

The background of the entire page is a vibrant blue. Overlaid on this background are several large, stylized green letters, specifically the letter 'E'. These 'E's are thick and have a white outline, giving them a three-dimensional or cut-out appearance. They are arranged in a pattern that partially obscures the text on the right side of the page.

ECKERD COLLEGE

*FOUNDED AS
FLORIDA PRESBYTERIAN COLLEGE*

1973-74

**ST. PETERSBURG,
FLORIDA**

Eckerd College, founded in 1958 by the Presbyterian Synods of Florida as Florida Presbyterian College, is a coeducational liberal arts college accredited by the Southern Association of Schools and Colleges. The name, Eckerd College, was adopted July 1, 1972, honoring Jack M. Eckerd, a Florida businessman whose financial commitments to the college have helped to insure its future.

STUDENTS 1972-73

1,000 total enrollment

40% from Florida

42 states and 8 foreign countries in student body

19% from Tampa Bay area

50% of students receive financial aid

FACULTY 1972-73

76 full-time professors

66% have earned doctorate

Average age 42

Faculty-student ratio: 1 to 13

CAMPUS

281 acre campus, mile and a quarter waterfront

64 air-conditioned buildings

Land and buildings valued at \$15,300,000

Eckerd College is related by covenant to the Presbyterian Church, U.S., and the United Presbyterian Church, U.S.A.

