in Berkeley. She is most interested in the choreography/performance aspect of dance in hopes of exploring contemporary forms. She spends her free time learning about organic gardening, health food, and nutrition, while continuing her investigations of the minds of Frank Zappa, John Cage, and Buckminster Fuller.

DEPARTMENT OF ECONOMICS

PAUL C. KING, ASSISTANT PROFESSOR AND CHAIRMAN
A.B., M.A., U. OF DETROIT; PH.D., U. OF ILLINOIS
Dr. King has taught at Denison since 1967. A specialist in economic policy, he took part in the GLCA Yugoslav faculty seminar during the summer of 1971. He is a member of the university senate's amendments committee. Dr. King enjoys golf and bridge.

**DANIEL O. FLETCHER, PROFESSOR
A.B., OBERLIN COLLEGE; M.A., PH.D., U. OF MICHIGAN
Dr. Fletcher, who joined the Denison faculty in 1966, is specifically interested in government and business relations. He has taught this subject on four campuses and worked in Washington, D.C., getting practical experience. A member of the university judicial board, Dr. Fletcher is the author of articles dealing with American economic history.

WILLIAM L. HENDERSON
JOHN E. HARRIS PROFESSOR AND ASSISTANT TO THE PRESIDENT
B.S., A.M., PH.D., OHIO STATE U.
Dr. Henderson was appointed assistant to the president in 1970, after serving five years as chairman of the department of economics. He has written extensively on topics ranging from urban economics and black economics to government finance.

LARRY C. LEDEBUR
ASSOCIATE PROFESSOR AND ASSOCIATE DEAN OF STUDENTS
B.A., AUSTIN COLLEGE; M.A., PH.D., FLORIDA STATE U.
Dr. Ledebur, a member of the faculty since 1967, was appointed associate dean of students in 1970. He has co-authored two economics books: Economic Disparity and Urban Economics: Problems and Prospects. His responsibilities in the student personnel area are counseling of upperclassmen and the fraternity system, international student advisor, and liaison officer for the Selective Service and the Veteran's Administration.

WILLIAM K. CHUNG, ASSISTANT PROFESSOR
B.A., NATIONAL TAIWAN U.; M.A., U. OF NEBRASKA; PH.D., NEW SCHOOL FOR SOCIAL RESEARCH
A faculty member since 1965, Dr. Chung recently returned from a year of sabbatical leave at the Brookings Institution where he was a guest scholar, spending the year writing a book. As part of the Brookings project, Dr. Chung spent the months of September and October of 1971 as a visiting research fellow with the Japan Economic Research Center in Tokyo, Japan. Dr. Chung received a commencement award for his doctoral dissertation in recognition of its quality outstanding in the fields of economics, civic affairs, and education.

STANLEY W. HUFF, ASSISTANT PROFESSOR
B.A., KENYON COLLEGE; M.A., PH.D., PRINCETON U.
A former member of the university senate, Dr. Huff has taught at Denison since 1967. Dr. Huff, who recently attended a National Science Foundation Institute in Urban Economics, is currently engaged in writing and research concerning

** on leave second semester, 1972-1973
the functioning of local labor markets, the process of labor market entry for young workers, and selected economic aspects of school busing. He and his wife have served as host family for foreign students and work extensively with foreign students on campus.

RICHARD L. LUCIER, ASSISTANT PROFESSOR
B.A., BELOIT COLLEGE; M.S., PURDUE U.; PH.D., CLAREMONT GRADUATE SCHOOL

During the summer of 1971, Dr. Lucier, a university senator, conducted research on unemployed aerospace workers in Southern California with a grant from the National Science Foundation. He joined the Denison faculty in the fall of that year. During the 1972 January Term, he co-taught a course entitled, "Kibbutzes, Communes, and Utopian Communities—Alternatives to our Technocratic Society."

FRANK L. SLESNICK, ASSISTANT PROFESSOR
B.A., OBERLIN COLLEGE

Mr. Slesnick has been a member of the Denison faculty since 1969. He is currently completing requirements for the Ph.D. degree at the U. of Minnesota. During the 1972 January Term, he co-taught a course, "Kibbutzes, Communes, and other Utopian Communities—Alternatives to our Technocratic Society."

DEPARTMENT OF EDUCATION

THOMAS F. GALLANT, PROFESSOR AND CHAIRMAN
B.A., OHIO WESLEYAN U.; M.ED., U. OF MARYLAND, ED.D., CASE WESTERN RESERVE U.

Dr. Gallant came to Denison in 1965 and has served as chairman of education here since then. During the summer of 1971, he was a member of a student-faculty committee that formulated a proposal designed to restructure Denison's curriculum. He serves as chairman of the teacher education committee and recently conducted research on the 1920-40's Progressive Education Movement and possible parallels in higher education today.

SAMUEL D. SCHAFF, PROFESSOR—REGISTRAR
B.A., DENISON U.; M.A., OHIO STATE U.; ED.D., COLUMBIA U.

Dr. Schaff, a member of the administration and faculty since 1948, was appointed registrar in 1965. He serves students as registrar and counsels upperclassmen as Denison's graduate school counselor. Dr. Schaff serves as chairman of three university committees: the registrar's advisory committee and the faculty premedical and prelaw committees. He is secretary of the Ohio Association of Collegiate Registrars and Admission Officers.

ROBERT B. LILICH, ASSISTANT PROFESSOR
B.A., OBERLIN COLLEGE; M.S., PURDUE U.

Mr. Lilich taught high school physics and mathematics for five years in Pennsylvania and Ohio and was a staff member of Harvard Project Physics for one-and-a-half years before coming to Denison in 1970. He is primarily interested in science teaching, especially activities at the interface between science and other subject areas. His other interests include photography, silk screen printing, marionettes, and bringing more humor to the Denison campus.

DEPARTMENT OF ENGLISH

JOHN N. MILLER, ASSOCIATE PROFESSOR AND CHAIRMAN
A.B., DENISON U.; A.M., PH.D., STANFORD U.

Dr. Miller has taught at Denison since 1962. A sports and symphonic music enthusiast, he recently edited A World of Her Own: Writers and the Feminist Controversy, a volume examining various writers' views toward women. More than seventy of Dr. Miller's poems have appeared in various periodicals. Dr. Miller is vice-chairman of Denison's teaching faculty.
PAUL L. BENNETT, PROFESSOR
B.A., OHIO U.; M.A., HARVARD U.
Paul Bennett is a student of modern and American literature, gardener, orchardist, and inveterate rope-jumper. He has written film scripts for colleges and industry, and publishes poetry, articles, and fiction in various magazines.

DOMINICK P. CONSOLO
PROFESSOR AND CHAIRMAN OF FRESHMAN-SOPHOMORE SEMINARS
B.A., M.A., MIAMI U.; PH.D., U. OF IOWA
A former professional jazz trumpet player. Dr. Consolo has taught at Denison since 1958. He recently was a Fulbright-Hays Lecturer in literature at Tel-Aviv U. in Israel.

LENTHEIL H. DOWNS, PROFESSOR
B.A., TUSCULUM COLLEGE; M.A., PH.D., U. OF IOWA
A member of the faculty since 1947. Dr. Downs has served a term as chairman of the English department. In recent years, he has co-authored two books: A Primer for Playgoers and the soon-to-be-published Contemporary Literature of the Western World.

QUENTIN G. KRAFT, PROFESSOR
A.B., BROWN U.; M.A., PH.D., DUKE U.

NANCY E. LEWIS
PROFESSOR, LORENA WOODROW BURKE CHAIR
A.B., DENISON U.; M.A., DUKE U., PH.D., OHIO STATE U.
A member of the faculty since 1946, Dr. Lewis holds the Lorena Woodrow Burke Chair of English. Her field of academic interest is English literature of the Renaissance and the Seventeenth Century, with special attention on Shakespeare and Milton. Dr. Lewis is the past chairman of the English department, an Emeritus professor, and currently serves on the academic affairs council.

KENNETH B. MARSHALL, PROFESSOR
A.B., M.A., PH.D., U. OF MICHIGAN

TOMMY R. BURKETT, ASSOCIATE PROFESSOR
B.A., M.A., RICE U., PH.D., U. OF KANSAS

RICHARD KRAUS, ASSOCIATE PROFESSOR
A.B., A.M., U. OF MICHIGAN; PH.D., STANFORD U.
A member of the faculty since 1966, Dr. Kraus recently co-edited Student's Choice, an anthology of short fiction. During a leave of absence in 1972, he was a visiting professor of English at Stanford. During that time, he completed a draft of a novel. He works with the Franco-Californian Society, Denison's creative writing honorary society, and enjoys films.

WILLIAM W. NICHOLS
ASSOCIATE PROFESSOR AND ASSOCIATE DEAN OF THE COLLEGE
B.A., PARK COLLEGE; M.A., JOHNS HOPKINS U.; PH.D., U. OF MISSOURI
A slender, bespectacled young man from the Pacific Northwest. Dr. Nichols spends much of his time with autobiography and American literature. As a Danforth Fellow in Black Studies at Yale U. in 1969-70, he concentrates especially on slave narratives; and his courses often reflect his interest in autobiography and oral tradition. To keep himself "alert and relevant," as he often says, he works part-time in the administration and plays a shambolic, aggressively non-competitive game of tennis.

CHARLES J. STONEBURNER, ASSOCIATE PROFESSOR
A.B., DEPAUL U.; B.D., DREW U.; M.A., PH.D., U. OF MICHIGAN
Descendent of early wasp farmers & clergymen in the region, who has lost his sting; former pastoral & campus minister, who is still grass-stained from that droll, bookworm without backbone but with belly-laughter, the guffaws of which are structural & the giggles ornamental, huffoon of buffoonery, clood.
hopping plodder among grasshoppers, dumpy, orotund, pedantic & otherwise stodgy-bearded, black-lad, red-thermos-bearing. Tony Stonewall is a would-be master & servant of language in which human word doubles as divine Word, an interlinear & marginal interpreter of text & context, & a victim of two oxidations—the bright quick fire of Methodism enthusiasm & the slow, dull rust of postromantic modernist irony.

BENJAMIN F. MCKEEVER, ASSISTANT PROFESSOR
B.S., OHIO U.
A Cancerian by birth, Mr. McKeever is married to a Cancerian, Bernadette, who is an assistant dean of students. He and his wife came to Denison in 1971, after he had taught Afro-American literature for two years (1969–71) in the English Department of their Alma Mater. Formerly involved in community action programs in his hometown of Pittsburgh, Mr. McKeever has done graduate work at the U. of Chicago and the Chicago Theological Seminary. Theology and literature as well as Afro-American Studies represent his major academic interests which Mr. McKeever translates into courses treating mythology, folklore, and “multi-ethnic” literature.

PETER B. WAY, ASSISTANT PROFESSOR (OF CLASSICS)
B.A., OBERLIN COLLEGE; M.A., COLUMBIA U.
Mr. Way joined the department of English faculty in the fall of 1972.

ANN K. FITZGERALD, INSTRUCTOR
B.A., M. HOLYOKE COLLEGE; M.A., U. OF WISCONSIN
Ms. Fitzgerald joined the Denison faculty in the fall of 1972 after having been a special assistant in the fine arts library at Ohio State U. and a teaching assistant at the U. of Wisconsin. Her academic interests center on medieval literature and medieval manuscript illumination. She is also interested in the inter-relationship of art and literature in a given period and the teaching and materials of “Women’s Studies” courses.

NANCY A. NOWIK, INSTRUCTOR
A.B., MUNDELEIN COLLEGE; M.A., STANFORD U.
Ms. Nowik taught at Ohio State U. before joining the Denison faculty in 1972. She taught at the U. of Santa Clara before going to Ohio State in 1968 to work on a Henry James dissertation for her doctorate degree. Ms. Nowik enjoys recorders, horses, and biographical and autobiographical writings. She has held Woodrow Wilson and NDEA fellowships.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

RICHARD H. MAHARD, PROFESSOR AND CHAIRMAN
A.B., EASTERN MICHIGAN U.; M.A., PH.D., COLUMBIA U.
Dr. Mahard has served as secretary, vice-president, and chairman of the geology-and geography section of the American Association for the Advancement of Science. In addition to serving the Denison community as a university senator, Dr. Mahard, who came to Denison in 1941, is a member of the Granville Village Council. As village councilman and an active environmentalist, he was chairman of a citizens group which successfully established a Granville Township mosquito abatement district.

CHARLES E. GRAHAM, PROFESSOR
B.S., M.S., WASHINGTON STATE U.; PH.D., U. OF IOWA
A former university senator, Dr. Graham has researched and published articles on the Berne Conglomerate, a rock unit found in central Ohio. A concerned environmentalist, Dr. Graham serves on an advisory solid waste disposal committee to the local county commissioners and accompanied students on a Southeastern Safari during the 1971 January Term. He enjoys white water canoeing, hiking, skin diving, and camping and has been a faculty member since 1953.

**KENNARD B. BORK, ASSOCIATE PROFESSOR
B.A., DEPAUW U.; M.A., PH.D., INDIANA U.
** on leave second semester: 1972-1973
Dr. Bork directed the first two January Terms at Denison in 1971 and 1972. The author of several articles on invertebrate paleontology and reconstruction of ancient environments using statistical analysis of sediments, he has taught at Denison since 1966. His current research focuses upon the history of French geology and he enjoys reading, art history, opera, and baroque music.

ROBERT I. MALCUIT, ASSISTANT PROFESSOR
B.S., M.S., KENT STATE U.
Mr. Malcuit joined the department of geology and geography faculty in the fall of 1972.

DEPARTMENT OF HISTORY

MORTON B. STRATTON, PROFESSOR AND CHAIRMAN
B.A., TUFTS U.; A.M., PH.D., U. OF PENNSYLVANIA
Dr. Stratton, who has taught at Denison since 1943, is currently serving his third term as chairman of the department of history. A recognized Asian scholar, he is listed in "Who's Who in America." Dr. Stratton, who enjoys nature study, gardening, and beekeeping, is a member of Denison’s president’s advisory board.

G. WALLACE CHESSMAN, PROFESSOR, ALUMNI CHAIR
B.A., M.A., PH.D., HARVARD U.
Except for two years of service with the State Department, Dr. Chessman has taught at Denison since 1950. An executive council member of the Ohio Academy of History and a university senator here, Dr. Chessman specializes in Theodore Roosevelt and the Progressive Movement. He has written two books on Roosevelt, the latest being Theodore Roosevelt and the Politics of Power. He is recognized as the university’s historian, having written Denison, The Story of an Ohio College.

NORMAN H. POLLOCK, JR., PROFESSOR
A.B., DENISON U.; A.M., HARVARD U.; PH.D., U. OF PENNSYLVANIA
Dr. Pollock, who has taught at Denison for 24 years, is recognized as an expert in the history of Africa. He is the author of articles and a book about Africa, Nasaland and Northern Rhodesia: Corridor to the North. Dr. Pollock serves on the African Advisory Committee within the Great Lakes Colleges Association, and enjoys out of door activities such as camping, hiking, and bird-watching.

WYNDHAM M. SOUTHGATE, PROFESSOR
B.A., M.A., PH.D., HARVARD U.
Dr. Southgate specializes in Medieval English and Tudor-Stuart History. Upon his release from the Navy as a full commander in 1946, he joined the Denison faculty as assistant professor of History and English. He was chairman of the history department in 1960-63. In 1962, his John Jewel and the Problem of Doctrinal Authority was published.

DAVID S. WATSON, PROFESSOR
B.A., ILLINOIS COLLEGE; PH.D., U. OF CHICAGO
Dr. Watson, who has taught at Denison since 1954, is a university senator. His academic interests are modern British history and European intellectual history. He enjoys reading, dogs, and traveling on freighters. A staunch Yank, he confesses to a severe case of Anglophilia.

CLARKE L. WILHELM
ASSOCIATE PROFESSOR AND ACTING CHAIRMAN, SECOND SEMESTER
B.A., U. OF MINNESOTA; M.A., PH.D., JOHNS HOPKINS U.
Dr. Wilhelm, a member of the faculty since 1962, was a university senator and chaired the senate during its first year in 1971-72. He has edited VIDYA, a journal of the Regional Council for International Education, and was a guest lecturer on American history and the film at the U. of Edinburgh in May, 1971. A member of several committees, Dr. Wilhelm enjoys the film, popular culture, and athletics.

BRUCE E. BIGELOW, ASSISTANT PROFESSOR
B.A., COLLEGE OF WOOSTER; M.A., U. OF CHICAGO

** on leave second semester, 1972-1973
*** on leave all year, 1972-1973
Mr. Bigelow, who has taught here since 1971, is a specialist in Russian and Middle Eastern history. He has been the recipient of NDEA foreign language and Fulbright-Hays foreign study fellowships. Mr. Bigelow served as assistant director of the GLCA urban studies seminar in Yugoslavia during the summers of 1970 and 1972.

WILLIAM C. DENNIS, ASSISTANT PROFESSOR
A.B., EARLHAM COLLEGE; M.A., PH.D., YALE U.

"I think it would be very wicked indeed to do any thing to fit a boy for the modern world."

"It's a short-sighted view, Scott-King."

"There, headmaster, with all respect, I differ from you profoundly. I think it the most long-sighted view it is possible to take."

Evelyn Waugh. Scott-King's Modern Europe

MICHAEL D. GORDON, ASSISTANT PROFESSOR
B.A., M.A., PH.D., U. OF CHICAGO

Dr. Gordon, a history faculty member since 1968, offers courses in Early Modern European history. His particular specialty is Spanish history. A university senator, he served as chairman of the orientation committee in 1971 and is a member of the admissions and financial aid council. He has been secretary of the Denison chapter of the AAUP and enjoys reading trashy spy and adventure thrillers.

JOHN B. KIRBY, ASSISTANT PROFESSOR

"As an undergraduate at the U. of Wisconsin, I came to believe that history was the most meaningful way to learn who we are as a people and what we should do. After too many years of graduate school and various community involvements, I still believe in that premise but with far less certainty."

DONALD G. SCHILLING, ASSISTANT PROFESSOR
B.A., DEPAUW U.; M.A., PH.D., U. OF WISCONSIN

Dr. Schilling has taught at Denison since 1971. In 1969-70, he was a Charles K. Adams fellow and spent the year doing research in Great Britain on educational policy in Kenya from 1894 to 1939. He is particularly interested in developing new teaching methods and techniques.

ROBERT B. TOPLIN, ASSISTANT PROFESSOR
B.S., PENNSYLVANIA STATE U.; M.A., PH.D., RUTGERS U.

A member of the faculty since 1968, Dr. Toplin recently completed writing a book, a study of the abolition of slavery in Brazil and is now working on another volume, a comparative study of the abolition of slavery in this country and Brazil. Work for that and other studies on comparative race relations has been supported by grants from the Ford Foundation, the Denison University Research Foundation, the American Philosophical Society, and the National Endowment for the Humanities. Dr. Toplin, a Latin American specialist and member of the university senate, is also interested in the problem of violence. He recently developed a course, "The Problems of Violence in American History and Culture," and plans to write a book on the subject.

DEPARTMENT OF MATHEMATICS

DANIEL D. BONAR, ASSOCIATE PROFESSOR AND CHAIRMAN
B.S. CHEM. ENG., M.S., WEST VIRGINIA U.; PH.D., OHIO STATE U.

Dr. Bonar is the author of On Circulären Functions, a volumedistributed worldwide, and is listed in American Men of Science and the International Scholars Directory. A past member of the admissions and financial aids council, Dr. Bonar taught at Denison in 1965-67, took a year's leave of absence, and then returned to teaching here in 1969. He is a university senator and member of the priorities council.

ARNOLD GRUDIN, PROFESSOR
B.A., NEW YORK U.; M.A., COLUMBIA U.; PH.D., U. OF COLORADO
ANDREW STERRETT, PROFESSOR
B.S., CARNEGIE INST. OF TECHNOLOGY; M.S., PH.D., U. OF PITTSBURGH
Dr. Sterrett, a member of the faculty since 1953, has been on a leave of absence, working with the Mathematical Association of America’s Committee on the Undergraduate Program in Mathematics (CUPM). In 1971-72, he served as executive director of CUPM after being associate director the previous year. The university senator has co-authored a five volume series, Programmed Calculus, and Linear Systems: An Introduction. He is currently preparing another book on probability with statistical applications.

MARION WETZEL
PROFESSOR. BENJAMIN BARNEY CHAIR OF MATHEMATICS
A.B., CORNELL COLLEGE; M.A., PH.D., NORTHWESTERN U.

W. NEIL PRENTICE, ASSOCIATE PROFESSOR
A.B., MIDDLEBURY COLLEGE; A.M., BROWN U.; PH.D., SYRACUSE U.
Dr. Prentice, a member of the faculty since 1957, served as director of the computer center here in 1964-71. During the winter of the 1971-72 academic year, he was a visiting fellow in the department of computer and information science at Ohio State U.

ZAVEN A. KARIAN, ASSISTANT PROFESSOR
B.A., AMERICAN INTERNATIONAL COLLEGE; M.A., U. OF ILLINOIS; PH.D., OHIO STATE U.
Dr. Karian, a faculty member since 1964, has twice presented papers and once chaired a numbers theory session during meetings of the American Mathematical Society. He is president of the Denison Scientific Association and a member of the Denison International Students Association. He enjoys studying the history of science and mathematics and playing chess and bridge.

CARL F. R. WEIMAN, ASSISTANT PROFESSOR
B.S., YALE U.; M.A., U. OF SOUTH FLORIDA (TAMPA)

DEPARTMENT OF MODERN LANGUAGES

MILTON D. EMONT, PROFESSOR OF FRENCH AND CHAIRMAN
B.A., NEW JERSEY STATE COLLEGE, MONTCLAIR; M.A., MIDDLEBURY COLLEGE; PH.D., U. OF WISCONSIN

F. L. (TED) PRESTON, PROFESSOR OF FRENCH
A.B., OHIO U.; A.M., HARVARD U.; PH.D., OHIO STATE U.
Dr. Preston, a member of the faculty since 1949, teaches French and supervises the language laboratory. He serves as secretary of Phi Beta Kappa and Omicron Delta Kappa, upperclass men’s leadership honorary society and as faculty advisor of Phi Delta Theta fraternity. Dr. Preston, who enjoys traveling, gardening, and photography, is Denison’s faculty representative to the Ohio Athletic Council.

WALTER T. SECOR, PROFESSOR OF FRENCH
A.B., GRINNELL COLLEGE; M.A., PH.D., COLUMBIA U.
Dr. Secor, a member of the Denison faculty since 1940, specializes in French language, literature and civilization. A member of Phi Beta Kappa and listed in Who’s Who in America, he has been extensively involved in study abroad programs such as the Sweet Briar Junior Year in France and the Experiment in International Living. Dr. Secor, who is a faculty marshal, is especially interested in the decentralization of the French Theatre through the Maisons de la Culture and the Centres Dramatiques. He is the author of Paul Bourget and the Nouvelle.

CHARLES W. STEELE, PROFESSOR OF SPANISH
B.A., U. OF MISSOURI; M.A., U. OF CALIFORNIA; PH.D., OHIO STATE U.
Dr. Steele, who has taught at Denison since 1949, recently returned from Cali.
Colection, where he spent a year teaching English at the Universidad del Valle. During recent years, he has led student groups abroad under the Experiment in International Living program, coordinated the language part of Peace Corps summer programs at Denison and Stanford U., and studied in Bogota, Colombia, with the aid of a GLCA summer grant. He is past president of the Ohio Association of Teachers of Spanish and Portuguese.

**JOSEPH R. DE ARMAS, ASSOCIATE PROFESSOR OF SPANISH**
TEACHER’S DIPLOMA, HAVANA NORMAL SCHOOL; E.D.D., PH.D., U. OF HAVANA.

Dr. de Armas teaches Spanish and Latin American Studies and has been a faculty member since 1966. Dr. de Armas taught for 15 years in Havana and directed the “Frank País” School in the Cuban Rebel Army before coming to this country in 1961. He serves as coordinator of the committee for Latin American Studies and teaches Experimental College courses in the dynamics of student revolutions in Latin America, Mexico, and Cuba.

**ARNOLD JOSEPH, ASSOCIATE PROFESSOR OF FRENCH**
B.S., M.A., PH.D., OHIO STATE U.

In addition to teaching French, Dr. Joseph, a member of the faculty since 1963, is director of the January Term. In 1969-70, he headed the Sweet Briar Junior Year in France program. Dr. Joseph is interested in mushrooms, myth, and metaphor and alliteration.

**JOHN D. KESSLER, ASSISTANT PROFESSOR OF GERMAN**
B.A., OHIO WESLEYAN U.; M.A., PH.D., U. OF TEXAS.

A member of the faculty since 1969, Dr. Kessler is a university senator. A specialist in German literature, Dr. Kessler, received a Fund Foundation grant in the summer of 1971 to study in Nurnberg, Germany. He enjoys music of many sorts and a work he translated has been published in Dimension, a journal of contemporary German arts and letters.

**FRANKLIN PROANO, ASSISTANT PROFESSOR OF SPANISH**
B.A. CLASSIC LOYOLA COLLEGE ECUADOR; M.A., LIC. HUMANITIES, LIC. PHIL., PH.D., CATHOLIC U. OF QUITO (ECUADOR); PH.D., OHIO STATE U.

Dr. Proano, a member of the faculty since 1967, has studied in 10 universities in this country and in South America. He completed his undergraduate studies in mathematics but then changed to literature and philosophy, in graduate school. For 10 years, he was a mountaineer and climber with the “Club Los Andes” and “Nuevos Horizontes.” Dr. Proano, who has traveled throughout South and Central America, enjoys the study of comparative religions.

**ILSE WINTER, ASSISTANT PROFESSOR OF GERMAN**
DIPLOMA, U. OF KIEL (GERMANY); M.A., PH.D., RUTGERS U.

Dr. Winter taught in West Germany and at Rutgers U. before coming to Denison in 1967. A native and citizen of Germany, Dr. Winter specializes in modern German literature.

**VITALY WOYL, ASSISTANT PROFESSOR OF RUSSIAN**
B.A., MISSISSIPPI STATE U.; M.A., OHIO STATE U.

**MARIE-FRANCE BACHELLERIE, INSTRUCTOR OF FRENCH**
LICENSE, U. OF CLERMONT-FERRAND; MAITRISE, CAPES, U. OF AIX EN PROVENCE.


**DAGMAR G. TAUDIEN, INSTRUCTOR OF SPANISH**
B.A., WRIGHT STATE U.; M.A., U. OF WISCONSIN.

A member of the faculty since 1970, Ms. Taudien teaches Spanish. During recent January Terms, she has accompanied students to Madrid and Mexico. She enjoys riding, theatre, and playing the piano.

***On leave all year, 1973-74***
DEPARTMENT OF MUSIC

R. LEE BOSTIAN, PROFESSOR AND CHAIRMAN
B.A., M.A., PH.D., U. OF NORTH CAROLINA

Dr. Bostian has headed the department of music since coming to Denison in 1966. A musicologist with special interest in 18th century Italian opera and symphony and in 20th century music, Dr. Bostian has taught courses for the general student in contemporary music and in interdepartmental studies (e.g., Creativity and Madness). He was coordinator of the arts in 1970-72 and directed the forming of the Events in the Arts series.

FRANK J. BELLINO, PROFESSOR
B.F.A., OHIO U.; MUS.M., EASTMAN SCHOOL OF MUSIC

Mr. Bellino, a member of the faculty since 1958, teaches the violin and the viola and is principal violist with the Columbus Symphony Orchestra. He directs the Denison String Orchestra and the Licking County Symphony Orchestra. A member of the faculty chamber music trio, he directed the Italian Arts Festival here in 1971. Mr. Bellino, who was a Fulbright scholar at St. Cecilia Conservatory in Rome, specializes in the research and performance of the viola d’amore.

GEORGE R. HUNTER
PROFESSOR AND ACTING CHAIRMAN, FIRST SEMESTER

Mr. Hunter, who teaches brass and woodwind instruments, has been on the Denison faculty since 1954. A member of the Licking County Symphony Orchestra, he has composed a number of choral and band pieces and conducts the Denison Concert Band. Among Mr. Hunter’s interests are Germanic Culture, 18th Century Pennsylvania History, and World War I aircraft. He served as chairman of the music department in 1964-66.

ECBERT W. FISCHER, ASSOCIATE PROFESSOR
A.B., HARVARD U.; M.A., CASE WESTERN RESERVE U.

Mr. Fischer, whose main interest is in performance, studied piano with Leonard Shure in Boston, New York, and Cleveland, where he was his assistant for two years. His other interests include musical analysis, the aesthetics of music, psychoacoustics, psycho-physiology, and the physiology of piano technique. In addition to being a faithful jogger, Mr. Fischer has a passion for camping, snorkeling, mountain hiking, and river floating in northwestern Montana, his native state.

WILLIAM OSBORNE, ASSOCIATE PROFESSOR
MUS.B., MUS.M., A.MUS.D., U. OF MICHIGAN

Dr. Osborne, a member of the faculty since 1961, is the university organist and director of choral activities at Denison. He has directed the Denison Singers, a highly-acclaimed mixed chorus, since he formed the group in 1961. Aside from the U. of Michigan, he has studied at the Berkshire Music Center, Lenox, Mass., and the American Conservatory in Fontainebleau, France.

ECCOT D. BORISHANSKY, ASSISTANT PROFESSOR
B.A., QUEENS COLLEGE; M.A., COLUMBIA U.; A.MUS.D., U. OF MICHIGAN

A former Fulbright Scholar in music competition, Dr. Borishansky has taught at Denison since 1968. Dr. Borishansky has created several music compositions and orchestrations such as the New York Philharmonic have performed his work. The Denison Singers, the university’s mixed choral group, has sung many of his compositions and Dr. William Osborne, university organist, recently performed Dr. Borishansky’s first organ composition. The Advance record company has recorded clarinet pieces he composed.

MARJORIE CHAN, ASSISTANT PROFESSOR
B.MUS., OBERLIN COLLEGE; M.MUS., INDIANA U.; D.M.A., U. OF SOUTHERN CALIFORNIA

HERMAN W. LARSON, ASSISTANT PROFESSOR
A.B., AUGUSTANA COLLEGE (S.D.)

Mr. Larson, a member of the faculty since 1944, has done graduate work at
the American Conservatory of Music in Chicago. He is the director of the Denison opera workshop and serves as an adjudicator for the Ohio Music Educators Association. The tenor soloist at Columbus' First Congregational Church, Mr. Larson has directed three glee clubs and choizes in the area for several years.

GABOR NEUMANN, ASSISTANT PROFESSOR
DIPLOMA, BARTOK (HUNGARY) CONSERVATORY; B.S., M.S., JUILLIARD SCHOOL OF MUSIC.

DEPARTMENT OF PHILOSOPHY

RONALD E. SANTONI, PROFESSOR AND CHAIRMAN
B.A., BISHOP'S U.; M.A., BROWN U.; PH.D., BOSTON U.
Dr. Santoni, a pacifist and frequent contributor to professional journals, has taught at Denison since 1964. He was recently elected a post-doctoral fellow of the Society for Religion in Higher Education and was one of 28 scholars invited to the May, 1972 National Conference on Culture and Crisis, dealing with recent writings of Michael Polanyi. Dr. Santoni's academic interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has written more than 50 articles and book reviews. Active in civil rights, peace, and anti-war activities, Dr. Santoni is on the National Executive Committee of the Episcopal Peace Fellowship. The father of five daughters and a son, he says he spends a lot of time "chasing girls."

MAYLON H. HEPP, PROFESSOR, MARIA TERESA BARNEY CHAIR
A.B., M.A., OBERLIN COLLEGE; PH.D., BROWN U.

DAVID A. GOLDBLATT, ASSISTANT PROFESSOR
B.A., BROOKLYN COLLEGE; PH.D., U. OF PENNSYLVANIA
Dr. Goldblatt, who has taught at Denison since 1966, has served on the university senate and the academic affairs council. He is currently co-editing a book on the philosophy of the Black Revolution with fellow faculty member, Dr. Ronald Santoni. Dr. Goldblatt has studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison. Dr. Goldblatt, whose interests range from film and painting to literature and sports, has filmed a quasi-documentary, somewhat facetious statement of life at Denison which depicted the search of a frustrated student revolutionary, a naive assistant professor, and a flailing Denison woman. His philosophical interests have been Wittgensteinian-oriented.

ANTHONY J. LISSKA, ASSISTANT PROFESSOR
A.B., PROVIDENCE COLLEGE; M.A., ST. STEPHEN'S COLLEGE; PH.D., OHIO STATE U.
Dr. Lisska's primary academic interest centers around medieval philosophy. His interest is in evaluating medieval philosophy and explaining its issues so the contemporary analytic philosopher can understand the medievals. He has received a Ford Foundation Grant to complete work on his book, Thomas Aquinas' Theory of Perception. He is a member of the registrar's advisory committee.

PETER J. MC CORMICK, ASSISTANT PROFESSOR
A.B., FORDHAM COLLEGE; M.A., COLUMBIA U.; PH.D., HARVARD U.
Dr. McCormick was a Fullbright Scholar and then taught for a year at the U. of Notre Dame before coming to Denison in 1972. Dr. McCormick's areas of academic interest include recent continental philosophy, Greek philosophy, German idealism, philosophy and literature, and continental political philosophy. He has done part-doctoral work at the U. of Heidelberg in Germany.

JOAN STRAUMANIS, ASSISTANT PROFESSOR
B.A., ANTOCH COLLEGE
With ties to both mathematics and philosophy, Ms. Straumanis likes to think of herself as a messenger between the "two cultures": the sciences and the humanities. Her special pitch is to defend the compatibility of rationality and passionate concern to those who are losing faith in one or the other. Being a woman, married, and mother of three children, she devotes much attention...
in her personal and professional life to the problems of women, and advocates analysis and revision of the social roles of both men and women. She is a university senator and member of the campus affairs council.

DEPARTMENT OF PHYSICAL EDUCATION

NATALIE SHEPARD
PROFESSOR AND CHAIRMAN OF THE EXECUTIVE BOARD
B.S., ALFRED U.; M.A., COLUMBIA U.; E.D.D., NEW YORK U.
Dr. Shepard, who joined the faculty in 1950 as chairman of women’s physical education, has been active on many university committees: student-faculty, president’s advisory, AAUP, and governance. She is past president and executive board member of physical education for college women at the state and regional levels; panel member and speaker at state, regional, and national conferences; and author of a physical education textbook. She is enthusiastic about the merger of the men and women’s physical education departments and currently serves as chairman of the Denison teaching faculty.

ROY SEILS
PROFESSOR AND DIRECTOR OF INTERCOLLEGIATE ATHLETICS FOR MEN
B.A., DENISON U.; ED.M., E.D.D., BOSTON U.
Dr. Seils, a faculty member since 1963, coaches Denison’s cross-country and golf teams in addition to being athletic director. He is an AAHPER fellow and past fellow of the College of Sports Medicine. He has also directed Peace Corps training programs and was division director at the U. of Texas at El Paso before returning to his alma mater.

MATTIE E. ROSS
ASSOCIATE PROFESSOR AND DIRECTOR OF THE OFF-CAMPUS EXPERIENCE
B.S. ED., CENTRAL MISSOURI STATE COLLEGE; ED.M., U. OF MISSOURI; PH.D., OHIO STATE U.
Dr. Ross, a member of the faculty since 1952, is a university senator and serves on the Granville Recreation Commission. She is an avid camper and white water canoeist. During the 1971 and 1972 January Terms, she accompanied groups of students on “Southeastern Safaris” through the southeast section of the country.

ELIZABETH C. VAN HORN
ASSOCIATE PROFESSOR AND DIRECTOR OF INTERCOLLEGIATE SPORTS FOR WOMEN
B.S.ED., MIAMI U.; M.S. WELLESLEY COLLEGE; PH.D., OHIO STATE U.
Dr. VanHorn, a member of the faculty since 1953, is a commissioner in the State of Ohio Commission of Intercollegiate Sports for Women. She is very active in a local church; has traveled around the world; and serves as an alternate to the academic affairs council. Dr. VanHorn has twice offered January Term courses in learning to play bridge and chess.

THEODORE H. BARCLAY
ASSISTANT PROFESSOR AND DIRECTOR OF THE MAJOR PROGRAM
B.S.E.D., OHIO STATE U.; ED.M., KENT STATE U.
Mr. Barclay joined the faculty in 1962 as varsity swimming and soccer coach and administrator of Gregory Pool. He teaches mainly aquatic courses such as scuba diving and water safety instruction. His soccer teams have won the NCAA Midwest Regional championship three times since 1962 and his swimming teams have finished not lower than second place in the OAC since 1965. He holds the rank of Commander in the Naval Air Reserve and claims to be the third best handball player at Denison.

GEORGE A. BELU, ASSISTANT PROFESSOR
B.ED., M.S.ED., OHIO U.
Mr. Belu, a member of the faculty since 1968, is head coach of Denison’s tennis team and assists coaching the football and basketball teams.
DALE S. GOOGINS, ASSISTANT PROFESSOR
B.S., M.E.D., BOWLING GREEN STATE U.

Mr. Googins, a member of the faculty since 1962, is the trainer for all athletic teams at Denison. A guest lecturer at several coach and trainer clinics, Mr. Googins is currently president of the Great Lakes Athletic Trainers Association, after having served as secretary-treasurer and vice-president of that group. The recipient of a Denison University research grant, he was a 1968 national winner in a protective equipment design contest.

KEITH W. PIPER
ASSISTANT PROFESSOR AND DIRECTOR OF THE ACTIVITY COURSES
A.B., BALDWIN-WALLACE COLLEGE; M.A., CASE WESTERN RESERVE U.

RICHARD S. SCOTT
ASSISTANT PROFESSOR AND CO-DIRECTOR OF THE RECREATION PROGRAM
B.S., PENNSYLVANIA MILITARY COLLEGE; E.D.M., U. OF PITTSBURGH

A member of the faculty since 1958, Mr. Scott is head coach of Denison's basketball team and serves as director of intramurals. He enjoys fishing and hunting.

ROBERT L. SHANNON, ASSISTANT PROFESSOR
B.A., DENISON U.; M.A., OHIO STATE U.

Mr. Shannon, who has taught here since 1954, is head track coach and assistant football coach. He is dean of the Ohio Athletic Conference's track coaches and chairman of that group's track committee. He has held a Fulbright lectureship at the U. of Baghdad, Iraq, and serves as a deacon in a Granville church.

FERRIS THOMSEN, JR., ASSISTANT PROFESSOR
B.S., U. OF PENNSYLVANIA

Mr. Thomsen is head coach of Denison's lacrosse and wrestling teams and an assistant football coach. He has been a Denison faculty member since 1965 and currently serves on the campus affairs council. During the 1972 January Term, he took the lacrosse team to England where they faced an impressive slate of British teams.

DEPARTMENT OF PHYSICS AND ASTRONOMY

RODERICK M. GRANT, ASSOCIATE PROFESSOR AND CHAIRMAN
B.S., DENISON U.; M.S., PH.D., U. OF WISCONSIN

Dr. Grant, a physics faculty member since 1965, is a university senator. His research centers on solid state, with applications in medical physics. Dr. Grant is the creator of a multimedia light show, entitled "Physics is Fun," which blends art, music, and physics in an attempt to show the unity of some concepts of physics. He is active in audiovisual work at Denison as well as nationally, and presented a paper on some of his work at the 1972 American Association of Physics Teachers National Convention.

F. TREVOR GAMBLE, PROFESSOR AND DEAN OF STUDENTS
A.B., COLGATE U.; M.A., PH.D., U. OF CONNECTICUT

Dr. Gamble's research has centered on solid state physics and electron spin resonance which has provided the basis for four scientific publications. He has, for a number of years, served as a consultant to the Columbus Laboratories, Battelle Memorial Institute. He is a member of the campus affairs council and
the admissions and financial aid council. He enjoys sailing, flying, astronomy, and international affairs.

SAMUEL C. WHEELER, JR.
PROFESSOR, HENRY CHISHOLM CHAIR OF PHYSICS
A.B., MIAMI U.; M.S., U. OF ILLINOIS; PH.D., OHIO STATE U.
A member of the faculty since 1948, Dr. Wheeler is a university senator and represents Denison on the GLCA academic council. Dr. Wheeler has served as a program director and a consultant with the National Science Foundation and held a science faculty fellowship from that organization. A member of Phi Beta Kappa, Sigma Xi, as well as professional societies in physics and astronomy, he was chairman of the department of physics and astronomy in 1960-70 and is currently an examiner for the North Central Association’s Commission on Higher Education, an educational accreditation agency.

JEFFREY S. JALBERT
ASSOCIATE PROFESSOR AND DIRECTOR OF COMPUTER CENTER
B.A., FAIRFIELD U.; PH.D., VIRGINIA POLYTECHNIC INSTITUTE

LEE E. LARSON, ASSOCIATE PROFESSOR
B.S., BATES COLLEGE; M.A., DARTMOUTH COLLEGE; PH.D., U. OF NEW HAMPSHIRE
Dr. Larson has served as coordinator of environmental studies at Denison. Dr. Larson, who has taught here since 1966, is a member of the priorities council and the medical technology education committee. He enjoys hiking, canoeing, and astronomy, and is assistant chief of the Granville Volunteer Fire Department.

RONALD R. WINTERS, ASSOCIATE PROFESSOR
B.A. KING COLLEGE; PH.D., VIRGINIA POLYTECHNIC INSTITUTE
Dr. Winters, a member of the faculty since 1966, was recently on a year’s leave at the Oak Ridge National Laboratory. His research centered on neutron-capture cross-section measurements in the lead and tellurium isotopes, utilizing Oak Ridge’s linear electron accelerator. Dr. Winters, a university senator, coaches a grade school basketball team and once offered a January Term course in auto mechanics for women.

MICHAEL E. MICKELSON, ASSISTANT PROFESSOR
B.S., PH.D., OHIO STATE UNIV.
Dr. Mickelson received a $22,000 grant from the Research Corporation in 1971 for research in molecular spectroscopy. He is presently doing research in molecular structure relating to astrophysical, environmental, and theoretical problems. He has served as director of a National Science Foundation Summer Undergraduate Research Participation Grant in Physics and regularly directs student research during the summer and academic year. A sailboat racing enthusiast, he is a member of the North American Yacht Racing Union and serves as secretary at a nearby yacht club.

DEPARTMENT OF POLITICAL SCIENCE

WILLIAM J. BISHOP, ASSISTANT PROFESSOR AND CHAIRMAN
B.A., M.A., PH.D., NORTHWESTERN U.
A member of the faculty since 1967, Dr. Bishop is a university senator. His academic interests center on comparative politics, political elites and leadership in industrial states, and politics in the Soviet Union and East Central Europe with an emphasis upon planning and the dynamics of change.

ROY D. MOREY, ASSOCIATE PROFESSOR
B.A., NORTHERN ARIZONA U.; M.A., PH.D., U. OF ARIZONA

EMMETT H. BUELL, JR., ASSISTANT PROFESSOR
B.A., M.A., LOUISIANA STATE U.; PH.D., VANDERBILT U.
Dr. Buell, who joined the Denison faculty in 1969, offers coursework in the fields of urban politics and American political behavior. He received support

*** on leave at year, 1972-1973
from the American Political Science Association, the Ford Foundation, and the Urban and Regional Center at Vanderbilt for research on the political roles of anti-poverty program decision-makers. He is the campus representative of the GLCA Philadelphia Urban Semester Program and is engaged in research on 1972 presidential election and political roles. He was a participant in the summer 1972 GLCA Yugoslav Urban Program.

RONALD H. CLARK, ASSISTANT PROFESSOR
A.B. U. OF CALIFORNIA RIVERSIDE; M.A., PH.D. U. OF CALIFORNIA, SANTA BARBARA
Dr. Clark is a refugee from Southern California interested in the role of social science in studying law. He was a Woodrow Wilson Dissertation Fellow in 1969 and spent the summer of 1971 on a post-doctoral grant at the Interuniversity Consortium for Political Research at the U. of Michigan. In addition to serving on the prelegal studies committee, he represents the department of political science on the environmental studies committee. He is also a visiting assistant professor at Ohio State U. and enjoys amateur ham radio.

STEPHEN E. FRANTZICH, ASSISTANT PROFESSOR
B.A., HAMLIN U.; M.A., PH.D. U. OF MINNESOTA
Dr. Frantzich, who has held Ford Foundation and Rotary fellowships, has the distinction of being the youngest person ever elected to the board of trustees of Hamline U. He enjoys traveling, having been around the world twice and living in Japan and the Philippines. Among Dr. Frantzich’s interests is collecting political campaign buttons.

DENNIS M. SHERMAN, ASSISTANT PROFESSOR
B.S., U. OF WISCONSIN; M.A., U. OF MASSACHUSETTS
A faculty member since 1971, Mr. Sherman’s academic interests include American foreign policy and national security policy. Mr. Sherman is currently writing about Congress and its role in foreign policy for future publication. He is a candidate for the Ph.D. degree at the U. of Wisconsin at Madison.

JULES STEINBERG, ASSISTANT PROFESSOR
A.B., U. OF CALIFORNIA, BERKELEY; M.A., U. OF WISCONSIN
Mr. Steinberg joined the political science faculty in the fall of 1972.

DEPARTMENT OF PSYCHOLOGY

GORDON M. KIMBRELL
ASSISTANT PROFESSOR AND CHAIRMAN AND COORDINATOR OF THE SCIENCES
A.B., PH.D. U. OF TENNESSEE
Dr. Kimbrell, who has taught at Denison since 1967, is chairman of the university judicial board. The author of several articles, Dr. Kimbrell is currently writing in the area of psychological aspects of obesity, a subject he has based January Term courses on. His academic and research interests also center on the comparative, ethological, and physiological analysis of behavior, with current projects involving the experimental analysis of the behavior of starlings and an evaluation of the behavioral characteristics associated with early-onset obesity in laboratory rats.

IRVIN S. WOLF, PROFESSOR
A.B. MANCHESTER COLLEGE; M.A., PH.D. INDIANA U.
Dr. Wolf, a member of the faculty since 1954, served as chairman of the psychology department in 1954-70. He has written several articles and co-authored Program on the Teaching of Psychology in the Secondary School and is a member of several psychological and scientific associations. In addition to his teaching duties, Dr. Wolf is editor of "The Psychological Record," managing editor of the "Journal of the Scientific Laboratories," and consulting editor of "The Behavioral Science Teacher."

ROBERT J. AUGE, ASSISTANT PROFESSOR
B.A., U. OF COLORADO
Mr. Auge joined the psychology department faculty in the fall of 1972.

JAMES S. KNIFE, ASSISTANT PROFESSOR
B.A., LAWRENCE COLLEGE; M.A., U. OF ILLINOIS
Mr. Knipe joined the psychology department faculty in the fall of 1972.

ROY L. KRUEGER, ASSISTANT PROFESSOR
B.B.A., U. OF WISCONSIN; PH.D., U. OF TENNESSEE

CHARLES J. MORRIS, ASSISTANT PROFESSOR
B.S., DENISON U.; M.A., PH.D., U. OF MISSOURI

ALLEN L. PARCHEM, ASSISTANT PROFESSOR
B.A., MACALESTER COLLEGE; M.A., U. OF VERMONT

Mr. Parmhem joined the psychology department faculty in the fall of 1972.

SAMUEL J. THIOS, ASSISTANT PROFESSOR
B.A., WAKE FOREST U.; M.A., U. OF RICHMOND; PH.D., U. OF VIRGINIA

Dr. Thios taught at the U. of Virginia before coming to Denison in the fall of 1972. A member of the Society of Sigma Xi, Dr. Thios specializes in human learning, memory, and cognitive processes. He has held an NDEA Title IV fellowship.

ESTHER THORSON, ASSISTANT PROFESSOR
B.A., MACALESTER COLLEGE

Ms. Thorson teaches social and perceptual psychology. She is currently doing research in the development of politically socialized behaviors in children and in perceptual-processing differences in good and poor readers. Ms. Thorson is also interested in the possibilities for mathematical or other types of formal modeling and simulating in the social sciences in general.

DONALD G. TRITT
LECTURER AND DIRECTOR OF THE PSYCHOLOGICAL CLINIC
B.S., OHIO STATE U.; PH.D., U. OF CHICAGO

Dr. Tritt, a teaching member of the faculty since 1959, has directed the Psychological Clinic at Denison since 1964. A member of the Society of Sigma Xi and the American Academy of Psychotherapists, Dr. Tritt serves on the campus affairs council, teaches the theories of personality course, and directs the summer program in cross-cultural psychology. He is interested in 24 hour per day learning and living environments, providing opportunities for personal growth, numismatics, and backpacking. During the 1972 January Term, he and Dr. William Nichols co-offered a psychologically-based course in autobiography.

DEPARTMENT OF RELIGION

JAMES I. MARTIN, PROFESSOR AND CHAIRMAN
B.A., OKLAHOMA CITY U.; B.D., PH.D., YALE U.

A member and chairman of the university senate, Dr. Martin has taught at Denison since 1957. He spent a post-doctoral year at Cambridge U. in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in South Indian Hinduism, has visited that country twice on sabbatical leaves to do field research on Hindu temples, festivals, and practices.

WALTER EISENBEIS, PROFESSOR
STAATSEXAMEN, PAEDAGOGISCHE AKADEMIE WUPPERTAL (GERMANY); PH.D., U. OF CHICAGO

A member of the faculty since 1961, Dr. Eisenbeis is the author of Die Wurzel shalem im Alten Testament. He concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the International Organization of Septuagint and Cognate Studies and the Society of Biblical Literature and other learned societies. He enjoys travel, archaeology, and music.

LEE O. SCOTT, PROFESSOR
B.A., OCCIDENTAL COLLEGE; B.D., UNION THEOLOGICAL SEMINARY; PH.D., YALE U.
Dr. Scott, a member of the faculty since 1952, is a Californian who wandered into Ohio 20 years ago and stayed in spite of the weather. A member of the president's advisory council and the academic affairs council, Dr. Scott's areas of academic interest center on contemporary theology and Christian ethics, as well as ethical decisions in simulation games. Dr. Scott, who has done post-doctoral work at Edinburgh, Harvard, and Oxford, enjoys traveling, camping, and reading Natural Law. He is chairman of core studies in philosophy and religion.

DAVID A. GIBBONS
ASSISTANT PROFESSOR AND ASSOCIATE DEAN OF STUDENTS
A.B., OBERLIN COLLEGE; B.D., S.T.M., YALE U.

A member of the faculty since 1961, Rev. Gibbons is a university senator and chairman of the admissions and financial aid council. As associate dean of student affairs, his responsibilities include freshman students, orientation, and off-campus study. He is chairman of the board of deacons of Granville's Baptist Church and serves on the board of directors of Licking County's Mental Health and Big Brother associations. His main academic interest is philosophical theology. He enjoys tennis, paddlesail, group dynamics, and travel.

DAVID O. WOODYARD
ASSISTANT PROFESSOR AND DEAN OF THE CHAPEL
B.A., DENISON U.; B.D., UNION THEOLOGICAL SEMINARY; S.T.M., OBERLIN GRADUATE SCHOOL OF THEOLOGY

In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of four books, the latest being a consideration of political theology entitled Beyond Cynicism: The Practice of Hope.

DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY

IRVING E. MITCHELL, PROFESSOR AND CHAIRMAN
A.B., GORDON COLLEGE, M.A., U. OF NEW HAMPSHIRE; PH.D., BOSTON U.

Dr. Mitchell, a member of the faculty since 1949, is currently serving his third term as chairman of the department of sociology and anthropology. He specializes in criminology, specifically, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairman of the Moundbuilders Guidance Center in 1958-69. Dr. Mitchell, who is listed in Who's Who in America, enjoys boating and is a member of the U.S. Power Squadron.

CLAIBURNE B. THORPE, PROFESSOR
A.B., M.A., NORTH CAROLINA CENTRAL U.; PH.D., NEW SCHOOL FOR SOCIAL RESEARCH

Dr. Thorpe, who has taught at Denison since 1970, is the author of several articles and is currently working on two textbook manuscripts. Together with fellow sociology faculty member Alfred Bradshaw, he has directed two unique surveys: one dealing with local resident feeling about the development of Granville and the other being the first detailed study of Amtrak railroad passenger service, compiled during the 1972 January Term. Dr. Thorpe is interested in classical and jazz music, several sports, and fishing.

DONALD M. VAIDES, PROFESSOR
B.A., NEW JERSEY STATE COLLEGE, MONTCLAIR; M.A., GEORGE PEABODY COLLEGE; PH.D., OHIO STATE U.

A member of the Denison faculty since 1951, Dr. Vaides is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairman of the department. The former Denison wrestling coach has accompanied students to various Mexican archaeology sites during the past two January Terms. Although he plays a "poor but enthusiastic" game of tennis, his favorite activity is sailing.
ALFRED D. BRADSHAW, ASSISTANT PROFESSOR
A.B., M.A., SYRACUSE U.
A member of the faculty since 1968, Mr. Bradshaw has developed a unique course in suicide, one of the few offered in this country. The course, offered for the first time in the fall of 1971, examines the sociological, psychological, psychoanalytic, and other theoretical approaches to suicide. A self-confessed "train nut," Mr. Bradshaw co-offered a 1971 January Term course, "To Hell in a Day Coach," which involved a 3,000 mile Amtrak railroad trip. Together with fellow sociology faculty member Clairburne B. Thorpe, he has directed two unique surveys: one dealing with local resident feeling about the development of Granville and the other being the first detailed study of Amtrak railroad passenger service, compiled during the 1972 January Term.

CHARLES L. COLE, ASSISTANT PROFESSOR
B.A., TEXAS WESLEYAN COLLEGE; M.A., TEXAS CHRISTIAN U.
Mr. Cole joined the Denison faculty in the fall of 1972. He specializes in marriage and the family, social psychology, sociological theory, and methodology. The author of several papers and articles, Mr. Cole is currently writing a book on courtship and marriage in American society.

FELICITAS D. GOODMAN, ASSISTANT PROFESSOR
DIPLOMA, U. OF HEIDELBERG (GERMANY); M.A., PH.D., OHIO STATE U.
Born and raised in Hungary, Dr. Goodman has taught at Denison since 1968. She has written a book and several articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

DAVID L. POTTER, ASSISTANT PROFESSOR
B.A., AMHERST COLLEGE; M.A., SYRACUSE U.
Mr. Potter joined the Denison faculty in 1972 after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research.

DEPARTMENT OF SPEECH COMMUNICATION

BRUCE R. MARKGRAF, PROFESSOR AND CHAIRMAN
B.S., M.S., PH.D., U. OF WISCONSIN—MADISON
Teacher, playwright, reviewer, confidant, all-around good egg. Peace.

WILLIAM R. DRESSER, PROFESSOR
B.A., DENISON U.; M.A., PH.D., NORTHWESTERN U.
Dr. Dresser is a member and vice-chairman of the university senate and coach of Denison's intercollegiate debating teams. In 1970, he co-edited Dimensions of Meaning, with S. I. Hayakawa. Dr. Dresser has taught at Denison since 1960.

WILLIAM L. HALL, ASSISTANT PROFESSOR
B.A., M.A., WEST VIRGINIA U.
Mr. Hall has worked in sales, radio broadcasting, and edited an industrial organ, in addition to teaching. Before coming to Denison in 1954, he had taught at several colleges and military installations. A conservative, Mr. Hall's chief area of academic interest is speech science and communications. He enjoys the theatre and music.
DEPARTMENT OF THEATRE
AND FILM

WILLIAM BRASMER, PROFESSOR AND CHAIRMAN
B.S. M.A. NORTHWESTERN U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison in 1948. He was managing director of the Denison Summer Theatre for 18 years. An American theatre historian, Mr. Brasmer is currently writing for the fourth edition of the Oxford Companion to the Theatre and working on a definitive study of Matt Morgan, American illustrator. Co-editor of Black Drama, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts. In addition to his study at Northwestern, Mr. Brasmer, who has a penchant for alliteration and finely-honed adjectives, is concerned with the creative possibility of student talent.

CALVIN L. MORGAN, ASSISTANT PROFESSOR
B.A., DAVIS AND ELKINS COLLEGE, M.A., U. OF WASHINGTON

Mr. Morgan designed more than 20 sets for university, repertory theatre, and festival plays before coming to Denison in 1971. In addition to being technical director of theatre here, he recently was designer for Peter Fonda’s new film, Idaho Transfer. In his spare time, Mr. Morgan designs and builds harpsichords.

PATRICIA RYAN
ASSISTANT PROFESSOR AND COORDINATOR OF THE ARTS
B.A., WESTHAMPTON COLLEGE, M.A., WAYNE STATE U.

A university senator, Ms. Ryan has received grants from the Ford Foundation and the Denison Research Foundation. Since coming to Denison in 1969, Ms. Ryan, a member of several campus committees, has directed four theatre productions: Patience, Rosencrantz and Guildenstern Are Dead, Three Sisters, and Magical Faire. Ms. Ryan, who has three cats, took 21 students to London during the 1972 January Term to survey current British theatre.

**R. ELLIOTT STOUT, ASSISTANT PROFESSOR**
B.A., M.A., PH.D., OHIO STATE U.

Dr. Stout, a member of the faculty since 1966, directs Denison’s film program and advises the Denison Film Society. A film maker, stage director, and actor, Dr. Stout is interested in the history of theatre and cinema, film production, cinematography, and experimental theatre. With a preference for indoor sports and a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis, and opera.

AEROSPACE STUDIES

LT. COL. DONALD K. LAMPE, USAF
PROFESSOR AND CHAIRMAN
B.S. ST. LOUIS U.; M.B.A., MICHIGAN STATE U.

Lt. Col. Lampe recently completed teaching at Capital University and joined the Air Force ROTC staff here in 1972. Prior to that he served a three year tour of duty in Germany and a three year term at the United States Air Force Academy. He has been an adult leader in the Boy Scouts of America and enjoys skiing.

MAJ. RICHARD M. HADDAD, USAF, ASSISTANT PROFESSOR
A.B., WAYNE STATE U.; M.A., GEORGE WASHINGTON U.

A member of the aerospace faculty since 1971, Maj. Haddad is a specialist in the Middle East and Africa. He has served in the Air Force in the Middle East, Europe, and Vietnam. A member of Pi Sigma Alpha, national political science honorary society. Maj. Haddad has contributed articles to two books: Saudi Arabia—Its People, Its Society, and Its Culture and Rivers to the Sea.
CAPT. PAUL R. PRESCOTT, USAF, ASSISTANT PROFESSOR
B.S., BALL STATE U.; M.A.E., INTER-AMERICAN U. OF PUERTO RICO

Capt. Prescott has been a member of the aerospace faculty here since the fall of 1972. His prior military assignments have taken him to South America, the Far East, Europe, and Puerto Rico. While in Puerto Rico, he flew with the 53rd Weather Reconnaissance Squadron as a "Hurricane Hunter" pilot. Besides flying into storms, Capt. Prescott has spent the last four winters flying fog dissipation missions in Germany. He also took part in the weather reconnaissance mission for the Apollo 15 flight.

UNIVERSITY PROFESSOR

NAOMI M. GARRETT, UNIVERSITY PROFESSOR
A.B., BENEDICT COLLEGE; M.A., ATLANTA U.; PH.D., COLUMBIA U.

Dr. Garrett was appointed university professor at Denison in 1972, after having taught 25 years at West Virginia State College. She retired from that college as professor of modern foreign languages. Dr. Garrett specializes in African literature of French and English expression and has published several articles on the literature of the French Caribbean. The recipient of Fulbright, Ford, and Rosenwald fellowships, Dr. Garrett is the author of The Renaissance of Haitian Poetry.

***PARKER E. LICHTENSTEIN, UNIVERSITY PROFESSOR
B.S., M.S., U. OF MASSACHUSETTS; PH.D., INDIANA U.

Dr. Lichtenstein, who came to Denison in 1949, has served as acting president, dean of the college, and chairman of the psychology department. In 1970, he was appointed Denison's first university professor, a unique professorship related to several academic disciplines. He has served on the university senate and been national chairman of the American Conference of Academic Deans. Dr. Lichtenstein is currently on leave at the U. of Redlands to initiate and direct an instructional development program.

RESEARCH PROFESSOR

WILLIAM F. WINDLE, RESEARCH PROFESSOR
B.S., S.C.D., DENISON U.; M.S., PH.D., NORTHWESTERN U.

Dr. Windle returned to his alma mater in 1971 after retiring as research professor emeritus of rehabilitation medicine at New York U. A noted physiology researcher and educator, Dr. Windle has received numerous honors including the Weinstein Award from the United Cerebral Palsy Association and the Albert Lasker Basic Medical Science Award. He is founder and editor-in-chief of "Experimental Neurology" and has authored Textbook of Histology and Physiology of the Fetus. Dr. Windle is currently conducting research on brain damage in newborn infants in a specially-equipped laboratory on campus.

***on leave all year, 1972-1973
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*Ernest C. Brelsford, B.S. — Retired Vice President, TRW, Inc.
4537 Via Esperanza, Hope Ranch Park, Santa Barbara California 93110

P.O. Box 555, Barnstable, Massachusetts 02630

*William P. Huffman, B.S. — Retired
709 Gas and Electric Building, Dayton, Ohio 45402

*Phil G. Mayon, A.B. — Chairman of the Board,
222 S. Riverside Plaza, Suite 1640. G. A. Mayon and Company,
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Stanley C. Pace, B.S., M.S. — Executive Vice President, TRW, Inc.
23535 Euclid Avenue, Cleveland, Ohio 44117

*Norman J. Padelford, Ph.B., A.M., Ph.D., LL.D. — Professor,
6 Ravenscroft Road, Winchester, Mass. 01890
Political Science, Massachusetts Institute of Technology

*Norman F. Smith, B.S. — Retired President,
19901 Van Aken Blvd., Shaker Heights, Ohio 44122

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CLASS II — TERMS EXPIRE JUNE, 1974

John W. Alford, A.B. — President, The Park National
50 North Third Street, Newark, Ohio 41055

3301 Hawthorne Drive, Flint, Michigan 48503
Vice President, General Motors Corporation

J. William Henderson, Jr., B.A., M.B.A., Ph.D. — Consultant,
2471 Sheringham Road, Columbus, Ohio 43220

R. Stanley Laing, B.S., M.B.A. — 245 W. Thrus ton Boulevard, Dayton, Ohio 45419

Mary Estey Nash (Mrs. Arthur L.), B.A. — Vice President,
7 Sheridan Road, Seven Bridges, Chappaqua, New York 10514

John J. O'Neill, B.A. — President, Southgate
P.O. Box 396, Newark, Ohio 43055

George M. Roudebush, Ph.B., L.L.B.— Attorney-at-Law, Roudebush,
915 Williamson Building, Cleveland, Ohio 44114

*Alumnus of Denison
Donald B. Shackelford, B.A., M.B.A. — Chairman of the Board of State Savings Company, c/o 66 East Broad Street, Columbus, Ohio 43215

M. J. Warnock, B.S. — Chairman of the Board, Armstrong Cork Company, Liberty and Mary Streets, Lancaster, Pennsylvania 17604


CLASS III — TERMS EXPIRE JUNE, 1975

Charles G. Ashbrook, Ph. B. — Honorary Chairman, Board of Directors, North American Life Insurance Company, P.O. Box 358, Granville, Ohio 43023

Russell H. Bishop, A.B., B.D., D.D. — Senior Minister, First Baptist Church of Greater Cleveland, 3630 Fairmount Blvd., Shaker Heights, Ohio 44118

William G. Bowen, B.A., Ph.D. — President, Princeton University, 1 Nassau Hall, Princeton University, Princeton, New Jersey 08540

Sumner Canary, Ph.B., J.D., LL.D. — Attorney-at-Law, Arter and Hadden, 1144 Union Commerce Building, Cleveland, Ohio 44115


Richard G. Lugar, B.A., M.A. — Mayor, City of Indianapolis, 2501 City-County Building, Indianapolis, Indiana 46204

Malcolm A. McNiven, B.A., M.S., Ph.D. — Vice President and Manager, Marketing Research, Coca-Cola, U.S.A., P.O. Box 1734, Atlanta, Georgia 30301

Joseph H. Thomas, B.A. — Managing Partner, McDonald & Company, 2100 Central National Bank Building, Cleveland, Ohio 44114

Richard E. Speidel, B.A., LL.B., L.L.M. — Professor of Law, Univ. of Virginia, 22901 West Lehigh, Route 2, Charlottesville, Virginia

Mary Stafford (Miss), B.A. — 817 11th Street, Apt. 6, Hopkins, Minnesota 55343

CLASS IV — ALUMNI-ELECTED TRUSTEES

Loren E. Souers, B.A., J.D. — Attorney-at-Law, Black, McCuskey, Sowers, and Arbaugh, 1200 Herter Bank Building, Canton, Ohio 44702 (Term expires, 1973)

William A. Cornell, B.A. — Vice President and General Manager, Ohio Bell Telephone Company, Room 955, 100 Erieview Plaza, Cleveland, Ohio 44114 (Term expires, 1974)

Joseph E. McMahon, B.A., J.D. — Vice-President, Bedford-Stuyvesant D & S Corporation, 255 W. 18th Street, New York, New York 10011 (Term expires, 1975)


Mary Jane McDonald (Mrs. John C.), B.A. — 695 Snowden Drive, Newark, Ohio 43055 (Term expires, 1977)

Julia L. Lacy (Mrs. Andre B.), B.S. — 5686 N. Pennsylvania Street, Indianapolis, Indiana 46220 (Term expires, 1978)

*Alumnus of Denison
TRUSTEES-EMERITI

Frederick C. Crawford, B.A., M.C.E., D.Eng., LL.D., 1943-71
Honorary Chairman
The Board of TRW, Inc.
23555 Euclid Avenue, Cleveland, Ohio 44117

*Samuel S. Davis, 1954-60, 1961-70
Chairman of the Board,
2321 Ohandaga Drive, Columbus, Ohio 43221
CORCO, Inc.