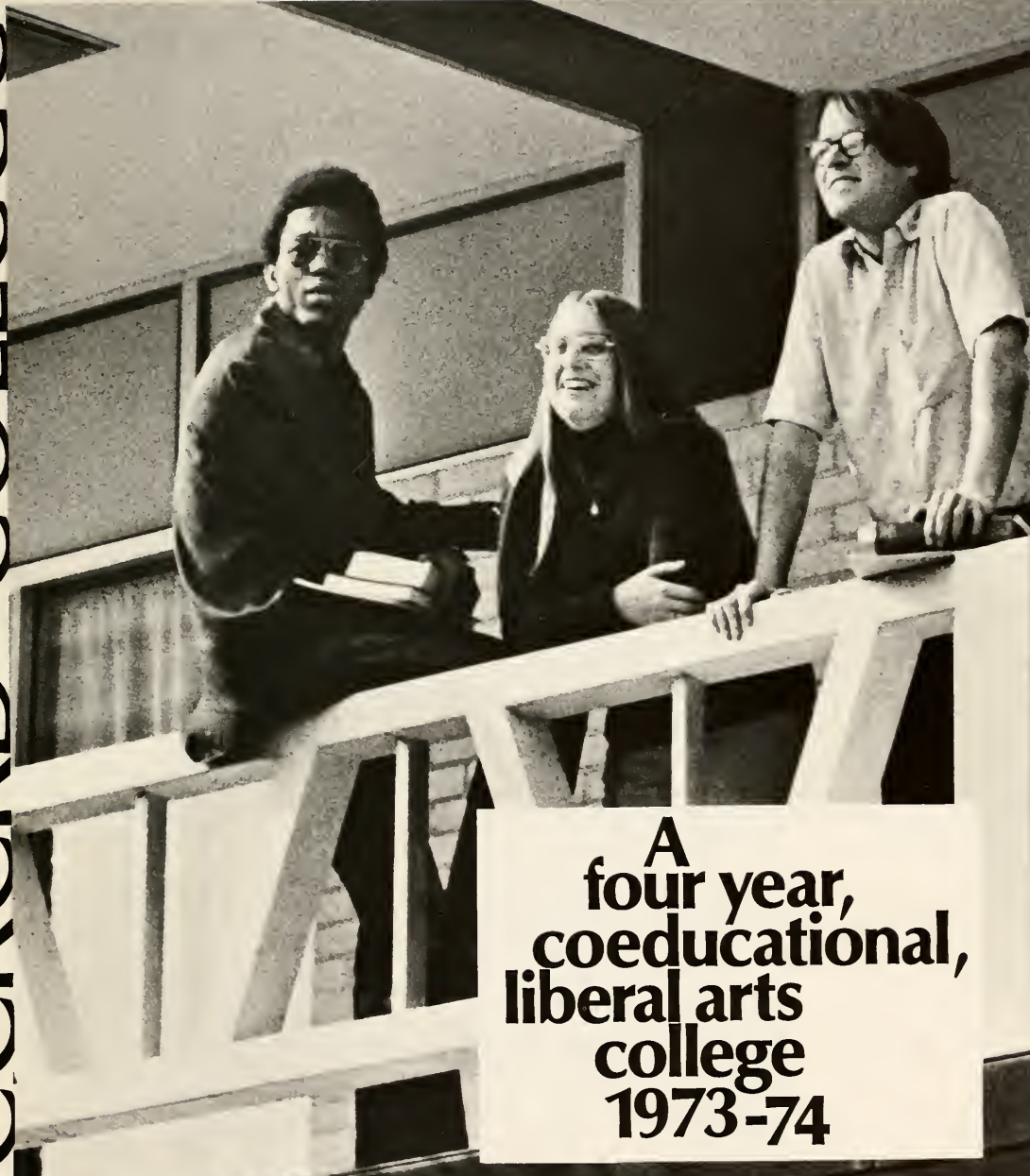
ECKERD COLLEGE ST. PETERSBURG, FLORIDA

This catalog of Eckerd College contains information about the college and course listings. Also available are publications containing detailed course descriptions, additional information about the college and its campus, or brief descriptions of specific academic topics. For further information, write Director of Admissions.

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ECKERD COLLEGE

A black and white photograph of three students on a balcony. On the left, a Black male student with glasses and a dark jacket sits on the railing, holding a book. In the center, a white female student with glasses and a dark turtleneck sits on the railing, smiling. On the right, a white male student with glasses and a light-colored short-sleeved shirt stands behind the railing, leaning on it. The balcony has a white railing with vertical slats. The background shows a brick building with large windows.

**A
four year,
coeducational,
liberal arts
college
1973-74**

For the bright, serious, highly motivated student this is a particularly propitious time to enroll at Eckerd College. The place is in ferment; it exudes promise. Ideas abound; expectations run high and anticipation hangs in the air. A certain momentum can be felt.

And why?

The answer is simple:

After a decade of steady and successful academic reform and innovation, Eckerd is launching in the fall of 1973 a strong and flexible academic program which should be especially attractive to academically talented students who seek a broader context in which to devote themselves to the common good, through reason and wisdom and justice and love. A greatly strengthened faculty advisor relationship; the Autumn Term, an in-depth experience in explorations and discovery during the Freshman year; opportunity for expanded international academic programs available through the new, flexible modular calendar; the new collegia idea; continuation of the winter term; interdisciplinary majors; the possibility of valid independent study — these are all components of The Eckerd College Concept.

Eckerd is a serious academic institution which operates on the assumption that the task ahead in America and throughout the world is, at its deepest levels, an intellectual one.

Everything begins with an idea. Ideas when challenged often change and become new and better ideas. There is joy and fulfillment in intellectual curiosity. If it is in the minds of men and women that wars and injustices are conceived, then it is in these same minds that we must build visions of peace and justice.

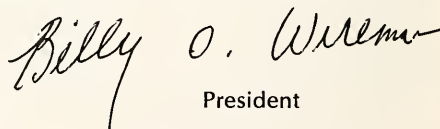
Moreover, there is an Impenetrable Mystery to Life. Plumb the depths of the human experience and we encounter the question of Ultimate Destiny. In the truly educated person, the intellectual, the emotional, and the spiritual mutually enrich and support one another and mesh into a life of service and reward, of authenticity and effectiveness, of being alive and breathing intellectually and morally.

Eckerd College is committed to helping you formulate a response of integrity and discipline to a human life — an important life — your own. To develop the intellectual-analytical-emotional literacies which prepare one to cope, to decide, to adapt, to conceptualize, to stay in a process of renewal and growth, to engage in a life-long learning experience — this is what education at Eckerd College is all about.

I urge you to consider Eckerd. Join with us as we dare to risk, to imagine, to excel. Many institutions offer opportunities only to maintain. At Eckerd we are striving to build, to push forward and create, rather than solely to hold on and conserve.

An intense debate is taking place in American higher education as to whether schools and colleges make a difference in the lives of students. Eckerd College, by helping you to find your very special place in a very special world, can make a difference in your life.

Indeed, the best in your life is yet to happen, and it can begin to happen at Eckerd College.

Billy O. Williams

President



Billy O. Wireman



THE ECKERD COLLEGE CONCEPT

When Eckerd College opened in 1960 as Florida Presbyterian College, it was pledged to search vigorously for better ways to develop competent and concerned men and women. From the beginning, the college has sought to select students of promise and to define and produce in them qualities of moral and intellectual excellence. This has been accomplished in the context of an academic community committed to the faith and worldview of the Jewish and Christian peoples interpreted in relation to the problems of the times.

The purpose of Eckerd College is to help its students attain attitudes, skills, and knowledge necessary to maintain a life-long, largely self-directed learning experience. Its primary function is academic and is performed through providing programs and human resources that stimulate and discipline the life of the mind. The college feels strongly its obligation to provide an environment in which students can attain a sense of worth and be involved in experiences which nurture in them a capacity to care for people. Eckerd understands that emotional and social maturation are intimately related to intellectual development, and seeks through its unique academic and social institutions to foster personal maturity while fully respecting the independence, rights, and freedoms of each student. The college seeks to put the means of self-evaluation at the disposal of students, and thus to encourage responsible exercise of personal and social freedom. From Eckerd College will come men and women shaped to the ends of learning, caring, and being, who will make their commitments manifest in the society at large.



ECKERD COLLEGE'S COMMITMENTS

Eckerd College has made certain basic commitments that affect all that it does.

Eckerd is a liberal arts college. A person who possesses the ability to learn and make judgments independently is able to become free. At Eckerd, students read broadly and study many subjects, but they are essentially educated by mastering the modes in which human thought is conducted. Eckerd seeks to enable students to cope with unfamiliar bodies of knowledge, to solve problems, and to perform responsibly.

Eckerd believes that a college should provide students as wide a range of choices as possible, and the college offers every assistance in understanding the issues posed by freedom of choice. It does not believe that freedom and responsibility are fostered by alleging to students that their options are limitless. No school is truly prepared to affirm every project a student may conceive. But Eckerd does make available the competent academic guidance needed to understand the issues posed by many choices.

Eckerd desires its students to develop rapidly toward independence and responsibility. Its program includes courses, projects, experimental research, and experiences that stress independence of judgment, thorough execution of academic tasks, and self-managed studies.

Eckerd aims to foster a thorough understanding of human values. Founded by Presbyterians and covenanted to the Presbyterian churches of Florida, the college offers courses of study and projects that enable each student to grasp his or her own religious heritage at an adult level of understanding through analysis of problems of value in modern society and technology,

and the academic study of religion. This is equally true for all Christian traditions, the Jewish heritage of faith and life, and the Eastern religions.

Eckerd is committed to quality. Every college claims the same; yet the integrity of a program must be judged by certain crucial decisions. Do professors unite good teaching and productive research, and involve students in research wherever possible? Is there time for careful individual dealing between professor and student? Does a college advise and support promising students who are not performing to capacity? Does student life support academic achievement? Do students perceive the college as really caring about them? Eckerd is engaged in constant self-examination of its effort to answer these questions affirmatively.

Eckerd believes that to be free, any person needs to possess a high capacity to formulate and function within structures of his own choosing. Inability to cope with the need for structure tends toward loss of freedom. Its program does not so much impose structure as assist students to structure their own study programs. It does not ignore a student's need for thorough understanding of the consequences of choices that all must make.

Eckerd is committed to the development of the habit of self-evaluation. Students become accustomed to defining purposes, objectives, and methods for accomplishing them. Grading is designed to put each student in possession of the means of analyzing and criticizing his or her own progress.

Eckerd is committed to building a society in which all men and women, regardless of economic, social, or racial background, will enjoy full opportunity. Its financial aid policy enables all academically qualified students to remain in school. While aid is available to all economically disadvantaged students of high capability, Eckerd is particularly committed to recruitment of and financial and academic support for black students. Eckerd is excellently suited to the education of the blind and the mobile physically handicapped.