Chairman, Terminal Tower, Cleveland, Ohio 44113
Board of Directors,
Chesapeake and Ohio R.R. Company

*Alice McCann James (Mrs. Harold A.) B.A., 1938-71
4922 Courville Road, Toledo, Ohio 43623

Everett D. Reese, B.S., LL.D., 1953-71
Chairman of the Board,
100 East Broad Street, Columbus,
Ohio 43216

Retired
57 Pine Crest Road, Newton Centre, Massachusetts 02159

*Thomas R. Shepard, A.B. 1953-72
President, The Shepard Insurance Agency
1230 Fifth Third Bank Building,
Cincinnati, Ohio 45202

*G. Herbert Shorney, B.S., 1929-71
Chairman of the Board,
Carol Stream, Illinois 60188

*Henry S. Stout, B.S., 1942-48, 1949-72
General Agent Emeritus,
Room 704, Gas & Electric Building,
Dayton, Ohio 45402

*Dexter J. Tight, B.S., M.S., 1945-69
Retired
170 Wildwood Way, Woodside, California 94062

*Ford R. Weber, B.S., 1942-70
Retired
4014 Southway Court, Toledo, Ohio 43614

*Alumni of Denison University.

FACULTY EMERITI

Francis C. Bayley, 1946-70
Professor Emeritus of Logic
A.B., Dickinson College; B.D., Drew Univ.; Ph.D., Columbia Univ.

John L. Bjelke, 1975-71
Secretary Emeritus, Denison Ph.B., Denison Univ.; M.A., Columbia Univ.; Society of the Alumni

Edward M. Collins, 1948-69
Professor Emeritus of Chemistry
B.S., A.M., Ph.D., Princeton Univ.
Lionel G. Crocker, 1928-67  Professor Emeritus of Speech
A.B., A.M., Ph.D., Univ. of Michigan; Pd.D., Otterbein
College; L.H.D., Drury College.

Lindley Richard Dean, 1921-67  Professor Emeritus of
Classical Languages
A.B., Dartmouth College;
A.M., Ph.D., Princeton Univ.

Lois E. Engleman (Miss), 1948-64  Librarian Emeritus
B.A., Millikin Univ.; B.S. in L.S., Western Reserve Univ.;
M.S., Columbia Univ.

W. Alfred Everhart, 1920-64  Professor Emeritus of Chemistry
A.B., Miami Univ.; M.S., Lehigh Univ.; Ph.D., Ohio State Univ.

Donald R. Fitch, 1924-66  Registrar Emeritus
Ph.B., M.S., Denison Univ.

Leland J. Gordon, 1931-63  Professor Emeritus of Economics
B.S., A.M., Ph.D., Univ. of Pennsylvania.

James W. Grimes, 1961-70  Professor Emeritus of Visual Arts
B.A., M.F.A., Cornell Univ.; Ph.D., Ohio State Univ.

Elizabeth Hartshorn (Miss), 1957-72  Dean of Women Emeritus
B.S., Connecticut College; M.A., Columbia Univ.;
Ed.D., Univ. of California at Los Angeles

Sue Haury (Miss), 1928-59  Assistant Professor Emeritus of Music
A.B., Denison Univ.

Burt T. Hodges, 1934-65  Treasurer Emeritus
B.S., Denison Univ.; M.A., Univ. of Chicago.

Samuel M. Holton, 1956-66  Assistant Professor Emeritus of Education
B.S., M.S., Denison Univ.

Richard H. Howe, 1920-63  Associate Professor Emeritus of Physics
and Astronomy
B.S., M.S., Denison Univ.

Alfred J. Johnson, 1928-66  Business Manager Emeritus
A.B., Denison Univ.; M.B.A., Harvard Univ.

Horace King, 1931-72  Professor Emeritus of Art
A.B., A.M., Ohio State Univ.

Joseph L. King, 1924-62  Professor Emeritus of English
A.B., L.L.D., Richmond College; A.M., Ph.D., Columbia Univ.

A. Collins Ladner, 1928-53  Assistant Professor Emeritus of Mathematics
A.B., A.M., Brown Univ.

Danner L. Mahood, 1927-66  Associate Professor Emeritus of English
B.S., Davidson College; M.S., Univ. of Virginia.

Charles L. Major, 1931-60  Assistant Professor Emeritus of Education
A.B., A.M., College of William and Mary.

George D. Morgan, 1927-62  Professor Emeritus of Biology
B.S., Denison Univ.; M.S., Univ. of Pittsburgh;
Ph.D., Ohio State Univ.

Ruth A. Outland (Miss), 1941-64  Director Emeritus of Public Information
A.B., Coe College

Conrad E. Ronneberg, 1946-66  Professor Emeritus of Chemistry
B.A., Lawrence Univ.; M.S., Massachusetts Inst. of Technology; 
Ph.D., Univ. of Chicago.

Eleanor O. Shannon (Miss), 1936-65  Associate Professor Emeritus
A.B., Tulane Univ.; A.M., Columbia Univ. of English

Brayton Stark, 1927-61  Associate Professor Emeritus of Music

Cephus L. Stephens, 1949-72  Professor Emeritus of Political Science
B.S., M.A., Ph.D., Ohio State Univ.

Harold H. Titus, 1928-64  Professor Emeritus of Philosophy
A.B., D.Litt., Acadia Univ.; B.D., Colgate Rochester
Divinity School; Ph.D., Univ. of Chicago.

Harry V. Truman, 1948-67  Professor Emeritus of Biology
A.B., Ohio Wesleyan Univ.; A.M., Western Reserve Univ.;
Ph.D., Univ. of Wisconsin.
THE ADMINISTRATIVE STAFF

Joel P. Smith, 1969-
B.A., LL.D., Beloit College; B.A., Oxford Univ.; J.D., Univ. of Wisconsin.

Lola C. Garrity (Mrs. George), 1962-
Administrative Assistant to the President and Secretary to the Board of Trustees

Louis F. Brakeman, 1962-
A.B., Kalamazoo College; M.A., Ph.D., Tufts Univ.

Elizabeth T. Owen (Mrs. Robert), 1957-
Administrative Assistant to the Dean

William L. Henderson, 1960-63, 1965-
B.S., A.M. Ph.D., Ohio State Univ.

William W. Nichols, 1966-
Associate Dean of the College
B.A., Park College; M.A., Johns Hopkins Univ.; Ph.D., Univ. of Missouri.

GENERAL ADMINISTRATION

Samuel D. Schaft, 1948-
Registrar and Graduate School Counselor
A.B., Denison Univ.; M.A., Ohio State Univ.; Ed.D., Columbia Univ.

Larry R. Murdock, 1971-
Assistant Registrar
B.A., Wayneburg College; M.A., Ohio Univ.

David O. Woodyard, 1960-
Dean of Chapel
B.A., Denison Univ.; B.D., Union Theological Seminary;
S.T.M., Oberlin College.

James E. Garmon, 1970-
Associate Dean
B.A., College of the Bible; B.D., Colgate Rochester Divinity School.

Rabbi Bruce Cohen, 1972-
Jewish Rabbi
B.S., Cornell Univ.; B.H.L., Hebrew Union College

Rev. John M. Fulcher, 1972-
Catholic Priest
B.A., St. Charles College

Rev. Theodore Thomas, 1972-
Intern Minister
B.A., St. Charles College; M.A., Xavier Univ.

Lt. Col. Donald K. Lampe, USAF, 1972-
Office-in-charge of AFROTC Detachment
B.S., St. Louis U.;
M.B.A., Michigan State Univ.

Charles B. Maurer, 1971-
Director of Library
B.A., A.M.S., Univ. of Michigan; M.A.,
Ph.D., Northwestern Univ.

Robert J. Watson,
Assistant Librarian
B.S., State Univ. of New York (Buffalo);
M.S., State Univ. of New York (Albany);
M.L.S., State Univ. of New York (Geneeseo).

Josephine P. Moss (Ms.), 1950-
Reference Librarian
A.B., Hiram College;
B.S. in L.S., Case Western Reserve Univ.

Margaret Hanson (Mrs.), 1969-
Assistant Reference Librarian
B.A., Upper Iowa Univ.; M.S. in L.S., Univ. of Kentucky.

Andrew H. Wang, 1969-
Catalog Librarian
B.A., National Cheng Chu Univ. (Taiwan);
M.S. in L.S., Atlanta Univ.

Che Gil Chang, 1971-
Assistant Catalog Librarian
B.A., M.A., Seoul National Univ. (Korea);
M.L.S., George Peabody College

William Brasmer, 1948-
Director of Theatre
B.S., M.A., Northwestern Univ.

Jeffrey S. Jalbert, 1967-
Director, Computer Center
B.A., Fairfield Univ.; Ph.D., Virginia Polytechnic Inst.

To be appointed
Systems Analyst
STUDENT SERVICES

F. Trevor Gamble, 1963- Dean of Students
A.B., Colgate Univ.; M.A., Ph.D., Univ. of Connecticut.

David A. Gibbons, 1961- Associate Dean of Students
A.B., Oberlin College; B.D., S.T.M., Yale Univ.

Larry C. Lebedur, 1967- Associate Dean of Students
B.A., Austin College; M.S., Ph.D., Florida State Univ.

Bernadette McKeeveer (Ms. Benjamin), 1971- Assistant Dean
B.S., Ohio Univ.

L. Lorene Johnson (Ms.), 1971- Assistant Dean of Students
B.A., Kalamazoo College; M.A., Western Michigan Univ.

Donald G. Tritt, 1959- Director of Psychological Clinic
B.S., Ohio State Univ.; Ph.D., Univ. of Chicago.

Roy Seils, 1963- Director of Athletics

Albert W. Davison, Jr., 1965- Administrator of Financial Aid
A.B. Oberlin College; B.D., S.T.M., Yale Univ.

Burton W. Dunfield, 1950- Assistant Dean of Students
B.S., Bates College.

Charlotte F. Weeks (Miss), 1944- Associate Dean of Students
A.B., Denison Univ.; M.A., Columbia Univ.

Gordon H. Condit, 1949-50, 1964- Assistant Director of Admissions
B.A., Denison Univ.; M.A., Case Western Reserve Univ.

L. Bernard Driver, 1970- Assistant Director of Admissions
B.A., Shaw Univ.

Anne D. Fish (Ms.) 1972- Admissions Counselor
B.S., Denison U.

David W. Jevnikar, 1972- Admissions Counselor
B.A., Denison U.

Kathryn A. Kerchner (Ms.) 1972- Admissions Counselor
B.A., Denison U.

STUDENT HEALTH SERVICE

Irving A. Nickerson, 1956-57, 1964- Physician and Administrator of Whisler Hospital
B.A., M.D., Ohio State Univ.

Lawrence A. Dils, 1966- Physician
B.A., Miami Univ.; M.D., Univ. of Cincinnati.

Michael P. Ratterman, 1972- Physician
M.D., Univ. of Michigan

UNIVERSITY RELATIONS

Calvin K. Prine, 1959- Director of University Relations and Development
B.A., Denison Univ.; J.D., Univ. of Pennsylvania.

John G. Fitzpatrick, 1971- Assistant Director of Development

Robert E. Kinney, 1970- Director of Public Information
B.S., Ohio Univ.

Vicki Massy (Ms.), 1971- Assistant Director of Public Information
A.B., Indiana Univ.

Beatrice P. Stephens (Mrs. C.L.), 1947- Director of Alumni Affairs
A.B., Lawrence Univ.

Thomas B. Martin, 1970- Assistant Director of Alumni Affairs
B.A., Denison Univ.
BUSINESS AND FINANCE

J. Leslie Hicks, Jr., 1968-  Director of Business and Finance
B.A., Gettysburg College; M.S., Bucknell Univ.

Peter P. Wieliczko, 1966-  Treasurer
B.S., Babson Inst.

Alice M. Dodsworth (Mrs. Harlan), 1956-  Assistant to the Treasurer

Louis Pelito, 1953-  Controller
B.A., Princeton Univ.; C.P.A.

Doris Kuhn (Mrs. Harold), 1958-  Cashier
Twila Bole (Mrs. Bernard F.), 1972-  Assistant to the Controller
Gwendolyn Williams (Mrs. Franklin), 1949-  Assistant to Controller

William J. Sharp, Jr., 1969-  Director of Physical Plant
B.S.Mech Engr., Drexel Inst. of Technology.

Steven W. Bowman, 1971-  Operations Assistant
B.S., M.B.A., Bowling Green State Univ.

Arthur M. Shumway, 1955-  Chief Security Officer

Herman L. Counts, Jr., 1966-  Director of Purchasing
B.A., Johnson C. Smith Univ.

George J. Campbell, 1970-  Purchasing Agent
B.S., Susquehanna Univ.

Kenneth W. Poole, 1966-  Business Manager
B.A., Univ. of Michigan.

Mollie B. Aber (Mrs.), 1953-  Hostess, Slayer Hall

Raymond A. McKenna, 1955-  Manager of Bookstore
B.A., Brown Univ

Raymond L. Rausch, 1962-  Assistant Manager
B.S., B.S.Ed., Ohio State Univ.

Warren E. Adams, 1971-  Director of Residence Hall Services and Conference Coordinator

Warren J. Copenhefer, 1962-  Recreation Center Manager

James Hendrix, 1969-  Food Service Director
B.A., John Carroll Univ.

Joan Patterson (Mrs. Waldo), 1962-  Manager, Huffman Dining Hall

David Waugh, 1972-  Manager, Curtis Dining Hall
B.A., U. of Pittsburgh
VISITING LECTURERS (PART-TIME)


Marilyn Burgess (Mrs. Philip), 1968-B.S., Denison Univ.

Karolyn Burkett (Mrs. Tommy R.), 1969, 1971-B.A., Univ. of Kansas.

Rabbi Bruce Cohen, 1972- B.S., Comell U.; B.H.L. Hebrew Union College

Judith Doyle (Mrs. Richard R.), 1972- A.B. Mt. Holyoke College; M.S., Ph.D., U. of Michigan

Marietta G. Emont (Mrs. M.D.), 1958- B.A., M.A., Univ. of Wisconsin.

Margaret I. Hunt (Ms.), 1972- B.F.A., Ohio State U.; M.Ed., Temple U.


Marjorie Watson (Mrs. D.S.), 1959-

Derek Weeks, 1972- Teaching Certificate, Bristol Univ.

Student Enrollment for 1971-72

First Semester

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<th>Men</th>
<th>Women</th>
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<td>Seniors</td>
<td>267</td>
<td>192</td>
<td>459</td>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>297</td>
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<td>Freshmen</td>
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<td>271</td>
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<td>Part-time and Special</td>
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<td>GRAND TOTAL</td>
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Second Semester

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<td>Seniors</td>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>Freshmen</td>
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* does not include 26 men and 45 women studying off-campus first semester
** does not include 25 men and 46 women studying off-campus second semester
# Summaries of Enrollment

**FIRST SEMESTER 1971-72**

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<th>State</th>
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denison faces
## DIRECTORY OF CORRESPONDENCE

**GRANVILLE, Ohio 43023**

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<td>Business Matters</td>
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<td>Dean of Students</td>
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<td>Development</td>
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OFFICES in Doane Administration Building are open Monday through Friday from 8:30 a.m. to noon and 1 to 4:30 p.m. (4 p.m. Eastern Daylight Savings Time during summer months). The Office of Admissions is open Saturday forenoons from mid-September to Commencement.
Denison University
Denison University
The other volume of this catalog contains an array of factual information about the facilities and activities at Denison.

This volume contains the less formal and more personal ideas of the seven students who put it together. We think that a student expression of the feelings of a school might give you a better description of Denison.

Yet we have some misgivings.

For us to try to capture intangible impressions on paper may be misleading, because to define Denison is perhaps to limit what it could become.
Persons are the most important resource at Denison. The quality of the relationships among persons here defines the nature of the college. At our college, students and faculty are working together on a personal basis. We maintain a high standard of education. We believe that each person should live and learn as he or she wishes. Our college offers a spectrum of opportunities that can be realized in a personal way.
Denison is in the midst of developing a diverse community. Here you can find people of different races, of different creeds, and people with different backgrounds and life-styles.

When you come here you can find people who play bridge and people who play lacrosse, people who study nearly all the time and people who relax nearly all the time, people who think and some who frequently don't, people involved in ecology, in politics, in co-ops, in music making, in alternative education, in tutoring and coaching kids, in social work, in religion, in just about anything.

Sure, there are stereotypes at Denison. However, they are defined or rejected by individuals who have the power to live as they wish.
Paul Bennett is a poet, gardener, and orchardist
— twenty-five years a member of the English Department. Professor of English.

SURGEON TO TREES
As surgeon to trees
I have removed much deadwood
I would otherwise be carrying,
I have learned to cut close and neat,
To keep a wound clean
For proper healing, I have performed
Transfusions from rainbows,
And in the triangular relation
Of sun, moisture, and my eye
I have seen that more depends
Upon my view of others
Than upon their view of me.
— Paul Bennett

Rev. Arthur A. Zebbs, Director of the Black Studies Center and Assistant Professor.

A scholar, minister, educator, and former community action worker.
"Black studies is a legitimate academic and intellectual pursuit which will elevate the liberal arts education. It's not a cop out to placate Black students or something to be set aside as being inferior. It's an integral part of a liberal education."
Denison’s faculty is diverse in personality, interests, experiences, and teaching methods. Most share one common trait: they like to teach.

There are teachers here who are poets, scientists, artists, scholars, and radicals through conservatives. All points of view are represented on the faculty.

The diversity and quality of the faculty gives Denison its excellent academic reputation. A true picture of this diversity would require about 150 sketches.

Here are seven:

Felicitas Goodman, Assistant Professor of Anthropology

In 1964, Felicitas Goodman bought a 280-acre plot of land in the New Mexican desert.

On it, she built an adobe house.

The anthropologist spends summer months here with the Sangre de Cristo Mountains in the distance (“When the sun is setting, the mountains turn a blood red”) and her nearest neighbor is three miles away.

Her neighbors include the Tesuque, the Nambe, the Pojoaque, and the San Ildefonso, all Rio Grande Pueblo Indians.
Tommy Thomsen: Coach of the lacrosse team and Assistant Professor of Physical Education.

Tommy Thomsen: Coach, Friend, Inspiration . . .

a man dedicated to balance between the responsibility of teamwork and the freedom of the individual.

William Brasmer, Professor and Chairman of Theatre and Film

A concern for the creative possibilities within each student . . . “the might of design, the mystery of color” . . . the solitary uniqueness of personhood in a dramatic action . . .

the dialectic approach to teaching . . . a concern for books and the collecting of books . . . exposure to any of the arts can spring, transform the process of living . . .
Cuban revolutionary . . . director of the schools for the Rebel Army . . . left for the United States about ten years ago . . . psychologist . . . educator . . . intellectual . . . friend.

"How science affects our sense of values is of great interest to me. Science and scientists must and do relate to the greater society of which we are all a part."

Gordon Galloway, an inveterate paddleball player, aspiring gourmet cook, and dispassionate stamp collector, tries to "get to know every student well enough to achieve maximum communication. You can't teach truly well without knowing students as human beings."

His professional interests have centered on the synthesis of unusual cations containing boron and on the creation of a textbook of general chemistry.

Gordon Galloway: a veteran campus bicyclist of all seasons.
The academic interaction between students and faculty reaches out beyond the classroom. Students work with faculty to organize activities of shared interests, and teach and learn together.
"Social life at Denison is too many choices and not being able to decide. It is having a great time. It is being with people. It is being with people but being all alone. It is sad. It is anything you want to make it. It is trying to make something work and never having it work. It is having an empty feeling inside and not being able to get rid of it. It is a loud party. It is a quiet beer in a bar. It's bowling in Slayter with some friends. It's a study break in the Bandersnatch. It is climbing a tree. It's getting dressed up and going out to dinner. It's playing frisbee out on the quad. It is walking through the biological reserve. It is the nine o'clock Union break. It means everything. It means absolutely nothing. It's rollerskating. It is "happy hour" at the Market. It's wading through a stream, looking for treasures, all by yourself. It's making movies with your friends acting in them. It's sitting in the dorm Friday night. It is getting up and finding something to do. It's everything you ever wanted it to be and it is everything you never wanted it to be."

Jennifer Duncan '73
Learning is an attitude, a state of mind.

We aim to make learning a way of life, the theme around which our community is built. We are striving to integrate education and life. Thus far, we have been only partially successful. We study contemporary problems and issues relevant to the central concerns of our lives by learning and doing with faculty and on our own. Education is not a preparation for life, it is life.
You can study contemporary issues in Granville, but you cannot totally experience them.

Few of the problems of urban America interrupt studies at Denison. The campus and the village are secluded but not naive or apathetic. The outside world is brought to the campus by all the media, by speakers, and by the collective experiences of the faculty and students.

Students are involved with the world outside the campus through programs of social service, student tutoring and teaching, ecological recycling campaigns, and other social and political activities.
Instead of a total intellectual atmosphere, it seems to us a variety of small intellectual environments thrive here. Groups of people pursuing common interest and goals often cooperatively develop their own lifestyles.

The changes that Denison students and faculty have made and are making have shattered the college's "country club" image. No one can engage in all of what's going on here. The range of opportunity is stimulating. You define yourself by the choices you make.
Although curriculum innovations and co-learning techniques increase every year, tests, papers, exams, and lectures are still the dominant mode of learning here.

The college's transition is shown in the classroom by the many seminars, laboratories, workshops, and studios, and the hundreds of directed study and independent research projects each semester. In addition, there are several student-originated and even student-taught courses in departmental and cross-disciplinary subject areas.
Some other experiences that emphasize action and participation rather than just observation and study are our January Term and off-campus programs. They encourage independence and personal responsibility.

The January Term is a time for an in-depth exploration of a special interest. The scope of our Intersession Term has attracted many students from other colleges with January Terms.

Upperclass students have the opportunity to take a semester or a year away from campus in the United States or abroad. The foreign programs offer students the chance to study, travel, and experience a different culture and environment. A wide range of domestic programs exist through cooperative efforts with major universities, the Great Lakes Colleges Association, or projects of your own design.
Denison is a liberal arts college. Education here is individually defined according to the personal needs and wants of each student. We are big enough to offer a wide range of programs and contemporary and traditional course offerings — all supplemented with quality resources — while still maintaining personal relationships, something difficult to achieve at large schools. You can follow any line of inquiry you wish and developing that line of inquiry is a true liberal arts education.
"If you spend a lifetime learning,
you would want four years like this.
If you spent four years like this,
you could spend a lifetime learning."

— Keith McWalter '71
Denison aspires to help persons become truly free. The Denison experience helps people learn how to live within society, understand and appreciate it, and learn how to change it and how to make it work. It encourages persons to probe inside themselves and discover their capabilities and limitations.
THE SINGLE MOST DISTINCTIVE QUALITY OF EDUCATION AT DENISON IS ITS PERSONALNESS.

Learning extends beyond the classroom into the lives of the persons involved. Teachers and learners (professors and students are often a little of each) work on projects together, protest together, plan together, and play together. Many persons here believe that the more they share, the more education will take place.
Lee Coen '73  
Slayer Box #581  
307 E. High St. 
Mt. Pleasant, Mich. 48848

Bill Jackson '73  
Slayer Box #1156  
275 Wallace St.  
Orange, N.J. 07050

Suzi Harniss '73  
Slayer Box #1347  
507 Elm St.  
Frederick, Md. 21701

Jennifer Duncan '73  
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Abe Floyd '75  
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2400 Allendale Rd.  
Baltimore, Md. 21215

Jim Sivon '74  
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Perry, Ohio 44081

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William L. Jackson  

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DENISON UNIVERSITY

Catalog of Courses

1972-73

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GRANVILLE, OHIO 43023
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Use the Power \(18\) Register and Vote

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INTERDEPARTMENTAL MAJORS

BLACK STUDIES

Currently in the form of final development, this major will draw on courses offered by several departments. The Director of the Black Studies Center coordinates the academic program. It is being designed for participation by both white and black students. Among the courses related to this major are:

english 255 — imagination and black experience in america. An introductory study of black literature in America, emphasizing the modern period. Mr. McKeever. 4

english 261 — oral tradition and folk imagination (black). An inquiry into the methodology of folklore study and an examination of the folk idioms and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul.

Mr. McKeever. 4

english 356 — the narrative of black america. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. Staff. 4

english 358 — the poetry of black america. An examination of the poetics of the black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, black poetry.

Staff. 4

history 215 — a history of blacks in america. A study of the experience of blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.) Mr. Kirby, Mr. Zebbs. 4

history 316 — topics in black history. Analysis of the development of black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: History 215.

Mr. Kirby, Mr. Zebbs. 3

history 381 — africa: dynamic and diversified continent. This course has two main objectives. One is to study the diversity of peoples, cultures, and states in Africa and the dynamic internal changes that influenced her development from earliest times to the colonial era. The second is to come to an understanding of the significant role of Africa in world affairs during that same period.

Mr. Pollock. 4

History 383 — cultures in collision: africa today. A study of problems in today's Africa through fiction (novels written by contemporary Africans), slides, lectures, and discussion.

Mr. Pollock. 3

Interdepartmental 318 — harlem renaissance. A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama, and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of the "New Negro," the "awakening" and "movement" that heralded the coming of age of the Afro-American.

Mr. McKeever, Mr. Kirby. 4

Interdepartmental 331-332 — black culture in america. A seminar exploring the nature and impact of the Black experience on continental America. The methodology will comprise that of readings and lectures entering on the historical and present day writings of Afro-American life.

Mr. Garmon. 3

Interdepartmental 325 — focus on africa. A study of literary works by Black African writers. In addition to reading for literary appreciation and noting major literary characteristics and trends, the course will use these works to examine the effects of colonization, the introduction of European values and of the regaining of political independence upon selected African cultures.

Miss Garrett. 4

Interdepartmental 327 — literature of the west indies. A study of the manifestations of major literary genres and themes from the West Indies including the Caribbean area and French Guiana. Historical and social backgrounds and the implications of social protest in the literature will be examined.

Miss Garrett. 4
INTERDEPARTMENTAL 335 — BLACK STUDIES.  Multi-discipline course covering the various disciplines and fields relevant to the Black experience. There will be an attempt to discuss the theories, controversies, and assumptions of the various disciplines as they are examined and challenged by contemporary Black thought.

Mr. Zebbs and Faculty. 3

RELIGION 312 — BLACK PERSPECTIVES IN THEOLOGY.  This course will explore the phenomenon in the Black experience of trust in God and confidence in the future, with special attention given to the Theology of Hope. Consideration will be given to the issues of the Secular vs. the Religious, Black Life Style, the Black Church, Responses to Oppression, and the "New Age" theme. The Black religious experience would be illuminated by such materials as Black music (spirituals, etc.), Black poems, and Black theological writings by such men as Bill Jones, Major Jones, L. V. Thomas, and Dr. James H. Cone.

Mr. Garmon. 4

MUSIC 206 — EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930.

Mr. Waldo. 3


Staff. 3

THEATRE AND FILM 401b — PRACTICUM: BLACK THEATRE AND DRAMA. Staff. 2-15

Additional Black-Studies oriented courses in the departments of Economics (the Economics of the Black Community), Psychology (the Psychology of the Black Community with an emphasis on childhood and family life), and Sociology are being developed for the second semester.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black community, is being developed. Opportunities for students may include liaison work with various institutions that serve the Black community (social agencies, churches, black newspapers.) A Community Development Center is being established in the Newark-Blanche Addition area as a laboratory for testing academic theories and human skills.

CLASSICAL STUDIES

THE STUDY OF THE CLASSICS has long been a part of the Denison curriculum. Offerings have existed in the classical languages and in various aspects of classical civilization. Details of this major will be available during the 1972-73 academic year since the program in Classics is in the process of being fully revised. The following courses have existed:

Courses in Latin

LATIN 211 — BEGINNING LATIN AND INTRODUCTION TO ROMAN HISTORY. Accidence, syntax, and vocabulary; graded selections of prose and verse; introduction to Roman history. Prerequisite: 1-2 years of high school Latin or consent.

LATIN 212 — CICERO AND INTRODUCTION TO LATIN LITERATURE. Review of accidence, syntax, and vocabulary; prose composition; sight translation; Cicero, in Caelinam I-IV; graded selections of verse; introduction to Latin literature. Prerequisite: 211 or consent.

LATIN 311 — VIRGIL AND GOLDEN AGE LITERATURE I. Prose composition; sight translation; vocabulary review; prose texts for rapid reading; Virgil, Eclogues, Georgics, Aeneid I-VI. Prerequisite: 212 or consent.

LATIN 312 — VIRGIL AND GOLDEN AGE LITERATURE II. Prose composition; sight translation; vocabulary review; prose texts for rapid reading; Virgil, Aeneid VII-XII. Prerequisite: 311 or consent.

LATIN 361-362 — DIRECTED STUDY

LATIN 411 — HORACE, LATIN LYRIC AND ROMAN SATIRE. Prose composition and sight translation optional; Latin prose style; Horace, Odes, Epodes, Satires, Epistles. Prerequisite: 312 or consent.

LATIN 412 — OVID, LATIN POETIC STYLE AND LATIN ELEGIAC VERSE. Prose composition and sight translation optional; Latin poetic style; Tibullus, Propertius, Ovid. Prerequisite: 411 or consent.
Courses in Greek

GREEK 111 — BEGINNING GREEK AND INTRODUCTION TO GREEK HISTORY. Accidence, syntax, and vocabulary; graded selections of prose and verse; introduction to Greek history. Prerequisite: Consent of the instructor.

GREEK 112 — BEGINNING GREEK AND INTRODUCTION TO GREEK LITERATURE. Review of accidence, syntax, and vocabulary; Xenophon, Anabasis; graded selections of verse; introduction to Greek literature. Prerequisite: 111.

GREEK 211 — INTRODUCTION TO GREEK DRAMA I. Prose composition; sight translation; vocabulary review; Euripides, Alcestis; prose texts for rapid reading. Prerequisite: 112.

GREEK 212 — INTRODUCTION TO GREEK DRAMA II. Prose composition; sight translation; vocabulary review; Euripides, Medea; prose texts for rapid reading. Prerequisite: 211.

GREEK 361-362 — DIRECTED STUDY.

Courses in Classical Civilization

CLASSICS 101—GREEK LITERATURE IN TRANSLATION. 4
CLASSICS 102—LATIN LITERATURE IN TRANSLATION. 4
CLASSICS 103—GREEK AND ROMAN EPIC POETRY. 4
CLASSICS 201—THE DEVELOPMENT OF CRITICAL IDEAS IN ANTIQUITY. 4
CLASSICS 202 — CLASSICAL MYTHOLOGY. 4
CLASSICS 205 — GREEK DRAMA. 4
CLASSICS 321 — THE HISTORY OF GREECE. Same as History 321. 4
CLASSICS 323 — THE HISTORY OF ROME. Same as History 323. 4

Courses in each of these areas will continue to exist, although the nature of the course may well be different than listed here.

EAST EUROPEAN AND SOVIET STUDIES

THIS MAJOR is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Interdepartmental 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

INTERDEPARTMENTAL 115 — THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction among the instructors and between the instructors and the students, will introduce the land and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of this area of the world and create an awareness of the weltanschauung of the peoples of these countries in our present day.

Mr. Bigelow, Mr. Bishop, Mr. Wowk. 4

HISTORY 347 — HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917; political, economic, and social relations; and foreign policy. Mr. Bigelow. 4

HISTORY 348 — HISTORY OF THE SOVIET UNION. Political, economic, social, and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present. Mr. Bigelow. 4
Courses of Study

HISTORY 360 — EASTERN EUROPE: THE CULTURAL BATTLEGROUND OF EUROPE.
Mr. Bigelow. 3

RUSSIAN 111-112 — BEGINNING RUSSIAN.
Drill in sentence patterns, with special attention to pronunciation and oral work; composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112. 4

RUSSIAN 211-212 — INTERMEDIATE RUSSIAN.
Review of structure; conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. 3

RUSSIAN 305 — ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian. 4

RUSSIAN 316 — 19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEV. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgenev. Conducted in English. 4

RUSSIAN 317 — 19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English. 4

RUSSIAN 318 — RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English. 4

POLITICAL SCIENCE 339 — COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES. This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them.
Mr. Bishop, Mr. Sherman. 4

POLITICAL SCIENCE 402 — SEMINAR: VARIOUS TOPICS ON SOVIET ELITE AND SOVIET FOREIGN POLICY.
Mr. Bishop. 4

ECONOMICS 312 — COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200.
Mr. Henderson. 4

A Geography Course — GEOGRAPHY OF THE USSR AND EASTERN EUROPE, to be developed.
Mr. Mahard. 3
AREA STUDIES IN LATIN AMERICA AND FRANCE

THESE COORDINATE COURSES dealing with foreign countries, regions, and civilizations in various departments of the University. These programs emphasize interdisciplinary approaches involving broad preparation and specialized training in specific areas, yet provide flexibility for meeting individual student needs. They are designed to develop competence relevant to employment in teaching, governmental agencies, and business and to prepare students for graduate study.

Area Studies — Latin America. A typical program in Latin American Studies, which requires a minimum of 24 credit hours, would include the following:
- Spanish or Portuguese, 8 hours at the 300 level or above, unless waived.
- Spanish 201 (Latin America).
- History 391 (Latin America) and 392 (South America).
- Geography 230 (South America).
- Sociology 319 (South American Indians).
- Seminars in The Caribbean, Mexico and Central America, Nations of the Andes, Southern South America, Brazil, Recent Latin American History, U.S. Foreign Policy in Latin America, and Latin American Economic Development.

A student interested in this program should see Mr. Armas.

Area Studies — France. The basic program is as follows:
- French (under Modern Languages), 201-202 (Area Study); 401-402 (Problems in Area Study, senior year); language and literature, 12 hours at the 311 level or above; must include 415 (Advanced Grammar and Composition).
- History, four courses chosen from 211, 345, 346, 351, 353, 356.
- Geography 232 (Geography of Europe).
- Economics 200 (Principles and Problems) and 314 (International Economics).
- Political Science 221 (Comparative Politics) and 341 (International Politics).
- Electives chosen from English 349 and 350; Interdepartmental 271-272 (Linguistics); and Art 205-206 and 407-408.

A student interested in this program should see Mr. Secor.

SOCIAL STUDIES

THE MAJOR IN SOCIAL STUDIES is designed to give the student a broad cultural background in the various subject areas of the social sciences. A student selecting this major will satisfactorily complete 50 to 60 hours in the departments of Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, and Sociology. The student chooses one of these departments for major emphasis, thus taking 15 to 18 hours' credit under the guidance of a faculty member from that department who serves as Adviser in planning a program of related courses from four of the above departments in the social studies areas that will most fully meet his individual needs.
INTERDEPARTMENTAL COURSES

GENERAL EDUCATION 18 — INTRODUCTION TO PHILOSOPHY AND THEOLOGY. A study of selected philosophical issues including: freedom and determinism, ethical relativity, the objectivity of knowledge, the possibility of knowledge of God, and the purpose of human existence. Students read and critically analyze representative essays from a variety of historical periods. They are encouraged to express their own judgment on the issues through class discussion, papers, and essay exams.

Mr. Scott, Mr. Gibbons. 3

INTERDEPARTMENTAL 100 — MAN, MACHINES, AND CYBERNETICS. An introduction to history and nature of computers, automation, and cybernetics. Emphasis will be on the role of computers in society today with the intention of informing the general student about computing and its potentials. The laboratory will consist of learning at least one high level computer language as well as some aspects of the internal operations of computers.

Mr. Jalbert. 4

INTERDEPARTMENTAL 101 — COMPUTER LANGUAGES. Each student will attend a 2-hour laboratory session each week until he has shown definite mastery of at least one computer language. This laboratory session is identical to that offered in I.D. 100 and is intended to allow those with language needs only to become familiar with a single computer language.

INTERDEPARTMENTAL 115 — THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction among the instructors and between the instructors and the students will introduce the land and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of this area of the world and create an awareness of the weltanschauung of the peoples of these countries in our present day.

Mr. Bigelow, Mr. Bishop, Mr. Wowk. 4

INTERDEPARTMENTAL 211 — THE STUDY OF URBANIZATION. Deals with the origins of cities, the role of cities in the social, political, cultural, and economic development of areas. Major theories are discussed in a critical comparison of the contributions of the different social sciences to urban studies.

Mr. Bradshaw, Mr. Buell, Mr. Ledebur. 4

INTERDEPARTMENTAL 271-272 — GENERAL LINGUISTICS. The study of the analytical (phonology, morphology, syntax) and cultural (comparative and anthropological linguistics) aspects of language, respectively.

Ms. Goodman. 4

INTERDEPARTMENTAL 318 — HARLEM RENAISSANCE. A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama; and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of the "New Negro," and the "awakening" and "movement" that hailed the coming of age of the Afro-American.

Mr. McKeever, Mr. Kirby. 4

INTERDEPARTMENTAL 320 — ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Persia, and other Asian countries.

Mr. Stoneburner. 4

INTERDEPARTMENTAL 325 — FOCUS ON AFRICA. A study of literary works by Black African writers. In addition to reading for literary appreciation and noting major literary characteristics and trends, the course will use these works to examine the effects of colonization, the introduction of European values and of the regaining of political independence upon selected African cultures.

Miss Garrett. 4

INTERDEPARTMENTAL 327 — LITERATURE OF THE WEST INDIES. A study of the manifestations of major literary genres and themes from the West Indies including the Caribbean area and French Guiana. Historical and social backgrounds and the implications of social protest in the literature will be examined.

Miss Garrett. 4

INTERDEPARTMENTAL 331-332 — BLACK CULTURE IN AMERICA. A seminar exploring the nature and impact of the Black experience on continental America. The methodology will comprise that of readings and lectures entering on the historical and present day writings of Afro-American life.

Mr. Garmon. 3

INTERDEPARTMENTAL 335 — BLACK STUDIES. Multi-discipline course covering the various disciplines and fields relevant to the Black experience. There will be an attempt to discuss the theories, controversies, and assumptions of the various disciplines as they are examined and challenged by contemporary Black thought.

Mr. Zebbs and Faculty. 3
INTERDEPARTMENTAL 372 — SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY.

The focus of this month-long off-campus summer program will be a study of three interrelated issues: a) the way culture affects perceiving and behaving, b) the ways pre-conscious cultural learnings are perpetuated in the social group, and c) the ways learned conceptions of self perpetuate both cultural and group learnings. In order to do this effectively, it is necessary to be intensively involved in a contrasting culture and to develop a special quality of communication within a small peer group. (In 1973, the group will back-pack across Switzerland using the high Alpine pass route from Montreux on the west to Sargans on the Liechtenstein border.) Each participant will be expected to: a) select a particular psychological variable upon which to focus study, b) pursue, prior to the expedition phase, readings on the variable chosen, c) present, not later than six weeks after the expedition, and integrative paper or film. Each student will be expected to interview inhabitants of the culture in his particular area of study. Accompanying the group will be two staff members: a Program Director/Psychologist and a bi-lingual native chosen for his ability to articulate psychological variables of the contrasting culture. During the expedition phase, participants will study and discuss the transactional effect of culture, group, and self upon perceiving and behaving. It will be possible to earn up to four hours of academic credit. The grading system will be a credit/no credit entry. Mr. Tritt. 1-4

INTERDEPARTMENTAL 441-442—ENVIRONMENTAL STUDIES. The course includes a seminar and problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of all students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of eight faculty members—one from each of the following departments: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies Staff. 6

INTERDEPARTMENTAL 441A-442A — ENVIRONMENTAL STUDIES SEMINAR. This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, field trips, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, preliminary preparation and follow-up discussions. Staff. 2

INTERDEPARTMENTAL FRESHMAN/SOPHOMORE SEMINARS

Staff: Daniel O. Fletcher (Economics), David A. Gibbons (Religion), Michael D. Gordon (History), Robert R. Haubrich (Biology), Arnold Joseph (Modern Languages), Lee O. Scott (Religion), David S. Watson (History), David O. Woodyard (Religion), Dominick Consolo (Chairman).

These seminars are specially conceived by each instructor to challenge and motivate the serious student. Covering a variety of topics, each seminar is unique in exploring an area broader in scope than is permissible in the “single discipline” approach. Each instructor is, of course, a specialist in his own discipline; but his expertise is utilized as a center from which to radiate outwards, to explore jointly with students aspects of the “problem” or “topic” in related fields. This mutual exploration makes for exciting discovery in the intellectual give and take of fact and opinion.
INTERDEPARTMENTAL 192B — BIOLOGICAL SCIENCE. Methods and Goals: (a) to present at the start a rather personal account of the way the instructor as a representative scientist (biologist) views certain aspects of his existence; (b) by involving the students, to encourage them to consider the science areas, not as isolated departmental disciplines such as physics, chemistry, biology, psychology, and sociology, but as a combined unit which represents a consistent approach to existence and a philosophy of living. (Offered first semester, 1972-73.) Mr. Haubrich. 3

INTERDEPARTMENTAL 192F — MYTH AS METAPHOR. This seminar will examine mythological representations in selected works of literature, primarily of France. After cursory comparison with models in Antiquity, modern versions of myths by Racine, Sartre, Giraudoux, Butor, et al. will be studied from the points of view of disciplines other than literature: Psychology (Jung), Anthropology (Levy-Strauss), Philosophy (Merleau-Ponty). The course, conducted on an elementary level, is conceived as an academic orientation. It seeks to involve the student in the perception and re-creation of artistic forms and to suggest associations between seemingly disparate fields of learning. (Offered second semester, 1972-73.) Mr. Joseph. 3

INTERDEPARTMENTAL 192H — CONFRONTING EVIL. In the 1930's and 40's, the German government decided to exterminate the Jewish people. To achieve this end, death camps were established in which millions of them died. Why and how did this happen? How should we react to this? Through the use of history, sociology, philosophy, and religion, this seminar shall attempt to answer these and related questions. Specific topics may include the history of Anti-Semitism, the experience of the camps, the Nuremberg Trials, the nature of genocide, the debate over the existence of God, and the character of Western Civilization. Possible readings may include A. Bullock's biography of Hitler, Fromm's Escape From Freedom, Arendt's Totalitarianism and Eichmann in Jerusalem, Stillman and Paff's The Politics of Hysteria, and The Diary of Anne Frank. (Offered first semester, 1972-73.) Mr. Gordon. 3

INTERDEPARTMENTAL 192I — ECONOMICS OF AN ELECTION YEAR. We will examine the economic issues of the 1972 Presidential election, with appropriate references to recent economic problems of the Nixon administration and to economic explanations of these problems. In order to discuss these issues intelligently, we will read in recent Presidential Economic Reports, a selection of basic economic texts, and current periodicals. Evaluation will be on the basis of short papers and participation in discussion. (Offered first semester, 1972-73.) Mr. Fletcher. 3

INTERDEPARTMENTAL 192R — THE NEW MORALITY. The revolution in morals will be the subject matter of this seminar. To know the justifying reasons for what persons do is intellectual freedom. New ways may mean new reasons, or merely new expressions of old reasons. Students will explore the meaning and reasons behind the current non-conformity in sex, politics, and general life style. Attention will be given to the existentialist's Ethics of Ambiguity, the so-called Playboy philosophy, Ayn Rand's Ethics of Selfishness, the theological expressions of Situation Ethics, the humanistic ethics of Fromm's The Art of Loving, as well as the continuing traditions of rational and naturalistic ethics. (Offered second semester, 1972-73.) Mr. Scott. 3

INTERDEPARTMENTAL 292H — EUROPE AT ITS ZENITH: LATE 19th CENTURY. The period 1890-1914 in European history was the Golden Age of Europe — an age which offered a dramatic contrast between a veneer of confident optimism and underlying dark currents that were to surface catastrophically in 1914 in an almost incomprehensible sanguinary civil war that destroyed European primacy. This seminar seeks to investigate the currents of European History in that paradoxical age. It will involve readings, reports, and papers on such aspects of the age as nationalism, imperialism, militarism, conservatism, socialism, and industrialization. (Offered second semester, 1972-73.) Mr. Watson. 3

INTERDEPARTMENTAL 292R — THEOLOGY AND LITERATURE. The premise of the course is that every theological interpretation of human experience has a secular counterpart; their relationship may range from resemblance to rejection. The course will explore these symbolizations of experience as they appear in contemporary literature and contemporary theology. It is assumed that each member of the class has a distinctive contribution to make as he reflects upon his own experiences of existence in relation to the literature and theology. Class sessions will be based upon sharing and exploring these insights. (Offered second semester, 1972-73.) Mr. Woodyard. 3
ART

Professors Eric E. Hirshler (on leave all year, 1972-73) George J. Bogdanovitch
Associate Professor Michael Jung (on leave second semester, 1972-73)
Assistant Professors Steven W. Rosen, Ralph C. Komives, (Ms.) Ivana Spalatin
Instructor (Mrs.) Elaine Pelosini (second semester)
Lecturer (Mrs.) Mary K. Campbell
Visiting Lecturers (Mrs.) Terry E. Bailey, (Mrs.) Helen Komives
Chairman (1973-75), Mr. Bogdanovitch
Acting Chairman, first semester, Mr. Jung
Senior Fellows John Gilmor (first semester), Sarah Stranglen (second semester)
Junior Fellows Heather Richey, John Bowsher

THE THREE-HOUR BASIC REQUIREMENT in the Arts may be satisfied by taking 101, 103a, 103b, 103c, or any Art History course.

Major in Art

THE ART DEPARTMENT offers courses for two degrees — Bachelor of Arts with a major in Art and a Bachelor of Fine Arts.

The candidate for the Bachelor of Arts degree may take up to 52 semester-hours of credit. The minimum requirement in Art is 24 semester-hours.

The candidate for a Bachelor of Fine Arts degree may take a maximum of 70 semester-hours of credit in the Studio, Art History, and related fields. For this degree the candidate is privileged, with the consent of the departmental chairman, and adviser, to substitute for Specified Requirements. The minimum requirement in Art is 40 semester-hours. No less than 12 hours of Art History are required.

Prospective students who apply for admission for the B.F.A. degree are invited to submit a portfolio for evaluation and recommendation to the Admissions Committee, between the middle and end of February.

The student may elect to work toward either degree in the following programs:

Art History offers two kinds of majors. There is the professional major for a student who wishes to pursue his studies later at a graduate school and the major who is looking for a career in connoisseurship, conservation (care and restoration of works of art), teaching art history at the secondary school level or working in museums or civil service. The B.A. is the typical degree in this program although under certain circumstances a B.F.A. may be recommended in consultation with advisers and the chairman. In addition to meeting the departmental minimum semester-hours, an Art History major is advised to take two courses in the Studio field and to take foreign languages.

Studio Major is offered for the student who plans a career as an artist or as an artist working as a college or high school teacher of Art. Areas of studio concentration offered in this program are Ceramics, Graphics, Painting, Sculpture, and Photography. The B.F.A. is typical of this major, although it is possible to major in the Studio field as a B.A. candidate. Students planning to take the B.F.A. degree must elect
this program no later than the first semester of the sophomore year. Any student whose interest lies in the Studio area should enroll in the Principles of Art courses in the freshman year.

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<tr>
<th>Studio Art</th>
<th>B.A.</th>
<th>B.F.A.*</th>
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<tr>
<td>Max. hrs.</td>
<td>40</td>
<td>70</td>
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<td>Min. Hrs.</td>
<td>24</td>
<td>40</td>
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<td>Art Hist. Requirement</td>
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<th>Art History</th>
<th>B.A.</th>
<th>B.F.A.*</th>
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<td>Max. hrs.</td>
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<td>70</td>
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<tr>
<td>Min. hrs.</td>
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<tr>
<td>Art Hist. Requirement</td>
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<td>24</td>
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<tr>
<td>Studio Requirement</td>
<td>2 courses</td>
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*See the College requirements regarding the B.F.A. degree.

History of Art Courses

ART 101 — FORMS OF VISUAL ARTS. Illustrated lectures dealing with a topical survey of the visual arts including architecture, sculpture, painting, and the minor arts. Staff. 3

ART 121 — FIELD TRIP. Spring vacation field trip to metropolitan museums, galleries, and other art centers, and interviews with leading artists; preceded by studies of collections and followed by written reports. Staff. 3

ART 205-206 — HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately.

Mr. Hirshler, Mr. Rosen. 3

ART 301 — ANCIENT ART. A survey of the ancient Arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. Mr. Rosen. 4

ART 303 — MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context.

Mr. Hirshler, Mr. Rosen. 4

ART 304 — ITALIAN RENAISSANCE ART. Study of architecture, sculpture, and painting of the Italian-centered Renaissance beginning with the Humanism of Giotto in the Trecento and through the Mannerist crisis of the early 1600's. Mr. Rosen. 4

ART 305 — NORTHERN RENAISSANCE ART. Study of architecture, sculpture, and painting in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th Century (Van Eyck) through the Age of Reformation (Durer and his contemporaries). Mr. Hirshler, Mr. Rosen. 4

ART 306 — BAROQUE ART. The Art of Italy, France, The Netherlands, and Germany from 1660 to 1750 with emphasis on Rubens, Rembrandt, Poussin, Bernini, Mansart, and others.

Mr. Hirshler. 3

ART 307 — INDIAN ART. The Art of India, beginning with the Indus Valley Civilization through the Moghul era. A foundation of architecture, sculpture, and painting of Hindu, Buddhist, and Muslim India designed as a beginning for all of Asia Art.

Mrs. Bailey. 3

ART 308 — ART OF CHINA & JAPAN. The Art of Northern Asia as exemplified by Chinese and Japanese sculpture, painting, and ceramics. A fundamental study, beginning with prehistoric times up to the 20th century. Also, an opportunity to work with the Dye collection of Chinese art.

Mrs. Bailey. 3

ART 309 — ISLAMIC ART. The Art of the Middle East under Muslim rule; a study ranging from the 7th century A.D. until the 18th century in Spain, Egypt, Syria, Turkey, and Persia. Architecture, painting, rugs, and ceramics of the most important Muslim art centers.

Mrs. Bailey. 4

ART 310 — BURMESE ART. The Art of Southern Asia as seen in Burma, Thailand, and Cambodia. Studied as an outgrowth of Indian culture redefined in each of the three countries and how each differs from India and each other. Opportunity to work with Denison's Burmese collection directly, thus learning some problems of museology and curatorship.

Mrs. Bailey. 2

ART 311 — ART & SOCIAL PROTEST. A study of artists as social critics in prints, drawings, and paintings: the art of social and political propaganda, reform, and revolution.

Mr. Hirshler. 3
ART 312 — HISTORY OF CONTEMPORARY ARCHITECTURE. An international survey of building types, materials, design, and structure from the 'cast iron age' to the present day. The course will cover the making of the international style and America's contribution. Major figures such as the work of Gropius, Corbusier, Sullivan, Wright will be discussed.

Mr. Bogdanovitch. 3

ART 313 — AFRICAN ART. A series of coordinated lectures. (Not offered, 1972-73.) Staff. 3

ART 403 — MUSEOLOGY. This course will place special emphasis on the scholarly and professional aspects of formal museum operation. The offering will explore the functions and responsibilities of the curator (research, attribution, publication), the registrar (maintenance of and the production of an archive and general catalogue), accessioning (numerical organization of the collection, reception of objects), and the conservator (restoration, preservation).

Mr. Rosen. 2

ART 407-408 — MODERN ART. First semester covers from the end of the French Revolution, i.e. ca. 1795-1880's, painting, sculpture and architecture, and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to, and including the contemporary scene. May be taken separately.

Mr. Hirshler. 3

ART 425 — ART IN AMERICA. A survey of the Arts in America from the colonization and settlement to the contemporary scene with emphasis on continental influences in the early years, and the later contributions of America to contemporary Europe. Mr. Bogdanovitch. 3

Studio Courses

ART 103a — ELEMENTS OF VISUAL ARTS. Through studio problems, lectures, and discussions, the student will explore change: the contemporary artists, two-dimensional visual vocabulary.

Mrs. Komives. 3

ART 103b — ELEMENTS OF VISUAL ARTS. Studio Art appreciation. Problems in two- and three-dimensional design to acquaint the student with the contemporary designer's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts. If a student takes 103b after having taken 103a or 103c, permission must be given by the instructor.

Mrs. Komives. 3

ART 103c — ELEMENTS OF VISUAL ARTS. Studio Art appreciation. Problems and reading in two- and three-dimensional design to acquaint the student with the contemporary designer's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts. If a student takes 103c after having taken 103a or 103b, permission must be given by the instructor.

Mrs. Komives. 3

ART 115 — PRINCIPLES OF PAINTING. The principles of painting in several media include egg tempera, oil, watercolor and acrylic and mixed media with a strong emphasis on design and drawing as it relates to the conception of painting. A one semester course offered every semester.

Mrs. Pelosini, Mr. Jung. 4

ART 131 — PRINCIPLES OF PRINTMAKING. a. Drawing, design, b. setting up equipment, tools, materials, work methods, printing, registration, the edition, protection of prints, c. direct involvement with relief silkscreen, intaglio. A one semester course offered every semester.

Mrs. Campbell. 4

ART 141 — PRINCIPLES OF SCULPTURE. This course is based in three areas of concentration. A student will be led to the sculptural idea through a strong grounding in drawing, a historical and contemporary approach to sculptural philosophy through readings and discussion and finally through a confrontation of materials and sculptural process. These will not be approached as separate units but as a total experience.

Mr. Komives. 4

ART 211-212 — LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. Prerequisites: 112 and 114 or equivalent.

Mr. Bogdanovitch. 4

ART 213-214 — LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212.

Mr. Bogdanovitch. 4

ART 215 — PAINTING. Problems in watercolor or oil painting and other media from still life, the human figure, landscape, and non-figura-
ART 217-218 — INTRODUCTION TO STILL PHOTOGRAPHY. Function of cameras, films, developers, and lenses; taking pictures, developing of negatives and printing; elementary problems of light, form, texture, and composition; historic overview of the camera. Offered both semesters. Staff. 3

ART 221-222 — CERAMICS. Basic techniques of building ceramic forms by hand and by wheel as well as by glaze formula, decorative techniques, and the firing process. Mr. Komives. 3

ART 231-232 — GRAPHICS. The several media of printmaking include woodcut, linoleum, and etching in black and white and in color. Prerequisites: 112 and 114 or equivalent. Mrs. Campbell. 4

ART 241-242 — SCULPTURE. Experiments in three-dimensional design in various media including clay, casting in plaster, direct work in wood, and plastics. Prerequisite 141 beginning second semester. Mr. Komives. 3

ART 215-216 — INTERMEDIATE PAINTING. Prerequisite: 215 Mr. Jung, Mrs. Pelosini. 3

ART 241-242 — INTERMEDIATE & ADVANCED SCULPTURE. Prerequisite: 241-242. Mr. Komives. 3

ART 321-322 — INTERMEDIATE CERAMICS. Prerequisite: 221-222. Mr. Komives. 3

ART 341-342 — INTERMEDIATE & ADVANCED SCULPTURE. Prerequisite: 241-242. Mr. Komives. 3

ART 361-362 — DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history, and criticism. 3

ART 401 — VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation:

a. Figure and Portrait Painting
b. Design
c. Historic Methods and Materials of Painting and Drawing
d. Ceramics
e. Sculpture
f. Graphics
g. Commercial Art
h. Fashion Illustration
i. Seminar in Art Theory
j. Assemblage
k. Watercolor

ART 451-452 — SENIOR RESEARCH. Staff. 4

ART 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF PUBLIC SCHOOL ART (See EDUCATION 341.)

ASTRONOMY

See PHYSICS STAFF

ASTRONOMY 100a and Astronomy 100b are two separate courses in Descriptive Astronomy each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.
ASTRONOMY 100a — EXPLORATION OF THE GALAXY. This course stresses the region of space near the sun. Topics include time, observational techniques, the planets, space travel, the sun as a star, other stars, the galaxy and the origin of the solar system; three lectures and one 2-hour laboratory period each week. No previous training in Physics or College Mathematics is required. Offered each semester. Staff. 3

ASTRONOMY 100b — EVOLUTION OF STARS AND GALAXIES. This course stresses the vast regions of space of which the whole solar system is a minute part. Topics include optical and radio observational techniques, stellar classifications, and their evolutions, models of stars, interstellar material, galaxies, cosmology and cosmogony; three lectures and one 2-hour laboratory period each week. No previous training in Physics or College Mathematics is required. Offered each semester. Staff. 3

ASTRONOMY 311-312 — SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of modern Astronomy. Prerequisites: Junior standing and consent. Staff. 3 or 4

ASTRONOMY 361-362 — DIRECTED STUDY. Prerequisite: Consent of chairman. Staff. 3

ASTRONOMY 451-452 — SENIOR RESEARCH. Staff. 4

ASTRONOMY 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

BIOLOGY


Associate Professor Allen L. Rebuck (on leave all year, 1972-73)

Assistant Professors Kenneth V. Loats, Raleigh K. Pettegrew, Philip E. Stukus, Kenneth P. Klatt

Chairman (1971-74), Mr. Loats

Biological Reserve — Mr. Alrutz, Director; Mr. William Slater, Curator

Senior Fellows Rex Mahnensmith, Patricia Kephart

Junior Fellows Julia Schembs, George Williams

THREE BASIC CONCERNS of this department are graduate and professional school preparation of students, research contributions of the faculty shared, in principle at least, with students, and the expression of empathy between man and the rest of the living state.

The biology curriculum includes prerequisite courses for professional training in Medicine, Dentistry, Medical Technology, Nursing, and Forestry. It supplies training for the teacher and the laboratory technician and provides basic preparation for graduate study.

Each student's sequence is arranged in consultation with the staff members with whom the student chooses to do his advanced work, or with the chairman of the department.
Courses of Study

Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 32 semester hours of credit in Biology, and may not elect more than 40 hours credit. Senior Research (451-452) and Honors Research (461-462) do not count towards the minimum requirements in Biology. General Zoology (110), General Botany (111), Molecular Biology (112), and Senior Seminar (400) are required of all majors.

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of either Chemistry, Geology, or Physics (Chemistry recommended) and at least one course from each of the four groupings (A,B,C,D) noted below.

Requirements for the Bachelor of Science in Biology include, in addition to the above, the following: two years of Chemistry, one year of Physics, one semester of Geology, one year of either French, German, or Russian at the intermediate level or a year of Mathematics including probability and computer programming, and at least one course from each of the four groupings (A,B,C,D) noted below.

Biology course groupings are as follows: Group A — 216, 225, 226, 233, 236, 250, 302; Group B — 201, 211, 215, 223, 224, 234; Group C — 218, 220, 221, 232; Group D — 210, 213, 214, 222, 227, 240, 326.

Major in Biology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

General Education Offerings

The department offers four courses (100, 110, 111, 112) any one of which may satisfy a part of the science requirement in the General Education requirement of the college.

Biology 110, 111, and 112 serve as prerequisites for courses in the department and may be taken in any order. They are in no sense prerequisites for each other, and they need not all be completed before the student enters advanced courses. It is suggested, however, that students entering 112 (Molecular Biology) have some experience in high school Chemistry. Any one of the above courses may be taken to meet a part of the science requirement.

BIOLOGY 100 (A-F) — GENERAL BIOLOGY. A series of courses primarily for the non-major student. The courses are designed to deal with selected principles of the science of the living state. One or more of these courses will be offered each semester but may not be counted toward the requirement for the major. Staff. 3

a. This course examines disease-causing microorganisms and their relationships to man's past, present, and future.

b. Man and environment. Topics in genetics, evolution, population, and ecology will be investigated so as to provide a broad background of information and an awareness of the implications of these for man.

c. The Human Organism. An examination will be made of human biology primarily as represented in the anatomy, function, interrelationships, and control of major organ systems. Attention will also be given to such topics as direct environmental effects on the human organism, artificial organ systems, and other areas of current interest. Demonstration and participation laboratories will augment lectures.

d. Structure and function. A course emphasizing life processes of the human as well as problems and opportunities for man.

e. Plants and Man. Problems and applications of biology as they relate to plants. Genetic, evolution, and ecological interrelationships are emphasized.

f. Biological topics in genetics, evolution, population, and ecology are covered with an emphasis on relationships to man.
BIOLOGY 110 — GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) Staff. 3

BIOLOGY 111 — GENERAL BOTANY. The fundamental biological principles of metabolism, growth and reproduction as expressed in the plant kingdom. Recognition of major plant groups and field identification of common trees or spring flora according to the season. Staff. 3

BIOLOGY 112 — MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the origin of the universe, the origin of the earth, the chemical basis of the origin of life, and cellular organization are considered. The biochemistry of cellular controls, metabolism, and genetics are considered with reference to evolution theory. (Offered each semester.) Staff. 3

BIOLOGY 210 — HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with laboratory based upon the consideration of a mammal, the cat. Some aspects of comparative physiology, behavior, and cell physiology are briefly considered with principal emphasis upon the systematic physiology of man. Prerequisite: 110 or consent of instructor. Mr. Archibald. 4

BIOLOGY 211 — INvertebrate ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. Mr. Haubrich. 4

BIOLOGY 212 — COMPARATIVE ANATOMY. A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of instructor. Mr. Haubrich. 4

BIOLOGY 213 — FIELD ZOOLOGY. The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. Offered each fall semester in 1971-72 and in alternate years. Prerequisite: 110

BIOLOGY 214 — ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of instructor. Mr. Atkins. 4

BIOLOGY 215 — PLANT MORPHOLOGY. An introductory course in botany emphasizing the general structure, occurrence and types of bacteria as well as the cultivation and nutrition of bacteria. Microscopic and cultural techniques are discussed. Laboratory emphasis is on the fundamental techniques of isolating, cultivating and staining of bacteria with identification of some known organisms in a lab notebook. Prerequisites: 112 or consent of the instructor. Mr. Atkins. 4

BIOLOGY 221 — COMMUNITY Ecology. An analysis of biological organization of the population, community, and ecosystem levels. Field studies include observation of local communities and investigation of methods of measuring and sampling communities. Laboratory and greenhouse experiments are designed to study
BIOLGY 222 — PARASITOLOGY: An introduction to the biology of animal parasites with special consideration of those organisms affecting man. Lectures and associated practicals emphasize the identification of human parasitic and parasitic relationships. Laboratory study leads to an understanding of infection and pathology. Prerequisite: 1 year of Biology or consent of instructor.  
Mr. Amato, 3

BIOLGY 223 - PHYSIOLOGY: Microscopic structure of vertebrates, chiefly mammals, including the making of hormone preparations. Prerequisite: 111 or consent.  
Mr. Brandt, 4

BIOLGY 224 - DEVELOPMENTAL BIOLOGY: A course in general embryological development as a single science in which the descriptive, morphological approaches and the experimental, physiological and histological approaches are integrated, since all of these constitute in a more comprehensive understanding of the ontogenetic development of organisms. The laboratory work is based primarily upon a study of the comparative development of the vertebrate embryo. Certain invertebrates and the lower chordates, fish, amphibians, reptiles, birds, and mammals are included. Prerequisite: 111 or consent of instructor.  
Mr. Archibald, 3

BIOLGY 225 - GENETICS: A basic course in the principles of heredity, dealing with classical, neo-classical, and modern biochemical aspects of the subject, and concerned with both hereditary and non-hereditary traits, as well as the general laws of variation as they bear on evolutionary theory. Prerequisite: 111 or consent of instructor. 4 hours credit with lecture and laboratory. 5 hours credit with lecture only.  
Mr. Archibald, 3, 4

BIOLGY 226 — MICROBIAL GENETICS: A course in conducting the genetics of bacteria. Topics considered include mutation theory, hereditary agents, the structure and replication of genetic material, recombination, and non-Mendelian genetic mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215, or consent of instructor.  
Mr. Stasko, 3

BIOLGY 227 — ENTOMOLOGY: Introductory study of insects, utilizing field and laboratory experience. Prerequisite: 1 year of Biology or consent of instructor.  
Mr. Albrecht, 1

BIOLGY 231 — PLANT PHYSIOLOGY: A lecture and laboratory study of the functional relationship of the plant body in which absorption and translocation of materials, photosynthesis, transpiration, and respiration are treated with special attention to the problems of plant growth and development. Prerequisite: 114 or consent of instructor.  
Mr. Link, 5

BIOLGY 232 — GENERAL PHYSIOLOGY: Describes a lecture and laboratory study of some of the physical factors influencing physiological functions in both the cellular and organ levels in invertebrate and vertebrate animals, and in the comparative physiology of small and large systems. Considerable attention is given to specialized cells and tissues, such as nerve and muscle cells, and to systems dealing with functional relations to common problems of internal homeostasis, such as respiration, circulation, and nutrition. A year of chemistry is suggested, but not required. Prerequisite: 114 and consent.  
Mr. Pettigrew, 4

BIOLGY 233 — ANIMAL PHYSIOLOGY: A study of organismic homeostasis and the role of the nervous system in maintaining it. Consideration is given to the mechanisms by which the nervous system controls the rate of gastrointestinal and excretory systems, and the effects of disease on these systems. A year of Chemistry is recommended as a prerequisite or as a co-requisite. Prerequisite: 114 and consent.  
Mr. Pettigrew, 4

BIOLGY 234 — RADIATION BIOLOGY: A study of radiation, its interaction with matter, and its application in biological systems. Consideration is given to stable and radioactive nuclei, their decay, detection, and determination of energy output. Application is made to topics such as plant growth, and medical and industrial uses. Prerequisite: 114, and consent of instructor.  
Mr. Norris, 4

BIOLGY 235 — BEHAVIOR: Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of elements of behavior and the structure of individuals. The possible significance of behavioral factors in selective forces is also considered along with various aspects of behavioral evolution. Prerequisite: 114 or consent of instructor.  
Mr. Naish, 4
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
BIOLOGY 110 — GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) Staff. 3

BIOLOGY 111 — GENERAL BOTANY. The fundamental biological principles of metabolism, growth and reproduction as expressed in the plant kingdom. Recognition of major plant groups and field identification of common trees or spring flora according to the season. Staff. 3

BIOLOGY 112 — MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the origin of the universe, the origin of the earth, the chemical basis of the origin of life, and cellular organization are considered. The biochemistry of cellular controls, metabolism, and genetics are considered with reference to evolution theory. (Offered each semester.) Staff. 3

BIOLOGY 201 — HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with laboratory based upon the consideration of a mammal, the cat. Some aspects of comparative physiology, behavior, and cell physiology are briefly considered with principal emphasis upon the systematic physiology of man. Prerequisite: 110 or consent of instructor. Mr. Archibald. 4

BIOLOGY 210 — INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. Mr. Haubrich. 4

BIOLOGY 211 — COMPARATIVE ANATOMY. A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of instructor. Mr. Haubrich. 4

BIOLOGY 213 — FIELD ZOOLOGY. The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. (Offered first semester in 1971-72 and in alternate years.) Prerequisite: 110 Mr. Alrutz. 3

BIOLOGY 214 — ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of instructor. Mr. Alrutz. 3, 4

BIOLOGY 215 — GENERAL BACTERIOLOGY. An introductory course in bacteriology emphasizing the general structure, occurrence and types of bacteria as well as the cultivation and nutrition of bacteria. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 112 or consent of the instructor. Mr. Stukus. 4

BIOLOGY 216 — ADVANCED BACTERIOLOGY. A course emphasizing the physiology of bacteria. Major emphasis will be given to the metabolic pathways found in bacteria and the applied aspects of bacteriology. Laboratory experiments demonstrate the basic techniques of modern experimental microbial physiology. Prerequisites: 215 or consent of the instructor. Mr. Stukus. 4

BIOLOGY 217 — PLANT MORPHOLOGY. Designed to emphasize the morphology and morphogenesis of plants. To this end examples from all plant groups will be discussed with concentration on the algae, fungi, and seed plants. Where applicable, embryology and developmental anatomy will be stressed as they relate to environmental control systems. Laboratories include tissue culturing, demonstration of various environmental parameters on morphogenesis, and the study of structures. Prerequisite: 111 or consent. Mr. Loats. 4

BIOLOGY 220 — SYSTEMATICS. A study of taxonomic principles and techniques and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent. Mr. Reebuck. 4

BIOLOGY 221 — COMMUNITY ECOLOGY. An analysis of biological organization at the population, community, and ecosystem levels. Field studies include observation of local communities and investigation of methods of measuring and sampling communities. Laboratory and greenhouse experiments are designed to study
Courses of Study

species interactions. Prerequisites: 110, 111 or consent.

Mr. Rebuck. 4

BIOLOGY 222 — PARASITOLOGY. An introduction to the biology of animal parasitism with special consideration of those organisms affecting man. Lectures and associated visual aids emphasize the interrelatedness of human ecology and parasitic adaptations. Laboratory studies lead to an understanding of structure and facility in identification. Prerequisite: 1 year of Biology or consent of instructor.

Mr. Altrutz. 3

BIOLOGY 223 — HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent.

Mr. Norris. 4

BIOLOGY 224 — DEVELOPMENTAL BIOLOGY. A course to present embryological development as a single science in which the descriptive-morphological approach and the experimental-physiological and biochemical-genetical approaches are integrated, since all of these contribute to a more comprehensive understanding of the ontogenetic development of organisms. The laboratory work is based primarily upon a study of the comparative development of the vertebrate body. Certain invertebrates and the lower chordates, fish, frog, chick, mouse and pig, with some experimental work are included. Prerequisite: 111 or consent of instructor.

Mr. Archibald. 4

BIOLOGY 225 — GENETICS. A basic course in the principles of heredity, dealing with classical, neo-classical, and modern bio-chemical aspects of the subject, and concerned with both human and non-human material, as well as the genetic basis of variation as it bears on evolutionary theory. Prerequisite: 111 or consent of instructor. (4-hours credit with lecture and laboratory; 3-hours credit with lecture only.)

Mr. Archibald. 3, 4

BIOLOGY 226 — MICROBIAL GENETICS. A course emphasizing the genetics of bacteria. Topics considered include mutation theory, mutagenic agents, the structure and replication of genetic material, recombinations, and known regulatory mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215, or consent of instructor.

Mr. Stukus. 4

BIOLOGY 227 — ENTOMOLOGY. Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor.

Mr. Altrutz. 3

BIOLOGY 232 — PLANT PHYSIOLOGY. A lecture and laboratory study of the functional relationships of the plant body in which absorption and transfer of materials, photosynthesis, respiration, and transpiration are treated with special attention to the problems of plant growth and development. Prerequisites: 111 or consent of instructor.

Mr. Loats. 4

BIOLOGY 233 — GENERAL PHYSIOLOGY. This is a lecture and laboratory study of some of the physical factors influencing physiological function on both the cellular and organ levels in invertebrate and vertebrate animals, and of the comparative physiology of major organ systems. Considerable attention is given to specialized cell types such as nerve and contractile cells, and to systems dealing with functional solutions to common problems of water-balance, acid-base balance, and temperature regulation. A year of chemistry is suggested, but not required. Prerequisites: 110 and consent.

Mr. Pettegrew. 4-5

BIOLOGY 234 — ANIMAL PHYSIOLOGY. The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardiovascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and effective parameters involved in some of these systems. One year of Chemistry is required as a prerequisite or as a co-requisite. Prerequisite: 110 and consent.

Mr. Pettegrew. 4-5

BIOLOGY 236 — RADIATION BIOLOGY. A study of radiation, its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor.

Mr. Pettegrew. 4-5

BIOLOGY 240 — BEHAVIOR. Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor.

Mr. Haubrich. 4
BIOLOGY 250 — CHEMICAL FOUNDATIONS OF BIOLOGY. An introduction to the structural and functional relationships existing at the molecular level within the living state. Detailed consideration is given to certain levels of chemical organization which relate subcellular aspects of metabolism to that of the physiology of the intact organism. The laboratory, besides providing a chance to apply information obtained from lecture material, also emphasizes the application of standard techniques used in biochemical research concerned with the isolation and identification of selected biological materials. Prerequisite: 112 or Chemistry 201-202 or consent. Mr. Klatt. 4

BIOLOGY 302 — BIOCHEMISTRY. A study of the chemical and physio-chemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302.) Mr. Klatt. 4

BIOLOGY 326 — EVOLUTION AND BIOLOGICAL THEORY. A seminar course dealing with the relations of living organisms, the probable origin of life and of existing species, and the impact of the theories and ideas of organic evolution on man's thinking as they have progressed during the development of the science of Biology. Prerequisites: 2 semesters of introductory Biology, 225, and junior/senior standing or consent. Mr. Archibald. 3

BIOLOGY 350 — MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his interest beyond the limits of particular course offerings. A student may take Biology 350 only once. Staff. 1-2

BIOLOGY 361-362 — DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his interest beyond the limits of particular course offerings. Staff. 3

BIOLOGY 400 — SENIOR SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their senior year. (Offered second semester.) Prerequisites: Senior standing, Biology major. Staff. 1

BIOLOGY 451-452 — SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project — one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser in consultation with one other reader. In certain cases this course may become individual work for Honors. (Does not count toward minimal departmental requirements). Staff. 4

BIOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors. (Does not count toward minimal departmental requirements). Staff. 4

TEACHING OF SCIENCE (See EDUCATION 311.)
CHEMISTRY

Professors Dwight R. Spessard, John B. Brown, William A. Hoffman

Associate Professors George L. Gilbert (on leave all year, 1972-73), Gordon L. Gallo-
way (on leave all year, 1972-73)

Assistant Professors Gwilym E. Owen, Jr. (on leave all year, 1972-73), Richard R. Doyle,
Thomas A. Evans, Charles Falletta

Chairman (1972-73) Mr. Brown

Senior Fellows James Miller, John Snyder

Junior Fellows Hans S. Moller III, Margaret Terpenning, Ruthanne Detrick

THE CHEMISTRY DEPARTMENT is among those on the list of colleges approved by
the Committee on Professional Training of the American Chemical Society to offer
a Certificate of Professional Training in Chemistry to the student who satisfies
certain minimal requirements.

COURSES IN CHEMISTRY provide a general cultural background; preparation for
entering chemical industry or for graduate study in pure Chemistry or chemical
engineering; and basic preparation for professional work in the fields of Medi-
cine, Dentistry, Medical Technology, Geology, Physics, and Engineering.

A student who plans to teach Chemistry in a secondary school is advised to
consult with the chairman early in the freshman year regarding various possible
combinations of Chemistry courses to meet teaching certificate requirements.

A deposit each semester for breakage and nonreturnable supplies is required
for each laboratory course, including directed study, senior research, and honors.
Approved safety glasses are required in all laboratories.

Major in Chemistry

THE DEPARTMENT PROVIDES two curricula leading to the bachelor's degree: A
Bachelor of Science program for the student wishing an intensive study of Chemistry
and related sciences in preparation for a professional career or graduate work,
and a Bachelor of Arts program for the student interested in Medicine, secondary
school teaching, or other fields requiring a good background in Chemistry. The B.A.
degree does not preclude a professional scientific career, although an additional year of
undergraduate study may be required for graduate degrees.

A student may graduate with a B.A. degree on fulfillment of general graduation
requirements and completion of the following courses: 201-202, 223-224, 225-226,
341-342, 351; Physics 121-122 or 221-222; Mathematics 123-124 is recommended
although 121-122 or 125-126 will be accepted. A student electing to receive the B.S.
degree must also complete 317, 331, and 344 or 352. A major who elects German
for the language requirement and takes certain advanced courses will be certified to
the American Chemical Society.

Major in Chemistry (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES
CHEMISTRY 100 — CHEMISTRY TODAY. Designed to impart some understanding of the methods of Chemistry to the non-science major. No attempt is made to give comprehensive coverage of Chemistry: rather specific topics of special relevance to today's world, such as environmental pollution, are considered from the chemist's viewpoint. The specific content of the course will vary and will be announced prior to preregistration. The course is not open to students with previous background in college Chemistry and is not recommended for science majors. Three class periods and one laboratory each week.

CHEMISTRY 108 — INTRODUCTION TO COLLEGE CHEMISTRY. A rigorous course with emphasis on nomenclature, qualitative and quantitative relationships in chemical reactions, and certain descriptive Chemistry of the elements. Three class periods a week. Does not satisfy the science requirement.

CHEMISTRY 201 — (I) GENERAL COLLEGE CHEMISTRY. An intensive qualitative and quantitative study of basic chemical principles: atomic and molecular structure, periodicity of chemical properties, states of matter, and selected examples of chemical reactions. Four class periods and one laboratory period a week.

CHEMISTRY 202 — (II) INORGANIC CHEMISTRY. A study of chemical reactions and their correlation with generalizations in the periodic system: an examination of solution equilibria using precipitation, neutralization, oxidation-reduction, and complex reactions. Three class periods a week.

CHEMISTRY 203 — INORGANIC AND QUANTITATIVE LABORATORY TECHNIQUES. Lab work will include inorganic synthesis, separations of ions in solution, and simple techniques of quantitative measurement applied to the determination of percentage composition, equilibrium constants and reliability of data. Two laboratory periods a week.

CHEMISTRY 223-224 — (III and IV) ORGANIC CHEMISTRY. The Chemistry of aliphatic, aromatic, and heterocyclic compounds of carbon. Three lectures a week. Registration must be accompanied by a concurrent laboratory course. 225-226 or 227-228. Prerequisite: 202. Messrs. Doyle, Evans, Spessard.

CHEMISTRY 225-226 — ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice, preparation of typical organic compounds to illustrate the reactions discussed in 223-224, and an introduction to qualitative organic analysis. Two laboratory periods a week, to be taken concurrently with 223-224 by all students intending to major in Chemistry. Messrs. Doyle, Evans, Spessard.

CHEMISTRY 227-228 — ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic Chemistry similar to that in 225-226. One laboratory period a week, to be taken concurrently with 223-224 by a student not planning to major in Chemistry. Messrs. Doyle, Evans, Spessard.

CHEMISTRY 302 — BIOCHEMISTRY. A study of the chemical and physio-chemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. (Same as Biology 302.) Mr. Doyle.

CHEMISTRY 317 — INTERMEDIATE INORGANIC CHEMISTRY. A study of bonding, structure, and reactivity in inorganic compounds. Three lectures a week. (Offered alternate years beginning spring 1974.) Prerequisites: 224 and 342 or taken concurrently.

Mr. Galloway, Mr. Gilbert.

CHEMISTRY 331 — ANALYTICAL CHEMISTRY. A discussion of the theoretical background of selected topics in the areas of absorption spectroscopy, electrochemistry, and phase change or partition processes. Three lectures a week. (Offered alternate years beginning spring 1973.) Prerequisite: 342 or taken concurrently.

Mr. Galloway, Mr. Hoffman.

CHEMISTRY 341-342 — PHYSICAL CHEMISTRY. A study of the description of and prediction of the characteristics of chemical systems and their interactions with respect to transfer of mass and energy. Laboratory course 344 should be taken concurrently with 342. Three class periods a week. Prerequisites: 202; Physics 222 or 122, and The Calculus. A non-major is accepted on recommendation of his adviser.

Mr. Brown, Mr. Owen.

CHEMISTRY 344 — PHYSICAL CHEMISTRY LABORATORY. Quantitative measurements on physical-chemical systems. Experiments are selected to illustrate the theories discussed in 341-342. Two laboratory periods a week; to be taken concurrently with 342.

CHEMISTRY 351-352 — ADVANCED LABORATORY. A combination of discussion and laboratory periods to familiarize the student with the practice and theory of selected instruments.
and techniques now widely applied to chemical investigations. Laboratories and one discussion period a week. Prerequisite: 224, 226, or consent of instructor. Staff. 3, 3

CHEMISTRY 361-362 — DIRECTED STUDY. Offered to juniors and seniors. Prerequisite: 224 or 342 or consent of instructor. Staff. 3

CHEMISTRY 371 JUNIOR SEMINAR — Junior chemistry majors participate in the discussion of topics presented by seniors as part of the departmental Comprehensive. Staff. 1

CHEMISTRY 421 — INTERMEDIATE ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic Chemistry and specially selected topics dealing with some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Three lectures a week. (Offered alternate years beginning fall 1972.) Prerequisites: 224-226. Messrs. Evans, Owen, Spessard. 3

CHEMISTRY 441 — INTERMEDIATE PHYSICAL CHEMISTRY. A selection of topics from the areas of crystal structure emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Normally meets for three class periods a week, but selected experimental projects may be substituted for equivalent class hours. Prerequisites: 342; Mathematics 351. Mr. Brown, Mr. Evans. 3

CHEMISTRY 451-452 — SENIOR RESEARCH. May not be elected without prior staff approval. Prerequisite: 351. Staff. 4

CHEMISTRY 461-462 — INDIVIDUAL WORK FOR HONORS. Research for qualified seniors under faculty supervision. A thesis is required. Staff. 4

TEACHING OF SCIENCE (See Education 311.)

DANCE

Associate Professor (Mrs.) Virginia C. Northrop
Instructor (Ms.) Susan Alexander
Chairman (1972-75) Mrs. Northrop
Senior Fellows Vicki Belazis, Elizabeth White

THE DEPARTMENT OF DANCE is designed to explore the principles of the art form through the medium of movement with opportunity for application in all media. Its function is to enable the student to become independently productive in the use of these choreographic principles through a total experience in technique of movement, composition, and theoretical studies.

A student who majors in dance may earn a Bachelor of Arts or Bachelor of Fine Arts degree within the stated curriculum and in consultation with the department chairman.

Major in Dance

The Dance major prepares the student for the teaching of dance, choreography-performance or dance therapy. Course emphases may be adapted to individual needs. Required courses are Dance 141-151, 205, 206, 323, 425, and 361-362. Optional courses are Dance 324, 353-354, 361-362, 440-441. Strongly recommended courses in related areas include Psychology 101 and 411; Theatre 101 and 317; Philosophy 405; Art 103; and Biology 201.
DANCE 131-141-151 — TECHNIQUES OF MOVEMENT. Beginning, intermediate, and advanced sections in Modern Dance; beginning Ballet. Staff. 2-16

DANCE 205 — BEGINNING COMPOSITION FOR DANCE. An introductory course in the structure of Dance including problems in time, space, dynamics, design; analysis and critique of original compositions. The final examination includes organization for and participation in a workshop presentation. Mrs. Northrop. 2

DANCE 206 — INTERMEDIATE COMPOSITION FOR DANCE. Problems in solo and group choreography, designed and directed by class members. Mrs. Northrop. 2

DANCE 323-324 — THE ART FORM AS EXPLORIED THROUGH DANCE. Historical and philosophical concepts from the primitive to the contemporary period. Ms. Alexander. 3-3

DANCE 353-354 — APPLIED ANATOMY AND KINESIOLOGY FOR DANCERS. A study of the structure and function of the human body as it applies to dancers. To be taught in alternate years. Ms. Alexander. 3-3

DANCE 361-362 — DIRECTED STUDY. Special problems in composition, theory, kinesiology, or the teaching of Dance on various levels. Mrs. Northrop. 2

DANCE 425 — DANCE GROUP. The performing group. Prerequisites: one year of apprenticeship and membership by election; Dance Techniques course and 205 and 206. Ms. Alexander. 2-16

DANCE 440-441 — DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement. To be taught once every three years, beginning in 1973-74. Staff. 3-3

DANCE 451-452 — SENIOR RESEARCH. Staff. 4

DANCE 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

ECONOMICS

Professors William L. Henderson (part-time), Daniel O. Fletcher (on leave second semester, 1972-73)

Associate Professor Larry C. Ledebur (part time)

Assistant Professors William K. Chung, Stanley W. Huff, Paul G. King, Frank L. Slesnick, Richard L. Lucier

Chairman (1972-74), Mr. King

Major in Economics

THE COURSES OFFERED by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law.

Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.
Combined Major in Mathematics and Economics

A STUDENT INTERESTED in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 251, 307, 308, and 351, and Economics 200, 301, 302, 350a or 350c, and one additional Economics course at the 300 level.

Major in Economics (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

Departmental Requirements

WHILE THE DEPARTMENT will advise each student on the composition of his program in consideration of his personal objectives, all Economics majors are required to take Economics 200, 301, and 302. Majors must have a minimum of 24 credit hours in the department, including 200.

The student will find it desirable to take 200 in his first two years. Students who have had an introduction to Economics in their secondary education should arrange with the department to take the proficiency examination in 200. Those who are successful will be given credit according to the practice of the University.

Recognizing a rapidly growing need for skills in quantitative analysis and attempting to provide the necessary background for rigorous investigation of the available wealth of business and economic data, the department strongly recommends that all majors take at least Mathematics 102 and 121. Students are encouraged to enroll in these courses in their freshman and sophomore years, in order to apply their Mathematics to advanced Economics courses. Students who have strong interest in both Mathematics and Economics-Business are encouraged to enroll in the combined Mathematics-Economics Major.

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student planning to attend a graduate school of business is advised to take 200, 313, and 323, as well as Mathematics 102 and 121.

Hunsberger Memorial Investment Fund

A FUND OF MORE THAN $10,000 was established in 1966 in honor of Harry A. Hunsberger, Jr., an Economics major in the Class of 1966, by the Hunsberger family and friends. This memorial fund was initiated to provide practical investment experience for Denison University students. The fund is designed to be operated by students and to serve as a learning experience. Investment decisions made by student members of the Hunsberger Investment Club may be made in stocks, bonds, debentures, warrants, rights, and similar securities. The fund is administered by the staff of the Department of Economics but the operation of the fund is managed exclusively by students. There is no stipulation limiting the number or majors of students who can participate in this program.
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
ECONOMICS

Professors William J. Dauvissat (part time), Daniel T. Fox, on leave second semester 1977-78

Associate Professor Larry C. Finkbeiner (part time)

Assistant Professors William R. Shag, Stanley W. Holt, Paul E. King, Frank L. Shoesick, Richard L. Lucas

Chairman 1972-74: Mr. King

Major in Economics

THE COURSES OFFERED by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goal of the department are threshold.

First, to promote an understanding of basic economic aspects of society and to provide a basis for intelligent and effective participation in modern society. Whatever one's interests on career plans, intellectual curiosity, about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and finance, economics, government and international affairs, high-school and college teaching, industrial relations, and law.

Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.
Combined Major in Mathematics and Economics

A STUDENT INTERESTED in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 251, 307, 308, and 131, and Economics 200, 301, 302, 350a or 350c, and one additional Economics course at the 300 level.

Major in Economics (Environmental Studies Concentration)

see ENVIRONMENTAL STUDIES

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ECONOMICS 200 — PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Each section deals with general principles in the context of specific areas of the field of Economics. Two or more of these sections will be offered each semester. May not be taken more than once. Recommended for General Education.

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy: the Government’s Role
- d. Urban Problems
- e. Environmental Problems
- f. Mathematical Analysis of Economic Problems
- g. Work and Leisure
- h. Emphasis on the Black Community
- i. Current Issues
- j. Economies of the World

ECONOMICS 249-250 — ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. Course credit may not be counted toward a major in Economics.

Mr. Bowman. 3

ECONOMICS 300 — CONTEMPORARY ECONOMIC ISSUES AND POLICY. A survey of current economic problems with special emphasis on the causal factors and the policies adopted or available to bring about solutions. Problems will be selected to reflect current issues. Not open to those with credit for 200. Recommended for General Education. Prerequisite: Junior or senior standing.

Staff. 4

ECONOMICS 301 — MACRO ECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 200.

Mr. Huff, Mr. King, Mr. Slesnick. 4

ECONOMICS 302 — MICRO ECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in micro economic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Special emphasis is given to showing how theoretical analysis is applied to business problems through the use of calculus and statistics. Prerequisite: 200.

Mr. Chung, Mr. Fletcher, Mr. Lucier. 4

ECONOMICS 310 — PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite: 200.

Mr. Henderson, Mr. Slesnick. 4

ECONOMICS 311 — HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the mainstream of current economic thought. Prerequisite: 200.

Mr. Lucier. 4

ECONOMICS 312 — COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200.

Mr. Henderson. 4

ECONOMICS 313 — INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. Mr. Fletcher. 4


Mr. Chung, Mr. Lucier. 4

ECONOMICS 315 — MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 200.

Mr. Huff, Mr. Slesnick. 4
ECONOMICS 316 — ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 200.

Mr. King. 4

ECONOMICS 317 — LABOR ECONOMICS. The Economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 200.

Mr. Huff. 4

ECONOMICS 318 — ECONOMIC DEVELOPMENT OF THE UNITED STATES. Analysis of the determinants of American economic growth and development, and the evolution of American economic institutions with emphasis on the interpretation of these factors in the light of contemporary economic theory. Prerequisite: 200.

Mr. Fletcher. 4

ECONOMICS 320 — URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The causal factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: 200.

Mr. Ledebur. 4

ECONOMICS 323 — MANAGERIAL ECONOMICS. Theoretical analysis of management decision making with emphasis on production and profit problems for the firm. Prerequisite: 200.

Staff. 4

ECONOMICS 349-350 — SEMINARS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered as registration warrants, in the following fields:

a. Econometrics.
c. Modern Economic Analysis.
d. Economic Research.
e. Other. (Advanced material in all of the areas of specialization offered by the department.)

Staff. 4

ECONOMICS 361-362 — DIRECTED STUDY.

Staff. 3

ECONOMICS 451-452 — SENIOR RESEARCH.

Staff. 4

ECONOMICS 461-462 — INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

EDUCATION

Professor Thomas F. Gallant
Assistant Professor Robert B. Lillich
Chairman (1970-73), Mr. Gallant

Teacher Preparation

DENISON UNIVERSITY is accredited by the State Department of Education in Ohio in the teacher-preparation field of secondary education, including junior and senior high schools. A Special Certificate in Music (See MUSIC CURRICULUM) may be obtained on completion of the required courses of this curriculum.

A student seeking teacher certification may be expected to demonstrate at least mean performance on a nationally standardized achievement test, demonstrate competence in oral and written English, and in handwriting and vocabulary. The student may be required to submit to a speech test given by the Department of Speech and, if found deficient, must register for appropriate courses.
A student expecting to become a teacher or a coach of athletics should confer with the members of the Department of Education as early as possible on planning an effective four-year schedule.

A student who takes student-teaching must meet the requirements for teacher certificates in the State of Ohio. A student who plans to meet the certification requirements of other states should confer with the members of the Department of Education as early as possible in order to elect the proper courses.

Student-teaching assignments are made in the various schools in Granville, Heath, Newark, Mt. Vernon, and Licking County. These assignments are made by the Department of Education but responsibility for transportation to the school rests with the student.

Certification for Teaching in Secondary Schools

Requirements for certification to teach in the secondary schools (grades 7-12) of Ohio, and in most other states, may be met by completing course work in the following three categories:

Professional education (24 semester hours): Education 217, 213, 420, a course in methods of teaching (either in the major teaching field or Education 326), and student teaching (Education 415). (See also the alternate plan, the Undergraduate Internship in Education.)

General Education (30 semester hours): The student who meets Denison's general education program will fulfill the state requirement.

Teaching fields: The semester hours required varies for different fields. This information may be obtained at the Department of Education office.

A student interested in teaching should consult with a member of the Department of Education. Early planning will help him to meet the requirements for certification in any state in which he may wish to teach. Enrollment in the teacher education program must be approved by the Committee on Teacher Education. Applications should be made as soon as possible after the first semester of the freshman year.

The Undergraduate Internship in Education

This new program was initiated in selected teaching fields during the 1970-71 academic year. The program provides an alternate plan for fulfilling the professional education requirements for teacher certification and places heavy emphasis on school-based experience.

Eligibility for application: (1) Previous course work in professional education limited to Psychology/Education 217; and (2) Demonstrated interest in and aptitude for the profession of teaching.

Interested students may obtain more information from the Department of Education.
PHASE 1: PSYCHOLOGY/EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT. 3

PHASE 2: EDUCATION 345 or 346 — SPECIAL PROBLEMS (FIELD EXPERIENCE). During a semester prior to the Internship, the student will visit local schools to observe different levels of Education and various styles of teaching. He will have the opportunity of talking with teachers and other educators for the purpose of expanding and diversifying his perspective of Education. The entire experience will be designed to orient the prospective teacher to the goals as well as realities of teaching and to give him a limited occasion to work with children and youth before entering the Internship semester. Staff. 4

PHASE 3: EDUCATION 417 — INTERNSHIP. (See course description in regular listing) 16

Departmental Major and Degree

A STUDENT PREPARING for teacher certification may qualify for any of the degrees described in PLAN OF STUDY. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education.

EDUCATION 213 — SECONDARY SCHOOL CURRICULUM. A general orientation in the field of the secondary school curriculum to aid the student in the understanding of factors influencing the curriculum and of the environment in which he will teach. Mr. Gallant. 3

EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during early periods of growth. (Same as PSYCHOLOGY 217.) Prerequisite: General Psychology. 3

EDUCATION 345-346 — SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairman. Staff. 2-4

METHODS — Methods courses investigate the objectives, materials, resources, and special methodologies applicable to their respective teaching fields. In each course the participant is enjoined to assess his own personal characteristics and relate these to the style of teaching most appropriate for him under various circumstances and conditions. In addition to the classroom work, all students are scheduled for a weekly three-hour observation-participation “laboratory” in area schools. Prerequisite: 217.

EDUCATION 311 — TEACHING OF SCIENCE. Mr. Lillich. 4

EDUCATION 315 — TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316. (Offered in 1972-73 and in alternate years.) Mr. Hunter. 3

EDUCATION 316 — TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315. (Offered in 1972-73 and in alternate years.) Mr. Hunter. 3

EDUCATION 320 — TEACHING OF SOCIAL STUDIES. Mr. Gallant. 4

EDUCATION 326 — GENERAL AND SPECIAL METHODS OF TEACHING. Mr. Gallant. 4

EDUCATION 329-330 (BLOCK A) — METHODS, MATERIALS, AND TECHNIQUES OF PHYSICAL EDUCATION AND ATHLETICS. UNIT A1 — METHODS AND MATERIALS. (See Physical Education listing for full description of Block A and other units contained within it.) Staff. 2

EDUCATION 331 — TEACHING OF ENGLISH. Staff. 4

EDUCATION 333 — TEACHING OF LATIN. (Offered only on demand.) Staff. 4

EDUCATION 335 — TEACHING OF MATHEMATICS. Mr. Sterrett. 4

EDUCATION 339 — TEACHING OF SPEECH. Mr. Hall. 4

EDUCATION 341 — TEACHING OF ART. (Offered second semester in 1973-74 and in alternate years.) Staff. 4

EDUCATION 343 — TEACHING OF MODERN LANGUAGES. (Offered in 1972-73 and in alternate years.) Mr. Preston. 4

EDUCATION 345-346 — SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairman. Staff. 2-4

EDUCATION 361-362 — DIRECTED STUDY. Staff. 3
EDUCATION 373—ISSUES IN HIGHER EDUCATION. An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator.

Mr. Gallant, Coordinator.

EDUCATION 415—STUDENT TEACHING. Eligibility: (1) cumulative grade-point average of 2.5, (2) grade-point average of 3.0 in major teaching field. Exceptions to the foregoing requirements will be made only by the Teacher Education Committee. This committee will also grant final approval for admission to student teaching, subject only to the student's acceptance by the officials of the school in which the student teaching is to take place. Normally, a student should not take more than 16 semester-hours including student teaching during the semester(s) he seeks experience in this area. The student teaches three classes, five days each week, for one semester. A seminar is held each week for all student teachers. Prerequisites: 213, 217, and Methods course. (Offered each semester.)

Director and Staff.

EDUCATION 417—INTERNSHIP. An integrated program containing the following components: methods of instruction (2 sem. hrs.), society, school, and curriculum (4 sem. hrs.), practicum in teaching (10 sem. hrs.). The internship is designed to give the student a full-time off-campus experience. Academic work is structured into the program, with the initial portion of the student's involvement being devoted to extensive on-the-job observation, reading, and study. During the early weeks, regular seminars will be held with University and school personnel. This aspect of the work will gradually phase out as the student assumes more and more classroom responsibilities, culminating in a period of several weeks of full-time teaching and extracurricular duties. Prerequisites: Phases 1 and 2 and second semester junior status.

EDUCATION 420—PHILOSOPHY OF EDUCATION. An inquiry into the philosophical issues associated with education including such problems as The School in Relation to Society and The Aims and Values of Education. The educational philosophies of pragmatism, realism, idealism, and existentialism are critically evaluated. (Same as PHILOSOPHY 420.)

Mr. Santoni.

ENGLISH

Professors Lenthiel H. Downs (on leave second semester, 1972-73), Paul L. Bennett, (Miss) Nancy E. Lewis, Kenneth B. Marshall, Dominick P. Consolo, Quentin G. Kraft

Associate Professors Richard Kraus, John N. Miller, Tommy R. Burkett, C. J. Stoneburner (on leave first semester, 1972-73), William W. Nichols

Assistant Professor Benjamin F. McKeever, Jr., Peter B. Way (Classics)

Instructors (Ms.) Nancy Nowik, (Ms.) Ann Fitzgerald

Chairman (1972-73), Mr. Miller

ADDED TO THE DEPARTMENTAL STAFF for varying periods of residence each year are established writers who hold the endowed Harriet Ewens Beck lectureship in English. Beck writers who have been in residence at Denison include Eudora Welty, Jon Silkin, William Stafford, Granville Hicks, Malcolm Cowley, Peter Taylor, Howard Nemerov, Joyce Carol Oates, Vassar Miller, Ernest J. Gaines, Robert Hayden, Gary Snyder, and Denise Levertov. In 1972-73 a variety of Beck writers and lecturers will focus on the subject of creativity in art and human intelligence.
Courses of Study

Major in English

GENERAL REQUIREMENTS. A student majoring in English must elect a minimum of 29 semester hours of credit in English. Hours in excess of 32 before a student's senior year will not count toward graduation requirements.

A student who is preparing to teach English in secondary schools should include in his courses for certification: 200, 230, 237, 346 (or approved equivalent), 210 (or equivalent in advanced courses in English Literature), and Education 331.

SPECIAL REQUIREMENTS. For Major in Literature add 215 to the General Requirements above. For a Major in Writing a minimum of 12 semester-hours in writing courses must be added to the General Requirements. Included must be 407-408 or 361-362 or 461-462.

ENGLISH 101—WRITING WORKSHOP. Extensive participation in expository and other forms of writing; a workshop experience encouraging presentation and discussion of student writing. For freshmen only, with rare exceptions. Staff. 3

ENGLISH 102—THE LITERARY IMAGINATION. Experience in analytical reading of major types of imaginative literature. For freshmen only. Staff. 3

ENGLISH 200—CORRECTIVE AND DEVELOPMENTAL READING. Designed for prospective secondary school English teachers. Its purpose is to develop an understanding of the techniques by which the reading skills of secondary students can be enhanced through instruction in English classes. Emphasis will be placed on the nature of the reading process, the identification and diagnosis of reading problems, and approaches and procedures for assisting students in improving their reading competencies. Staff. 2

ENGLISH 210—MAJOR ENGLISH WRITERS. Selected works by eight to twelve English writers, including Chaucer, Donne or Milton, Pope or Swift, Wordsworth or Keats, Tennyson or Browning, and a novelist. Staff. 4

ENGLISH 215—SHAKESPEARE. A study of the principal plays. Required of English majors. (Offered each semester.) Staff. 3

ENGLISH 217—NEWSWRITING AND EDITING. Extensive practice in newswriting and analysis of newspaper techniques. (May be taken for academic credit twice for a maximum of four hours but does not count toward the Literature requirement.) 2

ENGLISH 218—THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James' translation with emphasis on story content and poetic idioms. Mr. Downs. 4

ENGLISH 219—20th CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, and other 20th Century poets. Staff. 3

ENGLISH 220—20th CENTURY BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th Century writers of fiction. Staff. 4

ENGLISH 230—AMERICAN LITERATURE. Selected works by writers of the 19th Century, including Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, and Crane. Staff. 4

ENGLISH 237—ADVANCED COMPOSITION. Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once, for credit, with a different instructor. Staff. 3

ENGLISH 240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. Mr. Downs. 4

ENGLISH 255—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period. Mr. McKeever. 4

ENGLISH 257—NARRATIVE WRITING. A fiction writing workshop. Mr. Bennett, Mr. Kraus. 3

ENGLISH 267—ESSAY AND ARTICLE WRITING. Mr. Bennett. 3

ENGLISH 277—POETRY WRITING. Mr. Bennett, Mr. Miller. 3

ENGLISH 281—ORAL TRADITION AND FOLK IMAGINATION (BLACK). An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. Mr. McKeever. 4
ENGLISH 308 — RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition.

ENGLISH 310 — STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit.

ENGLISH 323 — MILTON AND THE 17th CENTURY. A study of Milton's Paradise Lost and selected shorter poems with some consideration of the 17th Century literary background.

ENGLISH 324 — THE ROMANTIC MOVEMENT IN ENGLAND. A study of the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGLISH 329 — RENAISSANCE DRAMA. A study of the drama in England from 1580 to 1642 (exclusive of Shakespeare), with emphasis upon the works of Marlowe, Jonson, Webster, and Ford.

ENGLISH 331 — NON-DRAMATIC LITERATURE OF THE RENAISSANCE. A study of Golden, Baroque, and other writers from Sidney through Marvell, including Spenser, Davies, Bacon, Jonson, Donne, and Herbert, with emphasis especially on verse and imaginative prose, but with some attention directed to the critical prose of the period.

ENGLISH 332 — CHAUCER AND MIDDLE ENGLISH LITERATURE. The central concerns of the course, Troilus and Criseyde and The Canterbury Tales, are considered in relation to other literature in the period.


ENGLISH 341 — THE ENGLISH NOVEL. A study of selected novels, including such writers as Defoe, Fielding, Sterne, Thackeray, Austen, Emily Bronte, Dickens, and Hardy.

ENGLISH 342 — STUDIES IN THE MODERN NOVEL. Selected works by recent writers of fiction, such as Graham Greene, Anthony Powell, C. P. Snow, William Styron, Saul Bellow, and John Hawkes.


ENGLISH 349 — READINGS IN EUROPEAN LITERATURE. Selected complete works in translation from Dante, through Cervantes, Molieres, Goethe to Ibsen and Tolstoy.

ENGLISH 350 — MODERN EUROPEAN LITERATURE. Selected major 20th Century works in translation, including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann.

ENGLISH 355 — THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction.


ENGLISH 358 — THE POETRY OF BLACK AMERICA. An examination of the poetics of the black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, black poetry.

ENGLISH 361-362 — DIRECTED STUDY.

ENGLISH 373 — THE AMERICAN LITERARY RENAISSANCE. A seminar dealing with authors to be chosen from Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.

ENGLISH 375 — AMERICAN REALISM AND NATURALISM. A seminar dealing with the rise, development, and influence of realism and naturalism in the works of such writers as Howells, James, Norris, Crane, Dreiser, and Faulkner.

ENGLISH 407-408 — SEMINAR IN WRITING.

ENGLISH 410 — LITERARY CRITICISM. The theory of literature, its criticism and scholarship, studied in relation to widely known poems, plays, and novels.

ENGLISH 415 — SHAKESPEARE STUDIES. A seminar for juniors and seniors, dealing intensively with selected Shakespearean plays and focusing on certain aspects of the dramatist's work. Prerequisite: 215.

ENGLISH 430 — PROBLEMS IN LITERATURE. Offers the senior the opportunity of having a
self-proposed, self-directed, and self-evaluated project in his major. The project requires staff approval, offers staff consultation, and includes some form of sharing with others the results of the student’s work.

**ENGLISH 451-452 — SENIOR RESEARCH.**
Staff. 4

**ENGLISH 461-462 — INDIVIDUAL WORK FOR HONORS.**
Staff. 4

**TEACHING OF ENGLISH** (see EDUCATION 331.)

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**GEOLOGY AND GEOGRAPHY**

Professors Richard H. Mahard, Charles E. Graham
Associate Professor Kennard B. Bork (on leave second semester 1972-73)
Assistant Professor Robert J. Malcuit
Chairman (1971-73), Mr. Mahard

THE GEOLOGY AND GEOGRAPHY CURRICULUM is designed to provide courses for the student interested in becoming acquainted with the earth as a planet, the earth’s oceans and atmosphere, and the solid earth. These subjects are covered in Physical Geology and Fundamentals of Earth Environment. Either one of these courses may be used to fulfill one of the three basic science requirements.

The curriculum also provides training for the teacher in a first or second teaching field. Additionally, students planning for professional training in urban planning, geography, or geology will find the curriculum sufficiently well-rounded to be acceptable to graduate schools of the leading universities. Each student’s sequence is carefully arranged in consultation with his adviser.

**Major in Earth Science**

A STUDENT MAY MAJOR IN EARTH SCIENCE, combining courses in Geology and Geography with other science offerings and work towards a Bachelor of Arts degree. In addition to Geology 105, 111, 113; Geography 225 and 226, he would take 12 additional hours in Geology. Additional courses in Geography and in the other sciences would be expected, depending upon the interests and goals of the student.

**Major in Geology (Environmental Studies Concentration)**

See ENVIRONMENTAL STUDIES

**Major in Geology**

A STUDENT MAJORING IN GEOLOGY will normally be working toward a Bachelor of Science degree in anticipation of going on for graduate work in Geology. He will take eight courses in Geology in addition to Geology 400 and Geography 225 and 226. A minimum of 30 semester-hours is expected in Mathematics, Chemistry, Physics and Biology.
GEOLOGY 105 — FUNDAMENTALS OF EARTH ENVIRONMENT. The principles of map reading, meteorology, climatology and geomorphology learned by the self-paced instruction method. Tutors assist at scheduled hours and help the participant measure his comprehension at his own discretion. Satisfactory completion of modules prepares the student for lectures on environmental problems and related subjects. Laboratory consists primarily of outdoor exercises. Mr. Graham. 4

GEOLOGY 111 — PHYSICAL GEOLOGY. Usually divided into two sections, one section (111a) is designed for non-science majors to study the composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science. The size of the enrollment will determine the specific format of teaching and evaluation procedures. The other section (111s) is designed for science majors with prime emphasis on the geochemical and geophysical examination of the structure and internal constitution of the earth. Each section has a separate laboratory, in which rocks and minerals, topographic and geologic maps are studied. Each has some outdoor field investigation. Staff. 4

GEOLOGY 113 — HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the methods of interpreting the environment of deposition and the ecology of past life. Prerequisite: 111 Mr. Bork. 4

GEOLOGY 211 — MINERALOGY. Basic crystallography and crystal chemistry. Variations in physical properties of hand specimens are studied in laboratory; polarizing microscope is used for optical studies, and x-ray powder techniques for elementary structural analysis and identification. Prerequisite: 111. Mr. Malcuit. 4

GEOLOGY 212 — PETROLOGY. Physico-chemical basis of petrogenesis; hand specimen and microscopic identification and interpretation; igneous classification and simple binary and ternary systems; sedimentary rock classification and diagenesis; metamorphic rocks and processes. Prerequisite: 211. Mr. Malcuit. 4

GEOLOGY 213 — PALEONTOLOGY. An introduction to fossil and invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, and application of fossils to biostratigraphy. Prerequisite: 113. Mr. Bork. 4

GEOLOGY 214 — SEDIMENTATION AND STRATIGRAPHY. Study of the processes of sedimentation and of environments of deposition. Emphasis on the principles of stratigraphy and theories of correlation and sedimentation. Prerequisite: 113. Mr. Bork. 4

GEOLOGY 215 — GEOLOGY OF NATURAL RESOURCES. A broad survey of geologic resource exploration and exploitation. It further encompasses the legal, economic, and social aspects of resource utilization and problems of resource conservation and supply. Prerequisite: 111, or consent of instructor. Staff. 4

GEOLOGY 311 — STRUCTURAL GEOLOGY. Study of movements of solid rock and molten rock and their effect upon crustal features of the earth. Prerequisites: Geology 111 and Geography 226. Mr. Graham. 4

GEOLOGY 312 — ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. Intensive study of dynamic earth processes, both constructive and destructive, which determine nature of earth's crustal features both large and small; topographic and geological map interpretation; field work. Prerequisite: 311 or consent. Staff. 4

GEOLOGY 320 — GEOLOGICAL INVESTIGATION IN THE FIELD. Study of geologic field methods, maps, and aerial photos as well as pre-trip preparation for the spring vacation field trip constitute a 3-hour course. Preparation and participation in the field trip constitute a 2-hour course. A student who has had Geology 111 may apply for permission to participate in the field trip for one semester-hour of credit. Staff. 1-3

GEOLOGY 361-362 — DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. 3

GEOLOGY 400 — FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course, he receives credit transferable to his record at Denison. 4-B

GEOLOGY 451-452 — SENIOR RESEARCH. Staff. 4

GEOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. 4

TEACHING OF SCIENCE (See EDUCATION 311.)
Courses of Study

Geography

GEOGRAPHY is a non-major field at Denison, but the student who may wish to pursue this discipline at the graduate level might major in Earth Sciences, Economics, Sociology, or History. Such a student should elect 12-15 hours in Geography at Denison and should choose Geology as one of his years of science. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program in Geography at a high-ranking university.

GEOGRAPHY 225 — GEOGRAPHY OF THE EASTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis on historical geography and continuing influence of environment upon the nation’s development. (Fall semester.)
Mr. Mahard. 4

GEOGRAPHY 226 — GEOGRAPHY OF THE WESTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis placed on appreciation and understanding of scenery; relationships between development of the West and environmental considerations. (Spring semester.)
Mr. Mahard. 4

GEOGRAPHY 230 — GEOGRAPHY OF SOUTH AMERICA. Environmental factors and their significance in the affairs of South America.
Mr. Mahard. 3

GEOGRAPHY 232 — GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe.
Mr. Mahard. 3

GEOGRAPHY 261 — WORLD POLITICAL GEOGRAPHY. A study of natural environment and earth-man relationships as they bear on the current world political situation.
Mr. Mahard. 3

GEOGRAPHY 361-362 — DIRECTED STUDIES. Readings in Geography selected to enhance student’s geographic comprehension.
Mr. Mahard. 3

HISTORY


Associate Professor Clarke L. Wilhelm

Assistant Professors William C. Dennis, Robert B. Toplin, Michael D. Gordon, John B. Kirby, Donald G. Schilling, Bruce E. Bigelow, Arthur A. Zebbs

Senior Fellows Holly Hughey, Steven McBride, Kristen Neuschel, John Speicher, John Thompson

Chairman (1971-74), Mr. Stratton; Acting Chairman (second semester) Mr. Wilhelm

Major in History

A STUDENT MAJORING IN HISTORY usually takes from 30 to 40 hours of course work in the department. The major is required to take History 201 and 202 and in addition must demonstrate a measure of competence in the following areas: American, European from the Renaissance to 1815, European from 1815 to the present, and Non-Western. This may be done in one or more of the following ways: by Advanced Placement or superior high school training, by Proficiency examination, or by taking one or more courses in an area.
In May of the junior year a major will take an examination on a significant problem of historical interpretation, drawing his material from any source at his command. The grade on this examination will be recorded for the purpose of qualifying for Honors.

Each major must prepare in consultation with his adviser a carefully constructed program of study. Provision shall be made for writing a major research paper. Whether the senior program should involve specialization in a single field of History or a more general approach will depend on the needs of each student.

A working knowledge of a foreign language is normally expected of all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of these plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

**Introductory Courses**

**HISTORY 201 — THE INDIVIDUAL AND THE SOCIAL ORDER IN ANCIENT AND MEDIEVAL TIMES.** A study of the search for a viable political and social order during the ancient and medieval periods. This course will not attempt to survey ancient and medieval history but will concentrate upon three periods: late 5th-century Athens, Rome during the last century of the Republic and the first century of the Empire, and the European high middle ages from the 11th to the 13th century. The intervening years will be considered only to the degree necessary to understand the developments of these three periods or as evidence of the success or failure of the search for social and political order. (Should ordinarily be taken in the freshman year if used to fulfill GE requirement).

*Mr. Southgate, Staff.* 4

**HISTORY 202 — THE INDIVIDUAL AND THE SOCIAL ORDER IN MODERN TIMES.** This course will follow in theme, organization, and sequence History 201, The Individual and the Social Order in Ancient and Medieval Times. History 202 will examine three periods within the scope of Modern history. In each, the emphasis will be upon (1) political, economic, and social structures and the place of classes and individuals within these structures, (2) the force of change in reshaping these structures by revolutionary or evolutionary means, and (3) the birth of new attitudes towards man and society. (Should ordinarily be taken in the freshman year if used to fulfill GE requirement).

*Mr. Watson, Staff.* 4

**HISTORY 215 — A HISTORY OF BLACKS IN AMERICA.** A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement).

*Mr. Kirby, Mr. Zebbs.* 4

**HISTORY 221 — AMERICAN CIVILIZATION.** A survey of the History of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.)

*Staff.* 4

**American History**

**HISTORY 301 — THE IDEA OF AMERICAN UNION: THE COLONIAL PERIOD.** A study of the economic, social, and political aspects of American History during the 17th and 18th centuries.

*Mr. Dennis.* 4

**HISTORY 302 — THE IDEA OF AMERICAN UNION: THE EARLY NATIONAL PERIOD.** A study of the growth of American nationalism and the American character from the Constitution to the Civil War. Political thought and primary sources are emphasized.

*Mr. Dennis.* 4

**HISTORY 303 — THE AMERICAN FRONTIER.** The frontier in American economic, political, and cultural development.

*Mr. Wilhelm.* 3

**HISTORY 305 — RECENT AMERICAN HISTORY.** Study of American society from the 1920's through the Depression, New Deal, Cold War, and the 60's and 70's. Emphasis is directed to the social, economic, political, and cultural changes and continuities manifested in American life since World War I.

*Mr. Kirby.* 3
HISTORY 307 — AMERICAN DIPLOMATIC
HISTORY. A survey of American Diplomatic
History, emphasizing the rise to world power
in the 20th Century. Mr. Wilhelm. 4

HISTORY 311 — AMERICAN INTELLECTUAL
HISTORY. A study of selected problems in
American intellectual development. Mr. Chessman. 3

HISTORY 314 — AMERICAN SOCIAL HIST-
ORY SINCE 1860. A survey of development of Ameri-
can social history since the Civil
War, emphasizing urban and industrial
growth and its effects upon social classes, in-
tstitutions, and cultural life. Mr. Chessman. 3

HISTORY 316 — TOPICS IN BLACK HISTORY.
Analysis of the development of Black Ameri-
can ideologies, institutions, leaders, and cul-
ture based around topical themes with an
emphasis on the interrelationship of historical and
temporary black thought and activity in Ameri-
can life. Prerequisite: History 215.
Mr. Kirby, Mr. Zebbs. 3

Ancient and Medieval History

HISTORY 321 — THE HISTORY OF GREECE.
Same as Classics 321. 4

HISTORY 323 — THE HISTORY OF ROME.
Same as Classics 323. 4

HISTORY 333 — THE MIDDLE AGES. A semi-
nar in the development of European ideas
and institutions from the High Middle Ages
to the Renaissance. Mr. Southgate. 3

HISTORY 335 — ENGLAND IN THE MIDDLE
AGES. English constitutional and social his-
tory from the Norman Conquest to 1485. Pre-
requisite: History 201 or consent.
Mr. Southgate. 3

Modern European History

HISTORY 337 — THE AGE OF THE RENAI-
sANCE. An examination of European history in the
14th and 15th centuries. Emphasis will be placed on intellectual developments and on
the social and political context which shaped these developments. Mr. Gordon. 4

HISTORY 338 — THE AGE OF THE REFORMA-
tION. An examination of European history in the
16th and early 17th centuries. Emphasis will be placed on political and intellectual
developments and on the social context which shaped these developments. Mr. Gordon. 4

HISTORY 342 — ENGLAND UNDER THE TU-
DORS AND STUARTS. A study of English
social and cultural history and of the develop-
ment of the English constitution against the
background of the political history of the 16th
and 17th Centuries. Mr. Southgate. 3

HISTORY 343 — MODERN BRITAIN. A politi-
cal, social, and cultural history of Great
Britain from 1715 to the present.
Mr. Watson. 3

HISTORY 345 — THE AGE OF ABSOLUTIS-
M. An examination of European history in the
late 17th and the 18th centuries. Emphasis
will be placed on political and social develop-
ments and on the intellectual context which
shaped these developments. Mr. Gordon. 4

HISTORY 347 — HISTORY OF RUSSIA TO
1917. Development of the Russian people and
state from their earliest origins to 1917; politi-
cal, economic, and social relations; and
foreign policy. Mr. Bigelow. 4

HISTORY 348 — HISTORY OF THE SOVIET
UNION. Political, economic, social, and dip-
lomatic evolution of Soviet Russia and the
Republics of the USSR from about 1917 to the
present. Mr. Bigelow. 4

HISTORY 350 — EUROPE SINCE 1815. A study
of the interaction of ideologies and events in European history from the end of the
Napoleonic era to the present. Mr. Pollock. 4

HISTORY 351 — EUROPEAN DIPLOMATIC HIST-
ORY: 1815-1914. A study of European interna-
tional relations from the Napoleonic period
to the First World War. Mr. Schilling. 3

HISTORY 352 — SOCIAL HISTORY OF MOD-
ERN EUROPE (19th and 20th CENTURIES).
An analysis of the development of European
society since the French Revolution with an
emphasis on class structure, class interaction,
and the processes of social change.
Mr. Schilling. 3
HISTORY 353 — REVOLUTION AND WAR IN THE 20th CENTURY. An exploration of the dominance of the era from 1914 to the 1960s by war, revolutions, and revolutionary ideas, with an emphasis on Europe. Mr. Pollock. 4

HISTORY 356 — INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. Mr. Watson. 3

HISTORY 357 — 19th and 20th CENTURY EUROPE: A BIOGRAPHICAL APPROACH. A study of modern Europe through the biographies of key men such as Metternich, Darwin, Marx, Wagner, Bismarck, Clemenceau, Dreyfus, Hitler, and DeGaulle. Mr. Pollock. 3

African and Asian History

HISTORY 371 — CHINA IN REVOLUTION. This course will focus on the last of the triple revolutions which have swept across China since 1840—the rise of Mao and the evolution of Communist China with analysis of current trends. Seeks to free discussion of China from the rhetoric of the missionary and the Cold War. Mr. Stratton. 4

HISTORY 373 — JAPAN AND SOUTHEAST ASIA. A survey of the history of Japan, followed by a brief study of some of the principal countries of Southeast Asia since World War II. Mr. Stratton. 4

HISTORY 375 — HISTORY OF THE MUSLIM WORLD. Study of peoples of the Islamic world with particular emphasis on cultural aspects of Islamic civilization, political and social history of Islamic states, and special conflict areas of the Islamic world. Mr. Bigelow. 4

HISTORY 381 — AFRICA: DYNAMIC AND DIVERSIFIED CONTINENT. This course has two main objectives. One is to study the diversity of peoples, cultures, and states in Africa and the dynamic internal changes that influenced her development from earliest times to the colonial era. The second is to come to an understanding of the significant role of Africa in world affairs during that same period. Mr. Pollock. 4

HISTORY 383 — CULTURES IN COLLISION: AFRICA TODAY. A study of problems in today’s Africa through fiction (novels written by contemporary Africans), slides, lectures, and discussion. Mr. Pollock. 3

Latin American History

HISTORY 391 — INTRODUCTION TO LATIN AMERICA. A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions. Mr. Toplin. 4

HISTORY 392 — MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th Centuries and a study of the problems of economic and social change. Mr. Toplin. 4

HISTORY 393 — MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION? An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerrilla activities, the Cuban Revolution, and the role of the military. Mr. Toplin. 4

HISTORY 394 — HISTORY OF BRAZIL. A study of the social, political, and economic history of Brazil from Colonial times to the present. Mr. Toplin. 4
HISTORY 360 — STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: Consent of instructor.  

Staff.  3

HISTORY 361-362 — DIRECTED STUDY.  

Staff.  3

HISTORY 431-432 — SEMINARS. Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields:  

Staff.  3

a. Early American History  
Mr. Dennis

b. American Frontier  
Mr. Wilhelm

c. American Diplomatic History  
Mr. Wilhelm

d. American Social and Intellectual History  
Mr. Chessman

e. American Political and Economic History  
Mr. Kirby

f. Renaissance and Reformation  
Mr. Gordon

g. Tudor England  
Mr. Southgate

h. Modern England  
Mr. Watson

i. Far Eastern History  
Mr. Stratton

j. Africa: South of the Sahara Desert  
Mr. Pollock

k. Latin America

l. Modern European Intellectual History  
Mr. Watson

m. European Diplomatic History  
Mr. Schilling

n. Russian History  
Mr. Bigelow

o. The Middle East  
Mr. Bigelow

HISTORY 451-452 — SENIOR RESEARCH. Research in selected topics of History.  

Staff.  4

HISTORY 461-462 — INDIVIDUAL WORK FOR HONORS.  

Staff.  4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

MATHEMATICS

Professors (Miss) Marion Wetzel, Andrew Sterrett, Arnold Grudin

Associate Professors W. Neil Prentice, Daniel D. Bonar

Assistant Professors Zaven A. Karian, Carl F. R. Weiman

Chairman (1972-74), Mr. Bonar

Senior Fellows Aleta Bluhm, Gregory Hudak, Susan Woelfel

Junior Fellows James Kephart, Tara Murphy

Departmental Fellow Woodward Hoffman

STUDENTS INTERESTED in Mathematics or the natural sciences should take either 121-122 or 123-124, followed by 221 and 222.

Students interested in mathematical economics or computer science should take 121-122, followed by 221 and 251.

Students entering with calculus should take either 122 or 124 and 221 (in either order) followed by 251 or 222.

Students interested in taking one or two courses only in Mathematics should choose 100, 101, or 102. They may then follow with one of the programs outlined below, if they so desire.
Major in Mathematics

MINIMUM REQUIREMENTS for a major in Mathematics for a B.A. degree are four semester courses at the 300 level or above. Minimum requirements for a major in Mathematics for a B.S. degree are eight semester courses at the 300 level or above.

A student desiring recommendation for graduate study in mathematics should take a B.S. major. A reading knowledge of at least one foreign language — French, German, or Russian — is also recommended.

Combined Major in Mathematics and Economics

A STUDENT INTERESTED in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 251, 307, 308, and 351, and Economics 200, 301, 302, 350a or 350c, and one additional Economics course at the 300 level.

A student who plans to teach in secondary schools is advised to include 307, 321, 365, and 375 in his program.

Major in Mathematics (Computer Science Concentration)

MINIMUM REQUIREMENTS for a major in this area for a B.A. degree are four courses at the 300 level or above including 352 and 353. Minimum requirements for a major in this area for a B.S. degree are eight courses at the 300 level or above including 351, 352, and 353.

MATHEMATICS 100 — MATHEMATICS — ART AND SCIENCE. Offered for the non-scientific student who is more interested in the methods of Mathematics than its technique. Topics chosen to convey the spirit of the subject may include logic, set theory, finite mathematics, number systems, geometry, and topology.

Staff. 4

MATHEMATICS 101 — INTRODUCTORY COMPUTER SCIENCE. Offered for the student who is more interested in the methods of computer science than its technique. Topics chosen to convey the spirit of the subject may include the logical design of computers, computing systems, the study of a typical machine and its language, followed by an introduction to a high level language such as APL, Basic, Fortran, Algol, or Cobol.

Staff. 4

MATHEMATICS 102 — STATISTICS — DATA ANALYSIS. This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use.

Staff. 4

MATHEMATICS 105 — INTRODUCTORY MATHEMATICS. This course is designed for the student who wishes to take calculus but lacks certain background material in algebra, trigonometry, and/or analytic geometry.

Staff. 4

MATHEMATICS 121-122 — INTRODUCTORY CALCULUS. A two-semester introduction to calculus, including differential and integral calculus of elementary functions of one variable, followed by partial differentiation and multiple integration. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 123-124.

Staff. 4

MATHEMATICS 123-124 — INTRODUCTORY APPLIED CALCULUS. A two-semester intuitive calculus with emphasis on application for students in the sciences. Topics include elementary functions and their graphs, basic vector analysis, techniques of differentiation, and integration for functions of one and two variables. Techniques include determination of maxima, minima, Lagrange multipliers, elements of calculus of variation, and differential equations. Applications will be taken from Physics, Chemistry, Geology, and Biology. The course may include an introduction to a prob-
lem-oriented language such as Fortran. Not open to those students with credit in 121-122.

MATHEMATICS 125-126 — HONORS CALCULUS.

Similar to 121-122 but with considerable emphasis on rigor. Enrollment is by invitation only.

MATHEMATICS 221 — ELEMENTARY LINEAR ALGEBRA.

Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite 121 or 123 or consent.

MATHEMATICS 222 — ANALYSIS.