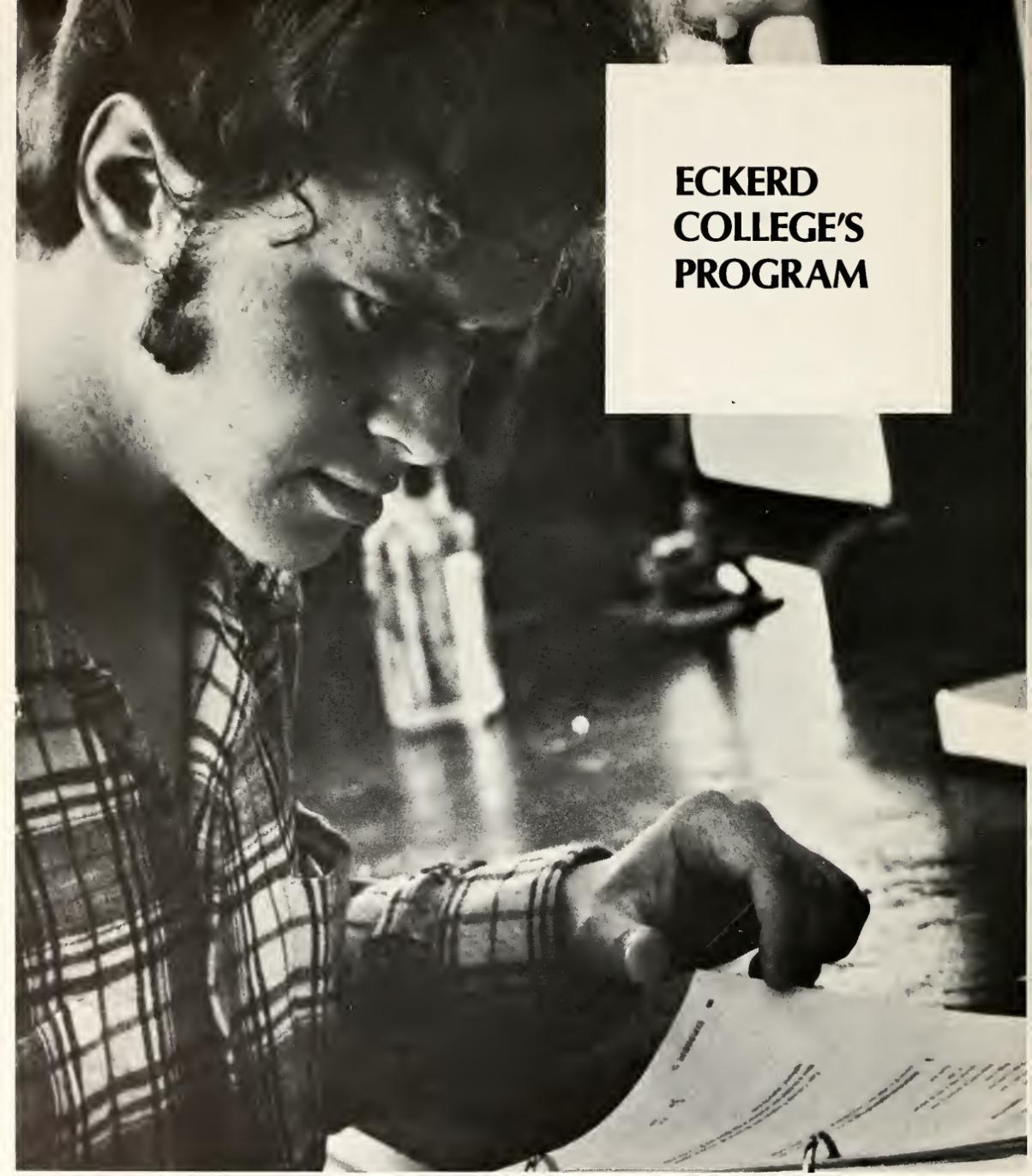
Eckerd believes that every student should understand the natural and technological world in which he lives. To this end it provides the opportunity for all students to engage in study in the sciences. This may be done on a limited basis, designed to provide understanding of the scientific and technological approach to the solution of problems; or it may be systematic and thorough, designed to provide essential preparation for careers in the sciences.

Eckerd believes that every student should understand the American environment: the natural environment, the forces that shape American society, its civil and political systems, problems of work, and other facets of the American reality. Students may plan work experience off the campus as an integral part of their education.

Eckerd believes that a liberally educated person should find himself at home in other cultures. To this end it provides opportunities for area studies through on-campus study of foreign languages, literature, history, religion, and related cultural subjects, and through study abroad in programs supervised by Eckerd faculty members and integrated into the total curriculum of the college.