A rigorous review of calculus. Prerequisite: 122, 124, or 126.

MATHEMATICS 250 — COMPUTER PROGRAMMING FOR THE SOCIAL SCIENCES.

Introduction to computer programming and to numerical methods applicable to problems in the social and life sciences. Offered on a pass-fail basis.

MATHEMATICS 251 — COMPUTER PROGRAMMING FOR THE PHYSICAL SCIENCES.

Introduction to computer programming and to numerical methods applicable to problems in Mathematics and the physical sciences.

MATHEMATICS 253 — ASSEMBLY LANGUAGE.

The central objective of this course is to have the student develop a firm understanding of assembly language and operating system. The study will center mainly around the university’s computer system, but other systems may be studied as well. In addition, considerable emphasis will be placed on computer architecture and input/output interrupt processing.

MATHEMATICS 307-308 — PROBABILITY AND MATHEMATICAL STATISTICS.

Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisite: 122, 124, or 126.

MATHEMATICS 321 — ADVANCED ANALYSIS.

Limits, infinite series, and integration. Prerequisite: 222.

MATHEMATICS 322 — ADVANCED ANALYSIS.

Vector calculus and differential geometry. Prerequisite: 222.

MATHEMATICS 351 — DIFFERENTIAL EQUATIONS.

Topics from the theory of linear and nonlinear differential equations. Prerequisites: 221; 122, 124, or 126 or consent.

MATHEMATICS 352 — NUMERICAL ANALYSIS.

Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and continuous modeling programs. Prerequisite: Consent.

MATHEMATICS 353 — LANGUAGES.

Machine languages, assembly languages, problem-oriented languages and string-oriented languages; design of interpreters, assemblers, and compilers. The laboratory will include the use of CAP (Classroom Assembly Program). Prerequisite: Consent.

MATHEMATICS 361-362 — DIRECTED STUDY.

MATHEMATICS 365 — ABSTRACT ALGEBRA.

Topics from elementary number theory, group theory, ring theory, and field theory. Prerequisite: Consent.

MATHEMATICS 366 — LINEAR ALGEBRA.

Topics from vector space theory, linear transformations, modules, and multilinear algebra. Prerequisite: 365.

MATHEMATICS 375 — MODERN GEOMETRY.

An introduction to modern geometries.

MATHEMATICS 400-401 — ADVANCED MATHEMATICAL TOPICS.

a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Functional Analysis
f. Geometry

MATHEMATICS 402-403 — ADVANCED TOPICS IN COMPUTER SCIENCE.

a. Logic
b. Automata
c. Models of Grammar
d. Artificial Intelligence

MATHEMATICS 451-452 — SENIOR RESEARCH.

MATHEMATICS 461-462 — INDIVIDUAL WORK FOR HONORS.

TEACHING OF MATHEMATICS (See EDUCATION 335.)
MODERN LANGUAGES

Professors Walter T. Secor (on leave second semester, 1972-73), Milton D. Emont, Charles W. Steele, Fred L. Preston

Associate Professors Arnold Joseph, Joseph R. de Armas (on leave all year, 1972-73)

Assistant Professors (Ms.) Ilse Winter, Vitaly Wowk, John D. Kessler, Franklin Proaño

Instructors (Miss) Dagmar Taudien, (Ms.) Marie-France Bachellerie

Visiting Lecturers (Part-time) (Mrs.) Marietta Emont

Chairman (1970-73), Mr. Emont

Senior Fellows Paul McDermott and Martha Nordsieck (French), Christine Clark (Spanish), Linda Hadbavny (Latin-American Studies)

THE CHIEF AIM of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of students, a modern, automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See STUDIES ABROAD. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

General Departmental Regulations

A STUDENT PLANNING TO MAJOR in the Department or to receive a teaching certificate is advised to begin his course work in the freshman year. A student wishing to fulfill the basic requirement in Language by continuing the one begun in secondary school will find it to his advantage to begin his course work in the freshman year. The language requirement must be completed by the end of the junior year. (For details concerning the alternatives for fulfilling the Language requirement, see PLAN OF STUDY.) The basic requirement in Literature (3 hours) may be fulfilled by successfully completing a literature course offered by the Department at the 300 level.

FRENCH

Mr. Secor, Mr. Emont, Mr. Preston, Mr. Joseph, Ms. Bachellerie, Mrs. Emont (part-time)

A STUDENT MAJORING IN FRENCH must take the following courses above the 211-212 level: 301-302, 415; a minimum of one seminar, 418; and at least three of the following: 317, 318, 319, 320, 322. Recommended courses: 313, I.D. 271-272. Required related courses: 201-202.
FRENCH 111-112 — BEGINNING FRENCH.
Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work in the language laboratory is required. Does not count as credit toward a major. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school French may register for 112. Staff. 4

FRENCH 201-202 — AREA STUDY: FRANCE.
The cultural background and significant contemporary political, sociological, and economic problems of France; its position in the affairs of the world today, and its relation to the United States. Conducted in English. Mr. Secor. 3

FRENCH 211 — READINGS IN INTERMEDIATE FRENCH.
Reading of selected texts in literature and civilization with oral discussion and writing in the language. Work in the language laboratory is required. Prerequisite: 111-112 or two years of high school French. Staff. 3

FRENCH 212 — FRENCH CONVERSATION AND COMPOSITION.
Intensive practice in audio-lingual skills on the intermediate level combined with a brief review of grammar. Work in the language laboratory is required. Prerequisite: 211 or the equivalent. Ms. Bachelierie. 3

FRENCH 211 — MAJOR CURRENTS OF FRENCH CULTURE.
Introduction to French cultural themes through reading and discussion of works drawn from various fields. Conducted in French. Prerequisite: 211-212 or four years of high school French. Staff. 4

FRENCH 301 — INTRODUCTION TO FRENCH LITERATURE: THEMES AND VARIATIONS.
Introduction to literary themes through reading and discussion of selected major works in the various genres. Conducted in French. Prerequisite: 211-212 or four years of high school French. Staff. 4

FRENCH 311 — EXPlications DE TEXTES.
Advanced oral training using "explication de textes" techniques, stressing text analysis and interpretation, vocabulary, and syntax. Conducted in French. Prerequisites: 311 and 312 or equivalent. Staff. 3

FRENCH 317 — 17th CENTURY LITERATURE.
The development of French classicism, with emphasis on the theatre. Representative works of Corneille, Molière, Racine, Pascal, La Fontaine, Sévigné, La Bruyère and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Mr. Emont. 4

FRENCH 318 — 18th CENTURY LITERATURE.
Voltaire, Rousseau, Montesquieu, Diderot, and the leading playwrights and novelists of the century. Conducted in French. Prerequisites: 311 and 312 or equivalent. Mr. Preston. 4

FRENCH 319 — 19th CENTURY PROSE AND POETRY.
Novelists: Chateaubriand, Stendhal, Balzac, Flaubert, de Maupassant to contemporary authors. Critics: Sainte-Beuve, Taine, Renan. Poets: From the Romantics through the Symbolists. Conducted in French. Prerequisites: 311 and 312 or equivalent. Mr. Secor. 4

FRENCH 320 — 20th CENTURY THEATRE.
A study of the development of the theatre of the 20th Century with emphasis upon Giraudoux, Cocteau, Montherlant, Anouilh, Claudel, Sartre, Camus and the Experimental Theatre of Ionesco and Beckett. Conducted in French. Prerequisites: 311 and 312. Mr. Secor. 4

FRENCH 322 — THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE.
Concepts of freedom, authenticity, alienation and, perception of reality; Gide to present. Conducted in French. Prerequisites: 311 and 312 or equivalent. Mr. Joseph. 4

FRENCH 361-362 — DIRECTED STUDY.
Staff. 3

FRENCH 415 — ADVANCED FRENCH GRAMMAR AND WRITING.
Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. Mr. Secor. 4

FRENCH 418 — SEMINAR.
Advanced study of special problems in language or literature. One seminar is usually offered each semester. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312, and a semester of an advanced literature course or equivalent. Staff. 2

FRENCH 451-452 — SENIOR RESEARCH.
Staff. 4

FRENCH 461-462 — INDIVIDUAL WORK FOR HONORS.
Staff. 4

TEACHING OF MODERN LANGUAGES.
(See EDUCATION 343)
GERMAN

Ms. Winter, Mr. Kessler, Mrs. Emont (part-time)

A STUDENT MAJORING IN GERMAN and concentrating in Literature must take the following courses above the 211-212 level: 311 or 312, 313, 317, 321, 322, 301, 416, and 361 or 362. For a concentration in German Civilization, the student must take the following courses above the 211-212 level: 311 or 312, 313, 301, 302, 416, 361 or 362 and one of the following courses: 317, 321, 322, 414, 415, as well as a course in European History. Recommended courses: 415, 213. Recommended related courses: I.D. 271-272.

GERMAN 111-112 — BEGINNING GERMAN. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work is required in the language laboratory. Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed. A student with one year of credit in high school German may register for 112.

GERMAN 211-212 — INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills, and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test.

GERMAN 213 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent.

GERMAN 301 — INTRODUCTION TO GERMAN CIVILIZATION. A study of major historical events and forces that shaped the institutions, attitudes, and life-style of modern Germany. Conducted in English and German. Prerequisite: 211, 212, or 213.

GERMAN 302 — CONTEMPORARY GERMAN CULTURE. A detailed study of various aspects of contemporary German culture and civilization. Conducted in English and German. Prerequisite: 301.

GERMAN 311-312 — INTRODUCTION TO GERMAN LITERATURE. Experience in analytical reading of major types of literature and literary techniques. The emphasis is on representative works of the 20th Century: Th. Mann, Kafka, Hesse, Brecht, Böll, Grass. Prerequisites: 212, 213, 215, or four years of high school German.

GERMAN 313 — ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the advanced level. Composition is needed. At least two hours in the language laboratory are required each week. Conducted in German. Prerequisite: 213 or 211-212 or consent of instructor.

GERMAN 317 — GERMAN CLASSICS. Selected works of Goethe, Schiller, Lessing. Prerequisites: 311, 312, or consent of instructor.

GERMAN 321 — THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffmann, Heine. Prerequisites: 311, 312, or consent of instructor.

GERMAN 322 — 19th CENTURY PROSE AND DRAMA. Kleist, Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisites: 212, 213, or four years of high school German.

GERMAN 361-362 — DIRECTED STUDY.

GERMAN 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence, AREA STUDY: GERMANY.

GERMAN 413 — ADVANCED COMPOSITION AND GRAMMAR. Intensive grammar review and composition on the advanced level.

GERMAN 414 — THE GERMAN LYRIC. A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krollow, Celan, Gottfried Benn, and others. Prerequisite: German 311 or 312.
GERMAN 415 — SURVEY OF GERMAN LITERATURE BEFORE 1700. Prerequisite: any 300 course or consent of instructor. Mr. Kessler. 4

GERMAN 416 — SEMINAR. Prerequisite: same as 415. Staff. 4

GERMAN 451-452 — SENIOR RESEARCH. Staff. 4

GERMAN 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF MODERN LANGUAGES. (See Education 343)

RUSSIAN

Mr. Wowk

A STUDENT MAJORING IN RUSSIAN must take the following courses above the 211-212 level: 305, 306, 311-312, 316, 317, and 318.

RUSSIAN 111-112 — BEGINNING RUSSIAN. Drill in sentence patterns, with special attention to pronunciation and oral work; composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112. 4

RUSSIAN 211-212 — INTERMEDIATE RUSSIAN. Review of structure; conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. 3

RUSSIAN 305 — ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian. 4

RUSSIAN 306 — ADVANCED RUSSIAN CONVERSATION. Intensive practice in audio-lingual skills. Conducted in Russian. Prerequisite: 305. 4

RUSSIAN 311-312 — INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors. Conducted in Russian. Prerequisite: 306. 4

RUSSIAN 316 — 19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEV. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgenev. Conducted in English. 4

RUSSIAN 317 — 19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English. 4

RUSSIAN 318 — RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English. 4
SPANISH

Mr. Steele, Mr. de Armas (on leave all year), Mr. Proano, Miss Taudien

THE STUDENT MAJORING IN SPANISH has three options. Spanish 217 or equivalent is required of all majors. In addition, the required courses for each area of emphasis are:

1. Hispanic Literature (315, 316, 415, 416)
2. Hispanic Civilization and Culture (320, 321, 322, 323)
3. The Spanish Language (216, 313, 314, 412, 413, or 414)

in which the indicated course numbers are requisites. A Civilization and Culture major is encouraged to take related courses in art, history, geography, or music. A Language major is urged to take courses in linguistics, the English language, and so forth. Attention is called to the fourth option, the interdepartmental major in Latin American Area Studies.

SPANISH 111-112 — BEGINNING SPANISH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Two to three hours each week are required in the language laboratory. Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed. A student with one year of Spanish in high school may register for 112. Staff. 4

SPANISH 201 — AREA STUDY: LATIN AMERICA. An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. Conducted in English. Mr. Steele. 4

SPANISH 215 — INTRODUCTION TO HISPANIC CIVILIZATION. An intermediate course intended to broaden the basic proficiency of Spanish 111-112 with emphasis on content and variety within the broad spectrum of Spanish and Spanish American culture. Prerequisite: 215 or consent of instructor. Mr. Steele, Miss Taudien. 4

SPANISH 216 — CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Prerequisite: 215 or consent of instructor. Mr. Proano. 4

SPANISH 217 — SELECTED WRITINGS IN SPANISH. An advanced intermediate course representing a springboard into the various areas. The course content will include the study of examples of all genres: novel, short story, drama, essay, poetry, non-literary articles. Prerequisite: 215 or consent. Mr. Proano, Mr. Steele. 4

SPANISH 401 — PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the transdepartmental sequence, AREA STUDY: LATIN AMERICA. Mr. Steele. 3

Literature

SPANISH 315 — SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America, emphasizes to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or equivalent. Mr. Proano. 3

SPANISH 316 — SPANISH LITERATURE. Study of literary genres, periods or movements in Spain, emphasizes to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or equivalent. Staff. 3

SPANISH 415 — SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish American literature. Conducted in Spanish. Prerequisite: 315 or consent. Staff. 3

SPANISH 416 — SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish literature. Conducted in Spanish. Prerequisite: 316 or consent. Mr. Steele. 3
Civilization and Culture

SPANISH 320 — THE PHYSICAL ENVIRONMENT AND SOCIAL EVOLUTION OF THE SPANIARD. The contemporary Spaniard seen in relation to his geography, history, and political institutions. Conducted in Spanish. Prerequisite: 217 or equivalent. Mr. Steele. 3

SPANISH 321 — THE PHYSICAL ENVIRONMENT AND SOCIAL EVOLUTION OF THE SPANISH AMERICAN. The contemporary Spanish American seen in relation to his geography, history, and political institutions. Conducted in Spanish. Prerequisite: 217 or equivalent. Mr. Steele. 3

SPANISH 322 — CREATIVITY IN THE HISPANIC WORLD. The Spaniard and Spanish American seen through his artistic expression and heritage. Conducted in Spanish. Prerequisite: 217 or equivalent. Miss Taudien. 3

SPANISH 323 — IDEOLOGY AND TRADITION IN THE SPANISH SPEAKING WORLD. Attitudes, values, beliefs, and motivation of the Spaniard and Spanish American. Conducted in Spanish. Prerequisite: 217 or equivalent. Staff. 3

Language

SPANISH 313 — ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced level. Reports, discussions, speeches, dramatizations, etc. Conducted in Spanish. Prerequisite: 216 and 217 or consent. Staff. 3

SPANISH 314 — ADVANCED GRAMMAR. Prerequisite: 217. Mr. Proano. 3

SPANISH 412 — PHONETICS AND PRONUNCIATION. Prerequisite: 217. Staff. 3

SPANISH 413 — COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 217 and 314 or consent. Mr. Proano. 3

SPANISH 414 — ADVANCED READING AND TRANSLATION. Prerequisite: 217 and 314 or consent. Staff. 3

Other

SPANISH 361-362 — DIRECTED STUDY. Staff. 3

SPANISH 451-452 — SENIOR RESEARCH. Staff. 4

SPANISH 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
Foreign Language Requirement. This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:

—Credit and waiver for a score of 700 on a College Board Achievement Examination.

—Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement.)

—Credit and/or waiver for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See Proficiency Examinations.)

—Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high school language is considered equivalent to a college semester (111), two years of a high school language to a college year (111-112), etc. Completion of a 212 course, two college years, is considered the basic measure of acceptable proficiency. An exception is made when a student begins a new language.

The following alternatives exist for completing the language requirement through taking course work:

If the student presents no language or cannot or does not wish to continue the one he began in high school, he may take a 111-112 course to fulfill the requirement. (8 hours)

If he presents one year of a high school language, he may complete the requirement by taking a 112 and 211 course. (7 hours)

If he presents two years of a high school language, the requirement is fulfilled by taking a 211-212 course. (6 hours)

For those who enter Denison with three years of a high school language, a special course, 215, will satisfy the requirement. (4 hours)

Exceptions to the normal pattern will be permitted only on the basis of a placement examination.
MUSIC

Professors R. Lee Bostian (on leave first semester, 1972-73), George R. Hunter, Frank J. Bellino
Associate Professors Egbert W. Fischer, William Osborne
Assistant Professors Herman W. Larson, Gabor Neumann, (Ms.) Marjorie Chan, Elliot Borishansky
Instructor (part-time) Ralph E. Waldo III
Applied Music Teachers (part-time) (Mrs.) Eileen Bellino, (Mrs.) Elizabeth Borishansky, (Mrs.) Martha Hunter, Joseph Lord, James L. Moore, Robert Raker, (Mrs.) Gwendolyn Shrader
Chairman (1971-74), Mr. Bostian
Acting Chairman (first semester, 1972-73), Mr. Hunter

Major in Applied Music

REQUIREMENTS: Music (78 hours)—Music 115-116, 201-202, 203-204, 215-216, 311-312; and Ensemble (4 hours); Applied Music (28-32 hours); Electives (9-13 hours); and a Graduating Recital in the major field.

Major in Music Education


This major enables the candidate to undertake the regular undergraduate plan in preparation for public school music teaching, leading to both the Bachelor of Music (Music Education) degree and the Ohio Provisional Special Certificate (Music).

Major in Theory and Composition

REQUIREMENTS: Music (79 hours) — Music 115-116, 141-142, 151-152, 201-202, 203-204, 215-216, 307-308, 311-312, 341-342, 401-h, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student will have three compositions ready for performance at the end of the junior year and will compose a work of major proportions during the senior year.

Major in Music (B.A. Degree)

REQUIREMENTS: Music (40 hours) including Music 115-116, 215-216, 311-312, Ensemble (4 hours), and Applied Music (14 hours). In Related Areas (20 hours) including Music 201-202, 203-204, and 8 additional hours to be prescribed by the major adviser.
MUSIC 101 — FORMS OF MUSIC. A course designed to develop the listener's understanding of music in the concert repertoire (Baroque through the Contemporary Periods). The lectures will illustrate forms and general stylistic concepts of each period in relation to the social and historical background.

Ms. Chan, Mr. Hunter. 3

MUSIC 103b — CONCERT BAND.

Mr. Hunter. ½

103c — ORCHESTRA. Mr. Bellino. ½

103d — CONCERT CHOIR.

Mr. Osborne. ½

Credit is granted for participation in any of these ensembles at the rate of one-half credit-hour for each of eight semesters. The credit is not subject to the 17-hour limit. Six semesters of participation will constitute fulfillment of the recommended fine Arts requirement. (See Summary of Basic Requirements in Courses of Study.)

MUSIC 105 — OPERA WORKSHOP. A course which involves preparation and performance of an opera or scenes from opera. Lectures will be given concerning the history of opera, and one opera will be studied in depth.

Mr. Larson. 1-2

MUSIC 107 — CHAMBER MUSIC WORKSHOP. A course which involves actual performance in a chamber music ensemble. Emphasis will be placed on style, ensemble technique and musical details.

Mr. Bellino, Ms. Chan, Mr. Hunter. 1-2

MUSIC 109 — CONTEMPORARY MUSIC. A survey of the music of today, including jazz, classical, rock, and electronic, designed for the general student. Emphasis will be placed upon the maximum involvement of each student in a single aspect of music of the last decade. (Offered second semester, 1972-73, and alternate years.)

Mr. Bostian. 3

MUSIC 115-116 — MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training.

Mr. Borishansky. 4

MUSIC 201-202 — HISTORY AND LITERATURE OF MUSIC I, II. An historical survey of the evolution of musical style in Western Europe from Classical Greece to the Classical Period. (Offered in 1970-71 and in alternate years).

Mr. Osborne. 3

MUSIC 203-204 — HISTORY AND LITERATURE OF MUSIC III, IV. An historical survey of the evolution of musical style in Western Europe from the Classical Period to the present. (Offered in 1969-70 and in alternate years).

Mr. Fischer, Mr. Bostian. 3

MUSIC 206 — EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930.

Mr. Waldo. 3


Mr. Borishansky. 4

MUSIC 307-308 — ORCHESTRATION AND CONDUCTING. Basic course in score reading and conducting combined with a study of the Orchestra and Band and in arranging for these organizations. (Offered in 1969-70 and in alternate years.)

Mr. Hunter. 3

MUSIC 311-312 — STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. (Offered in 1970-71 and in alternate years.)

Mr. Fischer. 3

METHODS IN MUSIC EDUCATION (See Education 315, 316).

MUSIC 341 — COMPOSITION. Basic compositional techniques including composition in 20th century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215.

Mr. Borishansky. 3

MUSIC 342 — COMPOSITION. Composition using serialism and exploration of improvisatory-aleatoric techniques. Composing in the student's individual style. Prerequisite: 215.

Mr. Borishansky. 3

MUSIC 361-362 — DIRECTED STUDY. Staff. 3

MUSIC 401 — SPECIALIZED COURSES. Offered in any semester when warranted by demand and when feasible within the individual instructor's schedule. Staff. 3

a. The Viennese Classical Period Mr. Fischer.

b. American Music Mr. Osborne.

c. Historical Survey of Solo Voice Literature Mr. Larson.

d. Historical Survey of Solo Piano Literature Mr. Neumann.

e. Historical Survey of Chamber Music Literature Mr. Bellino.

f. Choral Literature Mr. Osborne.
g. The Organ — Its Design and Literature  
  Mr. Osborne.

h. Contrapuntal Styles  
  Mr. Fischer.

MUSIC 441 — COMPOSITION. Practice in conceptualization. Study of extended and innovative uses of instruments and voice. Composing in the student's respective style. Prerequisite: 342.

  Mr. Borishansky.  3

MUSIC 442 — COMPOSITION. Composition for the multi-media: the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441.

  Mr. Borishansky.  3

MUSIC 451-452 — SENIOR RESEARCH. Staff. 4

MUSIC 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

Applied Music

MUSIC 108 — PRIVATE LESSONS IN PIANO, ORGAN, HARP, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA d' amore, GUITAR, FLUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fees under College Costs.)

MUSIC 141 — WOODWIND INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education.

  Mr. Hunter.  1

MUSIC 142 — BRASS INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education.

  Mr. Hunter.  1

MUSIC 151-152 — STRING INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education.

  Mr. Bellino, Ms. Chan.  1

MUSIC 161-162 — VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing.

  Mr. Larson.  1

PHILOSOPHY

Professors Maylon H. Hepp (on leave all year, 1972-73), Ronald E. Santoni

Assistant Professors David A. Goldblatt, Anthony J. Lisska, Peter McCormick, (Ms.) Joan P. Straumanis

Chairman (1972-73), Mr. Santoni

PHILOSOPHICAL THOUGHT involves the activity of critical, creative, and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly, the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his own. The courses and seminars in the Department are intended to develop this type of activity.
Major in Philosophy

A MAJOR IN PHILOSOPHY requires nine semester-courses to be selected by the student in consultation with his major adviser. Two semesters of the departmental seminar (431 or 432) must be included. Through a broad choice of elective courses outside the department, a student majoring in Philosophy should acquire a well-rounded acquaintance with the basic areas of human experience and investigation.

To avoid possible scheduling problems, a student considering a major in Philosophy should consult the department early in his college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German by the beginning of the senior year and at least an elementary knowledge of a second foreign language before graduation.

PHILOSOPHY 101 — BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. This course satisfies the basic requirement in Philosophy or Religion. Offered both semesters. Open to freshmen only. Messrs. Goldblatt, Liska, McCormick; Ms. Straumanis. 3

PHILOSOPHY 112 — CURRENT TOPICS IN PHILOSOPHY. An inquiry into philosophical issues and problems at the center of present attention. The topics examined vary from year to year in accordance with current interests and emphases. Open to freshmen and sophomores only. Prerequisite: 101. Topic for first semester, 1972-73, Marxism and Existentialism, Mr. Santom; Topic for second semester to be selected. Ms. Straumanis. 3

PHILOSOPHY 201 — PROBLEMS IN PHILOSOPHY. A basic consideration for upperclassmen of the nature and scope of philosophical activity. Following a discussion of the nature of philosophy, an in-depth treatment of select problems in philosophy will be undertaken, such as the mind-body problem, the nature of moral judgments, the scope of knowledge, the existence of God, and the nature of Existentialism. Prerequisite: Sophomore Standing. Not open to students having taken Philosophy 101. (To be offered in 1972-73).

Mr. McCormick. 3

PHILOSOPHY 205 — LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the general characteristics of deductive arguments. Ms. Straumanis. 3

PHILOSOPHY 221 — ETHICS. Analysis of ethical language and the concepts right, good, and ought. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality.

Mr. Goldblatt. 3

PHILOSOPHY 226 — SOCIAL PHILOSOPHY. A critical examination of some fundamental social concepts (revolution, violence, rights) and their applications to pressing social and political controversies. An examination of the foundations of political and social structures as well as an attempt to investigate the nature and methodologies of disciplines in the social sciences. Prerequisite: Sophomore Standing or consent. Mr. Goldblatt. 3

PHILOSOPHY 305 — METAPHYSICS. An analysis of the problems unique to metaphysics both from a historical and a contemporary perspective. An in-depth inquiry into the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic a priori realism-idealism issue, the internal-external relation distinction, and the problem of individuality. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (To be offered in 1972-73 and in alternate years).

Mr. Goldblatt. 3

PHILOSOPHY 306 — EPISTEMOLOGY. A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions and dissolutions of those problems. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (Offered in alternate years).

Staff. 3

PHILOSOPHY 312 — ADVANCED SYMBOLIC LOGIC. A topic-centered continuation of study in the symbolic languages introduced in Phi-
Courses of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHILOSOPHY 205</td>
<td>Philosophy 205</td>
<td>According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematical logic.</td>
<td>Ms. Straumanis</td>
<td>3</td>
</tr>
<tr>
<td>PHILOSOPHY 327</td>
<td>Philosophy of Civilization</td>
<td>A seminar dealing with the sources of Western civilization and recent philosophies of civilization. Prerequisites: Sophomore standing and consent of instructor. (Not offered in 1972-73).</td>
<td>Mr. Liska</td>
<td>3</td>
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<tr>
<td>PHILOSOPHY 331</td>
<td>History of Philosophy</td>
<td>Investigation of origins of Western philosophy and science, followed by first-hand study of philosophical classics from Plato and Aristotle to Augustine and Thomas Aquinas. Prerequisite: Junior standing or consent. (Not offered in 1972-73).</td>
<td>Mr. Liska</td>
<td>3</td>
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<tr>
<td>PHILOSOPHY 332</td>
<td>History of Philosophy</td>
<td>Modern philosophies which have shaped the contemporary mind. First-hand acquaintance with the philosophical classics from Descartes to Kant. Prerequisite: Junior standing or consent. (Offered in 1972-73).</td>
<td>Mr. McCormick</td>
<td>3</td>
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<tr>
<td>PHILOSOPHY 334</td>
<td>Contemporary Thought</td>
<td>Present-day philosophical movements such as instrumentalism, process philosophy, logical positivism, linguistic analysis, and existentialism as set forth by men such as Russell, Dewey, Whitehead, Ayer, Ryle, Sartre, and Marcel. Prerequisite: Junior standing or consent. (Offered in 1972-73 and in alternate years).</td>
<td>Mr. Liska</td>
<td>3</td>
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<tr>
<td>PHILOSOPHY 343</td>
<td>Chinese Philosophy</td>
<td>Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of briefer selections in Chinese. The course assumes no prior acquaintance with the Chinese Language. Prerequisite: Junior standing or consent.</td>
<td>Mr. Liska</td>
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<tr>
<td>PHILOSOPHY 344</td>
<td>Classical Chinese Language and Thought</td>
<td>A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. The course assumes no prior acquaintance with Chinese Language or Philosophy and may be elected independently of 343. Prerequisite: Consent of instructor.</td>
<td>Mr. Goldblatt</td>
<td>4</td>
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<td>PHILOSOPHY 401</td>
<td>Philosophy of Religion</td>
<td>An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent.</td>
<td>Mr. Santoni</td>
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<tr>
<td>PHILOSOPHY 403</td>
<td>Philosophy of Science</td>
<td>An examination of the philosophical issues involved in empirical inquiry, using examples from both the natural and social sciences. Scientific objectivity and progress are major topics, investigated in conjunction with studies in the history of science. Students are encouraged to pursue projects in their own disciplines.</td>
<td>Ms. Straumanis</td>
<td>4</td>
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<tr>
<td>PHILOSOPHY 405</td>
<td>Philosophy of the Arts</td>
<td>A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience; the types of critical terminology; the nature and locus of aesthetic value; the ontology of art objects. Readings from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisites: Junior standing or consent of instructor.</td>
<td>Mr. Goldblatt</td>
<td>4</td>
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<tr>
<td>PHILOSOPHY 420</td>
<td>Philosophy of Education</td>
<td>An inquiry into the philosophical issues associated with education including such problems as The School in Relation to Society and The Aims and Values of Education. The educational philosophies of experimentalism, realism, idealism, and existentialism are critically evaluated. Prerequisite: Junior standing. Same as Education 420.</td>
<td>Mr. Santoni</td>
<td>4</td>
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<tr>
<td>PHILOSOPHY 431-432</td>
<td>Seminar in Philosophy</td>
<td>Specialized study in some restricted field of philosophic thought is undertaken, the specific subject varying from semester to semester depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second-semester junior standing and Philosophy major or consent. Topic for first semester, 1972-73: Phenomenology, Mr. McCormick; Topic for second semester, Medievals and Moderns, Mr. Liska.</td>
<td>Mr. Santoni</td>
<td>4</td>
</tr>
<tr>
<td>PHILOSOPHY 451-452</td>
<td>Senior Research</td>
<td>Staff.</td>
<td>Staff</td>
<td>4</td>
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<tr>
<td>PHILOSOPHY 461-462</td>
<td>Individual Work for Honors</td>
<td>Staff.</td>
<td>Staff</td>
<td>4</td>
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</tbody>
</table>

PHILOSOPHY 361-362 — Directed Study.

Staff. 3
PHYSICAL EDUCATION

Professors (Miss) Natalie M. Shepard, Roy Seils
Associate Professors (Ms.) Mattie Ross (on leave second semester, 1972-73), (Ms.) Elizabeth C. VanHorn
Assistant Professors Keith W. Piper, Robert L. Shannon, Richard S. Scott, Theodore H. Barclay (on leave first semester, 1972-73), Dale S. Googins, Ferris Thomsen, Jr., George A. Belu

Physical Education, Athletics and Recreation

Chairman of the Executive Board — (Miss) Natalie Shepard
Director of Intercollegiate Athletics for Men — Roy Seils
Director of the Activity Course — Keith Piper
Director of the Major Program — Theodore Barclay
Director of the Off-Campus Experience — (Ms.) Mattie Ross
Co-Director of the Recreation Program — Richard Scott
Director of Intercollegiate Sports for Women — (Ms.) Elizabeth VanHorn
Assistant Professors — Robert L. Shannon, Dale S. Googins, Ferris Thomsen, Jr., George Belu

The traditional physical education activities requirement at Denison has been dropped in favor of an entirely elective program. The new program emphasis is on popular, rewarding, and co-educational activities which will include traditional course offerings, intercollegiate experiences, and off-campus experiences stressing man in an environmental setting.

In many courses modular scheduling will be used to most effectively achieve the purpose of the activity. Courses will be offered either quarterly, (Fall, Winter I, Winter II, or Spring) or on a full semester basis depending on the nature of the activity. Courses are granted one-half credit when meeting within the quarter basis (except where noted) and one full credit for the full semester. A ceiling of six (6) academic credits in physical education may be applied toward the 127-credit requirement for graduation. The grading structure changed to a 3-point system. No entry for all who fail to achieve the stated standards. "A" — for recognition of outstanding performance and excellence, to be included in the student's grade point ratio. One full credit will be given for participation in both men's and women's intercollegiate activities.

Registration will be quarterly except for full semester courses which will register at the beginning of each semester. The student is requested to select three activities (1st, 2nd, and 3rd choices) and submit his or her class schedule on the registration form. Classes will be organized on the basis of interest and student availability at various time intervals thus making registration more fluid and providing courses for more of the student population.

Suggestion for future course offerings can be made at the times of registration.
Major in Health and Physical Education

FOR A STUDENT desiring to become a teacher of Health and Physical Education in public or private schools advanced courses are offered.

Departmental requirements for the State Provisional High School Certificate valid for teaching this subject in grades 7-12 include 32 semester-hours.

A man majoring in the department must also participate on at least two varsity sports' squads or serve as a service class assistant for two semesters or as an assistant intramural manager for two semesters.

Women students majoring or minoring in the department may earn further credits in activity courses by registering in the junior or senior years for Physical Education 10 with the consent of the departmental chairman. Such students also must participate in student teaching under staff supervision in a required Physical Education program.

State Certification in Physical Education involves the following course plan:

<table>
<thead>
<tr>
<th>Block</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block A</td>
<td>8</td>
<td>Education 213</td>
<td>3</td>
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<tr>
<td>Block B</td>
<td>8</td>
<td>Education 217</td>
<td>3</td>
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<tr>
<td>Block C</td>
<td>8</td>
<td>Education 420</td>
<td>3</td>
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<tr>
<td>Biology 201</td>
<td>4</td>
<td>Education 415-416</td>
<td>6</td>
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<tr>
<td>P.E. Electives</td>
<td>3</td>
<td>Total</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>31</td>
<td>Total</td>
<td>15</td>
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</table>

Course Plan For Majors

PHYSICAL EDUCATION 329-338 (BLOCK A) — METHODS, MATERIALS, AND TECHNIQUES OF PHYSICAL EDUCATION AND ATHLETICS.
The primary objectives of this block of study are to present the three major bodies of knowledge which will provide the Physical Education major with an understanding of the progression through which a physical education for elementary and secondary school students should develop. Such activity will include (1) the techniques of performing skills for efficient and skillful movement, (2) the methods of teaching Physical Education for optimum participation and learning, and (3) the curriculum and materials of Physical Education based on needs and interests. Students may elect any or all of the following units within this block for credit:

UNIT A1 — METHODS AND MATERIALS 2
UNIT A2 — LIFETIME SPORTS 3
UNIT A3 — TEAM SPORTS 3

Ms. Ross and Staff. 8

PHYSICAL EDUCATION 339-340 (BLOCK B) — THE STRUCTURAL AND FUNCTIONAL UNDERSTANDINGS OF HUMAN MOVEMENT.
The primary objectives of this block of study are to present the three major bodies of knowledge which will provide the Physical Education major with an understanding of human movement. Such study will include (1) the science of Kinesiology and Anatomy centered in the structural and mechanical aspects of human movement, (2) the Physiology of exercise emphasizing the functional aspects of human movement, and (3) the prevention and care of athletic injuries.

UNIT B1 — KINESIOLOGY AND PHYSIOLOGY OF EXERCISE. 4

UNIT B2 — FIRST AID INSTRUCTORS’ COURSE AND ATHLETIC INJURIES AND TRAINING. 4

Staff. 8
PHYSICAL EDUCATION 429-430 (BLOCK C) — THE HISTORY, PHILOSOPHY, ORGANIZATION, AND PRINCIPLES OF PHYSICAL EDUCATION AND ATHLETICS. The primary objectives of this block are (1) to present the foundations of Physical Education and Athletics through a study of the history of each, (2) to study the relationships and the cultural, educational, economic, and philosophical factors influencing the growth and development of Physical Education and Athletics, (3) to study the source and data of principles for Physical Education and Athletics, (4) to study the organization and administration of the school programs devised for each area, and (5) to consider future directions — probable, desirable, and achievable for each area.

UNIT C1 — HISTORY, PRINCIPLES, AND PHILOSOPHY Miss Shepard. 5

UNIT C2 — ORGANIZATION AND ADMINISTRATION Mr. Sells. 3

Electives for Majors

PHYSICAL EDUCATION 124 — CAMPING AND OUTDOOR EDUCATION. The summer camp as an educational and recreational agency. Designed to prepare students for counselorship. Ms. Ross. 2

PHYSICAL EDUCATION (Men) 235m-236m — SPORTS OFFICIATING. Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials’ examination. Two hours each of theory and of laboratory are given. Prerequisite: Sophomore standing. Mr. Scott. 2

PHYSICAL EDUCATION 311-312 — ACTIVITIES ENRICHMENT. Activity courses available only to junior or senior students majoring or minoring in the department. These activity enrichment courses are designed to aid the student in developing personal skills in program areas of deficiency or weakness. Staff. 1

PHYSICAL EDUCATION 319m — THEORY AND PRACTICE OF BASKETBALL COACHING. Includes instruction and supervised practice in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Block A. Staff. 2

PHYSICAL EDUCATION 320m — THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Block B. Staff. 2

PHYSICAL EDUCATION 361-362 — DIRECTED STUDY. Staff. 3

PHYSICAL EDUCATION 370 — AQUATIC EDUCATION. Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation — instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft, diving, synchronized swimming, water polo, and survival swimming. Mr. Barclay. 3

PHYSICAL EDUCATION 439 — SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life. Ms. Ross. 3

PHYSICAL EDUCATION 440 — PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Mr. Sells. 3

PHYSICAL EDUCATION 441 — SENIOR SEMINAR. A study of contemporary issues and problems in Physical Education and Athletics with guidance for the production of a senior thesis on a topic of the student’s choice. Mr. Sells, Miss Shepard. 2

PHYSICAL EDUCATION 451-452 — SENIOR RESEARCH. Staff. 4

PHYSICAL EDUCATION 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
Courses of Study

Physical Education Activity Program, 1972-73

10A-1 SWIMMING STROKES (Co-Educational)
1. Offered Fall & Spring
2. ½ hour Credit
3. Skills in nine basic strokes
4. Turns
5. Basic Diving
6. Red Cross Certification
7. 30-Minute Swim

10A-2 AMERICAN RED CROSS — SR. LIFESAVING (Co-Educational)
1. Offered 1st & 2nd Semesters
2. ½ hour Credit
3. Certification with A.R.C. Qualifies for Water Safety Employment with pools, beaches and summer camps.
4. Pre-Requisites: Above average swimming skills. Ability to pass the preliminary swimming test:
   1. 440 Yard Swim using 4 styles
   2. Tread water — surface dive
   3. Recover 10 lb. object — deep water
   4. Underwater swim 15 yards

10A-3 BASIC SKIN AND SCUBA DIVING (Co-Educational)
1. First & Second Semesters
2. 1 hour Credit
3. All equipment furnished
4. Pre-Requisites: Good physical condition, free of chronic sinus or ear conditions; above average swimming skills.
5. Successful completion will lead to certification as Sport Diver familiar with the principles of diving safety, diving Physics and Physiology. Instruction in the operation and use of self-contained, compressed air, underwater breathing apparatus.
6. Fee: $35.00

10A-4 AMERICAN RED CROSS — WATER SAFETY INSTRUCTOR (Co-Ed.)
1. Offered 1st & 2nd Semesters
2. 1 hour credit
3. Successful completion leads to National Certification as W.S.I.
4. Pre-Requisite: Red Cross Senior Lifesaving or Equivalent
5. PART I: Comprehensive Review of Lifesaving, Swimming, Diving and Survival Skills.
6. PART II: Methods of Teaching Aquatics and Practice Teaching with Faculty Children (Poolside First-Aid and Resusitation)

10A-6 CANOEING — BEGINNING (Co-Educational)
1. Offered Fall & Spring
2. ½ hour Credit
3. Rules of safety and conduct
4. Care of canoe
5. Stroke technique in lakes
6. Launching, landing, and disembarking
7. 10-20 mile trip of river
8. $5.00 to $10.00 Fee will depend upon activities of course (transportation, lodging, and meals)

10A-7 CANOEING, WHITE WATER (Co-Ed.) (Intermediate and Advanced Class)
1. Offered Fall & Spring
2. 1 hour Credit
3. Advanced strokes for fast moving water
4. The art of reading fast water
5. River tactics
6. Rescuing yourself and others
7. Weekend trip on fast moving water
8. $20.00 to $30.00 will depend upon activities of course (transportation, lodging and meals)

10A-8 ARCHERY (Co-Educational)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour Credit
3. Modular scheduling
4. Fundamental skills
5. Indoor and outdoor Archery
6. Novelty Shoots and Competitive Tournaments
7. Fee: $4.00

10B-1 BACK PACKING & HIKING (Co-Educational)
1. Offered Fall and Spring
2. 1 hour Credit
3. Equipment and gear
4. Map reading
5. Food preparation
6. Safety skills and technique
7. Weekend hike
8. Fee: $20.00 to $30.00 — will depend upon activities of course (transportation, lodging, and meals)
10B-3 BADMINTON (Co-Educational)
1. Offered Winter I, Winter II
2. ½ hour Credit
3. Safety and etiquette
4. Rules and scoring
5. Fundamental skills
6. Drills
7. Strategy and competition

10B-4 BILLIARDS (Co-Educational)
1. Offered Winter I, Winter II
2. ¼ hour Credit
3. Fundamental skills
4. Rules and etiquette
5. Novelty shots and competitive tournament
6. Fee: $6.50

10B-5 BOWLING (Co-Educational)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour Credit
3. Scoring
4. Fundamental skills
5. Equipment
6. Etiquette

10C-1 OUTING AND CAMP CRAFT (Co-Educational)
For Camp Counselors
1. Offered 1st and 2nd Semesters
2. 1 hour Credit
3. Dealing with children
4. Tent Camping
5. Outdoor cooking & fire building
6. Lashing and knot tying
7. Crafts activities
8. Overnight
9. Fee: $5.00 to $10.00 — will depend upon activities of course (transportation, lodging and meals.)

10D-1 DANCING, FOLK & SQUARE (Co-Ed.)
1. Offered Winter I, Winter II
2. ½ hour Credit
3. Folk and square dance technique
4. Dancing and calling

10F-1 FENCING (Co-Educational)
1. Offered Winter I, Winter II
2. ½ hour Credit
3. Basic skill technique of foil fencing and bout experience
4. History, safety fundamentals
5. Equipment
6. Etiquette and terminology
7. Equipment supplied

10G-1 BEGINNING GOLF (Co-Educational)
1. Offered Fall and Spring
2. ½ hour Credit
3. Fundamental skills and grip, stance, and swing
4. Technique practice with woods, long, mid and approach irons, putting
5. Rules, etiquette and terminology
6. No Fee

10G-2 ADVANCED GOLF (Co-Educational)
1. Offered Fall and Spring
2. ½ hour Credit
3. Reviewing skills
4. Practice each club
5. Match and medal play
6. Play at Granville Golf Course
7. Fee: $40.00

10H-1 BEGINNING HANDBALL (Co-Educ.)
1. Offered Fall, Winter I, Winter II, Spring
2. ¼ hour Credit
3. Handball gloves required
4. Strategy
5. Drills for skill improvement
6. Round Robin competition

10H-2 ADVANCED HANDBALL (Co-Educ.)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour Credit
3. No gloves, played with Paddleball
4. Safety and etiquette
5. Rules and scoring
6. Fundamental skills
7. Drills
8. Strategy

10J-1 JOGGING — KPRYLF (Co-Educational)
1. Offered 1st and 2nd Semesters
2. 1 hour Credit
3. Cardio-Vascular instruction & development
4. Program running
5. Class time is flexible

10K-1 KARATE (Co-Educational)
1. Offered 1st and 2nd Semesters
2. 1 hour Credit
3. Monday & Thursday, 7 PM, Livingston Gym
4. Form Training (KATA)
5. Self-Defense Techniques
6. Oriental Weaponry
7. Breaking classes
8. Martial arts, Tradition & Philosophy
9. Fee: $35.00
10P-1 PADDLEBALL (Co-Educational)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour Credit
3. Safety and etiquette
4. Rules and scoring
5. Fundamental skills
6. Drills
7. Strategy and Competition

10R-1 RECREATIONAL LEADERSHIP (Co-Educ.)
1. Offered Winter I and Winter II
2. ½ hour Credit
3. Semi-active course for students desiring materials for recreational leadership of various youth groups

10R-5 RIDING (Co-Educational)
1. Offered Fall and Spring
2. ½ hour Credit
3. Fundamental skills
4. Using a wide range and variously gaited horses
5. 14-30 rides possible
6. Fee: $50.00

10S-1 & 10S-2 SPORTS SURVEY (Co-Educ.)
1. Offered 1st and 2nd Semesters Thursday, 10:30-12:30
2. 1 hour Credit
3. Field Instruction:
   1st Semester — Soccer, Football, Basketball
   2nd Semester — Power Volleyball, Field Hockey, and Lacrosse
4. Complete varsity uniforms will be worn by all members of the class.
5. Varsity defense, offense and game plans
6. Soccer or football shoes are required

10T-2 ADVANCED TENNIS (Co-Educational)
1. Offered Fall and Spring
2. ½ hour Credit
3. Review of skills
4. Single strategy
5. Double strategy
6. Tournaments

10T-5 TRAMPOLINE (Co-Educational)
1. Offered Winter I, Winter II
2. ½ hour Credit
3. Fundamental Skills
4. Progression through competitive routine
5. Up to advanced skills

10W-1 WRESTLING (MEN ONLY)
1. Offered Winter I, Winter II
2. ½ hour Credit
3. Conditioning
4. Takedowns
5. Escapes
6. Reversals
7. Pins
8. Predicaments
9. Scoring

10W-5 WEIGHT TRAINING (Co-Educational)
1. Offered 1st and 2nd Semester
2. 1 hour Credit
3. Fundamentals of weight training
4. Program designed to individual needs
5. Introduction to various types of lifting programs
PHYSICS

Professors Samuel C. Wheeler, F. Trevor Gamble (part-time)
Associate Professors Roderick M. Grant, Lee E. Larson (on leave second semester, 1972-73), Ronald R. Winters, Jeffrey S. Jalbert
Assistant Professor Michael E. Mickelson
Chairman (1970-73), Mr. Grant
Senior Fellows Holly Richards, James Terry
Junior Fellows Susan Randolph, Lowell Scott, Clifford Thomas, Dexter C. Tight

THE STUDY OF PHYSICS is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end, courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his motivations, goals, and abilities.

Major in Physics

A MAJOR IN PHYSICS, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond the introductory course (121-122 or 221-222) are completion of 301-302, 305, 306, 311-312, and two credits of 400, taken in the junior and/or senior years. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses (exclusive of computer science courses) in the Department of Mathematics.

Students preparing for graduate work in Physics, Astronomy, Astrophysics, Space Physics, or related fields are advised to take additional courses in physics, including 405 and 406, and a total of at least six courses in the Department of Mathematics. Two or more courses taken in other science departments are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Major in Physics (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES
PHYSICS 100 — CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish exposure to areas of current investigation in Physics. Topics will be chosen at the beginning of the semester for thorough investigation within the framework of contemporary Physics. The laboratory, an intimate part of this course, will be used to introduce the student to many discovery-experiments and to techniques of research. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This satisfies one course of the science requirement. Offered each semester.) Staff. 4

PHYSICS 121-122 — GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Mathematics 121-122 must be taken concurrently unless the chairman gives consent to enroll without it. Staff. 4

PHYSICS 121H-122H — GENERAL PHYSICS, HONORS SECTION. Same description as Physics 121-122, General Physics, but open to students with some prior experience with calculus. Primarily for physics, chemistry, and mathematics majors. Staff. 4

PHYSICS 221-222 — MODERN ANALYTICAL PHYSICS. A course in General Physics with emphasis on an analytical formulation of the concepts and methods of Physics, and with applications drawn from the active fields of modern Physics. Five lectures and one two-hour laboratory each week. Open to freshmen with strong high school Mathematics. Prerequisite: Math 121-122 or 221-222 or concurrent registration. (Not offered 1972-73.) Staff. 4

PHYSICS 301-302 — MODERN PHYSICS. An intensive quantitative survey of the active fields of present-day Physics. Four lectures each week. Prerequisite: 121 or 122. Staff. 4

PHYSICS 305 — CLASSICAL MECHANICS. A course in classical mathematical Physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: 122 or 222. Staff. 4

PHYSICS 306 — ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell’s equations and electromagnetic radiation. Prerequisite: 122 or 222. Staff. 4

PHYSICS 307 — INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schrödinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. Staff. 3

PHYSICS 308 — THERMODYNAMICS. Covers selected topics from thermodynamics, kinetic theory, and statistical methods. Prerequisite: 122 or 222. Staff. 3

PHYSICS 311-312 — EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisite: 122 or 222. Staff. 3

PHYSICS 340 — ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairman. Staff. 1-2

PHYSICS 361-362 — DIRECTED STUDY. Prerequisite: Consent of chairman. Staff. 3

PHYSICS 400 — SEMINAR. Required of all majors. Must be taken for a total of two credits during the junior and/or senior years. Staff. 1

PHYSICS 405 — ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. Staff. 3

PHYSICS 406 — ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. Staff. 3

PHYSICS 451-452 — SENIOR RESEARCH. Staff. 4

PHYSICS 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SCIENCE (See Education 311.)
POLITICAL SCIENCE

Associate Professor Roy D. Morey (on leave all year)
Assistant Professors William J. Bishop, Emmett H. Buell, Ronald H. Clark, Dennis M. Sherman, Stephen E. Frantzich, Jules Steinberg

Chairman (1972-74), Mr. Bishop
Senior Fellows Barbara Novak, John Nussbaumer, Janet Ridenour, George Zunich

Major in Political Science

A STUDENT MAJORING in Political Science must take a minimum of nine courses in the department. Included in this minimum must be at least three courses from the section entitled American Government and Politics and two courses each from Comparative and International Politics and Normative and Empirical Theory. Seminars (402) may be counted toward this distribution requirement, on consultation with the chairman of the department.

A major also is required to take Economics 200, Sociology 207 or 302, and any two courses in History, exclusive of GE 20.

A Political Science major expecting to enter the foreign service should have a reading knowledge of a modern foreign language by the beginning of the senior year. A major planning to do graduate study in Political Science is encouraged to take Mathematics 250, Computer Programming for the Social Sciences and Mathematics 102, Statistics for the Life and Social Sciences.

The comprehensive examination will be given at the end of the first semester of the senior year.

Major in Political Science (International Relations Concentration)
See INTERNATIONAL STUDIES

Major in Political Science (Environmental Studies Concentration)
See ENVIRONMENTAL STUDIES

American Government and Politics

POLITICAL SCIENCE 211 — AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. An introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. (Open to freshmen and sophomores only.) Staff. 3

POLITICAL SCIENCE 211-2(e) — AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS: ENVIRONMENTAL STUDIES. This seminar has as its central theme politics and the environment. While the course will cover the same general topics as any introductory course (e.g. constitutional structure, interest groups, Congress, etc.), the central theme (against which an understanding of the American governing process will be developed) concerns the environment. Students electing this course should register for 211. Mr. Clark. 3

POLITICAL SCIENCE 314 — THE NATIONAL POLITICAL PROCESS. A study of the American national political process by examining public problems—how they are put on the agenda of government, how they are acted upon, the application of solutions, and evaluation of results. Special emphasis will be placed on congressional-executive relations and an occasional reference will be made to policymaking in other systems. Mr. Frantzich. 4
POLITICAL SCIENCE 319 — THE LEGISLATIVE PROCESS. An analysis of American legislative behavior and process with an emphasis on the United States Congress. Some topics to be covered include the committee system, professional staffing, voting behavior, and the role of Congress in national policy-making.

Mr. Frantzich. 4

POLITICAL SCIENCE 320 — THE EXECUTIVE PROCESS. Since this has been described as the "Age of Executive Ascendency," this course will deal with the recruitment and especially the behavior of chief executives on all levels of government (mayors, governors, presidents, and foreign chief executives) with primary emphasis on the U.S. President. In addition to in-depth analysis of the chief executive as an individual, an attempt will be made to survey the total executive branch and its relationship to other branches of government.

Mr. Frantzich. 4

POLITICAL SCIENCE 331 — POLITICAL PARTIES AND ELECTORAL BEHAVIOR. This course focuses almost entirely on political parties of the United States. American political parties will be described and analyzed in terms of their history, structure, and function. Special emphasis will be given to the 1972 presidential elections, with a focus on the elements of voter decision and techniques of campaigning. If possible, students will be involved in an actual campaign; a field trip to Washington may also be included. Though a prerequisite is not formally required, Political Science 211 or 212 would be helpful.

Mr. Buell. 4

POLITICAL SCIENCE 332 — PUBLIC OPINION: POLITICAL PERSUASION AND CAMPAIGNS. An analysis of the sources and consequences of public opinion in the American political process. After discussing the normative role of public opinion in a democracy, students will look at the creation of public opinion through personal interaction group membership and through organized political campaigns. After discussing opinion formation, emphasis will shift to a discussion of the impact of public opinion on government decision-makers and political office seekers. A final section will deal with uses and methods of public opinion measurement. Special emphasis will be placed on campaign techniques and technology of the national presidential campaigns, giving students the opportunity to administer and participate in public opinion measurement and experimentation.

Mr. Frantzich. 4

POLITICAL SCIENCE 333b — URBAN POLITICS. Each Spring semester, Political Science 333 focuses on some specific problem areas of public policy confronting the nation's cities. This term the focus will be on poverty. The course will deal with definitions of poverty and their consequences, the difference between urban and rural poverty, the concentration of the poor; the antipoverty programs of the Kennedy, Johnson, and Nixon administrations; the role of policy-making institutions in dealing with poverty; and proposed solutions.

Mr. Buell. 4

POLITICAL SCIENCE 347 — JUDICIAL PROCESS. The process of judicial decision-making in state and federal courts. The court focuses upon such topics as judicial organization and staffing, the sources and instruments of judicial power, access to courts, legal reasoning, the decisional process, and the impact of judicial decisions. A major research paper is required for this seminar. (Offered in alternate years)

Mr. Clark. 4

POLITICAL SCIENCE 351 — AMERICAN CONSTITUTIONAL LAW, GENERAL POWERS. The case method of legal study, supplemented by a traditional text. The focus of the course is upon such aspects of constitutional law as judicial review, federalism, separation of powers, taxation, interstate commerce, and foreign relations. During the semester, a Supreme Court simulation will be undertaken.

Mr. Clark. 4

POLITICAL SCIENCE 352 — AMERICAN CONSTITUTIONAL LAW, CIVIL LIBERTIES. The Supreme Court's function as interpreter of constitutional rights, including freedom of expression and religion, procedural guarantees, and equal protection of the laws.

Mr. Clark. 4

POLITICAL SCIENCE 354 — LAW AND SOCIETY. An interdisciplinary seminar focusing upon the role of law in society. The reading material is drawn about equally from the disciplines of anthropology, sociology, and political science. While no special prerequisites are specified, the student should have taken some previous courses in social science.

Mr. Clark. 4
POLITICAL SCIENCE 221 — COMPARATIVE POLITICS. A conceptual introduction to the comparative study of politics. The course will present basic social science concepts as tools to analyze politics and political change in modern industrial societies. The course will include a data analysis project utilizing Denison’s IBM 1130 computer. Mr. Bishop. 4

POLITICAL SCIENCE 308 — POLITICS OF DEVELOPING NATIONS. Taught jointly with Economics 316. It is an interdepartmental and interdisciplinary investigation of social-political-economic change and development. Emphasized will be the cultural, political, and economic barriers to modernization. In addition to historical examples, contemporary cases of development will be considered. The course will be particularly concerned with the dynamics of the transition from traditional to modern worlds. (Offered in alternate years.) Mr. Bishop and Mr. King. 4

POLITICAL SCIENCE 322 — THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE. Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be their physical environment, language of Soviet politics (Marxism-Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized — the developmental-modernization aspects of politics in the Soviet Union and Eastern Europe and the organizational bureaucratic aspects. Mr. Bishop. 4

POLITICAL SCIENCE 339 — COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE U.S. This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. Mr. Bishop, Mr. Sherman. 4

POLITICAL SCIENCE 341 — INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES. Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence, bargaining, technology, and the various forms of transnational competition and cooperation. Mr. Sherman. 4

POLITICAL SCIENCE 346 — INTERNATIONAL LEGAL PROCESSES AND ORGANIZATION. This course consists of two basic portions. The first section comprising about five weeks, involves the analysis of the concept of international organization. Such topics as the process of economic integration, regionalism, and the functionalism of international organization vis-a-vis the international political system will be covered. The U.N. will also be examined, but from the perspective of systems analysis and not just structure. The second portion includes a social scientific approach to the body of international law. Overall, our perspective will begin with studying the role of international law in the international system, and then move into a case study of the body of international law. Mr. Clark. 4

POLITICAL SCIENCE 359 — THE CONDUCT OF AMERICAN FOREIGN AFFAIRS. A descriptive analysis of the major actors and their roles in the development and determination of American foreign and military policy. It seeks to investigate and explore the underlying assumptions and rationale of America's view of the world, and consequent goal formations. Mr. Sherman. 4

POLITICAL SCIENCE 360 — PROBLEMS IN AMERICAN FOREIGN AND MILITARY POLICY. An examination of persistent problems facing the United States in its search for national security and international stability in the age of limited wars and nuclear weapons. The primary focus is the cold war politics of defense and deterrence. Prerequisite: 344 or junior standing. Mr. Sherman. 4
POLITICAL SCIENCE 212 — INTRODUCTION TO THE STUDY OF POLITICS. Designed to introduce the methods, approaches, and central questions of political analysis. After an introductory segment given over to general topics, a specific problem area will be selected in order to involve students in analysis of political behavior. Open only to freshmen and sophomores. Mr. Buell. 3

POLITICAL SCIENCE 300 — THE SCOPE AND METHODS OF POLITICAL SCIENCE. An introduction to the major concepts, issues, and methods in the study of politics. Emphasis will be on some of the most current research and on the student's ability to select and design a research project. The course includes lectures and discussion on interpretations and approaches to the study of politics and a political methods laboratory (1 hour per week) on statistical techniques, quantitative methods, and research application. Mr. Frantiich. 4

POLITICAL SCIENCE 304a — THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas in the classical and European tradition, from Plato to Machiavelli. Emphasis will be on both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues. Mr. Steinberg. 4

POLITICAL SCIENCE 304b — THE DEVELOPMENT OF POLITICAL THOUGHT (MODERN AND CONTEMPORARY). Basic political ideas from Machiavelli to the present. The development of liberalism, conservatism, socialism, anarchism, and other political theories will be emphasized. Mr. Steinberg. 4

POLITICAL SCIENCE 306 — ISSUES OF POLITICAL THOUGHT. Analytical and critical examination of theories of politics and the purposes of government, the problems of political obligation deriving from these, with special attention to the meaning of important political concepts and the moral justification of a variety of different kinds of political action. Mr. Steinberg. 4

POLITICAL SCIENCE 355 — INTRODUCTION TO JURISPRUDENCE: AN INQUIRY INTO THE NATURE OF LAW AND JUSTICE. The evolution of legal philosophy from the ancients to the present covering such topics as natural law, the pure theory of law, sociological jurisprudence, legal realism, and contemporary legal theories. Open only to juniors and seniors. (Offered in alternate years.) Mr. Clark. 4

POLITICAL SCIENCE 361-362 — DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Staff. 3

POLITICAL SCIENCE 402 — SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to Political Science majors. 3 or 4

402 a. The Congress and Foreign Policy. Mr. Sherman. 3

b. Law and Social Change: Southern Politics Before and After the Civil Rights Movement of the 1960's. Mr. Buell. 3

c. The Future of International Organizations. Mr. Brakeman. 4

POLITICAL SCIENCE 451-452 — SENIOR RESEARCH. Staff. 4

POLITICAL SCIENCE 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
PSYCHOLOGY

Professor Irvin S. Wolf
Assistant Professors Gordon M. Kimbrell, Roy L. Krueger, Charles J. Morris, (Ms.) Esther W. Thorson, Samuel Thios, Allen Parchem, Robert J. Auge, James Knipe
Chairman (1970-73), Mr. Kimbrell
Senior Fellows Donald Aiken, David Murray, Linda Notzelman

Major in Psychology

A MAJOR IN PSYCHOLOGY requires a minimum of 30 semester-hours of credit in Psychology, including the following: 101 (General Psychology) and one of the following lecture-laboratory courses: 315 a and b (Learning and Motivation), 317 a and b (Sensation and Perception), 318 a and b (Comparative), and 319 a and b (Physiological). In addition, one of the following courses is required: 415 (History and Systems of Psychology) or 441 (Advanced General Psychology). The student then should select electives from regular offerings in Psychology. Ordinarily Directed Study, Minor Problems, or Honors courses will not be counted toward the minimum hours requirement.

The student should note that the flexibility of these requirements places maximal responsibility upon him to select a course of study which best fulfills his future goals. For example, a student contemplating graduate school should be aware of the fact that many graduate schools require a course in Statistics. Most graduate schools also place emphasis upon course work in the natural sciences. Students contemplating graduate work in Psychology should also consider obtaining a reading knowledge of at least one foreign language (French, German, or Russian). Clearly, the success of the student in planning an appropriate plan of study depends upon his own goals and his own initiative. Students are encouraged to work closely with their adviser as soon as possible in planning an appropriate program.

Some students will be interested in Personnel Administration to obtain an understanding of personnel policies and practices applicable in business and industry and in the field of education. For such a concentration, students will take the required courses listed above and will be advised regarding the appropriate electives in Psychology and courses in some of the following areas: Economics, Education, Political Science, Sociology, and Speech.

Major in Psychology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES.

Psychology 101 is prerequisite to all other courses in this department.

PSYCHOLOGY 101 — GENERAL PSYCHOLOGY.
A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. (Offered each semester.) Staff. 3

PSYCHOLOGY 217 — CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. Same as Education 217. Offered each semester.) Mr. Krueger, Mr. Morris, Mr. Auge, Mr. Knipe. 3
PSYCHOLOGY 226 — THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Parchem's section, class meetings are concerned with a social learning approach to personality and behavior, with other theories and approaches being presented through outside reading. In Mr. Tritt's section, readings in the phenomenological and existential theories of personality and behavior are emphasized while class meetings are an opportunity for encounter group discussion.

Mr. Parchem, Mr. Tritt, Mr. Knipe. 3

PSYCHOLOGY 313 — STATISTICS AND EXPERIMENTAL DESIGN. An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation.

Mr. Krueger, Mr. Thios. 4

PSYCHOLOGY 314 — PSYCHOLOGICAL TESTS AND MEASUREMENTS. Application of individual and group tests. 2

PSYCHOLOGY 315a — LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation.

Mr. Morris, Mr. Thios, Mr. Auge. 2

PSYCHOLOGY 315b — LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 315a or by consent.

Mr. Morris, Mr. Thios, Mr. Auge. 2

PSYCHOLOGY 317a — SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception.