Eckerd believes that liberal education is highly practical, and should provide students with alternatives. With a carefully planned Eckerd degree, a student may obtain a job that is personally fulfilling or may proceed to graduate or professional school, and may continue an enriching self-education.

The description of Eckerd's educational program that follows spells out the specific ways in which the college seeks to fulfill these goals.



**ECKERD
COLLEGE'S
PROGRAM**

Organizing Principles

In the Spring of 1972 President Billy O. Wireman, in a paper entitled "To Make A Difference," called for a thorough review of the educational accomplishments of the college since its founding in 1958 as Florida Presbyterian College and the creation of a program that would renew the commitments of the college in fresh and more effective ways. The result was a program at once innovative and academically strong. Its philosophy is stated in the foregoing portions of this catalog. Its basic program elements are three.

THE MODULAR CALENDAR

Increasingly, higher education has felt that the traditional semester system which slices all subjects to uniform time periods is inflexible. Neither the teacher nor student has been free to determine the degree of concentration that is most advantageous, nor to adapt time blocks to the demands of learning. The modular calendar is a move in the direction of flexibility. Florida Presbyterian College pioneered the now familiar 4-1-4 arrangement of the academic year; as Eckerd College, this institution is now moving to a pattern that may be described as 1-2-2-1-2-2.

The college year opens at the end of August, as it has in the past, when Freshmen (together with upperclassmen who wish to do on-campus independent study) arrive for the autumn term. For three weeks Freshmen concentrate on a single subject chosen from a range of electives.

In mid-September, the entire student body returns for the first of two fall modules. Each seven week period involves the student in two courses instead of the usual four or five

course load. Some studies are available in a three and one-half week period, giving full time to a single subject, as during the autumn and winter terms. Most studies are planned for seven weeks, taking two courses during this period, and some subjects are available on the fourteen week pattern. A student may take two or three courses simultaneously, depending on the way in which these studies are scheduled. The purpose is to clear the way for concentration, provide time allotments most favorable to the work, and open up to students certain choices not available under the semester scheme.

The cycle 1-2-2 is repeated after the first of January: a single four-week unit during winter term followed by two more seven-week modules, which end the second "semester." During the summer a further full module (compressed to six weeks) is offered for students who may wish to accelerate or who have chosen to drop a module during the academic year.

The modular schedule provides for more frequent access to and exit from the college schedule, since students may plan their program for any series of modules that meets their needs and interests. One or more modules may be devoted to an off-campus project, an overseas study unit, or a period of employment for career exploration or financial need. The college expects to continue to experiment with modular scheduling to improve teaching and learning effectiveness, expand student options, and fully use its other advantages. Students participate in exploration and evaluation at Eckerd and so are a part of the continuing development of the college.

MODULAR CALENDAR, 1973-74

| Fall | | | | | |
|--|----------|---------------|---------|----------|---------|
| Aug. 27 | Sept. 14 | Sept. 17 | Nov. 2 | Nov. 5 | Dec. 20 |
| Orientation, Advising, Term Course for Freshmen | | 1 course | | 1 course | |
| Autumn Term | | 1 course | | 1 course | |
| | | Module 1 | | Module 2 | |
| Spring | | | | | |
| Jan. 7 | Feb. 1 | Feb. 4 | Mar. 22 | April 1 | May 24 |
| Independent Study | | 1 course | | 1 course | |
| Winter Term | | 1 course | | 1 course | |
| | | Module 3 | | Module 4 | |
| | | Spring Recess | | | |

In certain instances a student may elect to take a 14-week course across two modules.

FRESHMAN YEAR, 1973-74

| | | | | |
|---|-------------------------------|--------------------------|-------------------------------|---------|
| Aug. 27 | Sept. 17 | Nov. 2 | Nov. 5 | Dec. 20 |
| Orientation, Advising, Term Course. For Freshmen | Foundations Value Seminars | | Modes of Learning Elective | |
| | Collegial Elective | | Collegial Elective | |
| Autumn Term | Module 1 | | Module 2 | |
| Jan. 7 | Feb. 4 | Mar. 22 | Apr. 1 | May 24 |
| Independent Study | Foundations Value Seminars | | Modes of Learning Elective | |
| | Collegial Elective | | Collegial Elective | |
| Winter Term | Module 3 | Spring Recess | Module 4 | |

In certain instances a student may elect to take a 14-week course across two modules.