Ms. Thorson. 2

PSYCHOLOGY 317b — SENSATION AND PERCEPTION: LABORATORY. Application of research techniques to problems in sensation and perception. Must be taken concurrently with 317a, or by consent Ms. Thorson. 2

PSYCHOLOGY 318a — COMPARATIVE PSYCHOLOGY. A survey and analysis of theory and research pertaining to species specific or characteristic forms of psychological function (behavior) stressing the comparative method of analysis.

Mr. Kimbrell. 2

PSYCHOLOGY 318b — COMPARATIVE PSYCHOLOGY: LABORATORY. Illustration of the comparative method through study of closely related species and application of modern experimental techniques in the analysis of species characteristic forms of behavior. Must be taken concurrently with 318a.

Mr. Kimbrell. 2

PSYCHOLOGY 319a — PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Covers current theory and research in physiological psychology with special emphasis on the physiological bases of motivation, learning, and sensation.

Mr. Kimbrell, Mr. Morris. 2

PSYCHOLOGY 319b — PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 319a, or by consent.

Mr. Kimbrell, Mr. Morris. 2

PSYCHOLOGY 320 — ADVANCED CHILD PSYCHOLOGY.  Staff. 3

PSYCHOLOGY 338 — SOCIAL PSYCHOLOGY. Individual behavior as it is influenced by cultural forces. Mr. Parchem, Ms. Thorson. 3

PSYCHOLOGY 345-346 — MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman. Staff. 2-3

PSYCHOLOGY 361-362 — DIRECTED STUDY. Staff. 3

PSYCHOLOGY 401 — SENIOR COLLOQUIUM. Current topics in Psychology. Recommended for senior majors. Staff. 2

PSYCHOLOGY 402 — SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Staff. 2

PSYCHOLOGY 411 — ABNORMAL PSYCHOLOGY. Psychopathology: Its development, course, and treatment with emphasis upon prevention and cure. Mr. Wolf. 4

PSYCHOLOGY 415 — HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology.

Mr. Krueger, Mr. Parchem. 4

PSYCHOLOGY 417 — INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems. 3

PSYCHOLOGY 441 — ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student's knowledge of Psychology. Mr. Wolf. 3

PSYCHOLOGY 445-446 — MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman. Staff. 2-3

PSYCHOLOGY 451-452 — SENIOR RESEARCH. Staff. 4

PSYCHOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
RELIGION

Professors James L. Martin, Lee O. Scott, Walter Eisenbeis
Assistant Professors David O. Woodyard (part-time), David A. Gibbons (part-time)
Chairman (1970-73), Mr. Martin
Senior Fellow David Betz
Junior Fellow Robert Fuller

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his own religious perceptions.

The major in religion seeks to give the student a focus which will enable him to integrate his study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairman.

RELIGION 101A — INTRODUCTION TO THEOLOGY: CREDIBILITY AND CONSCIENCE. Theology can be studied either for its own intrinsic credibility as a discipline or as a discipline applicable to the issues of conscience. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, theology will be dealt with as something you do in relation to such issues as Black Power, civil disobedience, violence, sex ethics, abortion, and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues.

Mr. Woodyard. 3

RELIGION 101B — INTRODUCTION TO THEOLOGY: BELIEFS IN ACTION. A study of the principal beliefs of Christianity in their contemporary form. Religious questions about human nature and personal identity, the reality of God, and the meaning of life in the context of the social struggles of the 20th Century are analyzed. Religious responses given by different men and movements to these issues are read and discussed.

Mr. Scott. 3

RELIGION 103A — WORLD RELIGIONS: MAN'S LIVING RELIGIONS. An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture.

Mr. Martin. 3

RELIGION 103B — WORLD RELIGIONS: THE NATURE OF RELIGION. The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself.

Mr. Eisenbeis. 3
RELIGION 211 — INTRODUCTION TO THE OLD TESTAMENT. Orientation to the study of the Bible. An introduction to the history, literature, and religion of the Old Testament. Mr. Eisenbeis. 4

RELIGION 212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. An introduction to the religion and literature of the New Testament: the rise of the Christian church, the Apostolic Age. Mr. Eisenbeis. 4

RELIGION 213 — HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied. Mr. Martin. 4

RELIGION 214 — THE NATURE OF MAN: RELIGIOUS PERSPECTIVES. An inquiry into the phenomenon of man from a religious perspective. Conflicting understandings on human existence, from positivistic to humanistic, will be considered in relation to such issues as selfhood, freedom, and destiny. The method of instruction will be class discussion with an emphasis upon written analysis. Mr. Woodyard. 4

RELIGION 224 — CHRISTIAN ETHICS. A critical study of the fundamentals of Christian morality as represented in contemporary Christian authors. Mr. Scott. 4

RELIGION 303 — CONTEMPORARY RELIGIOUS THOUGHT. Three ways of doing theology, a comparative study of three current theological models: Existential Theology, Political Theology and Process Theology. These belief systems are examined by reference to their methodology, doctrine of God, the nature of man, concept of the Person of Christ and interpretation of the religious community. Mr. Scott. 4

RELIGION 304—EXISTENTIALIST THEOLOGY. A study in depth of a major contemporary theologian, the writer's major works will be read and analyzed. Mr. Scott. 4


RELIGION 311 — KIERKEGAARD SEMINAR. Selected writings from Soren Kierkegaard's aesthetic, ethical, and religious works are read and discussed, and special projects related to Kierkegaard's thought are undertaken by individual students. Mr. Martin. 4

RELIGION 312 — BLACK PERSPECTIVES IN THEOLOGY. This course will explore the phenomenon in the Black experience of trust in God and confidence in the future, considering the issues of the Secular vs the Religious, Black Life Style, the Black Church, Responses to Oppression, and the "New Age" theme. The Black religious experience would be illuminated by such materials as Black music (spirituals, etc.), Black poems, and Black theological writings by such men as Bill Jones, Major Jones, E. V. Thomas, and Dr. James H. Cone. Mr. Garmon. 4

RELIGION 320 — HINDUISM. A study of modern Hindu belief and practice as related to traditional sources. The development of Hinduism from the Vedic Period to the present day is studied by reading and discussion of selected translations of the Vedas, the Upanishads, the Epics and representative modern interpreters of Hindu cults and movements. Mr. Martin. 4

RELIGION 321 — BUDDHISM. A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding the Theravada Buddhism of Southeast Asia. Mahayana texts are read as the basis for understanding such East Asian sects as Pure Land, Tendai, Shingon, Nichiren and Zen. Representative contemporary interpreters of Buddhism are read and discussed. Mr. Martin. 4

RELIGION 336 — COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. The major emphasis will be on primitive mythology and Oriental mythologies. Mr. Martin. 4
REbLION 340 — SEMINAR: THEOELOGY OF NATURE. The concept of nature and the attitudes toward it reflected in scripture and contemporary religious literature. The course focuses on the current interest in ecology and employs the interpretive categories of Process Theology. Mr. Scott. 4

REbLION 361-362 — DIRECTED STUDY. 3
REbLION 451-452 — DIRECTED RESEARCH. Staff. 4
REbLION 461-462 — INDIVIDUAL WORK FOR HONORS. 4

SOCIOLOGY AND ANTHROPOLOGY

Professors Irving E. Mitchell, Donald M. Valdes, Claiburne B. Thorpe
Assistant Professors Alfred D. Bradshaw, (Ms.) Felicitas Goodman, David Potter, Charles L. Cole
Visiting Lecturers (part-time) (Mrs.) Marjorie Watson, Cyril G. Ransopher
Chairman (1971-74), Mr. Mitchell
Senior Fellows John Crowley, Becky Banyas, Linda Dunston, Kathleen Krebs
Junior Fellow Martha Scott

Major in Sociology

THE MAJOR IN THE SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and who wish to use the discipline to understand social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business; and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative, or research career. Off campus experiences through the GLCA Philadelphia Urban Semester and the Merrill-Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his own off-campus program.

A major in Sociology must earn a minimum of 28 semester-hours of credit in Sociology, including Sociology 207, 301, 416, and 420, and one course each in the areas of social problems, social institutions, and advanced general Sociology. No more than 6 hours of Anthropology (314, 319, 320, 321, 322 and 330) may be counted toward the minimum major requirement of 28 hours in Sociology.

Major in Sociology: Concentrations in Anthropology or Urban Studies

SPECIAL CONCENTRATIONS in Anthropology and Urban Studies are offered by the department. For their specific requirements, consult with the Chairman.

Major in Sociology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES
SOCIOLOGY 207 — FOUNDATIONS OF SOCIAL LIFE. An introduction to the science of group relationships, with emphasis on the topics of culture, society, personality, role, social class, ecology, community organizations, social institutions, social control, and deviance. Offered both semesters. 

Staff. 4

SOCIOLOGY 208 — HUMAN ECOLOGY. Population distribution, composition and growth, and its bearing on current economic, political, and social problems. 

Staff. 3

SOCIOLOGY 209 — SOCIAL PROBLEMS AND SOCIAL POLICY. A critical analysis of selected current social problems, such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. Not open to those with 10 or more hours of Sociology. Prerequisite: 207 or consent of instructor. Offered first semester. 

Mr. Bradshaw. 3

SOCIOLOGY 213 — EDUCATION FOR MARRIAGE AND FAMILY LIFE. An analysis of marriage and the family within the framework of sociological theory, together with a discussion of such practical topics as courtship, parenthood, family finances, in-law relationships, aging, and the family in the larger community. Offered both semesters. 

Mr. Cole. 3

SOCIOLOGY 301 — SOCIAL RESEARCH METHODS. Experience in the design and implementation of social research; current techniques of collecting, analyzing, interpreting, and reporting data. Required of Sociology majors. Prerequisites: 207, or 330 and Mathematics 102 or Psychology 313. Offered second semester. 

Mr. Thorpe. 4

SOCIOLOGY 302 — GENERAL SOCIOLOGY. The sociological perspective applied to the issues of modern society. This course assumes a familiarity with the scientific method. Not recommended for potential majors. Restricted to juniors and seniors (See 207). 

Staff. 4

SOCIOLOGY 307 — URBAN SOCIOLOGY. The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and crosscultural approach will be utilized whenever possible. Prerequisite: 207, 330, or I.D. 211. 

Mr. Potter. 4

SOCIOLOGY 308 — INTRODUCTION TO SOCIAL WORK. A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 207, or 330. Offered first semester. 

Mr. Ransopher. 3

SOCIOLOGY 309 — SOCIAL CASEWORK. An introduction to the principles of social casework. Lectures and discussions regarding the development of social casework, relationship theory, the case study method, interviewing methods, and the study and use of social process. Case materials and field trips will be used. Prerequisite: 308 or consent of instructor. Offered second semester.

Mr. Ransopher. 4

SOCIOLOGY 311 — CRIMINOLOGY. A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 207, or 330. Offered first semester. 

Mr. Mitchell. 4

SOCIOLOGY 312 — MINORITY GROUPS. Anthropological, social psychological, and sociological interpretations of racial and ethnic prejudice and discrimination. Prerequisite: 207, or 330. Offered both semesters. 

Mr. Mitchell. 4

SOCIOLOGY 313 — THE FAMILY. The structural-functional analysis of the family as an institution; its inter-relationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 207, or 330. Offered both semesters. 

Mr. Cole. 3

SOCIOLOGY 314 — AMERICAN INDIANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester. 

Mr. Valdes. 3

SOCIOLOGY 315 — SOCIAL ORGANIZATION. A comparative analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed. Prerequisite: 207, or 330. Offered alternate years. 

Mr. Potter. 4

SOCIOLOGY 317 — THE SOCIOLOGY OF RELIGION. A study of the structure and function of religious behavior and the relationship of religion with other institutional areas in a society. Offered alternate years. 

Staff. 4

SOCIOLOGY 318 — SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their inter-relationships with other social institutions. Offered alternate years. 

Staff. 3
SOCIOLOGY 319 — SOUTH AMERICAN INDIES. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. Offered first semester. Ms. Goodman. 3

SOCIOLOGY 320 — WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies. No prerequisites. Offered second semester. Ms. Goodman. 3

SOCIOLOGY 321 — CULTURE CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with Euro-American Culture. (Offered first semester.) Prerequisite: 207, or 330. Ms. Goodman. 3

SOCIOLOGY 322 — PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 207, or 330. (Offered second semester.) Ms. Goodman. 3

SOCIOLOGY 330 — GENERAL ANTHROPOLOGY. A descriptive, comparative, and generalizing study of man and his culture. No prerequisite: Offered both semesters. Mr. Valdes, Mr. Potter. 4

SOCIOLOGY 340 — COLLECTIVE BEHAVIOR. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Collective behavior is viewed as a primary means of social change and an attempt is made to understand the conditions which precede, accompany, and follow collective action. Prerequisite: 207, 330, or consent. Offered first semester. Mr. Thorpe. 3

SOCIOLOGY 345-346 — SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Sociology of Science, Military Sociology, Medical Sociology, Alienation, Mass Society, Social Stratification, Sociolinguistics.) Prerequisites: Sociology 207, or 330 and consent. Staff. 3

SOCIOLOGY 361-362 — DIRECTED STUDY. Credit earned will be determined by departmental evaluation. Staff.

SOCIOLOGY 405 — SOCIOLOGY OF THE PRESCHOOL CHILD. Introduction to principles and theories underlying education for the preschool child and to techniques of observing young children and working with them as individuals and in groups. Two hours each week will be spent in the Granville Nursery School. Offered second semester. Mrs. Watson. 3

SOCIOLOGY 415 — HUMAN RELATIONS IN INDUSTRY. A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 207, or 330. Offered second semester. Mr. Mitchell. 3

SOCIOLOGY 416 — SOCIOLOGICAL THEORY. Analyses of central theoretical questions of Sociology, drawing upon the theories of major sociologists from Comte to the present. Open only to majors or by consent of instructor. Offered first semester. Mr. Thorpe. 3

SOCIOLOGY 420 — SEMINAR. Advanced study of special problems suggested by courses already taken. Open only to majors. Offered first semester. Mr. Valdes. 3

SOCIOLOGY 451-452 — SENIOR RESEARCH. Staff. 4

SOCIOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
SPEECH COMMUNICATION

Professors Bruce R. Markgraf, William R. Dresser
Assistant Professor William L. Hall
Chairman (1970-73), Mr. Markgraf
Senior Fellows Laurette Blake, Philip Jacobs, Linda Palenscar
Junior Fellow George S. Foufos

Major in Speech Communication

A STUDENT MAJORING IN SPEECH COMMUNICATION must elect a minimum of 29 semester-hours of credit in the department. A student who chooses a general speech communication emphasis must take either Speech Communication 222 or 223, and 304, 311, and 409. A student who concentrates in speech science must take Speech Communication 329, 330, 331, and 409. A student who elects a communications concentration must take Speech Communication 225, 227, 250, 304, 308, and 409. Students who are interested in secondary school teaching must elect Education 339.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

SPEECH COMMUNICATION 101 — PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. Staff. 2

SPEECH COMMUNICATION 110 — DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; theory and practice; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. Mr. Markgraf. 4

SPEECH COMMUNICATION 113 — READING ALOUD LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. Mr. Markgraf. 3

SPEECH COMMUNICATION 218 — SPEECH COMPOSITION. A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. Mr. Dresser. 3

SPEECH COMMUNICATION 221 — GROUP DISCUSSION. A study of oral communication in small problem-solving groups. Students will seek to synthesize the traditional logical and psychological approaches to the study of group behavior. Mr. Dresser. 3

SPEECH COMMUNICATION 222 — ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of panel discussions, argumentative and rebuttal speeches, direct examination and cross-examination, parliamentary procedure, and debate. Mr. Markgraf. 3

SPEECH COMMUNICATION 223 — PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Emphasis is placed upon mass persuasion (advertising, propaganda, etc.) and persuasion in speaker-audience, dyadic and group centered situations. Students will prepare and deliver original persuasive speeches. Mr. Markgraf. 3
SPEECH COMMUNICATION 225 — RADIO AND TELEVISION IN SOCIETY. The history of radio and television development; a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting.

Mr. Hall. 3

SPEECH COMMUNICATION 227 — RADIO PRODUCTION PROCEDURES. Lecture-laboratory course in the production of complex program types: study of production problems, techniques, and procedure. This course covers actual production from initiation to airing. Prerequisite: Consent of instructor. Mr. Hall. 3

SPEECH COMMUNICATION 230 — CONTEMPORARY TELEVISION. Spring vacation trip to major television networks in New York City and observation of station operations, studio arrangements, and the productions of various types of programs from rehearsal through performance. An intensive study of network operational policies and procedures precedes the trip; a written report of the trip is required. Estimated cost of trip, exclusive of tuition, is $100. Prerequisite: Consent of instructor. Mr. Hall. 3

SPEECH COMMUNICATION 244 — FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and of factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined.

Mr. Markgraf. 3

SPEECH COMMUNICATION 247 — GENERAL SEMANTICS. A study of the impact of the structure of language on the individuals' evaluation of the nonverbal world. Attention is concentrated on specific types of misperception which result when one assumes that the world possesses certain characteristics implied by the structure of language.

Mr. Dresser. 3

SPEECH COMMUNICATION 250 — PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality.

Mr. Hall. 3

SPEECH COMMUNICATION 280 — PSYCHOLOGY OF SPEECH. Much of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality.

Mr. Hall. 3

SPEECH COMMUNICATION 304 — INTERPERSONAL COMMUNICATION. A seminar course investigating factors affecting communication between individuals. Students undertake projects concerned with such aspects of the communication process as the effect of social roles, semantic barriers to understanding, the effects of feedback on communication, and nonverbal communication.

Mr. Dresser. 3

SPEECH COMMUNICATION 308 — COMMUNICATION, MAN AND SOCIETY. A study of language as instrumental in shaping man's personality and in structuring his culture. Typical topics studied are the relationship of communication to thought, to social perception, to ethical and aesthetic judgments, to mysticism, and to social values.

Mr. Dresser. 3

SPEECH COMMUNICATION 311 — AGITATORS, ADVOCATES, AND SOCIAL REFORM. An historical approach to current issues and methods of social reform, especially concerning the racial question. The values, objectives, and rhetorical techniques of advocates and agitators are studied by analyzing the premises, arguments, appeals, and persuasive strategies imbedded in speeches, debates, campaigns, and organized reform movements.

Mr. Dresser. 4

SPEECH COMMUNICATION 312 — COMMUNICATION THEORY AND CRITICISM. A survey (1) of theories and (2) of standards and methodologies used in understanding and appraising the practice of communication. Classical and humanistic theories and standards are compared with those derived from the technological and empirical sciences, i.e. Platonist, Aristotelian, Burkean, etc. Communication theories are compared with models and standards derived from semantics, cybernetics, S. R. behaviorism, etc.

Mr. Dresser. 4

SPEECH COMMUNICATION 314 — RHETORICAL CRITICISM. A description and evaluation of contemporary methods used in appraising rhetorical discourse. Emphasis is on the theory underlying a variety of critical standards and a knowledge of how to select, arrange, and apply critical criteria to different forms of communication.

Staff. 3

SPEECH COMMUNICATION 327 — SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lecturers in the field of advertising.

Mr. Hall. 3
SPEECH COMMUNICATION 329 — APPLIED PHONETICS. A study of significant speech sounds and the application of phonetic concepts to both normal and aberrant speech for evaluative purposes. Mr. Hall. 3

SPEECH COMMUNICATION 330 — VOICE AND DICTION. A lecture-laboratory course designed to further the student’s mastery of English speech. Mr. Hall. 3

SPEECH COMMUNICATION 331 — INTRODUCTION TO SPEECH CORRECTION. The relations of speech to mental hygiene; the study of speech disorders and defects; diagnosis and therapeutic theories. Mr. Hall. 4

SPEECH COMMUNICATION 332 — DIALECTS. A study of foreign dialects for radio, television, and theater, with special emphasis on phonetic changes and intonational patterns. Mr. Hall. 3

SPEECH COMMUNICATION 361-362 — DIRECTED STUDY. Staff. 3

SPEECH COMMUNICATION 409 — SEMINAR IN SPEECH COMMUNICATION. Readings and reports on special topics. Mr. Markgraf. 3

SPEECH COMMUNICATION 451-452 — SENIOR RESEARCH. Staff. 4

SPEECH COMMUNICATION 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SPEECH (See EDUCATION 339.)

THEATRE AND FILM

Professor William Brasmer
Assistant Professors R. Elliott Stout (on leave second semester, 1972-73), Patricia Ryan Calvin L. Morgan
Visiting Lecturer (second semester, 1972-73) Derek Weeks
Chairman (1971-74), Mr. Brasmer
Senior Fellows Ronita Hawes, Karen Kendig, Kevin Thompson

THE THREE-HOUR BASIC REQUIREMENT in the Arts may be satisfied by taking 103, 105, 111, 215, 323, 324, or 325.

Major in Theatre and Film

A CANDIDATE FOR THE BACHELOR OF ARTS degree in Theatre and Film shall elect 30-40 semester hours of credit. Students who wish to concentrate primarily in Theatre should take the following courses: 111, 113, 215, 301, 317, 323, 324, and 426. Students whose primary interest is in Film should take 111, 215, 219, 301, 312, 324, 326, and 410.

The candidate for the Bachelor of Fine Arts degree in Theatre and Film shall elect 46-56 semester hours of credit.

In the freshman year the Bachelor of Fine Arts candidate should carry the second year of the foreign language carried in high school or French 111-112. Theatre courses should be 111, 113, 215, and 229.
THEATRE AND FILM 101 — BEGINNING ACTING. Designed for the non-major and dealing with the fundamentals of acting training from both a practical and theoretical base. Through exercise and improvisation, the student is introduced to the actor's vocabulary and practice. Fulfills Oral Communication requirement.

Mr. Morgan, Ms. Ryan, Mr. Stout. 2

THEATRE AND FILM 103 — FORMS OF THEATRE ARTS. Basic study of the form, function, and history of the performing arts — theatre, film, and television.

Mr. Brasmer. 3

THEATRE AND FILM 105 — FORMS OF THEATRE ARTS. Follows study plan of 103, but substitutes active participation in theatre production for the writing of critical reports and outside reading.

Mr. Brasmer. 3

THEATRE AND FILM 111 — INTRODUCTION TO THE THEATRE. Intensive introduction to the study and practice of the arts and the literature of the theatre.

Mr. Brasmer, Mr. Morgan. 4

THEATRE AND FILM 113 — VOICE FOR THE STAGE. An intensive practicum in voice and speech training for the actor. The Lessac system of structural, tonal, and consonant action is studied and applied to the dramatic interpretation of literature. Fulfills Oral Communication requirement.

Ms. Ryan. 3

THEATRE AND FILM 115, 116, 117 — THEATRE PARTICIPATION. Theatre activity is open to all students in the University, who may, if they wish, receive credit toward their undergraduate degree by participation in the productions of the University Theatre and the Experimental Theatre. A student may enroll up to the eighth week of any semester on written permission of the departmental chairman. No student may enroll in the last semester of his senior year. These courses may fulfill three hours of the Fine Arts requirement.

1

THEATRE AND FILM 215 — PRODUCTION FOR NON-COMMERCIAL THEATRE. Play selection, analysis, organization, management, direction, and technical design of plays for non-commercial theatre. Meets teacher certification for theatre.

Mr. Morgan, Mr. Weeks. 2

THEATRE AND FILM 219 — ELEMENTARY CINEMATOGRAPHY. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative medium. Each student is expected to complete a series of film projects in 8 mm. or 16 mm. format. A student is required to share the expenses involved in his film production.

Mr. Stout. 4

THEATRE AND FILM 225 — CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of trip, exclusive of tuition, is $250.

Mr. Brasmer. 2

THEATRE AND FILM 229 — ACTING: PHYSICAL TECHNIQUE. The beginning course for majors interested in performance. Use of pantomime, improvisation, and gymnastics to develop a controlled flexibility in the use of the bodily mechanism. Prerequisite: Consent of instructor. Course repeatable for one credit.

Ms. Ryan. 2

THEATRE AND FILM 230 — ACTING: SCENE STUDY. The scene as a unit of theatrical form approached in terms of focus and interaction between characters. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit.

Staff. 2

THEATRE AND FILM 231 — ACTING: CHARACTERIZATION. The factors in the script which determine characterization and the creation of these factors in specific roles. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit.

Staff. 2

THEATRE AND FILM 232 — ACTING: PERSONAL STYLE. The developing of a personal point of view in approaching the creation of a vital presence on the stage. Offered each semester. Entrance by audition. Repeatable once for credit.

Staff. 2

THEATRE AND FILM 240 — CHILDREN'S THEATRE. Recommended for Education as well as Theatre majors, this course explores the uses and practices of drama with the child (Creative Dramatics) and drama for the child (Children's Theatre) through lecture, discussion, and practice teaching.

Ms. Ryan. 3

THEATRE AND FILM 301 — SCENIC DESIGN AND STAGE LIGHTING. Theory and practice of scenic design and stage lighting through intensive analysis of the dramatic structure in plays.

Mr. Morgan. 4

THEATRE AND FILM 312 — SEMINAR IN FILM. The subject for the seminar will vary from year to year but this seminar treats Film in both a technical and an academic manner. The seminar is repeatable.

Staff. 4

THEATRE AND FILM 317 — TECHNICAL THEATRE. Lecture and laboratory in scenery construction and painting, sound, stage management, and lighting. May include costuming under some circumstances. Class work with all productions.

Mr. Morgan. 4
THEATRE AND FILM 323 — THEATRE HISTORY. Survey of World Theatre from the Greeks to 1880, exclusive of America. Emphasizes influences — cultural, social, and political — as well as personalities, methods of production, and development of drama. Mr. Stout. 4

THEATRE AND FILM 324 — HISTORY OF AMERICAN THEATRE. The derivation of American Theatre in the patterns of colonial culture and the development of the Theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. Mr. Brasmer. 4

THEATRE AND FILM 325 — THE HISTORY OF THE MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British Theatre in the first four decades of the 20th Century. Mr. Stout. 4

THEATRE AND FILM 326 — HISTORY AND AESTHETICS OF FILM. A survey of the social and aesthetic history of the film from its beginnings as a record of historical reality to the emergence of the filmic reality in the contemporary film. Mr. Brasmer. 4

THEATRE AND FILM 361-362 — DIRECTED STUDY. Staff. 3

THEATRE AND FILM 401 — THEATRE PRACTICUM. Theory and creative practice in selected areas of theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Drama
d. Problems in Theatre Management
e. Advanced Problems in Scenic and/or Lighting Design
f. Problems in Theatre Design

THEATRE AND FILM 410 — ADVANCED CINEMATOGRAPHY. An advanced course which explores several approaches to the graphic and narrative properties of films. The student will be required to complete two films in 16 mm. format and will share the expenses involved in his film production. Mr. Stout. 4

THEATRE AND FILM 415 — PLAY DIRECTION. Theory and practical work in direction. Each student is responsible for selecting, casting, rehearsing, and producing one-act or longer plays presented in the Experimental Theatre. Prerequisites: 15 hours of Theatre and Film and consent of instructor. Mr. Brasmer. 3

THEATRE AND FILM 426 — THEORY OF THE THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: Junior standing. Mr. Brasmer. 4

THEATRE AND FILM 451-452 — SENIOR RESEARCH. Staff. 4

THEATRE AND FILM 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4
NON-MAJOR AREAS

AEROSPACE STUDIES

Chairman (1972-75), Lt. Col. Lampe

THE DEPARTMENT OF AEROSPACE STUDIES offers the male college student at Denison the opportunity to obtain an officer's commission in the United States Air Force through enrollment in the Air Force Reserve Officer Training Corps (AFROTC). The student may select either the four-year or two-year AFROTC program.

To participate in the four-year program the student normally enrolls in AFROTC in his freshman year and continues enrollment for his four years at Denison. The four-year program includes the basic course consisting of the freshman and sophomore years and the advanced course taken during the junior and senior years. Enrollment in the basic course does not require a commitment on the part of the student. Enrollment in the advanced course at the beginning of the junior year requires a written commitment on the part of the student in both the four-year and two-year program to accept a commission in the Air Force and to serve on active duty for a period of four years in a non-rated category, or, for six years if in a rated category of pilot or navigator.

The four-year student attends field training of four weeks at the end of his sophomore year. This training camp is conducted at an Air Force base, and the student is paid $265 plus travel pay of six cents per mile to and from base. Meals, lodging, and uniforms are provided at no cost to the student while at the training unit.

To qualify for the two-year program the student must successfully complete the Air Force Officer Qualification Test (AFOQT) and an Air Force Physical Examination in the second semester of his sophomore year. He must then attend a six-week field training camp at the end of his sophomore year. This training takes the place of the two-year basic course at Denison. The pay for the six-week summer training session is approximately $216 plus travel pay, meals, lodging, and uniforms. The student who successfully completes the six-week summer training may enroll in the advanced course at the beginning of his junior year.

The Air Force uniform, including shoes, is provided without cost to the student and is worn one day a week. The student is responsible for the proper care of the uniform. Textbooks and other instructional materials are supplied without cost by the Department of Aerospace Studies.

All cadets are eligible for the AFROTC Color Guard on a voluntary basis. Outstanding advanced students are eligible for selection as members of the Arnold Air Society and for appointment as Distinguished Cadets and Distinguished Graduates.

The Flight Instruction Program provides each senior qualified for Pilot Training with 36½ hours of flight training in light aircraft at no expense to the student.

Advanced course students (juniors and seniors) are paid a subsistence pay of $100 per month, except while at summer training camp, for a period not to exceed 20 months. Two-year and four-year students who qualify for the Scholarship Program receive a subsistence pay of $100 per month plus full tuition, fees, and textbooks.
Delays from active duty may be provided to those students who desire to attend graduate school prior to starting their commissioned service. Law school graduates and medical school graduates enter on active duty as Captains. Officers who do not desire to continue graduate work are normally scheduled for active duty in the career area of their choice within 90 days after graduation.

Enrollment in AFROTC is accomplished by registering for the appropriate Aerospace Studies course during registration. Staff members of the Department of Aerospace Studies are available for consultation at anytime during the year, including the summer months.

Scholarships and Financial Assistance

THE UNITED STATES AIR FORCE makes available scholarships to two-year and four-year students enrolled in the AFROTC program at Denison. Scholarship students are selected on a competitive basis. Selection is based on academic achievement, score on the Air Force Officer Qualification Test, and the evaluation of a scholarship review board. Final competition is on a nationwide basis.

Under this AFROTC scholarship program, the Air Force pays the cost of tuition, books, fees, supplies, and equipment plus a monthly subsistence pay of $100.

AEROSPACE STUDIES 101-102 — UNITED STATES FORCES IN THE CONTEMPORARY WORLD.
An introductory course exploring the broad component categories of U.S. Military forces, with primary emphasis and the majority of the material, on the United States Air Force. This includes the fundamental mission, organization, and weaponry of the Armed forces. Such knowledge will serve as a foundation for an introduction to defense policy. Open to freshmen only. Lt. Col. Lampe. 1

AEROSPACE STUDIES 201-202—UNITED STATES FORCES IN THE CONTEMPORARY WORLD.
This is a continuation of AS 101-102; an introduction to defense policy discussing the framework or politico-military environment in which the U.S. Armed Forces operate. The course includes discussion and comparison of U.S. defense strategies and policies with other world powers. Pre-requisite: 101-102
 Lt. Col. Lampe. 1

AEROSPACE STUDIES 250 — SIX-WEEK FIELD TRAINING. A six-week summer training camp conducted only for two-year AFROTC students at the end of the sophomore year. Two periods of training will be offered, one in June-July, and one in August-September. Consists of orientation to the U.S. Air Force, military history, development of communicative skills, physical training, and development of leadership skills. No letter grade assigned. Credit indicated by "P" for passed. Not included in computation of grade-point average.

U.S. Air Force Field Training Officers. 3

AEROSPACE STUDIES 301-302 — GROWTH AND DEVELOPMENT OF AEROSPACE POWER.
A survey course about the development of airpower in the United States: mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration. Prerequisite: 201-202.
 Capt. Prescott. 3

AEROSPACE STUDIES 350—FOUR-WEEK FIELD TRAINING. Credit for this course will not be awarded unless it is taken in the summer prior to the junior or senior year. This course consists of a survey in depth of various Air Force Officers' career areas, an examination through field trips and lectures of the day-to-day operation of an Air Force Base and its place in the Air Force command structure; the presentation and solving of problem situations; an introduction to survival techniques and flight operations; emphasis will be maintained on development of initiative, communicative skills and
leadership capabilities. Credits will be indicated by "P" for passed. Credits will not be included in computation of grade-point average. Two periods of training will be offered, one in June-July and one in July-August.

U.S. Air Force Field Training Officers.  2

AEROSPACE STUDIES 401-402 — THE PROFESSIONAL OFFICER. A study of professionalism, leadership, and management. The course includes the meaning of professionalism, professional responsibilities, the Military Justice System; leadership theory, functions, and practices; management principles and functions; problem solving; and management tools, practices, and controls. Prerequisite: 301-302.

Maj. Haddad.  3
statement of objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

Denison intends that its students educate themselves with the aid of a Faculty devoted to teaching and engaged in advanced scholarship and research. In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.
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Reshoot follows
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Reshoot follows
In a few words

Denison University

Aspires to be a pluralistic community which makes possible a wide range of learning & living experiences.

For more than a century, Denison has been known as a community of intellectual excellence & high ideals.

The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty.
as a college, denison encourages students to shape educational programs that meet their special needs, interests, & plans. a denison education attempts to balance depth & breadth — to combine the special competence & mastery of methodology & subject matter that are part of a major or concentration with an exploration of the varied resources available throughout the college.

learning at denison is in part a search for relationships among various kinds of knowledge & experience. it is an attempt, ultimately, to place education in the context of the crucial value questions facing society today.
the college's statement of objectives cites denison's tradition of considering its students as "men & women who are becoming free." denison places maximum responsibility on the student while providing support through concern and counseling in a personalized atmosphere.

since denison's founding in 1831, students of all races, creeds, and national origins have been eligible for admission.

there are approximately 2,100 full-time students at denison — 1,100 men & 1,000 women. full-time faculty members number 142, with about three-fourths of the faculty holding the ph.d. degree. student-faculty ratio in 1972-73 was 13.83 to 1.
denison is an independent liberal arts college offering four degrees: bachelor of arts, bachelor of science, bachelor of fine arts, & bachelor of music. there are departmental, interdepartmental, concentration, & individually-designed majors available within these degree programs.

denison is governed by a board of trustees, which is made up of 36 members, six of whom are nominated by the alumni. many decisions regarding the programs of the college are made by the university senate, which includes persons from the student body, the faculty, & the administration.
accreditation

denison is accredited by the north central association of colleges & secondary schools, which was formed in 1913 & had denison on its original list. other agencies recognizing & approving denison are the ohio college association, the ohio state department of education, american association of university women, great lakes colleges association, american chemical society, & the american association of colleges for teacher education.

denison's premedical program is recognized by all medical schools accredited by the association of american medical colleges.

the department of music is a liberal arts member of the national association of schools of music.

location

denison is located in the village of granville, ohio.

granville, founded in 1805, is in the central part of ohio, seven miles west of newark, the county seat; 27 miles east of the state capitol grounds in columbus; & 22 miles from the columbus airport.

interstate 70 is less than 10 miles south and interstate 71 connects with ohio 161 at worthington (26 miles west of granville) & with ohio 13 four miles south of mansfield. by the latter route, travelers change to ohio 661 in mount vernon. other state routes to granville are 16 and 37.
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are detailed in this section: guidelines for & different types of admission □ basic & extra costs & fees □ & the range of financial assistance and how to apply for it.

admission

Denison University believes the aims of a liberal arts education are best attained within a heterogeneous community. The College encourages applications from members of all cultural, racial, religious, and ethnic groups. Applicants are admitted as either a freshman or a student with advanced standing.
how to apply

A Preliminary Application will be sent to you in response to an initial request for the College Catalog or other information.

After receiving this application from you, the Admissions Committee will place you on the mailing list and send you a Formal Application by October of the year prior to entrance. If you submit a Preliminary Application after September of that year, you will be sent a Formal Application immediately. Formal Applications should be returned to the College not later than March 1. If you apply after March 1, you will be considered for admission on the basis of dormitory space still available.

In evaluating your application, the committee takes into consideration the quality of your academic record, aptitude test scores, recommendations, school and community activities, your possible academic and personal contributions to the College, and your personal statement discussing your goals for college. While not a requirement, a personal interview is considered highly desirable.

Your need, if any, for financial assistance is not considered in the admissions process. The fact that you may seek financial aid by filing the Parents' Confidential Statement of the College Scholarship Service (see Financial Assistance section) is not considered by the Admissions Committee in its evaluation of your qualifications for admission.

admission requirements

The following minimum standards are required of every person applying to Denison:

☐ graduation and college certification

These must be furnished by an accredited high school or preparatory school showing at least 15 acceptable units of credit as follows:

- 4 units of college preparatory English
- 2 units of college preparatory Mathematics (3 units are highly recommended, especially if you plan to major in science)
- 2 units in one Foreign Language
- 1 unit of History
- 2 units of Science
- 4 remaining units (at least 2 units should be in areas named above or in related subjects)

Exceptions to these requirements may be made by the Admissions Committee. You will be given special consideration if you plan to earn either the Bachelor of Fine Arts or the Bachelor of Music degrees. Special requirements for admission into these two degree programs are explained later in this section.

☐ entrance examination

You must take the Scholastic Aptitude Test of the College Entrance Examination Board (CEEB). This test must be taken not later than January of your senior year. CEEB Achievement Tests are optional, but scores are welcomed. If extenuating circumstances prevent you from taking the SAT, you must make other arrangements with the Dean of Admissions and Financial Aid.
other requirements

In the Formal Application, three other admissions requirements are cited:
- recommendation by your high school principal, headmaster, or guidance officer
- personal information including a listing of school, church, and community activities
- statement of personal characteristics and interests.

Two other requirements are:
- application fee — a nonrefundable fee of $15 must accompany the Formal Application
- health report — after you are accepted for admission, the College will send you a medical form to be filled out by your physician.

special admission requirements/ fine arts and music applicants

A small quota of students is admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts and Bachelor of Music. In applying for one of these programs, you must meet the minimum requirements listed above. In addition,
you must submit the following evidence of your skills and/or talents with the respective departments:

- **art department** — a portfolio and/or slides or photographs of your artwork
- **dance department** — a personal audition
- **music department** — a personal audition and/or audition tape
- **theatre and film department** — a personal audition and/or audition tape, or a portfolio of costumes and/or set designs.

If you want to enter the Fine Arts or Music programs, you should correspond early with the appropriate departmental chairman. If you are admitted as a quota student in one of these special degree programs, you cannot change your degree program until completing at least one full year at Denison and obtaining the permission of the Registrar.

different types of admission

Aside from the standard admission process explained above, three other options exist at Denison: Early Consideration of Freshmen, Early Admissions, and Deferred Admissions.

early consideration of freshmen

A freshman applicant is generally admitted on the basis of grades for seven semesters of secondary school work, and the completion of the requirements listed above. **Special Consideration for acceptance on the basis of six semesters** is given if you are a top-ranking applicant who has taken the SAT of the CEEB not later than December of your senior year. As an early applicant, you may apply to other colleges and universities. You are not required to commit yourself to enroll at Denison.

early admissions

A limited number of outstanding students may be admitted for enrollment at the end of their junior year in high school. You must have the recommendation of your secondary school to be considered for early admissions.

deferred admissions

Upon being accepted at Denison, you have the option of delaying your entrance into the College for a year. You have until May 1 of the year you are accepted to inform the Admissions Office of your decision to postpone your entrance. You must pay a $100 nonrefundable deposit by that date.

While on deferred admission, you must reconfirm your intention to enroll by March 1 of the following year. If you fail to do this, your deposit is forfeited and your acceptance is withdrawn.

Should you desire to enroll in the College at the beginning of the second semester instead of at the end of the year, you would be admitted on a space-available basis. Should you decide to delay your entrance more than a year, an extension of your deferred admission would be at the discretion of the Admissions and Financial Aid Council.
dates of acceptance

If you are a regular candidate for admission, the Admissions Committee completes its selections and sends notifications of acceptance by April 15. If you are a candidate for early acceptance, you will be notified on or about January 15 and you must reply by March 1.

waiting list

Qualified applicants who cannot be offered acceptance by April 15, owing to limitations on dormitory space, are placed on a waiting list. Such applicants are given later consideration for any openings which may occur between late April and early September. Candidates are not ranked numerically on the waiting list, but all who wish to remain active are carefully reconsidered for available openings.

fees and deposits

The following fees and deposits are required:
- a registration deposit of $25
- a room reservation deposit of $25 (except for a local student who will commute from home)
- an advance payment of $50 toward tuition for the first semester.

If you are accepted for admission, these deposits, totaling $100, must be paid on or before May 1 and are nonrefundable after that date unless you are an Early Consideration candidate. Early acceptees must make deposits by March 1, nonrefundable after that date, or withdraw from early consideration. For further information, see Refund of Deposits section. An applicant from the waiting list, or a transfer student accepted after May 1, usually is allowed two weeks to make the payment of deposits.

advanced placement

This program of the CEEB was developed to give recognition to a person who takes college-level courses in his or her secondary school. You may be excused from certain college requirements by satisfactorily passing the Advanced Placement examinations in English, Foreign Languages, American History, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music. Credit and waiver will be given if you score a 5 or a 4 on any of these examinations. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and the Registrar.

For information on Proficiency Examinations in all subjects and other methods of satisfying Denison's Foreign Language requirement, see the Plan of Study section of the catalog.

transfers

Denison welcomes applications from transfer students. A limited number of transfer students are admitted each semester.
If you wish to enter Denison as a sophomore, you will normally be considered for acceptance only after your complete first-year record is available, except in those cases of outstanding first semester work. If you wish to enter as a junior, you may be accepted provisionally during your sophomore year when your record of three semesters of college work is available.

If you are accepted for admission with Advanced Standing, you must complete at least four semesters in residence at Denison as a full-time student to be eligible for a Denison degree.

**special requirements**

A transfer student eligible for Advanced Standing is expected to meet the requirements of a freshman and, in addition, submit the following:

- the Official Transcript of your complete college record to date showing you to be in good standing at the college you previously attended
- the Recommendation from the dean of the college last attended.

**advanced standing**

Upon Advanced Standing admission, you will be allowed credit without examination for liberal arts subjects taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank.

Class standing at Denison is based on the number and quality of credits accepted for transfer. In addition to the two-year residence requirement, you must earn at least a C average at Denison to qualify for a degree. Any requirements for graduation from Denison not satisfactorily completed at the college previously attended must be taken in normal sequence.

**good standing**

The Admissions Committee expects transfer students to be in good academic and disciplinary standing at the college previously attended. Semester-hours of credit — but not actual grades — are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing below C grades are not accepted for transfer.
annual costs

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<tr>
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<td>$2,725</td>
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<tr>
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<td>$635</td>
<td>$680</td>
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<tr>
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Each student on full tuition pays about $600 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date.

tuition

The $2,625 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of $82 is made for each registered hour in excess of 17 hours. A student must petition the Registrar's Advisory Committee to take more than 17 hours of credit in a semester. A part-time student is charged $82 for each semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

activity fee

The $195 activity fee paid by degree candidates and some special students enables the offering of student programs such as concerts, plays, guest lectures, and other activities of a social and recreational nature. It supports, in part, the Student Health Service, the College Union, and intercollegiate athletics. The activity fee provides funding for the Denison Campus Government Association (student government at Denison) and student organizations it sponsors. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $635 a year. A five-day board plan is also available at $595 a year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison's food service in 1967.
room rent

If two or more students room together, the rent for each student is $585 a year. The price of a single room is $675 a year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. No room is rented for a shorter period than one semester. Students will be charged for any damage to the furniture or the room beyond ordinary wear.

special fees

health service

This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). A charge of $20 a day is made for hospitalization in excess of three days. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

auditing classes

The privilege may be granted to any student. A regularly-enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition rate paid by a part-time student.

off-campus programs

An administrative fee of $82 per semester is charged to each student participating in an off-campus program.

freshman orientation

In June, Denison sponsors an orientation program for incoming students and their parents. Nine identical sessions, each lasting about one-and-a-half days, are held to provide counseling for students on course selection for the fall, placement tests, campus tours, and discussion of student life. A charge (including room and board) is made to students and their parents.

books and supplies

The cost of books and supplies is estimated at $75 a semester.

department of music fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. On the basis of one private lesson a week including the necessary practice-time, the charge is $82 a semester.
Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who has played an instrument in band or orchestra for four semesters may take private lessons on that instrument without charge.

damages deposit

Each student living in a residence hall is required to pay a deposit of $10. These deposits are used to cover charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls. A prorata share of unexpended deposits is credited to the student's account at the end of the academic year.

payment of bills

All bills are payable in the Cashier's office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents.

Semester bills are due August 10 for the first semester and January 10 for the second semester. Bills may be paid in advance. All other bills are due within 10 days from the date presented. Bills past due are subject to a late payment fee of $2. This fee is waived for sufficient cause explained to the Cashier before the payment due date. On request, a receipted bill is issued when the statement is returned.

A student is ineligible to attend classes unless his or her bills are paid when due. A student will be denied an honorable separation, an official record of credits, or a diploma until all college bills are paid in full.

deferment

Deferred payment of one-half of the net bill for the first semester is permitted until November 1, and for the second semester until April 1, provided the request is made to the Cashier on or before the due date.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.

Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

refund of deposits

Withdrawal from the College at any time is official only upon written notice to the appropriate Associate Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the College nor a cancellation of a Room and/or Board reservation.
Cancellation of room reservation or registration for the fall semester by a student enrolled at Denison during the previous spring semester must be made prior to May 1. Both the Registration Deposit of $25 and the Room Deposit of $25 are forfeited if the time limit is not observed. If a student does not preregister or indicate withdrawal by the cancellation date, both deposits shall be forfeited.

An entering student should read the Fees and Deposit section in the previous Admission part of the Catalog for regulations pertaining to other deposits.

A student withdrawing or dismissed from the College during the academic year shall forfeit the Registration and Room Deposits, except in the case of a withdrawal which results in no refund of second semester charges or for illness. A student granted permission to move into off-campus apartments or into a fraternity prior to the start of the second semester will not forfeit the Room Deposit.

If a student withdraws because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

The Room Deposit of a student who cancels his or her room reservation within the time limit indicated above or is permitted to live off-campus or in a fraternity will be credited to his or her bill for the fall semester. In the case of a senior, or withdrawing student entitled to a refund, Room and/or Registration deposits will normally be refunded in June.

refund of tuition, activity fee, room and board

Withdrawal after the due date of semester bills, but before Registration Day. Except in cases of illness confirmed by a physician, the charges for withdrawal from the College or cancellation of a dining hall or residence hall reservation after August 10 for the fall semester or January 10 for the spring semester shall be 25 percent of the semester tuition, 25 percent of the semester board charge, and full semester rent for the residence hall room. No case shall the activity fee be refundable. These policies apply to both the returning and entering student.

Withdrawal during a semester. After Registration Day there shall be no refund of room rent or board charge, except in the case of a student withdrawing from the College because of illness. Such a student shall be charged 10 percent of the semester room rent and board charge for each week or part thereof (not to exceed the semester rates).

A student voluntarily withdrawing or dismissed for disciplinary reasons from the College during a semester will be charged 25 percent of tuition (not to exceed the semester charge) for each week or part thereof enrolled. In no case shall there be a refund of the activity fee.

The excess hours fee, fees for applied music lessons, or other course fees shall not be refunded after the fifth week in the case of a student withdrawing for any reason from a course or from the College.
financial assistance

Denison University supports the conviction that every student accepted for admission should be able to attend the College regardless of financial circumstances. The financial aid program at Denison is designed to assist students to overcome so far as is possible the cost barrier often associated with private education. In addition, a limited number of honor stipends are awarded to students of special promise regardless of need.

financial need

Denison utilizes the College Scholarship Service (CSS) of the College Entrance Examination Board to determine the financial need of each applicant for aid. Essentially, this figure is the difference between the student's budget for a year at Denison minus the family contribution including expected summer earnings. Details of this calculation and the family contribution may be obtained at most secondary school guidance offices.

awards

Awards normally consist of a combination of a grant-in-aid, loan, and job forming a "package" designed to meet the CSS financial need figure. The components of the package are subject to annual review and possible adjustment by the Financial Aid Committee. Honor awards up to $300 are made to a select number of incoming freshmen who have shown outstanding academic potential. This stipend continues automatically if the student maintains a 3.0 cumulative average. Other special scholarships include the Sons and Daughters of Baptist Ministers and Missionaries, and the LaVerne Noyes for descendants of World War I veterans. More specific information on these and other scholarships may be obtained from the Office of Financial Aid.

grants-in-aid

Grants-in-aid constitute an outright gift to the student based on need. Grants are not automatically continued from one academic year to the next and may be adjusted as need changes. Each year, a grant recipient must resubmit the appropriate financial
statement of the CSS. For a continuation of a grant, a student must (a) have need as determined by CSS, (b) be in academic good standing, and (c) be making satisfactory progress towards a degree. Exception to the stated policy may be made in cases involving significant contributions to the College or extenuating circumstances.

loans

Denison has participated in the federally-appropriated and controlled National Direct Student Loan Program. The college also has established eligibility as a Guaranteed Loan lender. Depending upon federal funding, loans will be made to students under one of the two programs. Current information on student loans should be obtained from the Office of Financial Aid.

jobs

On-campus employment opportunities are available to students wishing to contribute toward their college expenses. Work opportunities cover a wide variety of assignments, including dining hall, library, and other auxiliary services. Under the College Work-Study Program, academically-related jobs are made available to students coming from disadvantaged backgrounds.

other sources

Federal and State educational grants are available to eligible students. To determine eligibility under these programs, the student should consult with a guidance counselor.

upperclass awards

Various departmental scholarships and special stipends are available to enrolled students. Information concerning these scholarships can be obtained from the department concerned or from the Office of Financial Aid.

graduate honor scholarships

Graduate scholarships and fellowships are handled through the Office of the Graduate School Counselor and the Dean of Students. Contact these offices for information on graduate scholarships and fellowships.

how to apply

No formal application is required to be considered for financial assistance. Entering students should submit the Parents' Confidential Statement (PCS) form to the College Scholarship Service by December 15 for those requesting Early Consideration and by March 1 for all other students. Notices of financial award are sent out within two weeks after the date of official notification of acceptance to the College.
Student life
activities
campus
& resources

make up this portion of the catalog: life as a student at Denison □ activities you can attend & participate in □ a campus description □ & a listing of the college’s resources.

activities
a personalized education

A Denison education is a personalized education which fosters intelligent and responsible living both within and outside the classroom.

The College seeks to maximize the opportunities for individual choice within the broad outlines of College policy. This personalized approach is made possible through the availability of advisers and counselors, flexibility in design of curriculum, and selfgovernment in nonclassroom activities.
The curriculum offers a variety of approaches to learning as well as a broad range of subject matter in the liberal arts. Adjunct programs provide opportunities for study in many settings in the United States and abroad where educational experiences are offered which supplement those available at Denison.

**religious activities**

Denison encourages religious pluralism and the participation of students and faculty in religious programs.

Catholic Mass is offered each Sunday afternoon in the Student Coffee House; the priest is also on the campus several days during the week.

The Jewish Community, a campus organization sponsored by Jewish students and faculty, promotes their cultural experience and participation in a nearby congregation. A Jewish Rabbi is on campus on a regular basis.

The churches in Granville offer students the opportunity for participation in student fellowships and other aspects of the church and church school programs.

The College provides an opportunity for worship on Thursday evenings in Swasey Chapel under the direction of the Dean of the Chapel and a student committee. These services are non-denominational and often experimental in nature. They encourage persons to experience and reflect upon the religious dimension of human existence. Attendance is voluntary.

The Denison Community Association (DCA) sponsors a variety of programs for the expression of religious and social concerns through community service projects, field trips, and discussions. DCA assists students of various religious persuasions in organizing groups to foster their own spiritual nurture.

Academically, Denison provides instruction in Christian and non-Christian religions on an elective basis.

**the fine arts, speakers, films & concerts**

**art**

Numerous art exhibits, gleaned from the College's art collections, are held throughout each year. Student art work is frequently exhibited. The College's art collections include a definitive Burmese collection, several other Oriental art pieces, Italian Baroque drawings, and a collection of art and artifacts of the Central American Cuna Indians. Valuable tapestries, paintings, vases, and other art work are on display in the new Burke Hall of Music and Art. Students enrolled in art history courses have access to the collections for study.
Picasso's "Le Repas Frugal" from Denison U. Gallery

Kathleen Carlin / Lotte Goslar Pantomime Circus
dance

The department of dance presents at least two major productions each year. The Don Redlich Dance Company, the Taneko Wakayama Troupe, and the Lotte Goslar Pantomime circus have recently performed and/or been in residence on the Denison campus.

music

Opportunities to hear and to participate in the production of music are provided nearly every week on campus. This includes concerts by students, faculty, guest artists, and Denison choral and instrumental groups (explained below). Prominent musicians brought to the campus for concerts in recent years include the Fine Arts Quartet, pianist Earl Wild, the Aeolian Chamber Players, soprano Mary Costa, the Pro Arte Quartet, pianists Francis Walker, Peter Lang, and Nicolas Constantinidis, and viola d'amore artist Karl Stumpf.
Dramatic productions are presented by the Department of Theatre and Film as University Theatre, Experimental Theatre, and Children's Theatre productions.

In recent years the following plays have been staged:
- King Lear
- A Pinter Repertory (Landscape, Silence, and Old Times)
- Camino Real
- Of Thee I Sing
- The House of Blue Leaves
- Patience
- The Cheats of Scapino
- Hippolytus
- A Touch of the Poet
- The Way of the World
- Rosencrantz and Guildenstern Are Dead
- Back to Methuselah
- Love's Labour's Lost
- Hedda Gabler
- Exit of the King
- My Poor Marat
- Lovers
- The Three Sisters
- The Recruiting Officer
- The Three Penny Opera
- Waiting for Godot
- Invitation to a March
- The Life of Malcolm X
- A Salute to Harold Prince
- The Golden Fleece
- and Tom Paine.

Convocations with speakers representing a range of thought are held about every week each semester. In the past few years, the following persons have been on the Denison campus as convocation speakers:
- novelist John Barth
- black publisher Nathan Hare
- choreographer Agnes De Mille
- theologian Nathan Scott
- philosopher Huston Smith
- columnist Max Lerner
- Berkeley Mayor Warren Widener
- philosopher Paul Ricoeur
- attorney William Kunstler
- film critic Paul Zimmerman
- former Cleveland mayor Carl Stokes
- West German finance minister Helmut Schmidt
- physicist Philip Morrison
- the late theologian Abraham Heschel
- former attorney general Ramsey Clark
- publisher Katharine Graham
- Allard Lowenstein
- and Reid Buckley (in a liberal-conservative debate)
- journalist Seymour Topping
- Indian activist Vine Deloria
- actor and playwright Ossie Davis
- black educator Charles G. Hurst, Jr.
- classicist William Arrowsmith
- former HUD directors George Romney and Robert Weaver
- poet Leroi Jones
- feminist Betty Friedan
- senators John Tower and Mark Hatfield
- and former senator Fred Harris
- actress Lillian Gish
- Benjamin Spock
- the late Saul Alinsky
- Dick Gregory
- and the late Bishop James Pike.
films

The Denison Film Society, a student organization, shows high quality films each week during the academic year. Most films do not have an admission charge. During the spring semester of 1973, the following films were shown:

- Big Heat
- Jules and Jim
- Long Day's Journey into Night
- a variety of experimental films
- My Night at Maud's
- Le Collectionneuse
- The Denison Student Film Festival
- Late Spring
- Gertrude Stein
- Go West
- Foreign Correspondent
- Beauties of the Night
- Love Game
- She Wore a Yellow Ribbon
- Anna Christie
- Le Coeur
- Goldstein
- Sounds of Trumpets
- High School
- Breathless
- Reefer Madness
- and Silk Stockings.

Scheduled to be screened during the first semester of the 1973-74 academic year are these films:

- The Graduate
- Bus Stop
- Birth of a Nation
- The Trial
- The Round-Up
- This Man Must Die
- Broken Blossoms
- The Cocoanuts
- Mickey One
- The Good, the Bad, and the Ugly
- Sunrise
- Strangers on a Train
- Saboteur
- Whatever Happened to Baby Jane?
- Whiskey Galore
- Pumpkin Eater
- Here Comes Mr. Jordan
- Vividiana
- Belle de Jour
- The Adversary
- Take the Money and Run
- Throne of Blood
- and Point Blank.

The spring films were screened under the directorship of Jennifer Duncan. The DFS president in 1973-74 is David Conte.

bill graham in granville, ohio?

Almost. Each semester a number of concerts are staged by the student government's social committee. Current student social chairman Pete Vanderploeg, and past chairmen Jim Rowe, John Breckenridge, Randy Robinson, and Stosh Yankowski have staged the following concerts on campus:

- The Byrds
- Rick Roberts
- John Prine
- Leo Kottke
- the J. Geils Band (twice)
- Tranquility
- The Steve Miller Band
-
Two Generations of Brubeck (New Heavenly Blue & The Darius Brubeck Ensemble & The Dave Brubeck Trio) • The McCoy Tyner Quartet • The James Gang • John Denver & Mike Johnson & Dave Boise • B.B. King • The Ramsey Lewis Trio • The Who • Spirit • and Johnny Winter • in addition to regional musicians like Loco Weed (a Denison band) • Lost John Hutchison • The Friends (three Chicago groups) • Gun Hill Road • Pure Funk • Elderberry Jak • Little Feat • Apple Mary • The Dust • and Lycidas.

special interest clubs

Departmental clubs exist in almost every field of study, ranging from foreign languages to debating.

campus musical organizations

concert choir

This organization of 125 mixed voices presents a major choral work each semester with orchestra and guest soloists. Recent performances have included The Mozart Requiem, Schubert's Mass in E-Flat, Brahms' Requiem, The Stravinsky Symphony of Psalms, and Vaughan Williams' Hodie.

concert band

The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.
the licking county symphony orchestra

A college-community orchestra which gives the student musician the opportunity of three or four public concerts per year. Members may be invited to participate in the orchestras which play for the choral concerts and opera workshop productions.

the chapel choir

This group of 50 voices sings at student chapel services and prepares several major works during the year.

the black student choir

Organized by black students, the choir performs both on campus and in churches and schools in nearby cities.

the denison singers

This small chamber ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour. In January, 1972, the Singers performed in seven European nations.

student media

The major student media on campus are The Denisonian, the weekly newspaper, WDUB, fm-radio station, The Adytum, the yearbook, and The Exile, the semi-annual literary magazine.

Founded in 1857, The Denisonian is a completely student staffed and controlled newspaper. Editorial, reporting, and business positions are open every year. The newspaper and members of its staff have won awards in national competitions.

WDUB has a six-room studio complex in the basement of Blair Knapp Hall. The fm student station, on-the-air more than 120 hours a week, broadcasts most every type of music with a strong emphasis on progressive rock music, on-the-spot sports broadcasts, and campus and local reporting. Auditions for disc jockeys, engineers, reporters, and other staff positions are held twice each year, in addition to a special January Term station internship.

The Adytum yearbook is published each year. Editorial, photography, and business posts are open to interested students. The Exile publishes student fiction, non-fiction, poetry, and photography. Editorial positions are also open.

A limited number of students also submit papers to the College’s Journal of the Scientific Laboratories, The Journal of Biological Sciences, and other publications of an academic nature.

student government

Student Government at Denison places a great deal of freedom and responsibility upon the students.

Through the Denison Campus Government Association (DCGA), students budget and direct the main organizations on campus.
dave abbott / denisonian editor-in-chief

about half the wdub staff
such as the Student Senate, the WDUB radio station, the Denison Film Society, the Denisonian newspaper, and the Adytum yearbook.

Representation on the University Senate, the Campus Affairs Council, the Academic Affairs Council, the Admissions and Financial Aid Council, and the Priorities Council gives students a voice in directing the College as a whole.

Each college-operated residence hall is run with the aid of student House Councils, student advisers, and the University Residence Council, which is composed of student head residents and dorm presidents. The activities and programs of Denison's ten fraternities and six sororities are coordinated through the student-composed Inter-Fraternity Council and Panhellenic Council.

Under this system of government, each student can therefore enjoy freedom within the limits of respect for the rights of others and is offered a variety of opportunities in which he or she can express individual interests and responsibilities.

**Sports activities**

The Athletic Program at Denison is an integral part of the physical education curriculum. Each student is encouraged to participate as fully in intramural and intercollegiate athletics as his or her academic program permits. The College provides professional coaching, excellent training facilities, and athletic equipment and supplies. It carefully supervises all intramural and intercollegiate sports.

Denison competes in intercollegiate football, soccer, basketball, swimming, track, cross-country, baseball, tennis, golf, lacrosse, and wrestling. It also has Ice Hockey, Rugby, and Sailing clubs, and an Intercollegiate Bowling Club.

Denison women have instruction and faculty supervision for intercollegiate teams in basketball, bowling, golf, field hockey, swimming (both speed and synchronized club), tennis, and volleyball. In addition, women participate in intramurals and recreational activities in season.
In its intercollegiate program for both men and women, the College seeks to compete with institutions of similar size and similar educational and athletic standards.

Denison is a member in good standing of the National Collegiate Athletic Association, the Ohio Athletic Conference, and is a district member of the Midwest Association for Intercollegiate Sports for Women.

The athletic policy of Denison University is controlled in its entirety by the faculty. The Department of Physical Education operates within the academic budget, and all receipts from and
Expenditures for intercollegiate contests are handled by the College controller.

Denison's intramural athletic competition is one of the most extensive in the nation. It excludes men on varsity teams. Contest areas are football, speedball, basketball, track, wrestling, volleyball, softball, swimming, tennis, golf, handball, paddleball, table tennis, and bowling.

Facilities for women include separate playing fields for archery, hockey, lacrosse, soccer-speedball, six tennis courts, ring and nature trails, and an unusually fine area within the Biological Reserve for Outdoor Education activities. Indoor facilities include a joint use with the men of the Gregory Swimming Pool, Lamson Lodge, Cleveland Hall, and Livingston Gymnasium.

Deeds Field. This area was named for the donor, Colonel Edward A. Deeds of the Class of 1897. It utilizes the natural amphitheatre on the slope to the north of the Chapel. The football field and stadium were built in 1922.
At Denison it is assumed that each student will exercise a high level of personal maturity, integrity, and self-discipline, and that a respect for the rights and privileges of others in the community will be of paramount concern in such self-government.

Corresponding to such expectations, Denison maintains a minimum of institutional regulations over student life, but strives to provide a maximum of guiding support for student self-determination through concern and counseling on the part of faculty, administration, and fellow students.

Denison is a residential college, and as such provides many living options within certain regulating guidelines. There are both men's and women's dormitories on each of the two residential quadrangles. All freshmen must live in the dormitories and all dormitory residents dine in one of the two College dining halls. Freshmen room with their first-year classmates but live in the company of upperclassmen, some of whom are specially selected to provide counseling to freshmen.

Freshmen are not allowed to maintain cars on campus, and no pets are permitted in any dormitory. Because Denison is a residential college, students are expected to reside in college housing (residence halls and fraternity housing). There is a limited option for both men and women to live in off-campus housing. Students must obtain approval of the Office of Student Personnel to live off-campus.

Each living unit is self-governing and functions on a basis of cooperation among students and mutual respect between students and administration. Each living unit determines its own policies and regulations concerning conditions for study, hours for coed visitation, and internal governance. In the case of infractions, students are first judged and counseled by their peers under existing House Council provisions.

Generally, then, guidelines for living at Denison are characterized by broad freedoms of self-governance bounded by adherence to state and local law, and by deep respect for the rights of others. A fully detailed explanation of college
regulations may be found in *The Undergraduate* which is distributed to all students.

To facilitate the student's decision-making concerning his or her personal mode of living, Denison offers many counseling, guidance, and placement services to which all members of the community have ready access. Denison's counseling program functions to help the student make his or her adjustment to college life as easy and fulfilling as possible. In the dormitories, selected students are given the responsibility of assisting freshmen. In the classroom, faculty members and students share the learning process with a closeness possible only in a small college. Outside the classroom, every student may benefit from a complete professional counseling service.

**counseling staff**

The Counseling Staff includes the Deans of Students, the Director of the Psychological Clinic, the College Physician, Deans of the Chapel, the Director of Graduate School Counseling, the Director of Vocational Services, faculty counselors, departmental chairmen, senior head residents for men, and student advisers for men and for women.

**counseling of freshmen**

A freshman is assigned to a selected faculty counselor, who will advise him or her through the first two years or until a major field is chosen. After choosing a major field, the student is assigned to a faculty counselor in the department in which he or she has chosen to major. The faculty counselor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.
student advisers

In the residence halls student advisers, a selected group of upperclass students, help freshmen to understand many aspects of college life. Three Assistant Deans of Students serve as residence counselors and coordinators. The head residents and dorm presidents in each hall also advise students.

center for black studies

The Center for Black Studies provides counseling for the particular needs or problems of black students. The Center is staffed by the Director and his Assistant. A reference library is coordinated through this office. The center also provides postgraduate fellowship information for black students.

veteran counseling

Matters involving students who have been in a branch of the military service or those who are sons or daughters of deceased veterans are handled by the Deans of Students.

graduate school counseling

A majority of Denison students seek additional training in professional and graduate schools after being graduated from the College. The Registrar has been selected to give guidance to these students, in addition to counsel given by the departmental adviser. The Registrar's help includes personal counseling on educational and vocational problems; information about advanced programs of study in graduate and professional schools; and the opportunities for scholarships, fellowships, and assistantships.

office of student personnel

The Office of Student Personnel assists students in finding and using the various resources of Denison. Staffed by the Deans of
Students and the Director of the Psychological Clinic, and assisted by the Director of Graduate School Counseling and the Director of Vocational Services, the office provides specialized counseling for individuals and coordinates a variety of student activities. It maintains a cumulative record for each student. The Office of Student Personnel endeavors to help students discover their own interests and aptitudes so that they may wisely plan their total college program.

special education services

Several extra-classroom services are available through the Office of Student Personnel to students for the enhancement of their academic performance. These services are available to any student wishing to improve his or her study skills and reading efficiency or comprehension. They include:

- **diagnostic and skill-building lab** — A staff member, a self-instruction lab, and other services designed to help students assess their learning skills are available. Self-instruction materials are prescribed for students wishing to strengthen their skills.

- **tutoring** — Tutoring for students having academic difficulty is available free of charge for students on financial aid. All other students will be expected to pay the student tutor the established hourly rate.

vocational services

The Office of Student Personnel in cooperation with faculty advisers and the Office of Vocational Services provides counseling service for students on the various career and life options throughout the student's years at Denison. Special testing for personal interest and aptitude, special seminars and discussion groups, as well as a variety of off-campus study options, provide opportunities to the student to better understand himself or herself, his or her interests and personal capacities, as a guide to thoughtful career choice.
placement

Students seeking employment in business, industry, or government service upon graduation may make arrangements through the Office of Vocational Services to interview college recruiters. A reference file for each student is maintained in the office upon request.

As a participant in the GRAD computerized placement service operated by the College Placement Council, the office can serve effectively alumni seeking employment.

student health service

Denison recognizes its responsibility for the health and well-being of its students by providing medical service, adequate health instruction, and the efficient administration of dining halls and residence halls. A College Physician and four registered nurses comprise the staff of Whisler Memorial Hospital. Prompt medical attention is available and an up-to-date clinic is maintained. A trained nurse is on duty at all times.

teacher placement

Denison's Department of Education maintains a separate appointment service to assist graduates seeking first teaching positions and in transferring to better positions upon evidence of successful experience.
the campus

Denison's campus, which consists of 1,000 acres on College Hill and adjacent land in both the valleys to the north and south of the hill, provides ample space for expansion.

On the horseshoe-shaped ridge the major academic buildings are at the center — the library, classroom buildings and laboratories, the college union, and the chapel. At the east end are eight residence halls — one incorporating a dining hall, and the college hospital. To the west are three residence halls, a dining hall, and ten fraternity chapter houses.

In the valley directly north of the ridge lie the extensive athletic and recreation fields and the buildings providing facilities for various sports.

On the Lower Campus to the south of the ridge are the buildings used for the Fine Arts and five sorority chapter houses. The other sorority chapter home is in the next block.

Sororities maintaining chapters at Denison are Kappa Alpha Theta, Delta Delta Delta, Kappa Kappa Gamma, Alpha Phi, Delta Gamma, and Pi Beta Phi. Their chapter homes are used for social purposes only, not as residences for students. Fraternity chapters at Denison are listed below.

living units

Denison recognizes the experience of group living as an important part of a college education. To that end the College operates residence halls and provides food service for both women and men students. Most of the rooms accommodate two students each, but many of the upperclass women live in suites for three or four students. Upperclass men may live in one of 10 fraternity chapter houses. Both upperclass men and women may elect to live off-campus through a quota system.

east quadrangle of student residences

Located on College Hill, at the eastern end of the ridge, it consists of eight residence halls, accommodating approximately 545 women and 405 men. Women live in Shaw, Beaver, Sawyer, Huffman, and Shepardson halls and Gilpatrick House, and men reside in East and Crawlord halls.

west quadrangle of student residences

Located on College Hill, at the western end of the ridge, it consists of four residence halls, accommodating approximately 350 women and 225 men. Women live in Curtis West and Shorney Halls while men reside in Curtis East and Smith Halls.

lower campus student residences

Housing units on the Lower Campus are Monomy Place, Monomy Cottage, and King Hall.
Fraternities with chapters at Denison are Sigma Chi, Beta Theta Pi, Phi Gamma Delta, Kappa Sigma, Phi Delta Theta, Delta Chi, Lambda Chi Alpha, Sigma Alpha Epsilon, Delta Upsilon, and Alpha Tau Omega. The 10 chapter homes house upperclass men.

buildings

Swasey Chapel, with its stately tower dominating the Denison campus, serves as a landmark to travelers approaching Granville. Swasey Observatory, built in 1910, stands directly east of the Chapel.

Beth Eden House, the large, white house just west of Swasey Chapel, houses the Admissions and Financial Aid offices. Parking is available in the lot east of the Chapel.

William Howard Doane Library, this structure stands at the west end of the Academic Quadrangle. The library has in excess of 170,000 volumes, not counting government publications, which bring the total to 360,000 volumes. Periodicals received exceed 1,200. In order that the library may best serve the total needs of the student, the general book collection in the stacks is open to every student. Study space is provided for more than 550 persons, including 250 individual tables or carrels.

Doane Administration Building, the one-time academy building contains most College offices.

Life Science Building is used by the Department of Biology.

Barney Science Hall, used by the Departments of Geology and Geography, Mathematical Sciences, and Physics.

Ebaugh Laboratories and Herrick Hall, this complex, opened for use during the 1966-67 academic year, houses the Chemistry department. It contains a three-story laboratory block, offices, classrooms, library, and the 292-seat auditorium section.
denison fellows hall The departments of English, History, and Modern Languages are housed in this unit. In addition, the Computer Center is located in this building. The unit is directly south of the Life Science Building.

blair knapp hall Provided in this facility are classrooms and office space for the Departments of Education, Sociology and Anthropology, Economics, Speech Communication, Political Science, Religion, Philosophy, and Psychology.

slayer hall This College Union building contains the Bookstore, mail room and individual boxes for all students, lounges, bowling lanes and other recreational facilities, the college Snack Bar, offices for student organizations and the Dean of the Chapel, meeting rooms, and a 300-seat auditorium equipped for motion pictures.

whistler hospital Located near the East Quadrangle of student residences.

cowell house This building houses the Alumni, Development, and Public Information offices and the Bandersnatch, student-operated coffee house. It is located west of the East Quadrangle.

cleveland hall Located on the south slope of College Hill near the Lower Campus, this building accommodates physical education courses, recreational activities, studio art courses, and dance performances.

theatre arts building On College Street on the Lower Campus, it contains the workshop for building scenery and making costumes with ample space for storing both scenery and costumes, and a 200-seat auditorium, the Ace Morgan Studio Theatre. Its library contains the Ethel R. Outland Theatre Collection.

burke hall of music and art This new facility, scheduled for occupancy in the fall of 1973, houses a new recital hall, workshop theatre, and art gallery with related seminar and storage areas.
other lower campus buildings are the Doane Art Building, Burton Hall, which houses the Department of Music, the Aerospace Center, headquarters for the Air Force ROTC, King Hall, a residence hall, and Stone Hall, apartments for faculty, staff, and married students.

physical education center is located just east of Deeds Field. It serves a variety of College and community uses. The only section named when the building was erected was the Alumni Memorial Field House. This portion contains the indoor track and the undercover practice area for football, baseball, tennis, and other teams.

The remainder of the building, Livingston Gymnasium, contains a completely modern gymnasium with apparatus and equipment rooms, classrooms, offices, and a spacious basketball court capable of seating 3,000 spectators.

In 1962 the Gregory Swimming Pool was completed. It serves the needs of both men and women.

On the north campus at the center of the women's athletic grounds is Lamson Lodge. It serves as a shelter house and recreation classroom.
affiliations and finances

special affiliations and resources

the biological reserve

The Denison University Biological Reserve is a 350-acre Laboratory of the Environmental Sciences that comprises the northeast corner of the campus. Divided into three sections—the 170-acre Environmental Laboratories, the 50-acre Norpell Woods, and the Taylor-Ochs Tract—the Reserve offers students and faculty of any department the opportunity to study, teach, or do research in the out-of-doors. The basic program is dedicated to the inherently complex study of the effect of human activity on the ecology of natural systems. Facilities include an office, laboratory-shop, meteorological station, a comparative psychology field laboratory, and plots for the long-term study of plant succession, fire ecology, animal behavior, and an outdoor education area. Work at the Reserve is under the administration of a Director, an Advisory Board, and a Student Committee.

the computer center

Established in 1964 to meet the growing research needs of the faculty and students, the Computer Center is located in a separately air-conditioned area in Denison Fellows Hall. The center houses an IBM 1130 computing system with a disk model central processor, card read-punch, magnetic tapes, high-speed printer, and a plotter. In addition, a wide variety of unit record machines such as sorters and key punches are available. Courses in Computer Science are offered by the Department of Mathematical Sciences.

From the initial use in primarily research areas, computing activities have grown to include applications in academic courses in the Natural and Social Sciences as well as in administrative applications. There is currently a heavy investment of effort in exploring the teaching assistance that may be obtained from computing facilities.
The center is active virtually 24-hours-a-day and may be used by any student or faculty member. The expressed policy of the center is that all students have a right to adequate computing facilities. All students have open access to the computer system and may use it to run any of their programs. Current policy for reservation of computer time may be obtained from the Director.

the great lakes colleges association

This association was formed in 1961 as a cooperative venture for the improvement of higher education in its member colleges. Denison is one of the original 12 private liberal arts colleges which comprise the GLCA. Since its inception, the GLCA has established numerous programs, including several off-campus study centers within the United States and overseas.

the inter-university consortium for political research

This consortium is a part of the Survey Research Center of the University of Michigan—the largest political data archive of its type in the world. Members of the Denison faculty may receive material through the Consortium for use in class projects and individual research.

the denison scientific association

Established in 1887, the association issues the Journal of the Scientific Laboratories and meets for the presentation of scientific papers by faculty and students. The Journal founded by Professor Clarence Luther Herrick in 1885 is circulated internationally.

campus periodicals

Periodicals published at Denison include the Journal of the Scientific Laboratories (1885), the Psychological Record (1959), quarterly journal dealing with theoretical and experimental psychology, and the Journal of Biological Sciences (1964), research, attitudes, and book reviews. A monthly publication, in the month, was established in 1941. Enlarged in 1953, it circulates free of charge among alumni, trustees, faculty, students, parents of students, Baptist ministers of Ohio, principals, headmasters, and guidance officers of secondary schools, and a host of other friends of Denison. The Alumni Office publishes a quarterly journal, The Alumnus, sent to graduates and former students.
The Ohio Foundation of Independent Colleges, Inc.

This foundation was established in 1951 to raise operating funds in a cooperative association of institutions. Such support is for private liberal arts colleges throughout the state which are not essentially dependent on tax aid. Denison is one of the original 19 charter members of the OFIC. The OFIC now has 36 member colleges and each year is one of the leaders among the 48 similar state associations in contributions and number of supporters. The total raised in 1971-72 was $7.65 million from about 2,000 firms. OFIC seeks to increase this to $20 million as promptly as possible, and has more firms participating in every solicitation year. College officers, including the presidents, conduct the annual statewide solicitations.

Assets and Finances

As recorded June 30, 1972, the total market value of Denison's endowment fund assets was $18,695,000, of which $2,100,000 represents actual endowment income funds. The stated value of Denison's land, buildings, books, and equipment is $25,787,000. This, however, is a conservative figure, as it is based on actual building cost. The balance sheet shows total assets of $47,243,000 at book value.

Endowment has been augmented through gifts and bequests. Several modern buildings have been financed through capital gift campaigns. Endowment income plus gifts and grants are necessary to underwrite the educational budget to the extent of approximately $500 per student per year. Nationwide solicitations called The Annual Support Program, which involve both alumni and parents of current and former students, has helped to raise these funds. This source approaches $500,000 annually, about 80 percent coming from parents. No college in the nation has, as yet, obtained comparable parental support.

In the college year 1971-72, educational and general expenses excluding auxiliary enterprises amounted to $6,555,000, income from tuition and fees totaled $4,395,000. The difference of $1,556,000 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past five years is an indication of Denison's growth since 1966. In that year, the total budget, auxiliary enterprises included, was $6,345,000. The total budget for 1972-73 approached $9,500,000.

During 1971-72, $392,000 was expended for scholarship assistance. The corresponding figure for 1966-67 was $321,000. In addition to this aid, there was substantial amount of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
The center is active virtually 24-hours-a-day and may be used by any student or faculty member. The expressed policy of the center is that all students have a right to adequate computing facilities. All students have open access to the computer system and may use it to run any of their programs. Current policy for reservation of computer time may be obtained from the Director.

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During 1971-72, $896,000 was expended for scholarship assistance. The corresponding figure was $321,000 in 1967. In addition to this aid, there was substantial amounts of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.
DENISON DAILY
FRIDAY, NOVEMBER 1, 1974 — PARENTS WEEKEND

9:30 a.m. — Registration at the University Union.
10:30 a.m. — Reception at the University Union.
11:30 a.m. — Breakfast at the University Union.
12:30 p.m. — Tour of the campus.
2:00 p.m. — Lunch at the University Union.
3:00 p.m. — Athletic Facilities and Recreation Center tour.
4:00 p.m. — Tour of the libraries.
5:00 p.m. — Dinner at the University Union.
6:00 p.m. — Evening activities at the University Union.

SATURDAY, NOVEMBER 2, 1974 — PARENTS WEEKEND

9:00 a.m. — Registration at the University Union.
10:00 a.m. — Breakfast at the University Union.
11:00 a.m. — Tour of the campus.
12:00 p.m. — Lunch at the University Union.
1:00 p.m. — Athletic Facilities and Recreation Center tour.
2:00 p.m. — Tour of the libraries.
3:00 p.m. — Dinner at the University Union.
4:00 p.m. — Evening activities at the University Union.

SUNDAY, NOVEMBER 3, 1974 — PARENTS WEEKEND

9:00 a.m. — Registration at the University Union.
10:00 a.m. — Breakfast at the University Union.
11:00 a.m. — Tour of the campus.
12:00 p.m. — Lunch at the University Union.
1:00 p.m. — Athletic Facilities and Recreation Center tour.
2:00 p.m. — Tour of the libraries.
3:00 p.m. — Dinner at the University Union.
4:00 p.m. — Evening activities at the University Union.

ANNOUNCEMENTS

The Denison University Opera will perform Thursday, November 7, 1974, at 8:00 p.m. in the Memorial Union. Tickets are available at the box office.

The Denison University Men's Basketball team will play its first game of the season at 8:00 p.m. on Friday, November 8, 1974, at 8:00 p.m. in the Memorial Union.

The Denison University Men's Football team will play its first home game on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The University Women's Basketball team will play its first game of the season on Friday, November 8, 1974, at 7:30 p.m. in the Memorial Union.

The Denison University Men's and Women's Basketball teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Soccer teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Swimming teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Cross Country teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Track teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Golf teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Volleyball teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Tennis teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Ice Hockey teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Wrestling teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Softball teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

The Denison University Men's and Women's Baseball teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.

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The Denison University Men's and Women's Swimming teams will play their first home games on Saturday, November 9, 1974, at 1:00 p.m. in the Memorial Union.
IENISON DAILY
TUESDAY, February 20, 1973

First National Bank of Chicago, Doane 102
Faculty Luncheon Group, "The Inauguration: A Student Perspective," with Dr. Steve Franciech and students George Zunich, Kitty Neumann, Rob Matracci, Cindy Biddle, Tom Attamato, Jeff Nelson, Faculty Snack Bar
Reach-out Punch Party, Slattery TV Room
Math Club Meeting, Joseph Mayo "73, "Statistics, A Medical Consideration."
Students for Admissions Committee Meeting with Dr. Gable, Slattery Auditorium
French and Russian Tables, Huffman Dining Hall
Book Co-op open, Huffman Hall basement
Women's Intercolligate Basketball vs. Otterbein at Westerville
Basketball vs. Marietta at Marietta

The INTERSTATE UNITED CO-OPERATIVE (Cedar Point-Ohio) representative will be on CAMPUS THURSDAY, not in March as originally stated. Make appointments in Doane 102 now.
Phys Ed Fees for bowling, karate, and gym tags must be paid by Friday at the Cashier's Office.

The INTERSTATE UNITED CO-OPERATIVE (Cedar Point-Ohio) representative will be on CAMPUS THURSDAY, not in March as originally stated. Make appointments in Doane 102 now.

Applications for the June Orientation staff can be picked up TODAY by 5 p.m. in the Office of Student Personnel.

Applications for WOMEN STUDENT ADVISERS for next year are available in Doane 102; DEADLINE for returning these applications is Monday, Feb. 26.

Any student interested in helping to raise money for the Bach Mai Hospital EMERGENCY RELIEF FUND should contact Wayne Peck, Box 268; Mary Raymond, Box 1919.

WOMEN FACULTY: Committee II will not meet today, but probably will next Tuesday; you will be notified.

GRADENs for January Term are DUE BY FRIDAY at 4:30 p.m. in the Registrar's Office.

A representative of the Institute for European Studies, which sponsors overseas study programs in England, France, Germany, and Austria, will be on CAMPUS THURSDAY, 10-30 a.m.-1 p.m. Students wishing to learn of these opportunities should call Ext. 271 for an appointment.

Change address for Andrea H. Wing to P.O. Box 532, Granville, OH 43023, 587-1404; for Cho Olii Chang to 58 E. Broadway, Apt. 1, Granville, 587-2477; for Larry Murdock to 41 Clare Drive, Heath, OH 43055, 522-4704.

COMING EVENTS

WEDNESDAY
9 a.m.-4 p.m. INTERVIEWS, John Hancock Life Insurance and City National Bank & Trust Co. of Columbus, Doane 302
1:30 p.m. WOMEN'S STUDIES CORESE LECTURE, "Relationship between the Black Movement and the Women's Movement, the Black Women," Slattery Auditorium
1:30 p.m. ILLUSTRATED INFORMATION SESSION, Slattery Knapp 105
3:30 p.m. WRESTLING vs. Muskingum, Livingston Gym
4:00 p.m. INFORMAL DISCUSSION with Professor W.T. Lippincott, OSU, "Instructional Use of Television and Computers," Ebaugh 101
5:00 p.m. SPANISH & GERMAN TABLES, Huffman Dining Hall
6:30 p.m. CHAPEL CHOIR REHEARSAL, Slattery Chapel
7:00 p.m. WINTER ORGANIZATIONAL MEETING, Denison's Sailing Club, Barney Science 102
7:00 p.m. CHEMISTRY DEPT. LECTURE, Professor Lippincott, "Four Profiles in Chemistry," Ebaugh 101
7:30 p.m. PHILOSOPHY DEPT. COLLOQUIUM, Professor Daniel Kading, Kenyon College, "Moral Wrong-doing," Faculty Lounge
8:30 p.m. DEMOCRATIC POLITICAL UNION DEBATE on abortion, Slattery Knapp amphitheatre
11:00 p.m. "The Energy Crisis: Facts and Fantasies," Life Science Auditorium

** All-College Convocation; # Eligible for supplementary convocation credit
are included in this section:
the denison curriculum with
different types of majors □
off-campus study opportunities □
our january term □ &
registration & academic
regulations.

plan of study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
Plan of study
majors
off-campus
& registration

are included in this section:
the Denison curriculum with
different types of majors □
off-campus study opportunities □
our January term □ &
registration & academic regulations

Plan of study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.
To these ends a graduate of Denison will have done at least the following:
- earned 127 semester hours of credit;
- earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
- taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
- majored in some area — either in a department, or an interdepartmental or an individually-designed area;
- successfully completed a comprehensive experience in the major field;
- successfully participated in at least two January Terms;
- resided at Denison for at least six semesters.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.
rev. david woodyard / dean of the chapel
degrees available at denison

bachelor of arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The maximum number of credit hours which may be taken in the major by the end of the junior year is 32.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

bachelor of science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology (Botany or Zoology), Chemistry, Earth Science or Geology, Mathematical Sciences, Physics (Astronomy) and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. (See also the Transdepartmental Majors.) A student who wishes to concentrate in a general area must make his or her choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.

bachelor of fine arts

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, music or theatre and film and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

A student may design a joint or combined major involving more than one Fine Arts Department. In addition a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

Each student will take a minimum of 4 courses or 16 hours credit from the courses listed as a part of the general education program outside the fine arts. Special procedures may apply to students who seek admission as BFA candidates.

bachelor of music

A candidate for the Bachelor of Music Degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year.
The general education requirements are basically the same for all degrees earned at Denison. (see General Education.) A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415-416, and 420. (See Music departmental section of catalog.)

**graduation with honors**

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

**highest honors**

This highest distinction is accorded to students who earn a cumulative grade point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

**high honors**

This second highest distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

**honors**

This third distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive the recommendation of their major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.
general education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

☐ English and literature

Two courses chosen from those offered by the English department (200 and all writing courses except 101 are excluded) or one such course and a literature course offered by either the Modern Languages department or the Classics program.

☐ Fine arts

One course chosen from Music 101, 201-202, or Theatre and Film 103, 105, 111, 215, 323, 324, or 325; or Art 101, 103 (sections one or two), any Art History course.
foreign language

Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement or proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence—from a three-credit course to two four-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language (for details see Foreign Language Requirement in Modern Languages departmental section of catalog) or by petition, a two semester course in Linguistics.

philosophy and religion

One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or Religion 101, 102, 103, 211, 212: to be taken in Freshman or Sophomore year.

science

Three Introductory one-semester courses in 3 different departments chosen from Astronomy 100a or 100b, Biology 100, 110, 111, or 112, Chemistry 100 or 201, Geology 105 or 111; Mathematics 101 or 102; Physics 100 or 121; Psychology 101; or Interdepartmental 100.

social sciences

Two courses chosen from Economics 200, any Political Science course, or Sociology 207, 330.

history

One course chosen from History 201, 202, 221, or 215.

oral communication

Proficiency in Oral Communication is required. This may be demonstrated through a special test during the Freshman or Sophomore year. If this is not done one course must be chosen from the following: Speech 101, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Film 101, 113, 229, 230, 231, or 232. In addition, a student must elect at least one 3- or 4-credit course from the following:

- fine arts — any of the above listed courses.
- mathematics 121 or 123 or philosophy 105 or 312.
- philosophy and religion — any course at the 200 level or above to be taken in the Junior or Senior Year.
- social sciences — any of the above listed courses.

Please note:

- A course as referred to above may be for either 3 or 4 credit hours.
- These requirements vary for the BFA and BMus degrees.
- It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.
the major

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the Junior year.

Four options are available: the Departmental Major, the Interdepartmental Major, the Individually Designed Major, and the Concentration.

the departmental major

The following departmental majors are offered:

- Art
- Biology
- Chemistry
- Dance
- Earth Science
  (see Geology)
- Economics
- English — Literature
  or Writing
- Geology
- History
- Mathematical Sciences
- Modern Languages —
  French, German,
  Russian, or Spanish
- Music — Applied Music
  Music Education, or
  Theory and Composition
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Speech Communication
- Theatre and Film

The particular requirements are described elsewhere.

the interdepartmental major

There are six developing interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here.

A student may major in:

- Black Studies
- Classical Studies
- East European and Soviet Studies
Latin American Area Studies
French Area Studies
Urban Studies

Courses available in each of these majors are outlined in the departmental section of the catalog.

the individually designed major

Approval of a proposal for a major will be based on the following criteria:

- At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
- The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Students interested in this major should see Dr. Charles Morris, Assistant Dean of the College.

the concentration

Within a department, a student may concentrate in a particular area. This means that rather than taking the full variety of courses within a departmental major or working outside a department in an interdepartmental program, a student does a substantial part of work in a particular area of the departmental offerings. The following concentrations are offered:

Anthropology
  (Sociology)
Art History (Art)
Astronomy (Physics)
Botany (Biology)
Communications
  (English, Speech Communication, Theatre and Film)
Computer Science
  (Mathematical Sciences)

Education (all departments)
Environmental Studies
  (Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, Physics)

International Relations
  (Political Science — Trans-departmental)
Studio Art (Art)
Urban Studies
  (Sociology)
Zoology (Biology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:

international relations concentration

The Department of Political Science offers a concentration in International Relations. The program of study may be arranged through consultation with the chairman of the Political Science department. The concentration consists of a combination of courses from the following: History, Political Science, Economics, Modern Languages, Interdepartmental as well as from other departments. Directed studies allow a student to pursue a particular interest not covered in existing courses. Participation in a semester or year program overseas is especially recommended for students taking this concentration. The total course requirement is normally 15 courses from 3-5 departments.

The program is designed for students interested in public service or in a business career with an international dimension.
environmental studies concentration

For the first time in history, man is being brought to face the real possibility that we are endangering our own future on earth. It can be said that this threat results at least in part by man's increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When man's place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence, it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

- Insofar as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies coordinator.
- The student will complete a major in one department chosen: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.
- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.
- During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student's major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.

the comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field. Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to participate in
A department requesting permission to require such an experience shall demonstrate how the proposed plans serve as a valuable part of the total educational program. Those departments not wishing to offer such an experience must justify this decision to the Academic Affairs Council and gain its approval. In developing these plans, the faculty associated with the particular major field shall systematically consult with students majoring in that field.

The means of evaluation of this experience shall be at the discretion of the department, although if the experience is required the faculty shall indicate the basis of the evaluation to the Council and to students participating.

If a department chooses a plan which requires a period of special study, followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester, with the exam period then coming immediately after the announced final examination period of the semester.

**pre-professional programs**

A limited number of opportunities are available for students to combine time at Denison with time at certain professional schools. Generally this would mean entering such a school at the end of the Junior year at Denison. The details of these possibilities are available from the Registrar.

Many graduates of Denison go on to Medical and Dental School, Law School and Business School.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Registrar meet with students interested in these professions. Representatives from professional schools come to Denison regularly. Data centers provide material for students.

The curriculum is a strong and diverse one in each of these areas. Medical and Dental schools do not require any particular major but certain courses are required. They are the following: Biology — a year, courses 110, 112; Chemistry — inorganic and organic courses 201-202, 223-224 and either 225-226 or 227-228; Physics — a year, courses 121-122; Mathematics — some medical schools require a year. Medical and dental schools expect that the record be a strong one in these required courses. The present student takes the Medical College Admission Test near the end of the junior year.

Law Schools do not require any particular major or set of courses. There are strong departments and courses at Denison from which the pre-law student may choose. Courses in Economics, Political Science, Sociology, History, Mathematics, English are recommended. The intellectual capability of the student is of primary significance in Law School admissions. During the January Term, special projects, including law-related internships, may be arranged. Through the Philadelphia and Washington semester plans, longer internships are possible. The Law School Admissions Test is given in the fall of the senior year and a test clinic is conducted by several members of the faculty.

An undergraduate program in liberal arts is considered to be one of the most satisfactory preparations for graduate study in business administration and management. While no particular major is required, the student is expected to be familiar with
history, mathematics, and the social, natural and behavioral sciences. A strong academic record including leadership experiences is desired. The student takes the Admission Test for Graduate Study in Business in the fall of the senior year. Cooperative programs exist in the following areas:

- **forestry**

  A student may, under certain conditions, secure in five years a BS degree from Denison and a Master of Forestry from Duke University.

- **engineering**

  A somewhat similar program is available in various engineering programs leading to a BS degree and an engineering degree at Rensselaer Polytechnic Institute, the University of Rochester, and other approved colleges of engineering.

- **physical therapy**

  After completing certain requirements at Denison, a student may earn a bachelor’s degree on successful completion of a year or more of work at various universities offering programs in physical therapy.

- **medical technology**

  A program combining liberal arts education and specialized training in medical technology is available through cooperation with the nearby Licking County Memorial Hospital. Students do clinical work at the hospital and take specialized courses at the College throughout the Junior and Senior years. After four years a student may obtain a bachelor’s degree and certification in medical technology.

### additional opportunities

#### advanced placement

A program to give recognition to the student who takes college-level courses in secondary school is Advanced Placement. Denison welcomes such a student who may be excused from certain college requirements by satisfactorily passing the Advanced Placement Examinations of the College Entrance Examination Board in any of the following: English Composition and Literature, Foreign Languages, American History, European History, Biology, Chemistry, Physics, and Mathematics.

Credit will be given to a student who completes Advanced Placement Examinations with scores of 4 or 5. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and/or the Registrar.
proficiency examinations

These examinations are regularly scheduled by the Registrar's office at the beginning of each academic year at Denison. When an entering student passes an examination covering a course in general education, he or she will be excused from taking that course. If he or she passes the examination with a grade of A or B, the student will receive the corresponding academic credit.

Any student may take a proficiency examination in any Denison course provided that the student has not completed an equivalent — or a more advanced — course in the same area. If the examination is passed with a grade of A or B the student will receive the corresponding course credit toward graduation. If the examination is passed with a grade of C, no credit will be given, but, if the course is required, it may be waived with the approval of the departmental chairman concerned and the Registrar.

Proficiency examinations taken other than at the beginning of the freshman year (1) may not be given where class participation as such is the basis for credit; and (2) such examinations must be taken not later than the middle of any semester and the student shall make application at least three weeks in advance of the examination. Applications may be obtained from the Registrar and must receive approval of the department involved.

directed study, senior research, honors projects & independent study

directed study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his or her department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

senior research

A student may enroll for Senior Research in his or her final year at Denison provided he or she has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major.
honors project

Any senior whose record during the four or six semesters preceding application shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student’s academic adviser and the departmental chairman and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours towards graduation and the possibility of graduation with Honors.

independent study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester’s work. An Independent Study project which constitutes a student’s total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.
and other opportunities

experimental college

In keeping with the belief that students should have a hand in educating themselves and one another, Denison offers an entirely student-organized, student-taught parallel curriculum called the Experimental College. Any student may propose and teach a course of special interest on an informally-structured basis for which credit may be given. New Experimental College subject offerings are announced at the beginning of each semester.

teaching opportunities

In addition to the Experimental College and the formal teacher training offered by the Education Department, opportunities exist at Denison for the student to engage in varied teaching experiences, whether as a departmental fellow, in tutorial or student advisory programs, or in special courses designed by faculty to include instruction on the part of students. Students may gain valuable insights through working closely and sharing with faculty in the academic experience.

dean's list

A student earning a superior academic average is placed on the Dean's List and notice of this accomplishment is sent to the student's hometown newspaper(s).

honorary societies

Several honorary societies exist at Denison including Phi Beta Kappa, the Phi Society, and many departmental groups. Each year new members are elected to Phi Beta Kappa from students in the senior and junior classes ranking highest in scholarship. The Phi Society is a means of giving recognition to high scholastic attainment by freshmen.

graduate record examinations

These examinations, while no longer required for graduation, are available to students through national administrations at designated times. The aptitude test and the advanced test in the major field are generally necessary for the student who is applying for admission to graduate study in his or her undergraduate discipline. Consult the Graduate School Counselor.

convocation and chapel attendance

One or one-half credit-hour may be earned each semester, providing the record shows the student has met the appropriate attendance requirements. Many lectures, recitals, concerts, and other cultural and educational events are offered for supplementary convocation credit in addition to the all-college convocations.
off-campus programs
Denison participates in various off-campus programs officially sponsored and supervised by recognized American colleges and universities, the Great Lakes Colleges Association, and the Regional Council for International Education. These programs are open to any Denison student who meets certain requirements. Details are available from Associate Dean of Students David Gibbons.

international programs
Great Lakes Colleges Association programs are available at various places in Beirut, Lebanon; Israel; Waseda University in Tokyo, Japan; various places in India; various locations in Africa, and in Bogota, Colombia. Requirements vary as to language competence, but generally, instruction is in English. It is possible to participate in the programs in Japan and Colombia for a single semester. A semester program in comparative urban studies is also available. Summer programs are available in Yugoslavia, Taiwan, and the USSR. In addition, the GLCA program at the University of Aberdeen in Scotland offers a limited number of places for Denison students. A brochure describing these programs is available through Associate Dean of Students David Gibbons.

The Regional Council for International Education sponsors programs in Basel, Switzerland, and Verona, Italy. Some knowledge of German, French, or Italian is required, but instruction is in English.

Recognized programs of other American institutions include the Sweet Briar College program at the University of Paris; Wayne State University, University of Munich; Syracuse University, University of Florence; New York University, University of Madrid; Johns Hopkins University, Center for International Studies; Bologna, Italy; and University of Wisconsin, India.

domestic programs

- the washington semester
This program is a means of introducing superior students to the source materials and governmental institutions in Washington, D.C. This study includes regular courses, a seminar, and a directed, independent investigation on a subject of particular interest to the student.

- the urban semester in philadelphia
The Great Lakes Colleges Association and the Philadelphia Board of Education sponsor jointly this urban semester for students in member colleges of GLCA. The program is designed to give students direct participation in the social changes bordering at times on revolution, that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people
— educators, religious leaders, community leaders, urban administrators — help supervise student work on individual urban projects. Students follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups. Students receive a full semester of academic credit for successful participation.

- **the new york city art program**

  The Great Lakes Colleges Association sponsors an Art Program in New York City for students in member colleges. Students in the program serve apprenticeships in museums, theatres, and studios in the New York City area. They also follow a directed course of academic study, receiving a full semester of academic credit for successful participation.

- **the merrill-palmer school**

  Merrill-Palmer School in Detroit, Michigan, offers an opportunity for a limited number of superior Denison students interested in work in the areas of human development and human relations with particular emphasis on family life. The student should plan to take one semester in residence in Detroit during the junior year.

- **black college student exchange program**

  A Student Exchange Program with Black Colleges, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominantly black universities. Any Denison student may apply for this program of intergroup relations which awards full credit toward a degree at Denison.
**the oak ridge science semester**

The Great Lakes Colleges Association and the Division of Nuclear Education and Training of the United States Atomic Energy Commission sponsor a Science Semester for biology, chemistry and physics students in member colleges. The program is held during the fall semester at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and provides opportunities for students to study and work directly on research projects with scientists involved in intensive investigations.

**the january term**

**structure**

The January Term of 4-1-4 scheduling pattern is both a calendar and a curricular plan. A fall semester is completed before Christmas vacation; a single project is elected upon which the student will concentrate during the month of January; and a second semester begins early in February. Hence, the academic year is divided into terms of four, one, and four months. Thus, Denison retains the basic advantages of operating on a two-semester calendar system with the added bonus of the January Term's in-depth concentration.

Under the structure of the January Term, topics not normally offered within the regular curriculum are explored, seminars in small groups and independent study are encouraged; and opportunities for off-campus study, both in this country and abroad, are made available. Freedom exists for the scientist to become immersed in artistic endeavor or for the artist to become acquainted with topics in contemporary science without the sanction of letter grades or examination pressures.

The flexible structuring of the program offers the advantages of being able to revise curricular content annually as the interests and needs of students change. Student participation in the formulation of the curriculum and in the generation of new topics for study and investigation is invited. The faculty is challenged to respond to those specific interest areas evolved by the students and to the exciting prospects of working and learning with students in innovative projects.

**guidelines**

Guidelines, as recommended by the January Term Committee and adopted by the faculty, are as follows:

- The completion of two January Terms will be required of all students for graduation.
- Courses taken during the year may not be used to satisfy January Term requirements, nor may extra January Terms be used to meet other graduation requirements. Projects offered in January should not duplicate courses offered in the regular curriculum.
- Participation in projects shall be reported to the Registrar by the faculty sponsor, but no formal grading evaluation is assumed by “participation.”
There will be a board charge for students who live on campus during January, but there will not be an additional charge for room or tuition. Books, travel, and off-campus living expenses will be the responsibility of the participant.

Students interested in Independent Study will be assigned to or may choose a faculty member from a list of Independent Study sponsors. Instructors not assigned to the pool of Independent Study sponsors may also serve in that capacity. The student and sponsor collaborate in the detailed planning of the project which is then submitted to the January Term Office. Evaluation and approval is the responsibility of the faculty sponsor.

Projects will be listed annually in the January Term catalog prepared by the January Term Review Board.

One of the special advantages of the January Term program is the fact that students and faculty are offered special charter flight accommodations to Europe at reduced rates, for example, $200 round-trip Columbus to London. Those involved in group study projects receive first priority on these flights; those doing independent study, second priority; and those not enrolled in January Term but wishing to take advantage of the reduced charter rates, last priority.

intersession options & opportunities

on-campus

The student can choose from among a broad range of projects utilizing varying educational formats. All library resources are available and use of specific research aids such as scientific equipment or College collections can be arranged. In addition to the more formal phase of the Term, a student is invited to become involved in numerous intellectual, cultural, and social events programmed for January. A series of speakers present views...
and challenges individuals to develop their own. Student-faculty forums and discussion groups are free to investigate topics of mutual concern. An extensive film program designed to include a broad spectrum of cinematographic art and commentary is presented. Music, theatre, and art occupy a prime place in the month's activities. An informal sports program provides recreational relief. And a social program, designed by students, enlivens the January scene.

off-campus, u.s.a.

Florida and its natural history, the Amtrak Railway System, and the Presidential Inauguration in Washington, D.C. were among the topics Denison students and faculty investigated on a first-hand basis in January, 1973. Students worked on Independent Study projects in many cities.
abroad

London, Paris, Munich, Rome, and Izmir offer the mature student infinitely more than the romance of travel. Serious study of the theatre, art, music, literature, languages, politics, and customs is an opportunity inherent in a number of existing projects. Not only is a student able to develop his or her own insights into another culture, as could be possible on a summer jaunt, but the lack of tourists and guidance of a faculty member expert in the areas being studied add to the depth of the experience.

independent study

Denison's January Term has as one of its prime options the potential for a student to develop an independent project which is of interest or concern to that individual. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or profound
Insight may follow intensive study of a philosophical question. A list of recent independent studies and formal courses follow.

**Internships**

Students are urged to seek exposure to and training in vocational and para-professional activities.

**Exchanges**

Opportunities for Denison students to exchange with students at other universities such as those in the Great Lakes Colleges Association and Lincoln University, a predominantly black university in Pennsylvania, are possible.

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**Examples of January Term Experiences**

**Formal Courses**

independent studies

registration & academic regulations

registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to all the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register in person during the scheduled registration period each semester.

normal registration

A normal load is set at 16 semester-hours of credit and a maximum of five courses. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

reduced registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean of Students, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

excess registration

Upon petition to and approval by the Registrar's Advisory Committee a student may take in excess of 17 credit-hours per semester. (See College Costs for the fee.)

additional credit

With the consent of the instructor and fulfilling of the required grade-point average a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

partial registration

A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.
special registration

Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

changes in registration

A student may change his or her registration during the first two weeks of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

late registration

Failure to complete registration at the time scheduled entails payment of a special fee of $10. Advance registration not completed at time scheduled is subject to late fee of $10. The student who has not completed his or her advance registration by December 4 or by the deposit refund deadline in the second semester shall forfeit his or her deposit(s). (See College Costs.)

transcript fees

Fees for transcripts of a student's record are: The first transcript shall be issued without charge. Each additional copy is $1 for currently enrolled students at Denison, $2 for former students.

student classification

Classification of students is determined by the amount of academic credit earned:

- **freshman standing** — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.
- **sophomore standing** — A student must have 26 semester-hours of credit.
- **junior standing** — A student must have 60 semester-hours of credit.
- **senior standing** — A student must have 94 semester-hours of credit.

eligibility rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student
whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her counselor, the director of the activity, and the appropriate Dean of Students, regarding the extent of his or her participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

**recognition of credit earned elsewhere**

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit prior to or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar’s Advisory Committee.

**grades earned elsewhere**

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar’s Advisory Committee. Denison will not accept below C grade work on transfer from another institution.

**extension or correspondence study**

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.
withdrawal from courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. (See following Special Academic Requirements section for grades recorded upon withdrawal from courses.)

withdrawal from the college

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. Except in cases of illness and/or by permission of the Registrar's Advisory Committee, grades of WP or WF with Fail penalty will be entered on the permanent record of the student who withdraws from Denison after the mid-term of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

incomplete grades

An incomplete grade is recorded upon the approval of the instructor. The student is granted a six-week extension of time within the next semester in residence to complete the course. Exceptions to the latter may be made only by the Registrar's Advisory Committee.

registration procedure

A student must complete his or her advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

advance registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairman or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

registration

On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.
special academic regulations

grading system

A (Excellent) 4 points for each credit-hour.
B (Good) 3 points for each credit-hour.
C (Fair) 2 points for each credit-hour.
D (Passing) 1 point for each credit-hour.
F (Failure) 0 points for each credit-hour.
I (Incomplete)
S (Satisfactory) 0 points for each credit-hour.
U (Unsatisfactory) 0 points for each credit-hour.
WF (Withdrawn Failing)
WP (Withdrawn Passing)

incomplete

An incomplete is recorded at the discretion of the instructor. At the time an incomplete is filed it must be accompanied by a letter grade which the Registrar shall record as the official grade for the course unless the instructor changes that grade by the end of the sixth week of the following semester. Any further extension of time to complete the course requirements necessitates a petition to and the approval of the Registrar prior to the date for recording the official grade. No grade will be recorded if a student receives permission to withdraw from a course before the end of the fifth week of classes.

withdrawn failing or withdrawn passing

Withdrawn Failing or Withdrawn Passing is recorded when a student officially withdraws from a course after the fifth week of a semester. A WF shall count as a Failure. A WP shall not count in the grade point average. However, if a student withdraws from the College before the end of the mid-term of classes, no courses are entered on his or her permanent record. (See Withdrawal from the College under Registration.)

satisfactory/unsatisfactory evaluation

Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory-Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.

academic probation

If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above.
Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. (This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned, but does not include the student who completes his or her third semester of college at the end of the academic year). These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

**residence requirement**

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

**special student**

A special student may not register for more than six hours of credit or two courses except by permission of the Registrar. If academic credit is desired, appropriate credentials must be submitted to the Dean of Admissions and Financial Aid. If after two semesters a student has failed to maintain a 2.0 average, the student's special standing shall be terminated.

**academic suspension**

A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his or her suspension until June and request permission to enroll for the second semester. If the suspension is deferred by the Registrar, the student must, during the second semester, reduce his or her point deficiency by one-half to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.

**eligibility for re-enrollment**

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement. This petition to be submitted through the Office of the appropriate Dean of Students.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the $25 registration deposit.
courses of study

conclude this volume of the catalog: departmental & interdepartmental course lists with statements of philosophy □ faculty biographies □ & staff lists & enrollment.
interdepartmental majors

area studies in latin america or france

These coordinate courses deal with foreign countries, regions, and civilizations in various departments of the College. These programs emphasize interdisciplinary approaches involving broad preparation and specialized training in specific areas, yet provide flexibility for meeting individual student needs. They are designed to develop competence relevant to employment in teaching, governmental agencies, and business and to prepare students for graduate study.

area studies — latin america

A typical program in Latin American Studies, which requires a minimum of 24 credit hours, would include the following:

- Spanish or Portuguese, 8 hours at the 300 level or above, unless waived.
- Spanish 201 (Latin America)
- History 391 (Latin America) and 392 (South America)
- Geography 230 (South America)
- Sociology 319 (South American Indians)
- Seminars in The Caribbean, Mexico and Central America, Nations of the Andes, Southern South America, Brazil, Recent Latin American History, U.S. Foreign Policy in Latin America, and Latin America Economic Development

A student interested in this program should see Mr. Armas.

area studies — france

The basic program is as follows:

- French (under Modern Languages), 201-202 (Area Study);
- 401-402 (Problems in Area Study, senior year). language and literature. 12 hours at the 311 level or above must include 415 (Advanced Grammar and Composition).
- History, four courses chosen from 211, 345, 346, 351, 353, 356
- Geography 232 (Geography of Europe)
- Economics 200 (Principles and Problems) and 314 (International Economics)
- Political Science 221 (Comparative Politics) and 341 (International Politics)
- Electives chosen from English 349 and 350, Interdepartmental 271-272 (Linguistics), and Art 205-206 and 407-408

A student interested in this program should see Mr. Secor.

black studies

Black Studies is both international and interdisciplinary in scope. The Black Experience in the United States is unique. This experience cannot be duplicated, yet it can be understood through the discipline of scholarly analysis and synthesis. Black Studies attempts to examine all facets of society in which Black people have found themselves historically and in contemporary times.
This requires a knowledge of the forms of sociological, psychological, economic, political, and religious development of the Black Community. It requires a knowledge of the ideological foundations that support and sustain racism, which helps to fashion and shape the Afro-American Experience.

It is also necessary to have a knowledge of the historical antecedents of West African societies and the influence of those antecedents in non-African countries.

There are many career opportunities in this new field, particularly in higher education, government, and international service. Black Studies offers courses to meet the needs of students who have other career goals, such as teaching in elementary or secondary schools, which require background knowledge of the Black Experience.

course offerings

black studies
231-232 — Black Culture in America
235 — The Nature of Black Studies
318 — The Harlem Renaissance
325 — Focus on Africa
326 — Focus on Africa: African Oral Literature
327 — Literature of the West Indies
385 — Senior Project (pending approval)

english
255 — Imagination and Black Experience in America
281 — Oral Tradition and Folk Imagination (Black)
356 — The Narrative of Black America
358 — The Poetry of Black America

history
215 — A History of Blacks in America
316 — Topics in Black History
381 — Africa: Dynamic and Diversified Continent
383 — Cultures in Collision: Africa Today

religion
312 — Black Perspectives in Theology

music
206 — Early American Black Music

art
313 — African Art

theatre/film
401b — Practicum: Black Theatre and Drama

Additional Black Studies-oriented courses in the departments of Economics (the Economics of the Black Community), Psychology (the Psychology of the Black Community with an emphasis on childhood and family life), and Sociology are being developed.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is continuing to be developed. Opportunities for students may include liaison work with various institutions that serve the Black Community, including the Urban League, the Bedford-Stuyvesant D & S Corporation, and the Dartmouth Education Center.
the faculty

Arthur A. Zebbs

Director and Assistant Professor (1972-)

B.A.,illard U.; M.Div., Oberlin Graduate School of Theology

Rev. Zebbs is a scholar, minister, and former community action worker, has been director of Black Studies at Denison since June, 1972. He came to Denison from Columbus, O., where he had been active in civil rights and community action causes since 1962. An ordained minister of the African Methodist Episcopal Church Zion, Rev. Zebbs was involved in the ministry during his early days in Columbus and, prior to that, in Cleveland and Elyria, O. During the 1971-72 academic year, he was a visiting lecturer in the history department here. Rev. Zebbs is also an editorial columnist for the weekly, Ohio black newspaper, The Call and Post.

James E. Garmon

Assistant Professor and Associate Dean of the Chapel (1970-)

B.A., College of the Bible; B.D., Colgate Rochester Divinity School

Mr. Garmon, coordinator of the Denison Community Association, is an un-mixed black of African origins. Mr. Garmon is a Baptist preacher who views his Denison experience as another step toward his life ambition of service to mankind. As a Black Studies assistant professor, he specializes in the theology and religion of the Black church. His interests range from itinerant preaching to roller-skating.

Other faculty who teach Black Studies courses are Benjamin F. McKeever, Assistant Professor of English; Dr. William L. Henderson, Professor of Economics; Dr. Larry C. Ledebur, Associate Professor of Economics; Dr. Claiborne B. Thorpe, Professor of Sociology; Dr. John B. Kirby, Assistant Professor of History; Dr. Naomi Garrett, University Professor; Dr. William W. Nichola, Associate Professor of English; Ronita Hawes, Visiting Lecturer in Theatre and Film; Ralph E. Walden III, Instructor in Music, and Dr. Norman H. Pollock, Professor of History. Biographies of these faculty members can be found in their respective departmental sections.

classical studies

The argument of the Classics is that the process of 'making it new day by day making it new' is effected by a clear view of the past. The Classics work as either a catalyst or structure for contemporary thought. They are the texts that have sufficient life to function as such and which, in a manner of speaking, have conquered time. The curriculum of the Classics is a unity of the literary, the philosophic, and the historic traditions. It breaks down 'modernist' distinctions among disciplines and departments.

The program of Classics has two divisions. The language program which teaches the student to read Greek or Latin by a close analysis of the language and by reading texts of intellectual significance. The second part of the program of Classical Studies involves reading literature, philosophy, and
history in translation. The focus is on the material as literature and real intellect. The courses use, according to the skill of the student and the nature of the course, the four forms of criticism: criticism by discussion or explication, criticism by comparison, criticism by translation, and criticism by new composition (either in the same or different media).

There is an interdisciplinary major entitled Classics.

course offerings

greek language

greek
111-112 — Beginning Greek
211-212 — Introduction to Greek Literature
361-362 — Directed Study

latin language

latin
111-112 — Beginning Latin
211-212 — Introduction to Latin Literature
361-362 — Directed Study

classical civilization
201 — Greek Literature in Translation
202 — Latin Literature in Translation
111-112 — Classical Western Thought (Aristotle)
211 — Greek History
212 — Latin History
361-362 — Directed Study

the faculty

peter b. way
assistant professor (1972- )
b.a., oberlin college; m.a., columbia u.

Mr. Way, head of classical studies, received his professional training in Greek and Latin. His interests include literary matters from A to Z and intellectual history, particularly the Aristotelian Tradition.

William F. McNaughton is a Visiting Lecturer in Classics.

east europe and soviet studies

This major is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Soviet Studies 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The
denison faces
total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

course offerings

soviet studies

115 — The Soviet Union as a Way of Life

history

347 — Russia to 1917
348 — Soviet History
360 — Eastern Europe: The Cultural Battleground of Europe

russian

111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Grammar and Composition
316-317 — 19th Century Literature in Translation
318 — Russian Soviet Literature

political science

322 — Politics of the Soviet Union and Eastern Europe
339 — Comparative Foreign Policy: The Soviet Union and the United States
402 — Various Topics on Soviet Elite and Soviet Foreign Policy

economics

312 — Comparative Economic Systems
A Geography Course: Geography of the USSR and Eastern Europe, to be developed.

urban studies

The Trans-departmental Urban Studies major is designed to confront the student with the broad range of urban life and problems. The major represents a cooperative effort among various departments at the college to take a comprehensive look at urban existence.

The complex and multi-dimensional nature of cities requires a contribution from several disciplines for full understanding. Denison faculty members who share interest and experience in urban areas have developed a coordinated approach to the major that includes a core of courses. The core is intended to provide the foundation upon which a student can build further knowledge according to his or her individual interests.

Denison's geographical location precludes direct contact with urban life. However, we believe that for most students first-hand exposure to cities is essential and has educational merit. For this reason, the student may include experimental studies as part of his or her major. A number of experimental options are available through Denison's participation in various GLCA programs. Individual students who desire may establish relationships with agencies serving urban functions in the Newark or Columbus area. Alternately, the Urban Studies faculty offers research opportunities in joint endeavors to investigate urban life in nearby cities. In specific instances, some students may prefer to limit their undergraduate courses to those available within the regular course curriculum.
A concerted effort to explore urban phenomena necessitates integration and unification. We hope to achieve this goal through students' exposure to several perspectives and experiences. Additionally, a formal coordinating effort will culminate the student's career at Denison.

**course offerings**

**urban**
200 — The Study of Urbanization
201 — The City in America
202 — Urban Sociology
203 — Urban Economics
204 — Urban Politics

**cognate courses**

**black studies**
231-232 — Black Culture in America
235 — The Nature of Black Studies
318 — The Harlem Renaissance

**interdepartmental**
441-442 — Environmental Studies
441A-442A — Environmental Studies Seminar

**history**
215 — History of Blacks in America
305 — Recent American History
314 — American Social History Since 1860
343 — Modern Britain
352 — Social History of Modern Europe
356 — Intellectual and Cultural History of Modern Europe

**economics**
300 — Contemporary Economic Issues and Policy
302 — Micro Economics
310 — Public Finance
316 — Economic Development
318 — Economic Development of the United States

**political science**
211 — American Political Behavior and Institutions (section 2 U — urban emphasis)

**sociology**
208 — Human Ecology
209 — Social Problems and Social Policy
313 — The Family
340 — Collective Behavior

**art**
312 — History of Contemporary Architecture

**english**
255 — Imagination and Black Experience in Literature

**psychology**
338 — Social Psychology

A student interested in Urban Studies should contact Mr. David Potter.
interdepartmental courses

18 — Introduction to Philosophy and Theology
130 — Psychology of Effective Study
271-272 — General Linguistics
330 — Asian Literature in English Translation
349 — Jewish Culture and Intellectual History
372 — Summer Program in Cross-Cultural Psychology
441-442 — Environmental Studies
441A-442A — Environmental Studies Seminar

experimental courses

193-194 — Violence: A Multidisciplinary Study
261 — Mathematical Methods in the Social Sciences
313-314 — Classical East Asian Thought
263 — A Comparison of the Chilean and Cuban Revolutions
101PP — Philosophy and Physical Models and Thought Structures

art

Humankind through all times has existed with Art, made Art, and learned to appreciate Art. The Denison Art Department takes into consideration these concepts and strives to pass on its faculty’s aesthetic commitments to the student.

Through its major areas of study, twenty-one offerings in Painting, Sculpture, Graphics, Ceramics, Photography, and eighteen courses in the History of Eastern, Western, and Primitive Art, the department is unique in being able to offer this extensive undergraduate sampling. Other programs, too, museum exhibitions, potential for off-campus study, and independent work serve to enhance the program further.

The department feels that it serves the community best by broadening the student’s horizons through the experience of human expression and responsive creativity. To this end, an active faculty of practicing artists and art historians, works on an individual basis with each student.

course offerings

history of art

101 — Forms of Visual Arts
121 — Field Trip
205-206 — History of Art Survey
301 — Ancient Art
303 — Medieval Art
304 — Italian Renaissance Art
305 — Northern Renaissance
306 — Baroque Art
307 — Indian Art
308 — Art of China and Japan
309 — Islamic Art
310 — Burmese Art
311 — Art and Social Protest
312 — History of Contemporary Architecture
313 — African Art
407-408 — Modern Art
425 — Art in America
studio

103 — Elements of Visual Arts
   (Sections One and Two)
115 — Principles of Painting
131 — Principles of Printmaking
141 — Principles of Sculpture
211-212 — Life Drawing
213-214 — Life Drawing Workshop
215 — Painting
217-218 — Introduction to Still Photography
221-222 — Ceramics
231-232 — Graphics
241-242 — Sculpture
315-316 — Intermediate Painting
317-318 — Advanced Photography
321-322 — Intermediate Ceramics
341-342 — Intermediate and Advanced Sculpture
361-362 — Directed Study
401 — Visual Arts Practicum
   a. Figure and Portrait Painting
   b. Design
   c. Historic Methods and Materials of Painting and Drawing
   d. Ceramics
   e. Sculpture
   f. Graphics
   g. Commercial Art
   h. Fashion Illustration
   i. Seminar in Art Theory
   j. Assemblage
   k. Watercolor
403 — Museology
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Public School Art (see Education 341)

the faculty

geroge j. bogdanovitch
professor and chairman and coordinator of the arts (1972-)
   b.a., rutgers u; m.f.a., u. of iowa

Mr. Bogdanovitch was associate professor of painting and art history at Washington State U. for four years before coming to Denison in 1972. While at Washington State U., he was also gallery director for three years. Mr. Bogdanovitch has taught at several other colleges and his paintings have comprised nine one-man shows and been included in many exhibitions.

**eric e. hirshler
professor (1959-)
   b.a., bowdoin college; m.a., ph.d., yale u.

Dr. Hirshler was raised in Maine and has lived in Connecticut, New York, Germany, England, France, Italy, Switzerland, and Yugoslavia. A specialist in baroque, medieval, and modern art, Dr. Hirshler has received several grants for research in baroque art and medieval art. Since 1968, he has been principal investigator and administrative director of the Smithsonian-supported archeological excavations undertaken by Denison in Sirmium, Yugoslavia.

*michael jung
associate professor (1967-)
   b.a., denison u; m.s., m.f.a., u. of wisconsin

The recipient of Ford Foundation and Denison Research Foundation grants, Mr. Jung teaches painting, drawing, and photography. His paint-

***on leave all year, 1973-74
***on leave first semester, 1973-74
ings have appeared in ten one-man shows at various universities and he has received numerous awards for his work. Among his interests is film-making, having judged a recent campus film festival and taken January Term students to London for a documentary film study. Mr. Jung, who has traveled in 30 foreign countries, and several art students recently completed extensive courtroom ceiling mural restoration in Newark, N.J. In spring 1973, he headed a Cuna Indian Research expedition to the San Blas Islands, off the coast of Colombia.

ralph c. komives
assistant professor (1969-)
b.f.a., illinois wesleyan u., m.f.a., southern illinois u.

"It has been a great mystery to me how little I perceive. My senses are numbed to the electrical inputs of the television, the radio, the automobile and the airplane. The distance from one country to another is not measured in miles but in hours, minutes, and seconds. Violence on the other side of the globe is viewed and reviewed in minutes via satellite. Dress or fashion can change in days as the result of a well-orchestrated advertising campaign. My work is an outlet, a way to re-perceive my environment, a way to make solid those things which only exist as rays from picture tubes, a way to make completed thoughts or ideas that cannot be fed into electronic dispensers and news weeklies. Artists, or those who call themselves artists, often hide in the esoteric, never saying enough to be complete — never quite working in a forthright manner. I hope only to offer an alternative way to perceive ourselves, our society, and our systems.

steven w. rosen
assistant professor and curator of the denison collections (1970-)
b.s., u. of utah, m.a., state u. of new york at binghamton

Mr. Rosen has administered a Samuel H. Kress Foundation grant that enhanced the study of art history in a four college consortium. He has participated in the college's Surinam excavations as a Smithsonian fellow. Mr. Rosen's major interests are urban aesthetics, collection of prints, drawings, and contemporary sculpture.

ivana spalatini
assistant professor (1972-)
b.a., u. of wisconsin, m.a., wayne state u.

During the summer of 1972, Ms. Spalatini was named an honorary curator of art in Yugoslavia. She is now arranging for various exhibits of American native artists in Yugoslavia, where she spends three months each year. She is a candidate for the A.B.D. degree at Case Western Reserve.

elaine pelosini
instructor (1973-)
b.a., oberlin college, m.a., pius xi institute, rosary college, florence, italy; m.f.a., u. of minnesota

Ms. Pelosini has had one-woman shows at the U. of Minnesota and in Florence. In addition to group shows at the Walker Art Center, Oberlin, North Hennepin State Junior College, and Florence.

mary kay campbell
lecturer (1956-)

Mrs. Campbell teaches printmaking, drawing, and design. During two January Terms, she offered design on fabric which featured printing and/or dyeing fabrics for use as wallhangings or garments. Her other interests include stained glass, travel, yellow, and an appreciation of wholeness. Her infectious enthusiasm for life-art is quite easily caught.

senior fellows

john bowsher, terre haute, ind.
nancy whyte, racine, wis.
clayton theatre west production

peter way / classics
Astronomy

Astronomy 100a and 100b are two separate courses in Descriptive Astronomy, each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.

Astronomy
- 100a — Exploration of the Galaxy
- 100b — Evolution of Stars and Galaxies
- 311-312 — Special Topics in Astronomy
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Biology

The Biology Department recognizes the unique nature of its subject matter — the life sciences — not only as a field of substantive knowledge applicable to scientific pursuits, but also as a natural amalgamative area of intrinsic worth and beauty joining the other natural sciences to the concerns of the humanities. To this end, the department aspires to imbue all of its course content and presentation for both majors and non-majors with a sense of the inherent worth and the aesthetic unity present in the complexities of all life forms. The substantive content is seen to be enhanced by this philosophy since a genuine understanding of interdisciplinary relationships requires a considerable depth of knowledge.

Within this overall framework the department concerns itself with four primary but not mutually exclusive areas: preparation of pre-professional students, including those interested in medicine, dentistry, medical technology, nursing, other paramedical areas, and forestry; preparation of graduate school candidates who wish more advanced and specialized training in biology for careers in research, teaching, or directly in such fields as agriculture, environmental relations, or industrial areas; preparation of students for teaching life sciences or for immediate job entry into less specialized careers in some of those areas named above; perhaps most important, the introduction and exposure of non-major as well as major students to the nature, philosophy, and practice in science in general and to life science in particular, especially to the questions of ethics, aesthetics, and the role of biology in today's society and world.

For the major there is a considerable flexibility of choice in preparing for himself or herself a personal curriculum. Further, by careful selection of courses from correlated disciplines, a student may develop a program leading to further work in interdisciplinary endeavors.
Independent investigation at many levels is a vital aspect of the departmental offerings. Many courses integrate laboratory experience with individual projects which often lead to more involved research programs. The student may continue his or her investigations through the senior year, possibly leading to graduation with honors.

course offerings

biology
100 — General Biology
110 — General Zoology
111 — General Botany
112 — Molecular Biology
201 — Human Anatomy and Physiology
210 — Invertebrate Zoology
211 — Comparative Anatomy
213 — Field Zoology
214 — Environmental Biology
215 — General Bacteriology
216 — Advanced Bacteriology
218 — Plant Morphology
220 — Systematics
221 — Community Ecology
222 — Parasitology
223 — Histology
224 — Developmental Biology
225 — Genetics
226 — Microbial Genetics
227 — Entomology
232 — Plant Physiology
233 — General Physiology
234 — Animal Physiology
236 — Radiation Biology
240 — Behavior
250 — Chemical Foundations of Biology
302 — Biochemistry
326 — Evolution and Biological Theory
350 — Minor Problems
361—362 — Directed Study
400 — Senior Seminar
451—452 — Senior Research
451—452 — Individual Work for Honors

the faculty

ken v. loats
assistant professor and chairman (1968—)

b.a., central college, m.s., state u. of iowa; ph.d., ohio state u.

Dr. Loats' research centers on plant physiology. A member of the Denison Scientific Association, Dr. Loats has served as president of the Denison chapter of Sigma Xi.

Robert W. Alrutz
professor and director of the biological reserve (1952—)

b.s., u. of pittsburgh; m.s., ph.d., u. of illinois

Dr. Alrutz is director of the Denison Biological Reserve and Environmental Studies coordinator. He has served as chairman of the biology department and headed the Summer Institute in Ecological Studies. A visiting scientist with the Ohio Academy of Science, Dr. Alrutz' current research centers on behavioral biology of wild populations of small mammals.

*On leave first semester, 1973-74
k. dale archibald  
professor (1948- )  
b.a., denison u., m.a., ohio state u., b.d., colgate-rochester divinity school;  
ph.d., ohio state u.  
Dr. Archibald for 10 years held a nova scotia Research Fund grant as director of forest insect Research. He became interested in the forest aphids of nova scotia while on the faculty of Acadia University at Wolfville, N.S., before joining the faculty of his alma mater in 1948. His current research interests are in the field of developmental biology.

robert r. haubrich  
professor (1962- )  
b.s., m.s., michigan state u.; ph.d., u. of florida  
I was born in Claremont, N.H. (1923) and attended the u. of new hampshire (no degree), Michigan state u. (b.s. — forestry, wildlife option; m.s. — zoology, botany) and the u. of florida (ph.d. — biology, psychology). I worked in Arctic limnology (summer 1952) at pt. barrow, alaska; invertebrate zoology (summer 1953) marine biological laboratory, woods hole, Mass.; studied ecological succession at the George reserve (u. of michigan) during summers of 1957-59; attended a Comparative anatomy Institute at Harvard u. (summer 1962) and worked at the Earlham college biological station (teaching and research) in 1966-71. I taught at east carolina college and oberlin college before coming to Denison in 1962. Teaching areas at Denison include general zoology (Bio 110), invertebrate zoology (Bio 210), comparative anatomy (Bio 211), and behavior (Bio 240). Research interests include studies of aggression and hierarchical behavior in amphibians (S. african frog) and behavior, population, and development of the star-head toadfawn.

gail r. norris  
professor (1949-51, 59- )  
b.s., ohio u.; m.s., ph.d., ohio state u.  
Dr. Norris is a fellow in the American nuclear society and serves as the campus representative of the glca's Oak Ridge national laboratory off-campus program. He is the pre-med advisor for alpha epsilon delta, the honorary pre-medical group here, and counsels students interested in medical technology. Active in the local methodist church, Dr. Norris serves as a Denison representative on the GLCA Council and is interested in the stock market and table tennis.

allen l. rebuck  
associate professor (1966- )  
b.s., franklin and marshall college; m.s., pennsylvania state u.; ph.d., duke u.  
kenneth p. klatt  
assistant professor (1969- )  
b.s., ohio state u.; ph.d., u. of minnesota  
Since he has been at Denison, Dr. Klatt has received grants from the Research Corporation and the National Science Foundation to support his research. He is interested in studying the metabolism and physiology of certain fungi. During the summer of 1971, Dr. Klatt was a faculty Summer Research Fellow with the department of botany at the u. of Michigan.

raleigh k. pettegrew  
assistant professor (1968- )  
b.a., baldwin-wallice college; ph.d., kent state u.  
Dr. Pettegrew specializes in temperature regulation research. During the summer of 1971, he directed student research in biology under a national science foundation's undergraduate Research Participation program. Dr. Pettegrew, who is interested in the history of medicine, is a member of the Licking County Family Service's board of directors and chairman of that group's committee on aging.
Dr. Stukus was president of the Denison Scientific Association in 1971-72. He has maintained an active research program in the area of bacterial physiology. He conducted National Science Foundation-funded research during the summer of 1971 and reported on that research at the annual meeting of the American Society for Microbiology. He attended a summer institute in 1972 at the U. of New Hampshire.

Senior fellows
Carol Bennett, Sylvania, O.
Julia Schemb, Cincinnati, O.
George Williams, Timhurst, Ill.

Chemistry

The Chemistry Department offers strong pre-professional training for students interested in careers in chemistry or where chemistry is a supporting field, provides chemistry training for students in allied areas such as medicine and other sciences and supports programs for students pursuing non-science careers.

The department has offered a program sanctioned by the American Chemical Society for students interested in professional careers in chemistry. The effect of the successful implementation of these professional guidelines is attested to by the ability of many of our graduates to directly assume professional positions and to successfully pursue further study in excellent graduate and professional schools. Although we expect to continue to offer an excellent professional program we also expect to increase programs for a variety of students using chemistry for a diversity of purposes.

The Chemistry Department attempts to offer an effective and flexible course for non-science students. The exact nature of the course varies with the staff member involved but has generally taken as its direction topics of interest and concern to students today. Among these topics have been discussions of pollution and environmental concerns and the applications of biologically oriented chemistry. The department has attempted to give students a role in determining the direction of the course while providing what we feel is an informed program of perspectives that will be of value to these students in their lives after Denison. Student participation in these courses indicates that these goals are being met, especially as shown from course evaluations.

A very important facet of training for students going on in chemistry or fields where chemistry is a strong requirement has been the tendency to expect more independence on the part of the students early in their careers which often leads to directed study or research projects in the junior or senior year. Participation in these programs has been excellent and an increased participation over the last several years has been found. We continue to orient our early programs toward this independent work, attempting to encourage students to assume greater responsibilities for their education development and, where possible, to participate effectively in this process.

"On leave second semester, 1973-74"
course offerings

chemistry

100 — Chemistry Today
108 — Introduction to College Chemistry
201 — (I) General College Chemistry
202 — (II) Inorganic Chemistry
203 — Inorganic and Quantitative Laboratory Techniques
223-224 — (III and IV) Organic Chemistry
225-226 — Organic Chemistry Laboratory
227-228 — Organic Chemistry Laboratory
302 — Biochemistry
317 — Intermediate Inorganic Chemistry
331 — Analytical Chemistry
341-342 — Physical Chemistry
344 — Physical Chemistry Laboratory
351-352 — Advanced Laboratory
361-362 — Directed Laboratory
371 — Junior Seminar
421 — Intermediate Organic Chemistry
441 — Intermediate Physical Chemistry
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Science (See Education 311)

the faculty

gordon l. galloway
associate professor and chairman (1967-)
b.s., franklin and marshall college, ph.d., michigan state u.

Dr. Galloway was recently on a leave of absence at Iowa State U. as the W. B. King Visiting Professor in General Chemistry. In March, 1970, he was appointed to the editorial board of the “Journal of Chemical Education” and has recently served as the Editor of Volume II of Collected Readings in Inorganic Chemistry, scheduled for publication soon.

**john b. brown**
professor (1952-)
b.s., u. of kentucky; ph.d., northwestern u.

Dr. Brown has taught at Denison since 1952. In addition to his teaching duties, he has served as chairman of the chemistry department and acting director of the library. Dr. Brown is a member of Phi Beta Kappa and the American Chemical Society and is a fellow of the American Institute of Chemists.

**william a. hoffman, jr.**
professor and dean of admissions and financial aid (1960-)
b.s., missouri valley college, m.s., ph.d., purdue u.

Dr. Hoffman was appointed dean of admissions and financial aid in 1973. He is chairman of the Columbus, O., section of the American Chemical Society, is interested in solution chemistry, and has participated in studies of the local water supply. Dr. Hoffman is also dean of resident campus doughnuts and is an apologist for the FDA. He has explored both areas in January Term courses.

**dwhight r. spessard**
professor, wickenden chair of chemistry (1953-)
b.s., otterbein college, ph.d., case western reserve u.

Dr. Spessard has received numerous research grants from the National Cancer Institute of the National Institutes of Health to support his work in synthesizing potential anti-cancer drugs. Active in the Columbus Section...
of the American Chemical Society. Dr. Spessard is a member of the premedical committee on campus. During the 1973 January Term, he co-taught an applied spectroscopy course. He is an avid gardener, bowler, and tennis buff.

**George L. Gilbert**

Associate Professor (1964- )

B.S., Antioch College; Ph.D., Michigan State U.

Dr. Gilbert has been a university senator and coordinator of the sciences. His research interests range from synthesis of potential anticancer drugs to development of new instructional techniques. Dr. Gilbert has twice offered January Term courses in glassblowing. He relaxes by camping and dabbling in creative cookery.

**Judith L. Doyle**

Assistant Professor (1973- )

A.B., Mt. Holyoke College; M.S., Ph.D., U. of Michigan

Dr. Doyle was a visiting lecturer in 1972-73 and was appointed an assistant professor in the fall of 1973.

**Richard R. Doyle**

Assistant Professor (1967- )

B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Dr. Doyle was president of the Denison Sigma Xi Club in 1971-72 and has served on the January Term Review Board. He edits Denison's *Journal of the Scientific Laboratories* and is faculty advisor to the Denison International Students Association. Dr. Doyle is interested in the chemistry of mushrooms and offered a course in furniture refinishing during the 1972 and 1973 January Terms.

**Thomas A. Evans**

Assistant Professor (1968- )

A.B., Grinnell College; Ph.D., Michigan State U.

Dr. Evans is the department's representative on the environmental studies committee (interested mainly in water quality, energy, and land use problems). His research, currently supported by a grant from the Petroleum Research Fund of the American Chemical Society, involves projects ranging from basic organic chemistry to pharmacology. He enjoys backpacking, handball, and golf.

**Charles E. Falletta**

Assistant Professor (1972- )

B.A., Johns Hopkins U.; Ph.D., U. of Pittsburgh

"I am quite interested in the chemistry curriculum, particularly at the introductory level. I work in this area with the Chemical Education Division of the American Chemical Society. My research interests include vibrational spectroscopy and transition metal catalysis."

**Senior Fellows**

Ruthanne Detrick, Bellefontaine, O.

Hans Moller, Fairview Park, O.

Margaret Terpenning, Canfield, O.

**Junior Fellows**

Eugene Griffin, Aurora, O.

Chungh Ho, Mukah-Sarawak, Malaysia

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio, 43023.

*On leave first semester, 1973-74*
susan alexander / dance
dance

To further the creative process:
- To make knowledge his or her own by questioning and searching for meanings, by organizing materials, by following problems through to their conclusions and by acting upon them.
- To understand the universal principles of all art forms by applying these principles to all media, and as a result, to become independently and creatively productive.
- To develop each person's awareness and capabilities to enable him or her, as a physical, mental and spiritual being, to produce at his or her highest potential, as teacher, performer, and individual.

To develop the teacher-performer:
- To acquire a sufficient body of knowledge in dance and in all the fine arts.
- To develop the instrument to its fullest capacity.
- To become proficient in the knowledge of the craft involved in composition in many forms.
- To acquire a knowledge of theory and methods of teaching.
- To understand principles of anatomy and kinesiology applicable to the dancer and to the teacher of dance.
- To acquire a knowledge of the history of dance and to understand and relate its concepts and theories in the light of contemporary concepts and forms.
- To extend knowledge and experience to the construction of choreographic works.
- To become competent in the teaching of children and adults.
- To provide a background for graduate school training in dance therapy.

course offerings

dance
130 — Techniques of Movement
205 — Beginning Composition for Dance
206 — Intermediate Composition for Dance
323-324 — The Art Form as Explored Through Dance
353-354 — Applied Anatomy and Kinesiology for Dancers
361-362 — Directed Study
425 — Dance Group
440-441 — Dance Notation
451-452 — Senior Research
461-462 — Individual Work for Honors

the faculty

*virginia c. northrop
associate professor and chairman (1952–)
b.a., william smith college; m.a., sarah lawrence college

Mrs. Northrop, a member of the faculty since 1952, has continued her professional study with artists at the Martha Graham School, the Merce Cunningham Studio, the Mary Anthony and Irving Burtan Studio, and study at other universities. She is interested in both physiological and psychological aspects of dance therapy and nutrition as a basis for health. She enjoys theatre, music, and travel.

*on leave first semester, 1973-74
The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals are threefold.

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society, whatever one's interests or career plans.

Second, to provide essential background in economics for students considering careers in business or government and for graduate study leading to careers in business, business economics, government, international affairs, high school and college teaching, industrial relations, and law. The combined major in mathematics and economics is especially useful for students contemplating graduate work at major schools of business. While not professional, the department's program provides a basic grounding in the materials needed in many careers, especially business.

Third, to furnish a basic foundation in economics for students planning to pursue graduate studies in economics. All majors take a full year of intermediate theory and are encouraged to take mathematics as their ability allows. Those interested in economics as a career should consider the joint mathematics-economics major.

The department encourages all students to be flexible in designing their own sequence of courses, including interdepartmental and joint majors, depending on their career objectives. At least six seminars are offered each academic year on assorted topics, many of these at student request. In addition, senior research, honors work, January business internships and directed studies give economics majors a wide variety of experiences.
course offerings

economics
200 — Principles and Problems
249-250 — Accounting Survey
300 — Contemporary Economic Issues and Policy
301 — Macro Economic Analysis
302 — Micro Economic Analysis
310 — Public Finances
311 — History of Economic Thought
312 — Comparative Economic Systems
313 — Industrial Organization and the Public Control of Business
314 — International Economics
315 — Money and Banking
316 — Economic Development
317 — Labor Economics
318 — Economic Development of the United States
320 — Urban Economics
322 — Managerial Economics
349-350 — Seminars
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Social Studies (See Education 320)

the faculty

paul g. king
assistant professor and chairman (1967- )
A.B. M.A., U. of Detroit; Ph.D., U. of Illinois
Dr. King is a specialist in economic policy and he took part in the GLCA Yugoslavia faculty seminar during the summer of 1971. He is a member of the university senate's amendments committee. Dr. King enjoys golf and bridge.

daniel o. fletcher
professor (1966- )
A.B. Oberlin College; M.A., Ph.D., U. of Michigan
Dr. Fletcher is specifically interested in government and business relations. He has taught this subject on four campuses and worked in Washington, D.C., getting practical experience. Dr. Fletcher is the author of articles dealing with American economic history.

william i. henderson
John E. Harris professor and assistant to the president (1960-63, 65- )
B.S., M.A., Ph.D., Ohio State U.
Dr. Henderson was appointed assistant to the president in 1970, after serving five years as chairman of the department of economics. He has written extensively on topics ranging from urban economics and black economics to government finance.

larry c. ledebur
associate professor (1967- )
B.A. Austin College; M.A., Ph.D., Florida State U.
Dr. Ledebur served as Associate Dean of Students (in charge of upperclassmen) for three years before returning to full-time teaching in the fall of 1973. He is co-author of two books: Economic Disparity and Urban Economic Problems and Prospects, and has written a number of articles. His current research interests are leadership dynamics, creative critical thinking, and "future" studies and matching cognitive thinking styles with learning modes.

*Term second semester, 1973-74
education

The Education Department has two basic goals.

One such goal is to develop persons who are sufficiently knowledgeable about the education process and the institutional framework within which formal education presently takes place so that they can make intelligent value judgments and decisions about current and future educational issues.

The second goal is to prepare professionals who possess the characteristics described above, and who, in addition, possess the understandings, skills, and attitudes necessary to effectively and significantly facilitate the desirable growth and learning of young people.

In relation to that proportion of those parts of the teacher certification program which a student completes, he or she will be able to:

- Describe the physiological, emotional, and intellectual growth patterns which characterize human beings from infancy through adolescence, and relate the significance of these patterns to theories of learning.
- Describe the major characteristics and problems of American education, both past and present, and critically evaluate several of the most important educational trends in relation to their potential for meeting these problems.
Philosophize concerning some of the crucial issues and presuppositions of education and relate prominent educational philosophies to basic practical problems of contemporary education.

Select, from a wide variety of materials, resources, and teaching approaches, those which are most appropriate to his or her teaching field(s), his or her own personality, the nature of individual learners, and the occasion at hand, and utilize them in such a way as to motivate learning and promote desirable growth in young people.

course offerings

education

213 — Curriculum and the Social Order
217 — Child and Adolescent Development
311 — Teaching of Science
315 — Teaching of Music in the Elementary School
316 — Teaching of Music in the Secondary School
320 — Teaching of Social Studies
326 — General and Special Methods of Teaching
339-330 — Methods, Materials, and Techniques of Physical Education

(Block A) Education and Athletics

Unit A1 — Methods and Materials
331 — Teaching of English
333 — Teaching of Latin
335 — Teaching of Mathematics
339 — Teaching of Speech
341 — Teaching of Art
343 — Teaching of Modern Languages
345-346 — Special Problems

351-362 — Directed Study
373 — Issues in Higher Education
415 — Student Teaching
417 — Internship
420 — Philosophy of Education

the faculty

thomas f. gallant
professor and chairman (1965—)

b.a., ohio wesleyan u.; m.ed., u. of maryland; ed.d., case western reserve u.

Dr. Gallant has served as chairman of education since coming to Denison. During the summer of 1971, he was a member of a student-faculty committee that formulated a proposal designed to restructure Denison's curriculum. He serves as chairman of the teacher education committee and recently conducted research on the 1920-40's Progressive Education Movement and possible parallels in higher education today.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio, 43023.
samuel d. schaff
professor and registrar (1948-)
b.a., denison u.; m.a., ohio state u.; ph.d., columbia u.

Dr. Schaff, a member of the administration and faculty since 1948, was appointed registrar in 1965. He serves students as registrar and counsels upperclassmen as Denison's graduate school counselor. Dr. Schaff serves as chairman of three university committees: the registrar's advisory committee and the faculty premedical and prelaw committees. He is secretary of the Ohio Association of Collegiate Registrars and Admission Officers.

robert b. lillich
assistant professor (1970-

b.a., oberlin college; m.s., purdue u.

Mr. Lillich taught high school physics and mathematics for five years in Pennsylvania and Ohio and was a staff member of Harvard Project Physics for one-and-a-half years before coming to Denison. He is primarily interested in science teaching, especially activities at the interface between science and other subject areas. His other interests include photography, silk screen printing, marionettes, and bringing more humor to the Denison campus.

english

The English department at Denison brings to the study of language and literature a wide diversity of viewpoint and method. As a department we believe that literature is a serious expression of human capabilities and inadequacies, aspirations and disappointments. We believe, further, that people can learn to deal with their inadequacies and disappointments by increasing their ability to function symbolically in their environment. We wish to share these beliefs with our students, exploring with them the possibilities for becoming actively creative human beings.

We urge our students to range widely in quest of their purposes — in the literature of the past as well as the present, of cultures foreign as well as familiar. We encourage them, moreover, to participate in the process of improving our tools and methods of symbolization, both in writing and in related media.

We especially value an increased sensitivity to uses and misuses of the English language, its multiple potentialities for expressiveness and for banality or degradation, its social conventions or implications and its manifestations of distinctive human personality, its existence as a symbol-system and its relationship to other symbol-systems of human thought and imagination.

For those students who wish to major in English, to develop a special competence in literature and/or writing, the department offers programs of study intended to foster such development. Our offerings in writing are extensive and varied; our courses in literature present the subject matter from many diverse viewpoints and in numerous patterns of organization — by historical era, by genre, by nationality or culture, and by theme or subject matter.

We do not, however, view writing and literary study as the exclusive prerogatives or responsibilities of a single department. Our objectives relate closely to those of other disciplines and departments within a liberal arts college. We and our students hope to pursue our work in English as a development, in part, of this inter-relationship among the various academic disciplines which exist at Denison.
course offerings

english
101 — Writing Workshop
102 — The Literary Imagination
200 — Corrective and Developmental Reading
210 — Major English Writers
215 — Shakespeare
217 — News Writing and Editing
218 — The Bible as Literature
219 — 20th Century British and American Poetry
220 — 20th Century British and American Fiction
230 — American Literature
237 — Advanced Composition
240 — The Modern Drama
255 — Imagination and Black Experience in America
257 — Narrative Writing
267 — Essay and Article Writing
277 — Poetry Writing
281 — Oral Tradition and Folk Imagination (Black)
308 — Rendezvous with the Third World
310 — Studies in Literature
318 — The Harlem Renaissance
323 — Milton and the 17th Century
324 — The Romantic Movement in England
329 — Renaissance Drama
332 — Non-dramatic Literature of the Renaissance
335 — Victorian Prose and Poetry
339 — The Age of Wit and Satire
341 — The English Novel
345 — The English Language
346 — Readings in European Literature
350 — Modern European Literature
356 — The Narrative of Black America
358 — The Poetry of Black America
361–362 — Directed Study
373 — The American Literary Renaissance
375 — American Realism and Naturalism
407–408 — Seminar in Writing
410 — Literary Criticism
415 — Shakespeare Studies
430 — Problems in Literature
451–452 — Senior Research
451–452 — Individual Work for Honors
Teaching of English (See Education 331)

the faculty

kenneth b. marshall
professor and chairman (1953– )
a.b., m.a., ph.d., u. of michigan

paul l. bennett
professor (1947– )
b.a., ohio u., m.a., harvard u.
Paul Bennett is a student of modern and American literature, gardener, orchardist, and inveterate rope-jumper. He has written film scripts for colleges and industry, and publishes poetry, articles, and fiction in various magazines.

* On leave all year, 1973–74
Dominick P. Consolo
Professor and Chairman of Freshman-Sophomore Seminars (1958-)
B.A. M.A. Miami U, Ph.D. U. of Iowa
A former professional jazz trumpet player. Dr. Consolo recently was a Fulbright-Hays Lecturer in literature at Tel-Aviv U. in Israel.

Lenthiel H. Downs
Professor (1947-)
B.A. Tusculum College, M.A., Ph.D., U. of Iowa
Dr. Downs has served a term as chairman of the English department. In recent years, he has co-authored two books: *A Primer for Playgoers* and the soon-to-be-published *Contemporary Literature of the Western World*.

Quentin G. Kraft
Professor (1961-)

“Nancy E. Lewis
Professor, Lorena Woodrow Burke Chair (1946-)
Dr. Lewis holds the Lorena Woodrow Burke Chair of English. Her field of academic interest is English literature of the Renaissance and the Seventeenth Century, with special attention on Shakespeare and Milton. Dr. Lewis is a past chairman of the English department, a former university senator, and currently serves on the academic affairs council.

John N. Miller
Associate Professor (1962-)
A.B. Denison U., A.M., Ph.D., Stanford U.
A sports and symphonic music enthusiast, he recently edited *A World of Her Own: Writers and the Feminist Controversy*, a volume examining various writers' views toward women. More than seventy of Dr. Miller's poems have appeared in various periodicals. Dr. Miller is vice-chairman of Denison's teaching faculty.

Tommy R. Burkett
Associate Professor (1963-)
B.A., M.A., Rice U., Ph.D. U. of Kansas

Richard Kraus
Associate Professor (1966-)
A.B. A.M. U. of Michigan, Ph.D. Stanford U.
Dr. Kraus returned last year from sabbatical and leave during which he was Visiting Associate Professor at Stanford U. Creative Writing Center.

William W. Nichols
Associate Professor (1966-)
B.A. Park College, M.A. Johns Hopkins U., Ph.D. U. of Missouri
A slender, bespectacled young man from the Pacific Northwest. Dr. Nichols spends much of his time with autobiography and American literature. As a Danforth Fellow in Black Studies at Yale U. in 1969-70, he concentrates especially on slave narratives, and his courses often reflect his interest in autobiography and oral tradition. To keep himself "alert and relevant," as he often says, he has worked part-time in the administration and plays a shambling, aggressively noncompetitive game of tennis. Dr. Nichols is former associate dean of the college.

Charles J. Stoneburner
Associate Professor (1966-)
A.B. Depauw U., B.D. Drew U., M.A., Ph.D., U. of Michigan
Descendant of early Wasp farmers & clergymen in the region, who has lost his sting; former pastoral & campus minister, who is still grass-stained
from that idyll, bookworm without backbone but with belly-laughter, the guttawls of which are structural & the giggles ornamental, batcoon of battlement clodhopping plodder among grasshoppers, dumpy, potbellied, pedantic & otherwise stodgy, bearded, blackclad, red-thermos-bearing. Tony Stoneburner is a would be master & servant of language in which human word doubles as divine Word, an interlinear & marginal interpreter of text & context, & a victim of two oxidations — the bright quick fire of Methodist enthusiasm & the slow, dull rust of postromantic-modernist irony.

benjamin f. mc keever
assistant professor (1971- )
b.s. ohio u.
A Cancenan by birth, Mr. McKeever is married to a Cancenan, Bernadette, former assistant dean of students. He and his wife came to Denison in 1971, after he had taught Afro-American literature for two years (1969-71) in the English Department of their Alma Mater. Formerly involved in community action programs in his hometown of Pittsburgh, Mr. McKeever has done graduate work at the U. of Chicago and the Chicago Theological Seminary. Theology and literature as well as Afro-American Studies represent his major academic interests which Mr. McKeever translates into courses treating mythology, folklore, and 'multiethnic' literature.

walter g. collett
instructor (1973- )
b.a., m.a. u. of iowa
Mr. Collett joined the English faculty in the fall of 1973.

anne s. de schepper
instructor (1973- )
a.b., u. of kentucky; m.a., northwestern u.
Ms. DeSchepper joined the English faculty in the fall of 1973.

nancy a. nowik
instructor (1972- )
a.b., mundelein college; m.a., stanford u.
Ms. Nowik taught at Ohio State U. before joining the Denison faculty. She taught at the U. of Santa Clara before going to Ohio State in 1968 to work on a Henry James dissertation for her doctorate degree. Ms. Nowik enjoys recorders, horses, and biographical and autobiographical writings. She has held Woodrow Wilson and NDEA fellowships.

gology and geography

The objective of the Department of Geology and Geography is a three-fold one: first, to teach courses which enable Denison students to become acquainted with earth science, particularly those aspects related to environmental problems and aspects involving concepts of time and scale and the interrelatedness of geology with other sciences — astronomy, chemistry, physics, and biology, secondly, to prepare majors to enter graduate school equipped with basic information, skills, and understanding, leading, after University training, to a career as a professional geologist or geographer; and thirdly, to equip young men and women with the necessary information and skills to enter upon a career as a teacher of earth science in the secondary schools.
course offerings

geology
105 — Fundamentals of Earth Environment
111 — Physical Geology
113 — Historical Geology
211 — Mineralogy
212 — Petrology
213 — Paleontology
214 — Sedimentation and Stratigraphy
215 — Geology of Natural Resources
311 — Structural Geology
312 — Advanced Physical Geology
320 — Geological Investigation in the Field
361-362 — Directed Studies
409 — Summer Geology Field Camp
461-462 — Individual Work for Honors

geography
225 — Geography of Eastern United States
226 — Geography of Western United States
230 — Geography of Latin America
232 — Geography of Western Europe
261 — World Political Geography
361-362 — Directed Studies

the faculty

kennard b. bork
associate professor and chairman (1966— )
b.a. depauw u., m.a. ph.d. indiana u.
Dr. Bork directed the first two January Terms at Denison in 1971 and 1972. He is the author of several articles on invertebrate paleontology and reconstruction of ancient environments using statistical analysis of sediments. His current research focuses upon the history of French geology and he enjoys reading, art history, opera, and baroque music.

charles e. graham
professor (1955— )
b.s., m.s. washington state u., ph.d. u. of iowa
A former university senator, Dr. Graham has researched and published articles on the Berne Conglomerate, a rock unit found in central Ohio. A concerned environmentalist, Dr. Graham serves on an advisory solid waste disposal committee to the local county commissioners and accompanied students on a Southeastern Safari during the 1971 and 1972 January Terms. He enjoys white water canoeing, hiking, skin diving, and camping. During the first semester, he will be studying the landscapes of recent tectonic and volcanic activity in Iceland, Alaska, and New Zealand.

richard h. mahard
professor (1941— )
d.b. eastern michigan u., m.a., ph.d. columbia u.
Dr. Mahard has served as secretary, vice-president, and chairman of the geology and geography section of the American Association for the Advancement of Science. In addition to serving the Denison community as a university senator, Dr. Mahard is a member of the Granville Village Council. As village councilman and an active environmentalist, he was chairman of a citizens’ group which successfully established a Granville Township mosquito abatement district.

(on leave first semester, 1973-74)
Robert J. Malcolm
Assistant Professor (1972-)
B.S., M.S., Kent State U.; Ph.D., Michigan State U.
Dr. Malcolm has broad research interests in the geological sciences. Currently his research is centered on deciphering geological evidence relating to the history of the lunar orbit (an extension of his doctoral thesis research) and to the petrologic evolution of the primitive earth and moon.

History

The Department of History seeks to advance historical studies and humane learning along a broad front.

We believe that our introductory surveys provide students with invaluable perspectives upon the problems and prospects of their own times. Our advanced courses, in more systematic and intensive ways, pursue the same objective; they also reveal more of the rigor, the wonder, the wide possibilities of the discipline. Most of our majors do not go on into graduate work in the field, but our aim is that all will find the historical approach vital to their enjoyment of life.

Though every field of learning has its historical dimension, the professional possibilities for persons trained in history are most obvious in teaching, the law, the foreign service, libraries, museums, editing, and news research.

Course Offerings

History

201 - The Individual and the Social Order in Ancient and Medieval Times
202 - The Individual and the Social Order in Modern Times
205 - Early Modern Europe
211 - Modern Europe
215 - The History of Blacks in America
221 - American Civilization
301 - The Colonial Background to the American Revolution
302 - The Idea of American Union: The Early National Period
303 - The American Frontier
305 - Recent American History
307 - American Diplomatic History
311 - American Intellectual History
312 - The City in America
314 - American Social History since 1660
316 - Topics in Black History
321 - The History of Greece
323 - The History of Rome
333 - The Middle Ages
335 - England in the Middle Ages
337 - The Age of the Renaissance
338 - The Age of the Reformation
342 - England under the Tudors and Stuarts
343 - Modern Britain
347 - History of Russia to 1917
348 - History of the Soviet Union
351 - European Diplomatic History: 1815-1914
352 - Social History of Europe (19th and 20th Centuries)
353 - Revolution and War in the 20th Century
the faculty

morton b. stratton
professor and chairman (1943–)
b.a., tufts u., a.m., ph.d., u. of pennsylvania
Dr. Stratton is currently serving his third term as chairman of the department of history. A recognized Asian scholar, he is listed in Who's Who in America. Dr. Stratton, who enjoys nature study, gardening, and beekeeping, has recently returned from sabbatical travel in the Orient.

G. Wallace Chessman
professor, alumni chair (1950–51, 53–)
b.a., m.a., ph.d., harvard u. except for two years of service with the State Department, Dr. Chessman has taught at Denison since 1950. Dr. Chessman specializes in Theodore Roosevelt and the Progressive Movement. He has written two books on Roosevelt, the latest being Theodore Roosevelt and the Politics of Power. He is recognized as the College’s historian, having written Denison, The Story of an Ohio College.

Norman H. Pollock, Jr.
professor (1948–)
A.B., Denison u., A.M., harvard u., Ph.D., u. of pennsylvania
Dr. Pollock is recognized as an expert in the history of Africa. He is the author of articles and a book about Africa, Nyasaland and Northern Rhodesia: Corridor to the North. Dr. Pollock serves on the African Advisory Committee within the Great Lakes Colleges Association, and enjoys out of door activities such as camping, hiking, and bird-watching.

Wyndham M. Southgate
professor (1946–)
B.A., M.A., Ph.D., harvard u.
Dr. Southgate specializes in Medieval English and Tudor-Stuart History. Upon his release from the Navy as a full commander in 1946, he joined the Denison faculty as assistant professor of History and English. He was chairman of the history department in 1960-63. In 1962, his John Jewel and the Problem of Doctrinal Authority was published.

David S. Watson
professor (1954–)
B.A., Illinois college; Ph.d., u. of chicago
Dr. Watson is a university senator. His academic interests are modern British history and European intellectual history. He enjoys reading, dogs.
and traveling on freighters. A staunch Yank, he confesses to a severe case of Anglophilia.

clarke l. wilhelm
associate professor (1962-)
b.a. u. of minnesota; m.a., ph.d., johns hopkins u.

Dr. Wilhelm was a university senator and chaired the senate during its first year in 1971-72. He has edited VIDYA, a journal of the Regional Council for International Education. A member of several committees, Dr. Wilhelm enjoys the film, popular culture, and athletics.

bruce e. bigelow
assistant professor (1971-)
b.a. college of wooster; m.a., ph.d., u. of chicago

Dr. Bigelow is a specialist in Russian and Middle Eastern history. He has been the recipient of NDEA foreign language and Fulbright-Hays foreign study fellowships. Dr. Bigelow served as assistant director of the GLCA urban studies seminar in Yugoslavia during the summers of 1970 and 1972.

william c. dennis
assistant professor (1966-)

I think it would be very wicked indeed to do anything to fit a boy for the modern world."

"It's a short-sighted view, Scott-King."

"Then, headmaster, with all respect, I differ from you profoundly. I think it the most long-sighted view it is possible to take."

Evelyn Waugh, Scott-King's Modern Europe

michael d. gordon
assistant professor (1968-)
b.a., m.a., ph.d., u. of chicago

Dr. Gordon offers courses in Early Modern European history. His particular specialties are Spanish history and Renaissance political thought. A university senator, he is chairman of the admissions and financial aid council.

john b. kirby
assistant professor (1971-)
b.a. u. of wisconsin; m.a., u. of michigan; ph.d., u. of illinois

As an undergraduate at the U. of Wisconsin, I came to believe that history was the most meaningful way to learn who we are as a people and what we should do. After too many years of graduate school and various community involvements, I still believe in that premise but with far less certainty.

donald g. schilling
assistant professor (1971-)
b.a., depauw u.; m.a., ph.d., u. of wisconsin

In 1969-70, Dr. Schilling was a Charles K. Adams Fellow and spent the year doing research in Great Britain on British educational policy in Kenya from 1894 to 1939. He is particularly interested in developing new teaching methods and techniques.

robert b. toplin
assistant professor (1966-)
b.a., pennsylvania state u.; m.a., ph.d., rutgers u.

Dr. Toplin recently completed writing a book, a study of the abolition of slavery in Brazil and is now working on another volume, a comparative study of the abolition of slavery in this country and Brazil. Work for that and other studies on comparative race relations has been supported by grants from the Ford Foundation, the Denison University Research Foundation, the American Philosophical Society, and the National Endowment
for the Humanities. Dr. Toplin, a Latin American specialist and member of the university senate, is also interested in the problem of violence. He recently developed a course, "The Problems of Violence in American History and Culture," and plans to write a book on the subject. In terms of recreation, Dr. Toplin enjoys paddle ball in the winter, tennis in the summer, and trips to Latin America any time of the year.

senior fellows
John Cimmack, Charleston, W. Va.
Jean Paris, Chicago Heights, Ill.
James Parsons, Hinsdale, Ill.
Anne Sprecher, Stone Harbor, N. J.
Margaret Walker, Cincinnati, O.
The Department of Mathematical Sciences has designed a program that aims at meeting the educational needs of the following groups: 1) Those students interested in a professional career in mathematics (including computer science). 2) Those students in other disciplines which use mathematics as a tool; and 3) Those students who want to gain some understanding of mathematics as an art and science (see Mathematics 100, 101, 102). Those students majoring in mathematics can concentrate in areas of particular interest such as pure mathematics, applied mathematics or computer science. Students have access to the computer center which is equipped with an IBM 1130 8k disk system.

The department also offers a program in cooperation with the Economics Department which emphasizes the uses of mathematics as it relates to business management and economic theory. A student interested in quantitative aspects of Economics who wishes a strong mathematics background may elect this combined major.

A wide variety of opportunities exists for the person with training in mathematical sciences. Graduates may take positions directly as professional mathematicians in such fields as actuarial science, computer science, and applied statistics. Another type of position directly available is in the teaching of mathematics. During the last several years a number of students have obtained good positions in high school teaching. The remaining students majoring in mathematics continue their training either in the field of mathematics, or use their training here to go on to professional schools of law and medicine. Students who have gone on to an M.A. or a Ph.D. degree in mathematics have taken positions with large industrial companies or have become college professors. In recent years, an increasing number of our students have used mathematics as the undergraduate major in preparing law school and for medical school.

course offerings

**mathematical sciences**

- 100 — Mathematics — Art and Science
- 101 — Introductory Computer Science
- 101H — Introductory Computer Science (Honors)
- 102 — Statistics — Data Analysis
- 105 — Introductory Mathematics
- 121-122 — Introductory Calculus
- 123-124 — Introductory Applied Calculus
- 125-126 — Honors Calculus
- 221 — Elementary Linear Algebra
- 222 — Intermediate Analysis
- 251 — Computer Programming and Problem Solving
- 253 — Assembly Language
- 307-308 — Probability and Mathematical Statistics
- 321-322 — Advanced Analysis
- 351 — Differential Equations
- 352 — Numerical Analysis
- 353 — Programming Languages and Data Structures
- 354 — Computability and Formal Languages
- 355 — Computer Organization and Systems Programming
the faculty

daniel d. bonar
associate professor and chairman (1965-68, 69- )  
b.s. chem. eng., m.s., west virginia u.; ph.d., ohio state u.
Dr. Bonar is listed in American Men of Science and is the author of On Annular Functions, a volume distributed world-wide, as well as several journal articles, all in the area of mathematics. A past member of the admissions and financial aid council and the priorities council. Dr. Bonar is a university senator and serves in the community as a member of the Granville School Board.

arnold grudin
professor (1953- )  
b.a. new york u.; m.a. columbia u.; ph.d., u. of colorado

marion wetzel
professor, benjamin barney chair of mathematics (1946- ), and acting chairman, second semester  
a.b. cornell college; m.a., ph.d., northwestern u.

zaven a. karian
associate professor (1964- )  
b.a. american international college; m.a., u. of illinois; ph.d., ohio state u.
Dr. Karian has twice presented papers and once chaired a numbers theory session during meetings of the American Mathematical Society. He is a member of the Denison Scientific Association and the Denison International Students Association. He enjoys studying the history of science and mathematics and playing chess and bridge.

w. neil prentice
associate professor (1957- )  
a.b. middlebury college; a.m., brown u.; ph.d., syracuse u.
Dr. Prentice served as director of the computer center here in 1964-71. During the winter of the 1971-72 academic year, he was a visiting fellow in the department of computer and information science at Ohio State U.

arl f. r. weiman
assistant professor (1972- )  
b.s., yale u.; m.a., u. of south florida (tampa); ph.d., ohio state u.
Dr. Weiman was a research associate in computer and information science at Ohio State U. before coming to Denison. He is a member of Sigma Xi, the Biophysical Society, and the Association for Computing Machinery. His doctoral dissertation was titled “Pattern Recognition by Retina-Like Devices.”

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio, 43023.
modern languages

The chief aim of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he or she can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of the students, a modern automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off-Campus Programs. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

course offerings

french
111-112 — Beginning French
201-202 — Area Study, France
211 — Readings in Intermediate French
212 — French Conversation and Composition
250 — Intermediate Conversation
301 — Major Currents of French Culture
302 — Introduction to French Literature: Themes and Variations
313 — Explication de Textes
317 — 17th Century Literature
318 — 18th Century Literature
319 — 19th Century Prose and Poetry
320 — 20th Century Theatre
322 — Themes and Perspectives of the 20th Century Novel in France
361-362 — Directed Study
401-402 — Problems in Area Study
415 — Advanced French Grammar and Writing
418 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Modern Languages (see Education 343)
german
111-112 — Beginning German
211-212 — Intermediate German
213 — Intermediate Conversation
301 — Introduction to German Civilization
302 — Contemporary German Culture
311-312 — Introduction to German Literature
313 — Advanced Conversation and Composition
317 — German Classics
321 — The Romantic Period in Germany
322 — 19th Century Prose and Drama
361-362 — Directed Study
401-402 — Problems in Area Study
413 — Advanced Composition and Grammar
414 — The German Lyric
415 — Survey of German Literature before 1700
416 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Modern Languages (See Education 343)

russian
111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Grammar and Composition
306 — Advanced Russian Conversation
311-312 — Introduction to Russian Literature
316 — 19th-century Russian Literature in Translation from Pushkin to Turgenev
317 — 19th-century Russian Literature in Translation from Dostoevsky to Blok
318 — Russian Soviet Literature

spanish
111-112 — Beginning Spanish
201 — Area Study: Latin America
215 — Introduction to Hispanic Civilization
216 — Conversation
217 — Selected Writings in Spanish
263 — A Comparison of the Chilean and Cuban Revolutions
313 — Advanced Conversation
314 — Advanced Grammar
315 — Spanish American Literature
316 — Spanish Literature
320 — The Physical Environment and Social Evolution of the Spaniard
321 — The Physical Environment and Social Evolution of the Spanish American
322 — Creativity in the Hispanic World
323 — Ideology and Tradition in the Spanish Speaking World
361-362 — Directed Study
401 — Problems in Area Study
412 — Phonetics and Pronunciation
413 — Composition and Stylistics
414 — Advanced Reading and Translation
415 — Seminar in Spanish American Literature
416 — Seminar in Spanish Literature
451-452 — Senior Research
461-462 — Individual Work for Honors
the faculty

milton d. emont
professor of french and chairman (1954- )
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin.

T. L. (Ted) Preston
professor of French (1949- )
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.

Dr. Preston teaches French and supervises the language laboratory. He serves as secretary of Phi Beta Kappa and Omicron Delta Kappa, upper-class men's leadership honorary society and as faculty advisor of Phi Delta Theta fraternity. Dr. Preston, who enjoys traveling, gardening, and photography, is Denison's faculty representative to the Ohio Athletic Conference.

Walter T. Secor
professor of French (1940- )
A.B., Grinnell College; M.A., Ph.D., Columbia U.

Dr. Secor specializes in French language, literature and civilization. A member of Phi Beta Kappa and listed in Who's Who in America, he has been extensively involved in study abroad programs such as the Sweet Briar Junior Year in France and the Experiment in International Living. Dr. Secor, who is a faculty marshal, is especially interested in the decentralization of the French Theatre through the Maisons de la Culture and the Centres Dramatiques. He is the author of Paul Bourget and the Nouvelle.

Charles W. Steele
professor of Spanish (1949- )
B.A., U. of Missouri; M.A. U. of California; Ph.D., Ohio State U.

Dr. Steele recently returned from Cali, Colombia, where he spent a year teaching English at the Universidad del Valle. During recent years, he has led student groups abroad under the Experiment in International Living program, coordinated the language part of Peace Corps summer programs at Denison and Stanford U., and studied in Bogota, Colombia, with the aid of a GLCA summer grant. He is past president of the Ohio Association of Teachers of Spanish and Portuguese.

Joseph R. de Armas
associate professor of Spanish (1966- )
Teacher's diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana.

Dr. de Armas teaches Spanish and Latin American Studies. Dr. de Armas taught for 15 years in Havana and directed the 'Frank Paine' School in the Cuban Rebel Army before coming to this country in 1961. He serves as coordinator of the committee for Latin American Studies and teaches Experimental College courses in the dynamics of student revolutions in Latin America, Mexico, and Cuba.

Arnold Joseph
associate professor of French (1963- )
B.S., M.A., Ph.D., Ohio State U.

In addition to teaching French, Dr. Joseph is director of the January Term. In 1969-70, he headed the Sweet Briar Junior Year in France program. Dr. Joseph is interested in mushrooms, myth and metaphor, and alliteration.

John D. Kessler
assistant professor of German (1969- )
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas.

Dr. Kessler is a university senator. A specialist in German literature, Dr. Kessler, received a Ford Foundation grant in the summer of 1971 to study
in Nurnberg, Germany. He enjoys music of many sorts and a work he translated has been published in *Dimension*, a journal of contemporary German arts and letters.

**franklin proano**
assistant professor of spanish (1967-)

b.a., classic loyola college (ecuador); m.a., lic. humanities, lic. phil., ph.d., catholic u. of quito (ecuador); ph.d., ohio state u.

Dr. Proaño has studied in 10 universities in this country and in South America. He completed his undergraduate studies in mathematics but then changed to literature and philosophy in graduate school. For 10 years, he was a mountaineer and climber with the "Club Los Andes" and "Nuevos Horizontes." Dr. Proaño, who has traveled throughout South and Central America, enjoys the study of comparative religions.

**Iraklin proano**
assistant professor of spanish (1967-)

diploma, u. of kiel (germany); m.a., ph.d., rutgers u.

Dr. Proaño taught in West Germany and at Rutgers U. before coming to Denison. A native and citizen of Germany, Dr. Winter specializes in modern German literature and Romanticism.

**vitaly wowk**
Assistant professor of german (1967-)

diploma, u. of kiel (germany); m.a., ph.d., rutgers u.

Dr. Winter taught in West Germany and at Rutgers U. before coming to Denison. A native and citizen of Germany, Dr. Winter specializes in modern German literature and Romanticism.

**monique caimes**
instructor of french (1973-)

licence es lettres, capes, u. of toulouse

Miss Caimes joined the modern languages faculty in the fall of 1973.

**senior fellows**

**french**
sandra davis, parkersburg, w. va.
kristine karston, milwaukee, wis.
cynthia kuehl, milwaukee, wis.
catharine richman, wilmette, ill.
diane shoos, shaker heights, o.
joan urankar, geneva, o.
wendy p. wolff, cincinnati, o.

**spanish**
candace oldham, livingston, n. j.

**german**
karin schiassa, broadview heights, o.
jo anne walker, port washington, n. y.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio, 43023.
foreign language requirement. This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:
- Credit and waiver for a score of 700 on a College Board Achievement Examination.
- Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement.)
- Credit and/or waiver for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See Proficiency Examinations).
- Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high-school language is usually considered equivalent to a college semester (111), 2 years of a high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirement through course work:
- If the student presents no language or does not wish to continue the one begun in high school, he or she may take a 111-112 course to fulfill the requirement (8 hours).
- If the high school language is continued, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours); German 212 (3 hours), or 213 (4 hours), 211-212 (6 hours); Russian 211-212 (6 hours); Spanish 215 (4 hours).

As language training varies throughout the country, students will be placed at the proper course level according to the results of a placement test.

music

The Department of Music is concerned principally with providing an environment of participatory opportunities in music for the academic community as a whole. Within this aspect of being a service department to the college, the Music Department provides courses for the general student, instrumental and vocal ensembles, and applied music lessons. Additionally, the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison. Approximately eighty percent of the instruction which the faculty in music provide is to the general college student as opposed to that for the music major.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are
encouraged to major in any one of several well conceived and implemented major curricula while participating in the liberal arts spirit of this academic community. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the central compulsion from which the program is conceived and implemented.

course offerings

music

101 — Forms of Music
103b — Concert Band
103o — Orchestra
103c — Concert Choir
105 — Opera Workshop
107 — Chamber Music Workshop
109 — Contemporary Music
114 — Elementary Music Theory and Sight Singing
115-116 — Music Theory I, II
201-202 — History and Literature of Music I, II
203-204 — History and Literature of Music III, IV
206 — Early American Black Music
207 — Music in America
208 — Piano Literature
215-216 — Music Theory III, IV
307-308 — Orchestration and Conducting
311-312 — Stylistic Analysis
341-342 — Composition
361-362 — Directed Study
401 — Specialized Courses:
   a. The Viennese Classical Period
   b. Historical Survey of Solo Voice Lit.
   c. Historical Survey of Chamber Music Lit.
   d. Choral Literature
   e. The Organ — Its Design and Literature
   f. Contrapuntal Styles
441-442 — Composition
451-452 — Senior Research
461-462 — Individual Work for Honors

applied music

141 — Woodwind Instruments Class
142 — Brass Instruments Class
151 — String Instrument Class: Violin and Viola
152 — String Instrument Class: Cello and Bass
161-162 — Voice Class

the faculty

r. lee bostian
professor and chairman (1966—)
b.a., m.a., ph.d., u. of north carolina
Dr. Bostian has headed the department of music since coming to Denison. A musicologist with special interest in 18th century Italian opera and
symphony and in 20th century music, Dr. Bostian has taught courses for the general student in contemporary music and in interdepartmental studies (e.g. Creativity and Madness). He was coordinator of the arts in 1970-72 and directed the forming of the Events in the Arts series.

frank j. bellino
professor (1958-)
b.f.a., ohio u.; mus.m., eastman school of music
Mr. Bellino teaches the violin and the viola and is principal violist with the Columbus Symphony Orchestra. He directs the Denison String Orchestra and the Licking County Symphony Orchestra. A member of the faculty chamber music trio, he directed the Italian Arts Festival here in 1971. Mr. Bellino, who was a Fulbright scholar at St. Cecilia Conservatory in Rome, specializes in the research and performance of the viola d'amore.

dr. george r. hunter
professor (1954-)
Mr. Hunter teaches brass and woodwind instruments. A member of the Licking County Symphony Orchestra, he has composed a number of choral and band pieces and conducts the Denison Concert Band. Among Mr. Hunter's interests are Germanic Culture, 18th Century Pennsylvania History, and World War I aircraft. He served as chairman of the music department in 1964-66.

dr. egbert w. fischer
associate professor (1961-)
 a.b., harvard u.; m.a., case western reserve u.
Mr. Fischer, whose main interest is in performance, studied piano with Leonard Shure in Boston, New York, and Cleveland, where he was his assistant for two years. His other interests include musical analysis, the aesthetics of music, psycho-acoustics, psycho-physics, psycho-physiology, and the physiology of piano technique. In addition to being a faithful jogger, Mr. Fischer has a passion for camping, snorkeling, mountain hiking, and river floating in northwestern Montana, his native state.

william osborne
associate professor (1961-)
mus.b., mus.m., a.mus.d., u. of michigan
Dr. Osborne is the university organist and director of choral activities at Denison. He has directed the Denison Singers, a highly-acclaimed mixed chorus, since he formed the group in 1961. Aside from the U. of Michigan, he has studied at the Berkshire Music Center, Lenox, Mass., and the American Conservatory in Fontainebleau, France.

ejlott d. borishansky
assistant professor (1968-)
b.a., queens college. m.a., columbia u.; a.mus.d., u. of michigan
A former Fulbright Scholar in music competition, Dr. Borishansky has created several music compositions and orchestras such as the New York Philharmonic have performed his work. The Denison Singers, the university's mixed choral group, has sung many of his compositions and Dr. William Osborne, university organist, recently performed Dr. Borishansky's first organ composition. The Advance record company has recorded clarinet pieces he composed.

marjorie chan
assistant professor (1968-)
b.mus., oberlin college, m.mus., indiana u.; d.m.a., u. of southern california

herman w. larson
assistant professor (1944-)
a.b., augustana college (s.d.)
Mr. Larson has done graduate work at the American Conservatory of Music in Chicago. He is the director of the Denison opera workshop and serves as an adjudicator for the Ohio Music Educators Association. The tenor soloist at Columbus’ First Congregational Church, Mr. Larson has directed three glee clubs and choruses in the area for several years.

**part-time faculty**

elizabeth borishansky, piano  
ghen harriman, trombone  
john mc cormick, guitar  
martha hunter, piano  
gwendolyn shrader, piano  
robert raker, bassoon

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**philosophy**

Philosophical thought involves the activity of critical, creative and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human ‘knowledge’ and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

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**course offerings**

**philosophy**

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<td>451-462</td>
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the faculty

anthony j. liaska
assistant professor and chairman (1969- )
A.B., Providence College; M.A., St. Stephen's College; Ph.D., Ohio State U.
Dr. Liasksa's primary academic interest centers around medieval philosophy. His interest is in evaluating medieval philosophy and explaining its issues so the contemporary analytic philosopher can understand the medievals. He has received a Ford Foundation Grant to complete work on his book, Thomas Aquinas Theory of Perception. He is a member of the registrar's advisory committee and president of the East Central Division of the American Catholic Philosophical Association.

ronald e. santoni
professor (1964- )
B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.
Dr. Santoni is a pacifist and frequent contributor to professional journals. He was recently elected a post-doctoral fellow of the Society for Religion in Higher Education and was one of 28 scholars invited to the May, 1972, National Conference on Culture and Crisis, dealing with recent writings of Michael Polanyi. Dr. Santoni's academic interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has written more than 60 articles and book reviews. Active in civil rights, peace and anti-war activities, Dr. Santoni is on the National Executive Committee of the Episcopal Peace Fellowship. The father of five daughters and a son, he says he spends a lot of time "chasing girls."

marilyn a. friedman
assistant professor (1973- )
B.A., Washington U.
Ms. Friedman joined the philosophy department faculty in the fall of 1973.

david a. goldblatt
assistant professor (1968- )
B.A., Brooklyn College; Ph.D., U. of Pennsylvania
Dr. Goldblatt has served on the university senate and the academic affairs council. He is currently co-editing a book on the philosophy of the Black Revolution with fellow faculty member, Dr. Ronald Santoni. Dr. Goldblatt has studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison. Dr. Goldblatt, whose interests range from film and painting to literature and sports, has filmed a quasi-documentary, somewhat facetious statement of life at Denison which depicted the search of a frustrated student revolutionary, a naive assistant professor, and a (fading) Denison woman. He has had a 50's-rock radio show on WDUB. His philosophical interests have been Wittgensteinian-oriented.

joan straumanis
assistant professor (1971- )
B.A., Antioch College
With ties to both mathematics and philosophy, Ms. Straumanis likes to think of herself as a messenger between the "two cultures": the sciences and the humanities. Her special pitch is to defend the compatibility of rationality and passionate concern to those who are losing faith in one or the other. Being a woman, married, and mother of three children, she devotes much attention in her personal and professional life to the problems of women; and advocates analysis and revision of the social roles of both men and women. She is a university senator and member of the campus affairs council.
The primary purpose of physical education is to provide an opportunity for each student to encounter, through participation in selected sport and recreational activities, a satisfying self-identity, self-expression and self-adjustment experience. With the 'totality of person in mind the general objectives of Physical Education need to be of a total nature, that is, not only physical but sociopsychologic and philosophic as well. Within this context we seek the following objectives:

1. To provide the opportunity for students to discover a sense of identity—to know one's self.
2. To assist students to discover the meaningfulness of individual persons in contrast to "things."
3. To provide a fertile situation for students to have practice in making value judgments.
4. To provide as many opportunities as possible within the program for students to make meaningful value choices.
5. To provide the situation for students to develop a sense of freedom with an accompanying and corresponding sense of responsibility.
6. To awaken in students a sense of "caring" not only for the self but also other selves.

Such objectives represent both the immediate and the ultimate teacher concerns. Physical education classes provide important and unique opportunities for the realization of such goals.

In addition, the individual student may encounter in theory and practice in the immediate present or in the long range future the following experiences:

1. Maintenance and development of the process of "valuing" or making ethical judgments, which is basically a question of conduct. Both moral and aesthetic consideration are imbedded in every sport situation and thus this situation is ideal for assisting young adults in the development of a sense of values.
2. Promotion and accomplishment of physical health. (i.e. strength, agility, endurance, vigor, flexibility, vitality, neuro-motor skills, coordination, health knowledge, habits and attitudes.)
3. Accomplishment and growth in the development of social competencies. (i.e. cooperation, tolerance, competitiveness, consideration, empathy and forbearance.)
4. Development and growth in emotional responses in regard to self, others, and inanimate "things" (space, time) and circumstances. The basic emotions such as love, fear, anger, etc. are inherent aspects of the sport situation and more importantly an individual engaging in a sport situation is totally "involved" and there is no "phonyness."
5. Discovery and development of recreational interests not only for the moment but actually laying the groundwork for the future and thus having the interest and ability to make worthy use of future leisure time.
6. Promotion and development of creative thinking and concomitant action as used in sports, games and recreation activities.
7. Development and promotion of a perspective toward life in knowing the ingredients of daily life in relation to work, play, rest and relaxation.
course offerings

activity courses
  101A — Swimming Strokes
  102A — Senior Lifesaving
  103A — Basic Skin and Scuba Diving
  104A — Water Safety Instruction
  105A — Beginning Canoeing
  107A — White Water Canoeing
  101C — Outing and Camprcraft
  101F — Fencing
  101G — Beginning Golf
  101T — Beginning Tennis
  102T — Intermediate Tennis
  105T — Trampoline

women’s intercollegiate sports
  101X — Basketball
  102X — Bowling
  103X — Golf
  104X — Field Hockey
  105X — Speed Swimming
  106X — Synchronized Swimming
  107X — Tennis
  108X — Volleyball

men’s intercollegiate athletics
  101Y — Baseball
  102Y — Basketball
  103Y — Cross Country
  104Y — Football
  105Y — Golf
  106Y — Lacrosse
  107Y — Soccer
  108Y — Swimming
  109Y — Tennis
  101Z — Track
  102Z — Wrestling

major courses: physical education
  329 — Methods and Materials
  330LS — Life Sign Sports
  330TS — Team Sports
  339 — Kinesiology and the Physiology of Exercise
  340 — First Aid Instructor’s Course, Athletic Injuries, and Athletic Training
  429 — History, Principles, and Philosophy
  430 — Organization and Administration

electives for majors and non-majors physical education
  124 — Camping and Outdoor Education
  235M — Sports Officiating
  311-312 — Activities Enrichment
  319M — Theory and Practice of Basketball Coaching
  320M — Theory and Practice of Football Coaching
  361-362 — Directed Study
  439 — School and Community Recreation
  440 — Personal and Community Health
  441 — Senior Seminar
  451-452 — Senior Research
  461-462 — Individual Work for Honors
mattie a. ross
associate professor, director of the off-campus experience, and chairman (1952- )
b.s., ed., central missouri state college; ed.m., u. of missouri; ph.d., ohio state u.
Dr. Ross is a university senator and serves on the Granville Recreation Commission. She is an avid camper and white water canoeist. During the 1971 and 1972 January Terms, she accompanied groups of students on "Southeastern Safaris" through the southeast section of the country.

roy seils
professor and director of intercollegiate athletics for men (1953- )
b.a., denison u.; ed.m., ed.d., boston u.
Dr. Seils coaches Denison’s cross-country and golf teams in addition to being athletic director. He is an AAHPER fellow and past fellow of the College of Sports Medicine. He has also directed Peace Corps training programs and was division director at the U. of Texas at El Paso before returning to his alma mater.

elizabeth c. van horn
associate professor and director of intercollegiate sports for women (1953- )
b.s., miami u.; m.s., wellsley college; ph.d., ohio state u.
Dr. VanHorn is a commissioner in the State of Ohio Commission of Intercollegiate Sports for Women. She is very active in a local church, has traveled around the world, and serves as an alternate to the academic affairs council. Dr. VanHorn has twice offered January Term courses in learning to play bridge and chess.

theodore h. barclay
assistant professor and director of the major program (1962- )
b.s., m.s., kent state u.
Mr. Barclay is varsity swimming and soccer coach and administrator of Gregory Pool. He teaches mainly aquatic courses such as scuba diving and water safety instruction. His soccer teams have won the NCAA Midwest Regional championship three times since 1962 and his swimming teams have finished not lower than second place in the OAC since 1965. He holds the rank of Commander in the Naval Air Reserve and claims to be the third best handball player at Denison.

dale s. googins
assistant professor (1962- )
b.s., m.ed., bowling green state u.
Mr. Googins is the trainer for all athletic teams at Denison. A guest lecturer at several coach and trainer clinics, Mr. Googins is currently president of the Great Lakes Athletic Trainers Association, after having served as secretary-treasurer and vice-president of that group. The recipient of a Denison University research grant, he was a 1968 national winner in a protective equipment design contest.

keith w. piper
assistant professor and director of the activity courses (1951- )
b.a., m.a., case western reserve u.
Mr. Piper is head football coach and assistant track coach.

richard s. scott
assistant professor and co-director of the recreation program (1958- )
b.s., pennsylvania military college; ed.m., u. of pittsburgh
Mr. Scott is head coach of Denison’s basketball team and serves as director of intramurals. He enjoys fishing and hunting.
robert l. shannon
assistant professor (1954- )
b.a., denison u., m.a., ohio state u.
Mr. Shannon is head track coach and assistant football coach. He is dean of the Ohio Athletic Conference's track coaches and chairman of that group's track committee. He has held a Fulbright lectureship at the U. of Baghdad, Iraq, and serves as a deacon in a Granville church.

sharon shepherd
assistant professor (1973- )
b.s., linfield college; m.s., ohio u.
Ms. Shepherd joined the physical education faculty in the fall of 1973.

ferris thomsen, jr.
assistant professor (1965- )
b.s., u. of pennsylvania
Mr. Thomsen is head coach of Denison's lacrosse and wrestling teams and an assistant football coach. He is currently the faculty adviser to Omicron Delta Kappa and the Fellowship of Christian Athletes. During the 1972 January Term, he took the lacrosse team to England where they faced an impressive slate of British teams.

physics
The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end, courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivations, goals, and abilities.

A major in physics, in addition to preparing a student for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

course offerings

physics

100 — Current Topics in Physics
101 PP — Physics and Philosophy; Models and Thought Structure
121-122 — General Physics
121H-122H — General Physics, Honors Section
221-222 — Modern Analytical Physics
301-302 — Modern Physics
305 — Classical Mechanics
306 — Electricity and Magnetism
307 — Introductory Quantum Mechanics
308 — Thermodynamics
311-312 — Experimental Physics

not offered first semester: 1973/74
340 — Advanced Topics
361-362 — Directed Study
400 — Seminar
405 — Electromagnetic Theory
406 — Advanced Dynamics
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Science (See Education 311)

the faculty

Lee E. Larson
associate professor and chairman (1966-)
b.s., bates college; m.a., dartmouth college; ph.d., u. of new hampshire
Dr. Larson has served as coordinator of environmental studies at Denison. Dr. Larson is a member of the medical technology education committee. He enjoys hiking, canoeing, and astronomy, and is assistant chief of the Granville Volunteer Fire Department.

T. Trevor Gamble
professor and dean of students (1963-)
Ph.D., colgate university; M.A., Ph.D., University of connecticut
Dr. Gamble’s research has centered on solid state physics and electron spin resonance which has provided the basis for four scientific publications. He has for a number of years, served as a consultant to the Columbus Laboratories Battelle Memorial Institute. He is a member of the campus affairs council and the admissions and financial aid council. He enjoys sailing, flying, astronomy, and international affairs.

Samuel C. Wheeler, Jr.
professor, henry chisholm chair of physics (1948-)
a.b., miami university; M.S., University of Illinois; Ph.D., Ohio State University
Dr. Wheeler is presently one of two faculty members who represent Denison on the GLCA academic council. Dr. Wheeler has served as a program director and a consultant with the National Science Foundation and held a science faculty fellowship from the organization. A member of Phi Beta Kappa, Sigma Xi, as well as professional societies in physics and astronomy, he was chairman of the department of physics and astronomy in 1960-70, and is currently an examiner for the North Central Association’s Commission on Higher Education, an educational accreditation agency.

Roderick M. Grant
associate professor (1965-)
b.s., bates college; M.S., Ph.D., University of Wisconsin
Dr. Grant’s research centers on solid state, with applications in medical physics. Dr. Grant is the creator of a multimedia light show, entitled “Physics is Phun,” which blends art, music, and physics in an attempt to show the unity of some concepts of physics. He is active in audiovisual work at Denison as well as nationally.

Jeffrey S. Jalbert
associate professor and director of computer center (1967-)
b.a., fairfield university; Ph.D., Virginia Polytechnic Institute

Ronald R. Winters
associate professor (1966-)
b.a., king college; Ph.D., Virginia Polytechnic Institute
Dr. Winters was recently on a year’s leave at the Oak Ridge National Laboratory. His research centered on neutron-capture cross section measurements in the lead and tellurium isotopes, utilizing Oak Ridge’s linear electron accelerator. Dr. Winters, a university senator, coaches a
grade school basketball team and once offered a January Term course in auto mechanics for women.

Michael E. Mickelson
assistant professor (1969-)
b.s., ph.d., ohio state u.

Dr. Mickelson received a $22,000 grant from the Research Corporation in 1971 for research in molecular spectroscopy. He is presently doing research in molecular structure relating to astrophysical, environmental, and theoretical problems. He has served as director of a National Science Foundation Summer Undergraduate Research Participation Grant in Physics and regularly directs student research during the summer and academic year. A sailboat racing enthusiast, he is a member of the North American Yacht Racing Union and serves as secretary at a nearby yacht club, and is adviser to the Denison Yachting Club.

Senior Fellows
Susan Rudolph, Fayetteville, N. Y.
Lowell Scott, Kettering, O.
Clifford Thomas, St. Albans, W. Va.
Dexter Tipton, San Francisco, Calif.

Junior Fellow
Robert Barnard, Vienna, Va.

Political Science

The Political Science Department views its general purpose in terms of three general objectives. These objectives are fundamental to the concept of a liberal arts education and to the beginnings of a sophisticated understanding of the political process.

The primary objective of the Department is to convey to students the complexity of politics and the assumptions and methods of social science by which this complexity may be unraveled and analyzed systematically. In this connection, the Department seeks to equip students with a basic understanding of the operations by which social science defines basic terms and analyzes data.

A second objective of the Department is to provide students with a fund of theories and information about politics. Courses offered by the Department seek to describe and explain the activities of political individuals, groups, and institutions. Much emphasis is placed upon the process of public policy formulation in a diversity of national settings.

Finally, through its coursework and counseling the Department hopes to contribute to the education of Denison students as well-informed and responsible members of society. An awareness of social science assumptions, methods, plus the basic information acquired in Political Science courses, we feel, will prove valuable to students in their future careers.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Public Information, P.O. Box 509, Granville, Ohio, 43023.
course offerings

political science

202 — American Political Behavior and Institutions

202U — American Political Behavior and Institutions (Urban Emphasis)

209 — Introduction to Theory in Political Science

212 — Introduction to the Methods of Political Science

221 — Comparative Politics

242 — Introduction to International Politics

252 — Introduction to Normative Political Theory

262 — Introduction to Legal and Judicial Studies

304a — The Development of Political Thought (Ancient and Medieval)

304b — The Development of Political Thought (Modern and Contemporary)

306 — Issues of Political Thought

314 — The National Political Process

319 — The Legislative Process

320 — The Executive Process

322 — The Politics of the Soviet Union and Eastern Europe

331 — Political Parties and Electoral Behavior

332 — Public Opinion: Political Persuasion and Campaigns

333b — Urban Politics

339 — Comparative Foreign Policy: The Soviet Union and the United States

341 — International Political Systems and Processes

346 — International Legal Processes and Organization

347 — Judicial Process

350 — Law and Politics (A.B.C.)

355 — Introduction to Jurisprudence: An Inquiry into the Nature of Law and Justice

359 — The Conduct of American Foreign Affairs

360 — Problems in American Foreign and Military Policy

361-362 — Directed Study

402 — Seminars
  a. Supreme Court Biography
  b. The Congress and Foreign Policy
  c. Law and Social Change: Southern Politics Before and After the Civil Rights Movement of the 1960's

451-452 — Senior Research

461-462 — Individual Work for Honors

the faculty

**William J. Bishop
Assistant professor and chairman (1967- )
B.A., M.A., Ph.D., Northwestern U.

Dr. Bishop is a university senator. His academic interests center on comparative politics, political elites and leadership in industrial states, and politics in the Soviet Union and East Central Europe.

Emmett H. Buell, Jr.
Assistant professor and acting chairman (1969- )
B.A., M.A. Louisiana State U., Ph.D., Vanderbilt U.

Dr. Buell offers coursework in the fields of urban politics and American political behavior. He received support from the American Political Science Association, the Ford Foundation, and the Urban and Regional Center at Vanderbilt for research on the political roles of anti-poverty program decision-makers. He is the campus representative of the Washington Semester program, and is currently working on a political parties textbook.

He spent the summer of 1972 in Yugoslavia on a GLCA urban project.

**On leave all year, 1973-74
terry j. busch
assistant professor (1973- )
b.a. u. of florida, m.a., u. of dayton
Mr. Busch joined the political science department in the fall of 1973.

ronald h. clark
assistant professor (1969- )
a.b., u. of california, riverside; m.a., ph.d. u. of california, santa barbara
Dr. Clark is a refugee from Southern California, interested in the role of social science in studying law. He was a Woodrow Wilson Dissertation Fellow in 1969 and spent the summer of 1971 on a post-doctoral grant at the Interuniversity Consortium for Political Research at the U. of Michigan. In addition to serving on the prelegal studies committee, he represents the department of political science on the environmental studies committee. He is also a visiting assistant professor at Ohio State U. and enjoys amateur (ham) radio.

***dennis m. sherman
assistant professor (1971- )
b.s. u. of wisconsin, m.a., u. of massachusetts
Mr. Sherman’s academic interests include American foreign policy and national security policy. Mr. Sherman is currently writing about Congress and its role in foreign policy for future publication. He is a candidate for the Ph.D. degree at the U. of Wisconsin at Madison.

jules steinberg
assistant professor (1972- )
a.b., u. of california, berkeley; m.a., u. of wisconsin
Mr. Steinberg is currently worked towards the completion of the Ph.D. degree at the U. of Wisconsin, Madison. His primary academic interest is political philosophy.

carol nechemias
instructor (1973- )
b.a., washington u., m.a., ohio state u.
Ms. Nechemias joined the political science faculty in the fall of 1973.

senior fellows
christine ansier, cinn. pa.
charles moellenberg, toledo, oh.
frank steinberg, morristown, n. j.
margie wilhelm, dayton, oh.

psychology

The Psychology Department seeks to aid students in achieving an understanding of their own behavior and experiencing in relation not only to themselves but to others and to the physical environment. We strive to do this by development of a continued curiosity about behavior and by familiarizing the student with the research tools, techniques, and strategies of investigation which may be employed in seeking answers to the many questions which arise in the study of the behavior of humans and other organisms.

***on leave all year, 1973-74
Our department is founded on a firm belief in the scientific study of behavior. We expect students to become familiar with the various modes of inquiry within the science of psychology and to be able to evaluate contrasting views of behavior. Students are also expected to develop proficiency in analysis of psychological issues and to be able to apply scientific psychological techniques of analysis to appropriate problems in other fields.

Modern psychology is a broad, diverse and expanding field. By providing a sound program of basic courses and individual study and research opportunities, the department is able to provide the interested student with both breadth and depth in the study of behavior, and to prepare him or her to deal with future developments in psychology. By concentrating on basic psychology, our program is designed to provide thorough fundamental training for the student desiring to prepare for post-graduate study or work in psychology or related fields, and at the same time it is also broad and flexible enough to provide the interested student (non-majors included) with significant opportunities in the study of behavior.

course offerings

psychology

101 — General Psychology
217 — Child and Adolescent Development
226 — Theories of Personality
313 — Statistics and Experimental Design
314 — Psychological Tests and Measurements
315a — Learning and Motivation: Lecture
315b — Learning and Motivation: Laboratory
316a — Cognitive Psychology: Lecture
316b — Cognitive Psychology: Laboratory
317a — Sensation and Perception: Lecture
317b — Sensation and Perception: Laboratory
318a — Comparative Psychology: Lecture
318b — Comparative Psychology: Laboratory
319a — Physiological Psychology: Lecture
319b — Physiological Psychology: Laboratory
320 — Advanced Child Psychology
338 — Social Psychology
345-346 — Minor Problems
360 — Directed Study
401 — Senior Colloquium
402 — Seminars
411 — Abnormal Psychology
415 — History and Systems of Psychology
417 — Industrial Psychology
441 — Advanced General Psychology
445-446 — Minor Problems
451-452 — Senior Research
461-462 — Individual Work for Honors

A book containing descriptions of courses offered this year at Denison University is available by writing Denison University, Office of Public Information. P.O. Box 509, Granville, Ohio. 43023.
the faculty

gordon m. kimbrrell
associate professor and chairman and coordinator of the sciences (1967-)
a.b., ph.d., u. of tennessee

The author of several articles, Dr. Kimbrell is currently writing in the area of psychological aspects of obesity, a subject he has based January Term courses on. His academic and research interests also center on the comparative, ethological, and physiological analysis of behavior, with current projects involving the experimental analysis of the behavior of starlings and an evaluation of the behavioral characteristics associated with early-onset obesity.

irvin s. wolf
professor (1954-)
a.b., manchester college, m.a., ph.d., indiana u.

Dr. Wolf served as chairman of the psychology department in 1954-70. He has written several articles and co-authored Program on the Teaching of Psychology in the Secondary School and is a member of several psychological and scientific associations. In addition to his teaching duties, Dr. Wolf is editor of "The Psychological Record," managing editor of the "Journal of the Scientific Laboratories," and consulting editor of "The Behavioral Science Teacher."

robert a. auge
assistant professor (1972-)
b.a., u. of colorado, ph.d., arizona state u.

"My primary academic interest is behavior theory. Within this broad area, I am especially interested in conditioned reinforcement, stimulus control, and schedule-induced and schedule-dependent phenomena. Research to date, using an observing response paradigm, has investigated contextual factors in the establishment and measurement of conditioned reinforcement. In addition, I am interested in the evolution and development of behavior. A special interest concerns student research, a topic I can always find time to discuss. Science-fiction, chess, skiing, and almost anything relating to nature consumes what remains of my time."

james s. knipe
assistant professor (1972-)
b.a., lawrence u., m.a., ph.d., u. of illinois

Dr. Knipe's research deals with subjective and physiological effects of therapeutic relaxation procedures. He is a clinical psychologist.

charles j. morris
assistant professor and assistant dean of the college (1969-)
b.s., denison u., m.a., ph.d., u. of missouri

allen l. parchem
assistant professor (1972-)
b.a., macalester college, m.a., ph.d., u. of vermont

Dr. Parchem's primary area of concentration is social psychology with an emphasis on real world experimentation. His research interests include the study of negotiation processes in the nonviolent resolution of conflict.

rita e. snyder
assistant professor (1973-)
b.a., u. of michigan

Ms. Snyder joined the psychology faculty in the fall of 1973.
samuel j. thios
assistant professor (1972-)
b.a., wake forest u.; m.a., u. of richmond; ph.d., u. of virginia
Dr. Thios taught at the U. of Virginia before coming to Denison. A member of the Society of Sigma Xi, Dr. Thios specializes in human learning, memory, and cognitive processes. He has held an NDEA Title IV fellowship.

esther thorson
assistant professor (1971-)
b.a., macalester college
Ms. Thorson teaches social and perceptual psychology. She is currently doing research in the development of politically socialized behaviors in children and in perceptual-processing differences in good and poor readers. Ms. Thorson is also interested in the possibilities for mathematical or other types of formal modeling and simulating in the social sciences in general.

donald g. tritt
director of the psychological clinic and lecturer (1959-)
b.s., ohio state u.; ph.d., u. of chicago
Dr. Tritt has directed the Psychological Clinic at Denison since 1964. A member of the Society of the Sigma Xi and the American Academy of Psychotherapists, Dr. Tritt teaches the theories of personality course, and directs the summer program in cross-cultural psychology. As the university clinical psychologist, Dr. Tritt is available to all members of the campus community for conferences on a completely confidential nature. He is interested in 24 hour per day learning and living environments, providing opportunities for personal growth, numismatics, and backpacking.

senior fellows
lowell scott, kettering, o.
barbara west, akron, o.
wendy wolf, cincinnati, o.
religion

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically, a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give students a focus which will enable them to integrate their study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairman.

course offerings

religion

101 — Introduction to Theology
103 — World Religions: Man and Living Religions
210 — The Nature of Religion
211 — Introduction to the Old Testament
212 — Introduction to the New Testament
213 — History of Christian Thought
214 — The Nature of Man: Religious Perspectives
224 — Christian Ethics
303 — Contemporary Religious Thought
304 — Existentialist Theology
306 — New Testament Studies
309 — Old Testament Studies
311 — Kierkegaard Seminar
312 — Black Perspectives in Theology
320 — Hinduism
321 — Buddhism
336 — Comparative Religious Mythology
340 — Seminar: Political Theology
350 — Senior Seminar
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

the faculty

walter eisenbeiss
professor and chairman (1961- )
staatsexamen, paedagogische akademie wuppertal (germany), ph.d., il of chicago

Dr. Eisenbeiss is the author of Die Wurzel shahem im alten testament. He concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the International Organization of Septuagint and Cognate Studies, the Society of Biblical Literature, the American Oriental Society, and other learned societies. He enjoys travel, archaeology, and music.
JAMES C. MARTIN
professor (1987-)
x, 13th avenue, city 53, s.d., ph.d., yale u
Dr. Martin is a former instructor and chairman of the university computer science and doctoral year at Cambridge U in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in molecular biology, has studied the role of enzymes on cellular metabolism in both research on cell culture and gene functions.

LUCIUS SCOTT
president (1965-)
x, st. edwin college, b.o., union theological seminary, ph.d., yale u
Dr. Scott is a California-born who wandered into Ohio 20 years ago and stayed for the weather. A member of the president's advisory council on academic affairs, Dr. Scott's areas of academic interest center on contemporary theology and Christian ethics, as well as ethical issues in amateur games. Dr. Scott, who has done post-doctoral work in Edinburgh, Harvard, and Oxford, enjoys traveling, camping, and reading Natural Law. He is chairman of core studies in philosophy and religion.

HERWIG BIBBIONE
associate professor and associate dean of students (1961-)
x, st. edwin college, a.o., m.m., yale u
A member of the faculty since 1961, Rev. Bibbione is a university seminary-trained minister of the admissions and financial aid council. As associate dean of students, his responsibilities include freshmen students, orientation, and all campus study. He is a member of the board of deacons of Grace's Baptist Church and serves on the board of directors of Trinity County's Mental Health and Big Brother Associations. His main studies, obtained in philosophical theology. His lecture activities include, sports, babysitting, group dynamics, and travel.

DAVID W. WOODWARD
assistant professor and dean of the chapel (1960-)
x, st. edwin college, b.o., union theological seminary, s.t.m., oberlin graduate school of theology.
In addition to teaching, Dean Woodward is responsible for the coordination and design programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodward is the author of four books, the latest being a consideration of political theology entitled Beyond Conspicuous. The Practice of Hope.

More follows
alan, ryan, grand rapids, mich
sherry, david, salt lake city, ut
mike, marvin, big city, mich

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CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
religion

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course offerings

religion
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103 — World Religions: Man's Living Religions
210 — The Nature of Religion
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212 — Introduction to the New Testament
213 — History of Christian Thought
214 — The Nature of Man: Religious Perspectives
224 — Christian Ethics
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336 — Comparative Religious Mythology
340 — Seminar: Political Theology
350 — Senior Seminar
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

the faculty

walter eisenbeis

professor and chairman (1961—)

staatsexamen, paedagogische akademie wuppertal (germany); ph.d., u. of chicago

Dr. Eisenbeis is the author of Die Wurzel shalem im Alten Testament. He concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the international Organization of Septuagint and Cognate Studies, the Society of Biblical Literature, the American Oriental Society, and other learned societies. He enjoys travel, archaeology, and music.
James L. Martin
Professor (1957-)
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.
Dr. Martin is a former member and chairman of the university senate. He spent a post-doctoral year at Cambridge U. in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in South Indian Hinduism, has visited that country twice on sabbatical leaves to do field research on Hindu temples, festivals, and practices.

Lee O. Scott
Professor (1952-)
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.
Dr. Scott is a Californian who wandered into Ohio 20 years ago and stayed in spite of the weather. A member of the president’s advisory council and the academic affairs council. Dr. Scott’s areas of academic interest center on contemporary theology and Christian ethics, as well as ethical decisions in simulation games. Dr. Scott, who has done post-doctoral work at Edinburgh, Harvard, and Oxford, enjoys traveling, camping, and reading Natural Law. He is chairman of core studies in philosophy and religion.

David A. Gibbons
Assistant Professor and Associate Dean of Students (1961-)
B.A., Oberlin College; B.D., S.T.M., Yale U.
A member of the faculty since 1961, Rev. Gibbons is a university senator and member of the admissions and financial aid council. As associate dean of students, his responsibilities include freshman students, orientation, and off-campus study. He is a member of the board of deacons of Granville’s Baptist Church and serves on the board of directors of Licking County’s Mental Health and Big Brother associations. His main academic interest is philosophical theology. His leisure activities include tennis, paddleball, group dynamics, and travel.

David O. Woodyard
Assistant Professor and Dean of the Chapel (1960-)
B.A., Denison U.; B.D., Union Theological Seminary; S.T.M., Oberlin Graduate School of Theology
In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of four books, the latest being a consideration of political theology entitled Beyond Cynicism: The Practice of Hope.

Senior Fellows
Robert Fuller, Grand Rapids, Mich.
Wayne Peck, Pittsburgh, Pa.
Mary Ellen Trahan, Bay City, Mich.

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sociology and anthropology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and wish to use the discipline to understand social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business; and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative, or research career. Off-campus experiences through the GLCA Philadelphia Urban Semester and the Merrill-Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his or her own off-campus program.

course offerings

sociology and anthropology

207 — Foundations of Social Life
208 — Human Ecology
209 — Social Problems and Social Policy
213 — Education for Marriage and Family Life
301 — Social Research Methods
302 — General Sociology
307 — Urban Sociology
308 — Introduction to Social Work
309 — Social Casework
311 — Criminology
312 — Minority Groups
313 — The Family
314 — American Indians
315 — Social Organization
317 — The Sociology of Religion
318 — Sociology of Education
319 — South American Indians
320 — World Ethnography
321 — Cultural Change
322 — Peasant Culture
330 — General Anthropology
340 — Collective Behavior
345-346 — Special Problems
361-362 — Directed Study
405 — Sociology of the Pre-School Child
415 — Human Relations in Industry
416 — Sociological Theory
420 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors

the faculty

irving e. mitchell
professor and chairman (1949) —
A.B., gordon college; M.A., U. of new hampshire; Ph.D., Boston U.
Dr. Mitchell is currently serving his third term as chairman of the department of sociology and anthropology. He specializes in criminology, specifi-
cally, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairman of the Moundbuilders Guidance Center in 1958-69. Dr. Mitchell, who is listed in Who's Who in America, enjoys boating and is a member of the U.S. Power Squadron.

Claiborne B. Thorpe
Professor (1970-)
A.B., M.A., North Carolina Central U.; Ph.D., New School for Social Research
Dr. Thorpe is the author of several articles and is currently working on two textbook manuscripts. He has co-directed two unique surveys: one dealing with local resident feeling about the development of Granville and the other being the first detailed study of Amtrak railroad passenger service, compiled during the 1972 January Term. Dr. Thorpe is interested in classical and jazz music, several sports, and fishing.

Donald M. Valdes
Professor (1953-)
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.
Dr. Valdes is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairman of the department. The former Denison wrestling coach has accompanied students to various Mexican archaeology sites during January Terms. Although he plays a “poor but enthusiastic” game of tennis, his favorite activity is sailing.

Charles I. Cole
Assistant Professor (1972-)
B.A., Texas Wesleyan College; M.A., Texas Christian U.; Ph.D., Iowa State U.
Dr. Cole specializes in marriage and the family, social psychology, sociological theory, and methodology. The author of several papers and articles, Dr. Cole is currently writing a book on courtship and marriage in American society.

Felicitas D. Goodman
Assistant Professor (1968-)
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.
Born and raised in Hungary, Dr. Goodman has written a book and several articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

David L. Potter
Assistant Professor (1972-)
B.A., Amherst College; M.A., Syracuse U.
Mr. Potter joined the Denison faculty after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research.

Thomas J. Rice
Assistant Professor (1973-)
B.S., Cornell U.; M. Econ. Sc., University College (Dublin)
Mr. Rice joined the sociology and anthropology department in the fall of 1973.

Margaret Hanrahan, Schenectady, N.Y.
Michael Heitz, St. Louis, Mo.
John Wright, Sistersville, N.Y.

Senior Fellows
Margaret Hanrahan, Schenectady, N.Y.
Linda Borton, New Hartford, N.Y.
Michael Heitz, St. Louis, Mo.
John Wright, Sistersville, N.Y.

Junior Fellow
Margaret Hanrahan, Schenectady, N.Y.
speech communication

The goals of the Speech Communication Department are to cause the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his or her ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student’s ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and defective human communication, an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process, etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, speech pathology, public relations, and other fields.

course offerings

speech communication

101 — Public Speaking
110 — Dimensions of Speech Communication
113 — Reading Aloud Literature
216 — Speech Composition
221 — Group Discussion
222 — Argumentation and Debate: Contemporary Social Issues
223 — Persuasion
225 — Radio and Television in Society
227 — Radio Production Procedures
230 — Contemporary Television
244 — Freedom of Speech
247 — General Semantics
250 — Psychology of Speech
304 — Interpersonal Communication
306 — Communication: Man and Society
311 — Agitators, Advocates and Social Reform
312 — Communication Theory and Criticism
327 — Seminar in Advertising Communication
329 — Applied Phonetics
330 — Voice and Diction
331 — Introduction to Speech Correction
332 — Dialects
361-362 — Directed Study
409 — Seminar in Speech
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Speech — (See Education 339)

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the faculty

bruce r. markgraf
professor and chairman (1966-)
b.s., m.s., ph.d., u. of wisconsin, madison
Teacher, playwright, reviewer, confidant, all-around good egg. Peace.

william r. dresser
professor (1960-)
b.a., denison u., m.a., ph.d., northwestern u.
Dr. Dresser is a member of the university senate and coach of Denison's intercollegiate debating teams. In 1970, he co-edited Dimensions of Meaning, with S. I. Hayakawa.

william l. hall
assistant professor (1954-)
b.a., m.a., west virginia u.
Mr. Hall has worked in sales, radio broadcasting, and edited an industrial organ, in addition to teaching. Before coming to Denison, he had taught at several colleges and military installations. A conservative, Mr. Hall's chief area of academic interest is speech science and communications. He enjoys the theatre and music.

senior fellows
jeffrey cash, scarsdale, n.y.
george foufos, toledo, o.

junior fellows
polly pitt, st. davids, pa.
susan ulrich, akron, o.

theatre and film

The practice and study of theatre and film involves the students in the complex craft of imparting significant form to dramatic actions. In both practice and study students can discover their innate skills and talents, thereby enlarging self awareness and an understanding of the human community, or prepare themselves through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his or her major interest. The Bachelor of Fine Arts sequence of courses provides a structured pre-professional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.

* on leave second semester, 1973-74
course offerings

theatre and film

101 — Beginning Acting
103 — Forms of Theatre Arts
105 — Forms of Theatre Arts (Participation)
111 — Introduction to the Theatre
113 — Voice for the Stage
115, 116, 117 — Theatre Participation
215 — Production for Non-commercial Theatre
219 — Elementary Cinematography
225 — Contemporary Theatre
229 — Acting: Physical Technique
230 — Acting: Scene Study
231 — Acting: Characterization
232 — Acting: Personal Style
240 — Children’s Theatre
301 — Scenic Design and Stage Lighting
312 — Seminar in Film
317 — Technical Theatre
323 — Theatre History
324 — History of American Theatre
325 — The History of the Modern Theatre
326 — History and Aesthetics of Film
361-362 — Directed Study
401 — Theatre Practicum
   a. Problems in Costuming
   b. Problems in Styles of Stage Direction
   c. Special Studies in Drama
   d. Problems in Theatre Management
   e. Advanced Problems in Scenic and/or Lighting Design
   f. Problems in Theatre Design
410 — Advanced Cinematography
415 — Play Direction
426 — Theory of the Theatre
451-452 — Senior Research
458 — Senior Theatre Project
461-462 — Individual Work for Honors

the faculty

William Brasmer
professor and chairman (1948–)
b.s., m.a., Northwestern U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison. He was managing director of the Denison Summer Theatre for 18 years. An American theatre historian, Mr. Brasmer is currently editing a modern text of the popular burletta, "The Poor Soldiers," and working on a definitive study of Matt Morgan, American illustrator. Co-editor of Black Drama, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts, in addition to his study at Northwestern. Mr. Brasmer, who has a penchant for alliteration and finely-honed adjectives, is concerned with the creative possibility of student talent.

Bobby E. Horn
assistant professor (1973–)
a.a., Kilgore College, b.f.a., U. of Texas; m.a., Southern Illinois U.

Mr. Horn joined the theatre and film faculty in the fall of 1973.
calvin I. morgan
assistant professor (1971-   )
b.a., davis and elkins college; m.a., u. of washington
Mr. Morgan designed more than 20 sets for university, repertory theatre, and festival plays before coming to Denison. In addition to being technical director of theatre here, he recently was designer for Peter Fonda's new film, Idaho Transfer. In his spare time, Mr. Morgan designs and builds harpsichords.

patricia ryan
assistant professor (1972-   )
b.a., westhampton college; m.a., wayne state u
A former university senator, Ms. Ryan has received grants from the Ford Foundation and the Denison Research Foundation. Since coming to Denison, Ms. Ryan, a member of several campus committees, has directed five theatre productions: Patience, Rosencrantz and Guildenstern Are Dead, Three Sisters, Magical Faces, and House of Blue Leaves. During the summers, Ms. Ryan has been a leading actress with the Colorado Shakespeare Festival.

r. elliott stout
assistant professor (1966-   )
b.a., m.a., ph.d., ohio state u
Dr. Stout directs Denison's film program and advises the Denison Film Society. A filmmaker, stage director, and actor, Dr. Stout is interested in the history of theatre and cinema, cinematography, experimental theatre, and Middle Eastern studies. With a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis and opera.

senior fellows
victoria gilmore, new york, n. y.
laune stieff, baltimore, md.

non-major area
aerospace studies

The objectives of the Department of Aerospace Studies are to heighten each student's appreciation of and dedication to American principles; to give each student and understanding of how the United States Air Force serves the national interest; develop each cadet's potential as a leader and manager; increase understanding of officer professionalism in the United States Air Force; and strengthen each cadet's sense of personal integrity, honor, and individual responsibility. The knowledge and skills learned through college-level education will qualify the student for commissioning in the United States Air Force.

In addition to attending regularly scheduled classes students are required to participate in cadet corps activities in order that they may exercise leadership skills, learn to think creatively, speak and write effectively, and learn to assume responsibility willingly.

Negotiations are underway for the termination of the ROTC program at Denison. As a result, freshmen will not be able to enroll in the program.
course offerings

aerospace studies
101-102 — United States Forces in the Contemporary World
201-202 — United States Forces in the Contemporary World
250 — Six-Week Field Training
301-302 — Growth and Development of Aerospace Power
350 — Four-Week Field Training
401-402 — Concepts of Air Force Leadership and Management

the faculty

lt. col. donald k. lampe, usaf
professor and chairman (1972— )
b.s., st. louis u.; m.b.a., michigan state u.

Lt. Col. Lampe recently completed teaching at Capital University and joined the Air Force ROTC staff here in 1972. Prior to that he served a three year tour of duty in Germany and a three year term at the United States Air Force Academy. He has been an adult leader in the Boy Scouts of America and enjoys skiing.

maj. richard m. haddad, usaf
assistant professor (1971— )
a.b., wayne state u.; m.p.a., george washington u.

Maj. Haddad is a specialist in public administration and the Middle East. He has served in the Air Force in the Middle East, Europe, and Vietnam. A member of Pi Sigma Alpha, national political science honorary society. Maj. Haddad has contributed articles to two books: Saudi Arabia — Its People, Its Society, and Its Culture, and Rivers to the Sea.

maj. paul r. prescott, usaf
assistant professor (1972— )
b.s., ball state u.; m.a.e., inter-americorn u. of puerto rico.

Maj. Prescott has been a member of the aerospace faculty here since the fall of 1972. His prior military assignments have taken him to South America, the Far East, Europe, and Puerto Rico. While in Puerto Rico, he flew with the 53rd Weather Reconnaissance Squadron as a “Hurricane Hunter” pilot. Besides flying into storms, Maj. Prescott has spent the last four winters flying fog dissipation missions in Germany. He also took part in the weather reconnaissance mission for the Apollo 15 flight.

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critic paul zimmerman with film students and dr. elliott stout

dr. lee scott / religion
joel p. smith
president (1969-
)b.a., ll.d., beloit college; b.a., oxford u.;
j.d., u. of wisconsin

"As a first-rate liberal arts college, we are committed to rigor, to intellectual inquiry and to a sustained concern that each student will take seriously his or her responsibility to refine personal vision in order to live both conscientiously and effectively."
louis t. brakeman
provost and professor of political science (1962- )
A.B., Kalamazoo College, M.A., Ph.D., Tufts U.

Dr. Brakeman, appointed provost in 1973, has served as dean of the
college and chairman and professor of political science. He has held
Fulbright and Danforth fellowships and is chairman of the GLCA dean's
council. A university senator he is a member of the academic affairs
council and the president's advisory board. Dr. Brakeman is concerned
with curricular reform, the improvement of teaching, and classroom simu-
lation. He is one of three authors of a textbook, *Introductory Problems
in Political Research*.

andrew sterrett

dean of the college and professor of mathematical sciences (1953- )
B.S., Carnegie Inst. of Technology, M.S., Ph.D., U. of Pittsburgh

Dr. Sterrett was named dean of the college in 1973.

Dr. Sterrett has been chairman of the Ohio Section of the Mathematical
Association of America (MAA) and director (1970-72) of the Committee
on the Undergraduate Program in Mathematics (CUPM). CUPM is a com-
mittee of the MAA that is charged with making curricular recommendations
in mathematics to colleges and universities. The university senator has
co-authored a five-volume series, *Programmed Calculus* (1968), and *Linear
Systems: An Introduction* (1973). Currently, he is preparing a book on
probability with statistical applications.
university professor

naomi m. garrett
university professor (1972-)

a.b. benedict college, m.a., atlanta u., ph.d., columbia u.

Dr. Garrett was appointed university professor at Denison in 1972 after having taught 25 years at West Virginia State College. She retired from that college as professor of modern foreign languages. Dr. Garrett specializes in African literature of French and English expression and has published several articles on the literature of the French Caribbean. The recipient of Fulbright, Ford, and Rosenwald fellowships, Dr. Garrett is the author of *The Renaissance of Haitian Poetry*.

**parker e. lichtenstein**
university professor (1949-)

b.s., m.s., u. of massachusetts, ph.d., indiana u.

Dr. Lichtenstein has served as acting president, dean of the college, and chairman of the psychology department. In 1970, he was appointed Denison's first university professor, a unique professorship related to several academic disciplines. He has served on the university senate and been national chairman of the American Conference of Academic Deans. Dr. Lichtenstein is currently on leave at the U. of Redlands to initiate and direct an instructional development program.

research professor

william f. windle
research professor (1971-)

b.s., sc.d., denison u.; m.a., ph.d., northwestern u.

Dr. Windle returned to his alma mater in 1971 after retiring as research professor emeritus of rehabilitation medicine at New York U. A noted physiology researchist and educator, Dr. Windle has received numerous honors including the Weinstein Award from the United Cerebral Palsy Association and the Albert Lasker Basic Medical Science Award. He is founder and editor-in-chief of *Experimental Neurology* and has authored *Textbook of Histology* and *Physiology of the Fetus*. Dr. Windle is currently conducting research on brain damage in newborn infants in a specially-equipped laboratory on campus.

on leave all year: 1973-74
denison calendar for 1973-74

first semester 1973

September 2  
Sunday  
September 4  
Tuesday  
September 5  
Wednesday  
September 6  
Thursday  
October 6  
Saturday  
October 20  
Saturday  
October 24  
Wednesday  
October 27  
Saturday  
November 21  
Wednesday  
November 26  
Monday  
December 14  
Friday  
December 17-20  
Monday-Thursday  
December 21  
Friday

College residence halls open
Proficiency and placement examinations and academic advising for freshmen and transfers who did not participate in June Orientation
Registration for first semester and college food service begins
Classes begin 8:30am
Homecoming
Fall Break begins
Fall Break ends, 8:30 am and Midsemester grades due for freshmen
Parents Weekend
Thanksgiving Vacation begins, 12:20 pm
Classes resume, 8:30 am
Classes end for first semester, 5 pm
Final Examinations
First Semester ends, 5 pm

january term

January 7  
Monday  
February 1  
Friday

January Term opens, 8:30 am
January Term ends, 5 pm

second semester 1974

February 4  
Monday  
February 5  
Tuesday  
March 29  
Friday  
April 8  
Monday  
April 12  
Friday  
April 27  
Saturday  
May 22  
Wednesday  
May 24-28  
Friday-Tuesday  
May 29  
Wednesday  
June 1  
Saturday  
June 2  
Sunday

Registration for second semester
Classes begin, 8:30 am
Spring Vacation begins, 12:20 pm
Classes resume, 8:30 am
No afternoon classes
Parents Weekend
Classes end, 5 pm
Final Examinations
Second semester ends, 5 pm
Baccalaureate Service
Commencement

Two-day orientation sessions will be held for incoming freshmen and transfer students through the month of June.
<table>
<thead>
<tr>
<th>Month</th>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
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<td>AUGUST 1974</td>
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</tr>
</tbody>
</table>
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
# Denison Calendar for 1973-74

## First Semester 1973

<table>
<thead>
<tr>
<th>September 5</th>
<th>Saturday</th>
<th>Convocation (new year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>Tuesday</td>
<td>Proficiency and placement examinations and orientation advising for freshmen and transfers who did not participate in New Orientation</td>
</tr>
<tr>
<td>September 7</td>
<td>Wednesday</td>
<td>Information for help wanted and campus food service shift</td>
</tr>
<tr>
<td>September 8</td>
<td>Thursday</td>
<td>Classes begin, 9:30 am</td>
</tr>
<tr>
<td>September 9</td>
<td>Friday</td>
<td>Sophomores</td>
</tr>
<tr>
<td>October 11</td>
<td>Monday</td>
<td>Fall Break begins</td>
</tr>
<tr>
<td>October 12</td>
<td>Tuesday</td>
<td>Fall Break begins</td>
</tr>
<tr>
<td>October 13</td>
<td>Wednesday</td>
<td>Fall Break begins</td>
</tr>
<tr>
<td>October 14</td>
<td>Thursday</td>
<td>Fall Break begins</td>
</tr>
<tr>
<td>October 15</td>
<td>Friday</td>
<td>Fall Break begins</td>
</tr>
</tbody>
</table>

## January Term

| January 7 | Monday | January Term ends, 12:30 pm |
| January 8 | Tuesday | January Term ends, 12:30 pm |
| January 9 | Wednesday | January Term ends, 12:30 pm |
| January 10 | Thursday | January Term ends, 12:30 pm |
| January 11 | Friday | January Term ends, 12:30 pm |

## Second Semester 1974

| February 4 | Monday | Regular classes, no second semester |
| February 5 | Tuesday | Classes begin, 9:30 am |
| March 27 | Friday | Spring vacation, 10:00 am |
| April 8 | Monday | Classes continue, 9:30 am |
| April 9 | Tuesday | No afternoon courses |
| April 10 | Wednesday | Parent-Student Conference |
| May 22 | Thursday | Class ends, 12:30 pm |
| May 23 | Friday | Final Examinations |
| May 24 | Saturday | May 24-28, Final Examinations |
| May 29 | Monday | Final Examinations ends, 3 pm |
| June 1 | Tuesday | Commencement Service |

Two-day examination sessions will be held for remaining freshmen and transfers students through the month of June.
<table>
<thead>
<tr>
<th>1973</th>
<th>1974 cont.</th>
<th>1975</th>
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<tr>
<td><strong>SEPTEMBER</strong></td>
<td><strong>MAY</strong></td>
<td><strong>JANUARY</strong></td>
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<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td><strong>JUNE</strong></td>
<td><strong>FEBRUARY</strong></td>
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<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td><strong>JULY</strong></td>
<td><strong>MARCH</strong></td>
</tr>
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<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
</tr>
<tr>
<td><strong>DECEMBER</strong></td>
<td><strong>AUGUST</strong></td>
<td><strong>APRIL</strong></td>
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<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
</tr>
</tbody>
</table>

**MAY**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**JANUARY**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**FEBRUARY**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**MARCH**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**APRIL**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

**JUNE**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**JULY**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**AUGUST**
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
denison calendar for 1974-75
(tentative, subject to change)

first semester 1974

September 1
  Sunday
September 3
  Tuesday
  College residence halls open
September 4
  Wednesday
September 5
  Thursday
October 19
  Saturday
October 21-22
  Monday-Tuesday
October 22
  Tuesday
November 2
  Saturday
November 27
  Wednesday
December 1
  Monday
December 13
  Friday
December 15-19
  Monday-Thursday
December 20
  Friday
  First semester ends, 5 pm

january term

January 6
  Monday
January 31
  Friday
  January Term opens, 8:30 am
  January Term ends, 5 pm

second semester 1975

February 3
  Monday
February 4
  Tuesday
March 21
  Friday
April 1
  Tuesday
April 26
  Saturday
May 21
  Wednesday
May 23-24, 26-27
  Friday-Saturday
May 26
  Wednesday
May 31
  Saturday
June 1
  Sunday
  Commencement
  Two-day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

Registration for second semester
Classes begin, 8:30 am
Spring Vacation begins, 12:20 pm
Classes resume, 8:30 am
Parents' Weekend
Classes end, 5 pm
Final Examinations
Second semester ends, 5 pm
Baccalaureate Service

Proficiency and placement examinations and academic advising for freshmen and transfer students who did not participate in June Orientation
Registration for first semester and college food service begins
Classes begin, 8:30 am
Homecoming
Fall Break
Midsemester grades due for freshmen
Parents' Weekend
Thanksgiving Vacation begins, 12:20 pm
Classes resume, 8:30 am
Classes end for first semester, 5 pm
Final Examinations
First semester ends, 5 pm
the board of trustees

officers

Sumner Canary, Ph.B., J.D., LL.D.  president
R. Stanley Laing, B.S., M.B.A.  first vice chairman
John H. Thomas, B.S.  second vice chairman
Lois C. Garrity (Mrs. George)  secretary
Peter P. Wieliczko, B.S.  treasurer

members

(Ex-officio) Joel P. Smith, B.A., B.A., J.D., LL.D.  president

Class I — Terms expire June, 1974

John W. Alford, A.B.  president, First National Bank of Newark, O.
Charles A. Brickman, B.A., M.A.  vice president, Kidder, Peabody & Co.; First National Plaza, Chicago, Ill. 60670
Stanley Laing, B.S., M.B.A.  Koizuma Group, U.S.A.
Mary Estey Nash (Mrs. Arthur I.), B.A.  realtor, Chappaqua, N.Y.
John J. O'Neill, B.A.  president, Southgate Development Corp.
George M. Roudebush, Ph.B., L.B.  attorney-at-law, Roudebush, Adron
Denold B. Shackelford, B.A., M.B.A.  chairman of the Board
M. J. Warnock, B.S.  chairman of the Board, Armstrong Cork Co.

Class II — Terms expire June, 1975

Charles G. Ashbrook, Ph.B.  retired chairman, Board of Directors, North American Life Insurance Co.
Russell H. Bishop, A.B., B.D., D.D.  senior minister, First Baptist Church of Greater Cleveland
William G. Bowen, B.A., Ph.D.  president, Princeton U.
Summer Canary, Ph.B., J.D., LL.D.  attorney-at-law, Ester & Hadden
Edward T. Gardner, Jr., B.S.  president, Gardner Enterprises, Inc.
Richard G. Lugar, B.A., M.A.  mayor, City of Indianapolis
Malcolm A. McNiven, B.A., M.S., Ph.D.  director of planning, Coca-Cola, U.S.A.
class III — terms expire June, 1976

Joseph H. Thomas, B.A., M.B.A.  
Managing Partner, McDonald & Co.  
2100 Central National Bank Bldg., Cleveland, O. 44114

Richard E. Speidel, B.A., LL.B., LL.M.  
Professor of Law, U. of Virginia  
Westleigh, Route 2, Charlottesville, Va. 22901

Mary Stafford (Miss), B.A.  
821 11th St., Apt. 1, Hopkins, Minn. 55343

Class IV — Alumni-elected Trustees

William A. Cornell, B.A.  
Room 955, 100 Erieview Plaza, Cleveland, O. 44114

Joseph E. McMahon, B.A., J.D.  
1388-90 Fulton St., Brooklyn, N.Y. 11216

William T. Esrey, B.A., M.B.A.  
46 William St., N.Y., N.Y. 10005

Mary Jane McDonald (Mrs. Robert K., Jr.), B.A.  
695 Snowden Drive, Newark, O. 43055

Julia L. Lacy (Mrs. Andre B.), B.S.  
5686 N. Pennsylvania St., Indianapolis, Ind. 46220

Fanny Pease Smith (Mrs. George R.), B.A.  
860 Longwood Lane, Cincinnati, O. 45232

Trustees-emeriti

3301 Hawthorne Drive, Flint, Mich. 48503

4537 Via Esperanza, Hope Ranch Park, Santa Barbara, Calif. 93110

Frederick C. Crawford, B.A., M.C.E., D.Eng., L.L.D., 1943-71  
23555 Euclid Ave., Cleveland, O. 44117

Retired Vice President, General Motors Corp.

Retired Vice President, TRW, Inc.

Honorary Chairman of the Board, TRW, Inc.
faculty emeriti

francis c. bayley, 1946-70 professor-emeritus of logic
a.b., dickinson college; b.d., drew u.; ph.d., columbia u.

john l. bjelke, 1925-51
secretary-emeritus, denison society of the alumni

ph.b., denison u.; m.a., columbia u.

edward m. collins, 1948-69
professor-emeritus of chemistry
b.s. am., ph.d., princeton u.

lionel g. crocker, 1928-67
professor-emeritus of speech
a.b., a.m., ph.d., u. of michigan; pd.d., otterbein college; l.h.d., drury college

indley richard dean, 1921-67
professor-emeritus of classical languages
a.b., dartmouth college;
am., ph.d., princeton u.

lois e. engleman (miss), 1948-64
librarian-emeritus
b.a., millikin u.; b.s. in l.s., western reserve u.;
m.s., columbia u.

w. alfred overhert, 1920-64
professor-emeritus of chemistry
a.b., miami u.; m.s., lehigh u.; ph.d., ohio state u.

registrar-emeritus
ph.b., m.s., denison u.

leland j. gordon, 1931-63
professor-emeritus of economics
b.s., a.m., ph.d., u. of pennsylvania

james w. grimes, 1961-70
professor-emeritus of visual arts
b.f.a., m.f.a., cornell u.; ph.d., ohio state u.
elizabeth hartshorn (miss), 1957-72
deans of women-emeritus
b.s., connecticut college, m.a., columbia u.;
ed.d., u. of california at los angeles

maylon h. hepp, 1946-73
professor-emeritus of philosophy
a.b., m.a. oberlin college; ph.d., brown u.

burt t. hedges, 1934-65
treasurer-emeritus
b.s., denison u.; m.a. u. of chicago

samuel m. holton, 1956-66
assistant professor-emeritus of education
b.s., m.s., denison u.

richard h. howe, 1920-63
associate professor-emeritus of physics
b.s., m.s., denison u.

alfred j. johnson, 1923-66
business manager-emeritus
b.a., denison u.; m.b.a., harvard u.

horace king, 1931-72
professor-emeritus of art
a.b., a.m. ohio state u.

joseph l. king, 1924-62
professor-emeritus of english
a.b., ll.d., richmond college; a.m., ph.d., columbia u.

a. collins ladner, 1928-53
assistant professor-emeritus of mathematics
a.b., a.m. brown u.

danner l. mahood, 1927-66
associate professor-emeritus of english
b.s., davidson college; m.s., u. of virginia.

charles l. major, 1931-60
assistant professor-emeritus of education
a.b., a.m. college of william and mary

george d. morgan, 1927-62
professor-emeritus of biology
b.s., denison u.; m.s., u. of pittsburgh;
ph.d., ohio state u.

ruth a. outland (miss), 1941-64
director-emeritus of public information
a.b., coe college

conrad e. vonneberg, 1946-66
professor-emeritus of chemistry
b.a., lawrence u.; m.s., massachusetts inst. of technology;
ph.d., u. of chicago

ellenor o. shannon (miss), 1936-65
associate professor-emeritus of english
a.b., tulane u.; a.m., columbia u.

natalie m. shepard, 1950-73
professor-emeritus of physical education
b.s., alfred u.; m.a., columbia u.; a.d.d., new york u.

brayton stark, 1927-61
associate professor-emeritus of music
b.s., m.a., ph.d., ohio state u.

cephus l. stephens, 1949-72
professor-emeritus of political science
b.s., m.a., ph.d., u. of chicago

harold h. titus, 1928-64
professor-emeritus of philosophy
a.b., d.litt., acadia u.; b.d., colgate rochester

harry s. truman, 1948-67
professor-emeritus of biology
a.b., ohio wesleyan u.; a.m., western reserve u.;
ph.d., u. of wisconsin
the administrative staff

joel p. smith, 1969- 
 b.a., lld, beloit college; b.a., oxford u.; j.d., u. of wisconsin

lola c. garrity (mrs. george), 1962- 
 administrative assistant to the president and secretary to the board of trustees

louis t. brakeman, 1962- 
 a.b., kalamazoo college; m.a., ph.d., tufts u.

elizabeth t. owen (mrs. robert), 1957- 
 administrative assistant to the provost

andrew sterratt, 1953- 
 b.s., carnegie inst. of technology; m.s., ph.d., u. of pittsburgh

william l. henderson, 1960-65, 1965- 
 b.a., a.m., ph.d., ohio state u.

charles j. morris, 1969- 
 b.s., denison u.; m.a., ph.d., u. of missouri

general administration

samuel d. schaff, 1948- 
 registrar and graduate school counselor
 a.b., denison u.; m.a., ohio state u.; ad.d., columbia u.

larry r. murdock, 1971- 
 b.a., waynesburg college; m.a., ohio u.

david o. woodyard, 1960- 
 b.a., denison u.; b.d., union theological seminary;
 s.t.m., oberlin college

james e. garmon, 1970- 
 b.a., college of the bible; b.d., colgate roman river divinity school

ronne friedman, 1973- 
 b.a., lafayette college

rev. john m. fulcher, 1972- 
 b.a., st charles college

lt. col. donald k. lampe, usaf, 1972- 
 b.s., st. louis u.; m.b.a., michigan state u.

charles b. maurer, 1971- 
 b.a., a.m.i.s., u. of michigan; m.a., ph.d., western u.

robert l. watson, 1969- 
 b.a., state u. of new york (buffalo); m.s., state u. of new york (albany); m.l.s., state u. of new york (geneseo)

andrew h. wang, 1969- 
 b.a., national cheng chu u. (taiwan); m.s. in l.s., atlanta u.

josephine p. moss (ms.), 1950- 
 b.a., hiram college; b.s. in l.s., case western reserve u.

margaret hanson (mrs.), 1969- 
 b.a., upper iowa u.; m.s. in l.s., of kentucky

che gil chang, 1971- 
 b.a., m.a., seoul national u. (korea); m.l.s., george peabody college

elizabeth tynan (ms.), 1973- 
 b.a., beaver college; m.s. in l.s., of north carolina

william brasmer, 1949- 
 b.a., m.a., northwestern u.

jeffrey s. jabbert, 1967- 
 b.a., fairfield u.; ph.d., virginia polytechnic inst.

n. douglas hughes, 1972- 
 b.a., m.a., northwestern u.

rev. arthur a. zebbs, 1972- 
 b.a., dillard u.; m.div., oberlin graduate school of theology

arnold joseph, 1963- 
 b.s., m.a., ph.d., ohio state u.
student services
f. trevor gambit, 1963-
da. colgate u, ma, ph.d, u of connecticut
david a. gibbons, 1961-
da. oberlin college, b.d, s.t.m, yale u
susan r. bowling (ms.), 1973-
b.s., m.s, florida state u
thomas w. decker, 1973-
ba, dickinson college, med, u of virginia
to be appointed
pia chambers crandell (ms.), 1973-
ba, kalamazoo college
donald g. tritt, 1959-
b.s, ohio state u, ph.d, u of chicago
irving a. nickerson, 1956-57, 1964-
ba, m.d, ohio state u
roy sells, 1963-
ba, denison u, ed.m, ed.d, boston u
dean of students
associate dean of students
associate dean of students
assistant dean of students
assistant dean of students
assistant dean of students
director of psychological clinic
physician and administrator of whisler hospital
director of athletics

admissions and financial aid
william a. hoffman, jr., 1960-
bs, missouri valley college, ma, ph.d, purdue u
charlotte l. weeks (miss), 1944-
a.b, denison u, m.a, columbia u
gordon h. condit, 1949-50, 1964-
ba, denison u, ma, case western reserve u
albert w. davison, jr., 1965-
ba, denison u, b.a.ed, ma, ohio state u
l. bernard driver, 1970-
ba, shaw u
judith m. meloy (miss), 1973-
ba, denison u
jonathan l. penrose, 1973-
ba, denison u
juliana karlsson (ms.), 1973-
ba, u of rhode island
director of admissions and financial aid
associate director of admissions
assistant director of admissions
director of financial aid and vocational services
admissions counselor
admissions counselor
admissions counselor
admissions counselor

university relations
calvin k. prine, 1959-
ba, denison u, jd, u of pennsylvania
to be appointed
bob kinney, 1970-
bs, ohio u
vicki massy (ms.), 1971-
a.b, indiana u
beatrice p. stephens (mrs. c.l.), 1947-
a.b, lawrence u
thomas b. martin, 1970-
ba, denison u
director of university relations
assistant director of development
director of public information
assistant director of public information
director of alumni affairs
assistant director of alumni affairs
finance and management

j. leslie hicks, jr., 1968- vice-president for finance and management
b.a. gettysburg college; m.s., bucknell u.
peter p. wieliczko, 1966- treasurer
b.s., babson inst.

alice m. dodsworth (mrs. harlan), 1956- administrative assistant
louis petito, 1953- controller
b.a., princeton u.; c.p.a.
marguerite brown (mrs. richard), 1966-67, 1968- cashier
1966-67, 1968-
twila bole (mrs. bernard f.), 1972- assistant to the controller
gwendolyn williams (mrs. franklin), 1949-
william j. sharp, jr., 1969- assistant to the controller
b.s., mch. engr., drexel inst. of technology

steven w. bowman, 1971- operations assistant
b.s. m.b.a., bowling green state u.

arthur m. shumway, 1955- chief security and safety officer

herman l. counts, jr., 1966- director of purchasing
b.a. johnson c. smith college

george j. campbell, 1970- purchasing agent
b.s., susquehanna u.
kenneith w. poole, 1966- business manager
b.a. u. of michigan

mollie b. aber (mrs.), 1953- hostess, slayer hall
raymond a. mckenna, 1955- manager of bookstore
b.a., brown u.

raymond l. rausch, 1962- assistant manager of bookstore
b.s., b.s.ed., ohio state u.

warren e. adams, 1971- director of residence hall services and
conference coordinator
warren j. copenheler, 1962- recreation center manager

recreation center manager

food service director

director of residence hall services and
conference coordinator

manager, huffman dining hall
manager, curtis dining hall

visiting lecturers (part-time)

art

terry ellis bailey (mrs. willis d.), 1963- (curator of burmese collection)
b.a., m.a., wellesley college

jeffrey s. alexander, 1973-
b.a., u. of california at santa barbara

beth m. toth (ms.), 1973-
b.l.a., denison u.

biology

robert vincent, 1973-
b.a. washington u.; m.s., ohio state u.
dance

Angelika Gerbes (Ms.), 1973-
B.A., Connecticut College; M.A., Mills College; Ph.D., Ohio State U.
Margaret I. Hunt (Ms.), 1972-
B.A., Ohio State U.; M.Ed., Temple U.

education

Vivian C. Thorpe (Mrs. Claiburne B.), 1971-
B.A., Paine College.

english

Karolyn Burkett (Mrs. Tommy R.), 1969, 1971-
B.A., U. of Kansas
William McNaughton, 1972-
B.A., Brooklyn College; Ph.D., Yale U.

jewish studies

Ronne Friedman, 1973-
B.A., Lafayette College.

modern languages

Marietta G. Emont (Mrs. M.D.), 1958-

music

Elizabeth Borishansky, 1973-
Ralph E. Waldo III, 1970-
B.A., M.A., Ohio State U.

physical education

Lynn Cunard Schweizer (Mrs. Robert), 1973-
B.A., Ohio U.

physics

Eugene I. Ferretti, 1973-
B.S., Lewis College; M.S., Ohio State U.

psychology

Marilyn Burgess (Mrs. Philip), 1968-
B.S., Denison U.

sociology

Cyril G. Ransopher, 1964-
B.S.Ed., Ohio State U.; M.S. (SOC. ADM.), Case Western Reserve U.
Marjorie Watson (Mrs. D.S.), 1959

theatre and film

Ronita B. Hawes (Ms.), 1973-
B.A., Denison U.
enrollment by state & foreign country

first semester 1972-73

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Total: 1,092 men, 992 women, 2,084 total
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<td>total foreign countries</td>
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**student enrollment for 1972-73**

**first semester**

<table>
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<tr>
<th></th>
<th>men</th>
<th>women</th>
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<td>Seniors</td>
<td>259</td>
<td>219</td>
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<tr>
<td>Juniors</td>
<td>230</td>
<td>209</td>
<td>439</td>
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<tr>
<td>Sophomores</td>
<td>293</td>
<td>266</td>
<td>559</td>
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<tr>
<td>Freshmen</td>
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<td>308</td>
<td>640</td>
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<tr>
<td>total full-time</td>
<td>1,114</td>
<td>1,002</td>
<td>2,116</td>
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<tr>
<td>Part-time and Special</td>
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| grand total | 1,121 | 1,030 | 2,151 **

**second semester**

<table>
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<tr>
<td>Seniors</td>
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<td>Juniors</td>
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<tr>
<td>Sophomores</td>
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<td>Freshmen</td>
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<tr>
<td>total full-time</td>
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<td>Part-time and Special</td>
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</table>
| grand total | 1,110 | 990   | 2,100 **

*does not include 52 women and 30 men studying off-campus first semester
**does not include 53 women and 20 men studying off-campus second semester
how to write to us

all addresses  Granville, Ohio 43023
Mail will be delivered more promptly if you include the P.O. Box.

General Information  Denison University, Box 239
Admissions  Office of Admissions, Box 149
Alumni Relations  Society of the Alumni, Box 29
Athletics  Director of Athletics, Box 239
Business Matters  Director of Finance and Management, Box 652
Cashier  Cashier’s Office, Box 239
Controller  Denison University, Box 239
Dean of Students  Dean of Students, Box 239
Development  Director of Development, Box 599
Educational Program  Dean of the College, Box 239
Placement of Seniors  Office of Vocational Services, Box 118
Purchasing  Office of Purchasing, Box 119
Football  Football Coach, Box 637
Graduate School Counseling  Office of Graduate School Counselor, Box 248
Library  W. H. Doane Library, Box 179
Physician  Whistler Hospital, Box 239
President  Office of President, Box 89
Public Information  Office of Public Information, Box 509
Scholarships, Financial Aid  Office of Financial Aid, Box 118
Theatre Tickets  University Theatre, Box 131
Transcript, Academic Record  Office of Registrar, Box 248
Trustees  Office of Treasurer, Box 652

College offices are open Monday through Friday from 8:30 am to noon and 1 to 4:30 pm (4 pm Eastern Daylight Time during summer months). The Office of Admissions is also open from 8:30 am to noon on Saturdays from mid-September to Commencement.
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1. Academic Quadrangle
2. East Quadrangle
3. West Quadrangle
4. Fine Arts Center and Lower Campus
5. Physical Education Center

A View of the Campus
DENISON UNIVERSITY
Granville, Ohio
The Denison University Bulletin is published by Denison University, Granville, Ohio 43023, nine times a year (July, September-4, October-3, November). Second class postage paid at the Post Office at Granville, Ohio 43023.
The other volume of this catalog contains an array of factual information about the facilities and activities at Denison.

This volume contains the less formal and more personal ideas of the seven students who put it together. We think that a student expression of the feelings of a school might give you a better description of Denison.

Yet we have some misgivings. For us to try to capture intangible impressions on paper may be misleading, because to define Denison is perhaps to limit what it could become.
Persons are the most important resource at Denison. The quality of the relationships among persons here defines the nature of the college. At our college, students and faculty are working together on a personal basis. We maintain a high standard of education. We believe that each person should live and learn as he or she wishes. Our college offers a spectrum of opportunities that can be realized in a personal way.
Denison is in the midst of developing a diverse community. Here you can find people of different races, of different creeds, and people with different backgrounds and life-styles.

When you come here you can find people who play bridge and people who play lacrosse, people who study nearly all the time and people who relax nearly all the time, people who think and some who frequently don't, people involved in ecology, in politics, in co-ops, in music making, in alternative education, in tutoring and coaching kids, in social work, in religion, in just about anything.

Sure, there are stereotypes at Denison. However, they are defined or rejected by individuals who have the power to live as they wish.
SURGEON TO TREES

As surgeon to trees
I have removed much deadwood
I would otherwise be carrying,
I have learned to cut close and neat,
To keep a wound clean
For proper healing, I have performed
Transfusions from rainbows,
And in the triangular relation
Of sun, moisture, and my eye
I have seen that more depends
Upon my view of others
Than upon their view of me. — Paul Bennett

A scholar, minister, educator, and former community action worker.

"Black studies is a legitimate academic and intellectual pursuit which will elevate the liberal arts education. It's not a cop out to placate Black students or something to be set aside as being inferior. It's an integral part of a liberal education."
Denison's faculty is diverse in personality, interests, experiences, and teaching methods. Most share one common trait: they like to teach.

There are teachers here who are poets, scientists, artists, scholars, and radicals through conservatives. All points of view are represented on the faculty.

The diversity and quality of the faculty gives Denison its excellent academic reputation. A true picture of this diversity would require about 150 sketches.

Here are seven:

Felicitas Goodman, Assistant Professor of Anthropology

In 1964, Felicitas Goodman bought a 280-acre plot of land in the New Mexican desert.

On it, she built an adobe house.

The anthropologist spends summer months here with the Sangre de Cristo Mountains in the distance ("When the sun is setting, the mountains turn a blood red") and her nearest neighbor is three miles away.

Her neighbors include the Tesuque, the Nambe, the Pojoaque, and the San Ildefonso, all Rio Grande Pueblo Indians.
A concern for the creative possibilities within each student
..."the might of design, the mystery of color" ... the
solitary uniqueness of personhood in a dramatic action ...
the dialectic approach to teaching ... a concern for books
and the collecting of books ... exposure to any of
the arts can spring, transform the process of living ...
Cuban revolutionary... director of the schools for the Rebel Army... left for the United States about ten years ago. . . . psychologist... educator... intellectual... friend.

"How science affects our sense of values is of great interest to me. Science and scientists must and do relate to the greater society of which we are all a part."

Gordon Galloway, an inveterate paddleball player, aspiring gourmet cook, and dispassionate stamp collector, tries to "get to know every student well enough to achieve maximum communication. You can't teach truly well without knowing students as human beings."

His professional interests have centered on the synthesis of unusual cations containing boron and on the creation of a textbook of general chemistry.

Gordon Galloway: a veteran campus bicyclist of all seasons.
The academic interaction between students and faculty reaches out beyond the classroom. Students work with faculty to organize activities of shared interests, and teach and learn together.
"Social life at Denison is too many choices and not being able to decide. It is having a great time. It is being with people. It is being with people but being all alone. It is sad. It is anything you want to make it. It is trying to make something work and never having it work. It is having an empty feeling inside and not being able to get rid of it. It is a loud party. It is a quiet beer in a bar. It's bowling in Slayter with some friends. It's a study break in the Bandersnatch. It is climbing a tree. It's getting dressed up and going out to dinner. It's playing frisbee out on the quad. It is walking through the biological reserve. It is the nine o'clock Union break. It means everything. It means absolutely nothing. It's rollerskating. It is "happy hour" at the Market. It's wading through a stream, looking for treasures, all by yourself. It's making movies with your friends acting in them. It's sitting in the dorm Friday night. It is getting up and finding something to do. It's everything you ever wanted it to be and it is everything you never wanted it to be."

Jennifer Duncan '73
Learning is an attitude, a state of mind.
We aim to make learning a way of life, the theme around which our community is built. We are striving to integrate education and life. Thus far, we have been only partially successful. We study contemporary problems and issues relevant to the central concerns of our lives by learning and doing with faculty and on our own. Education is not a preparation for life, it is life.
RECYCLING
FIRST & THIRD FRIDAYS 9:00 AM - 6:00 PM
You can study contemporary issues in Granville, but you cannot totally experience them.

Few of the problems of urban America interrupt studies at Denison. The campus and the village are secluded but not naive or apathetic. The outside world is brought to the campus by all the media, by speakers, and by the collective experiences of the faculty and students.

Students are involved with the world outside the campus through programs of social service, student tutoring and teaching, ecological recycling campaigns, and other social and political activities.
Instead of a total intellectual atmosphere, it seems to us a variety of small intellectual environments thrive here. Groups of people pursuing common interest and goals often cooperatively develop their own lifestyles.

The changes that Denison students and faculty have made and are making have shattered the college's 'country club' image. No one can engage in all of what's going on here. The range of opportunity is stimulating. You define yourself by the choices you make.
Although curriculum innovations and co-learning techniques increase every year, tests, papers, exams, and lectures are still the dominant mode of learning here.

The college's transition is shown in the classroom by the many seminars, laboratories, workshops, and studios, and the hundreds of directed study and independent research projects each semester. In addition, there are several student-originated and even student-taught courses in departmental and cross-disciplinary subject areas.
Some other experiences that emphasize action and participation rather than just observation and study are our January Term and off-campus programs. They encourage independence and personal responsibility.

The January Term is a time for an in-depth exploration of a special interest. The scope of our Intersession Term has attracted many students from other colleges with January Terms.

Upperclass students have the opportunity to take a semester or a year away from campus in the United States or abroad. The foreign programs offer students the chance to study, travel, and experience a different culture and environment. A wide range of domestic programs exist through cooperative efforts with major universities, the Great Lakes Colleges Association, or projects of your own design.
Denison is a liberal arts college. Education here is individually defined according to the personal needs and wants of each student. We are big enough to offer a wide range of programs and contemporary and traditional course offerings—all supplemented with quality resources—while still maintaining personal relationships, something difficult to achieve at large schools.

You can follow any line of inquiry you wish and developing that line of inquiry is a true liberal arts education.
"If you spend a lifetime learning, you would want four years like this. If you spent four years like this, you could spend a lifetime learning."

— Keith McWalter '71
Denison aspires to help persons become truly free. The Denison experience helps people learn how to live within society, understand and appreciate it, and learn how to change it and how to make it work. It encourages persons to probe inside themselves and discover their capabilities and limitations.
THE SINGLE MOST DISTINCTIVE QUALITY OF EDUCATION AT DENISON IS ITS PERSONALNESS.

Learning extends beyond the classroom into the lives of the persons involved. Teachers and learners (professors and students are often a little of each) work on projects together, protest together, plan together, and play together. Many persons here believe that the more they share, the more education will take place.
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Reshoot follows