Variations in Course Planning made possible by the Modular Calendar

| | | |
|------------------------------------|-------------------------------|-----------------------|
| | Module 1 | Module 2 |
| | Subject 1 7 weeks | Subject 3 7 weeks |
| Option 1: 4 or 5 courses | Subject 2 7 weeks | Subject 4 7 weeks |
| | Optional 5th Subject—14 weeks | |
| Option 2: 4 or 5 courses | Subject 1 3½ weeks | Subject 2 3½ weeks |
| | | Subject 3 7 weeks |
| | | Subject 4 7 weeks |
| | Optional 5th Subject—14 weeks | |
| Option 3: 4 courses | Subject 1—14 weeks | |
| | Subject 2—14 weeks | |
| | Subject 3 7 weeks | Subject 4 7 weeks |

THE MENTORSHIP is the second major component of the Eckerd program. Mentorship is an academic concept. It assures thorough attention to the academic progress of each student by specially qualified faculty members assisted by student-mentors. In contrast to conventional academic advising, time is specially set aside in the Professor-Mentor's schedule to confer with degree candidates. Each Mentor has about seventeen candidates; he or she spends one half-hour per week (or one hour each two weeks) with the candidate. Associated with Professor-Mentors are student-mentors, upperclassmen specially selected for their grasp of the purposes and programs of the college and their ability to assist entering students. **The primary purpose of the Mentorship is to enable each student to think through his or her own academic purposes to the degree necessary to formulate an appropriate program.** Students may continue to rethink their programs for an extended period; Mentors maintain this control function as long as needed. The primary "requirement" at Eckerd is that the student conceive his or her own academic program and execute it at a high level of quality. Conference with Mentors is available to transfer students appropriately to their advanced standing.

A student who has been accepted at Eckerd hears from or personally meets a Mentor before arriving on the campus. The autumn term is a period for development of the student's relationship with the Mentor, and for learning the whole range of academic and personal opportunities at Eckerd. The academic course that the student takes then is taught by the Professor who is the student's Mentor. Under a conventional system, arriving Freshmen must choose courses for a full semester before it is possible to become aware of the range of their choices. At Eckerd, during the autumn term, while earning one course of academic credit, the students also familiarize themselves with the college programs and plan the year's study with the Mentor. A broader base in knowledge, greater deliberation in planning, and correspondingly greater satisfaction in the first year's experience are the product of Mentorship and autumn term. Fine advisers have performed these tasks through-

out the history of higher education. The Eckerd Mentorship system aims to extend high quality service to all students throughout their entire college career.

As Mentors and student-mentors identify problems of a more personal kind, they help students adjust to the new college environment. When personal counseling or special academic support are needed, the Mentor refers the student to the Human Development Center for personal counseling and other support services. Where the relationship between a student and Mentor does not work out after a reasonable trial period, means exist to shift until a satisfactory match of student and Mentor is achieved. In the Eckerd economy, effectiveness in the role of Mentor is a primary qualification for professors.

THE COLLEGIUM is the third major component of the Eckerd program. This term expresses an idea entirely new to the organization of undergraduate education.

In place of academic departments and divisions, Eckerd College has defined six collegia. A **collegium** is a group of faculty and students united around a distinctive mode of learning. The familiar principle of academic affiliation is subject matter: history, psychology, foreign language, etc. A collegium brings together professors and students who **share ways of knowing and investigating and expressing their perception of reality.** The collegium transcends disciplines and conventional administrative divisions and generates positive forces to create community among scholars.

A chemist, a psychologist, and a biologist, for example, belong to the same collegium at Eckerd because they share a commitment to controlled experiment, their characteristic way of learning. In a collegium one learns how to bring order to a body of unanalyzed data and, in the course of learning how to do this, acquires information and specialized capabilities. Each collegia is described later in this catalog by purpose and fundamental program. The courses offered within each collegium are fully described in a periodically published tabloid available with this catalog.

Faculty members and students voluntarily select their collegium. At the end of the

Freshman year, each student establishes a primary affiliation with an upper division collegium whose approach to learning and subject matter interests him. As a student's program develops, courses are selected from any collegium, without limitation; if a student's interests change, affiliation may move from one collegium to another. After the Freshman year, a student's Mentor is selected from the professors in the student's upper division collegium. Elected student representatives enjoy the right of both voice and vote in their collegia. Students at Eckerd have a direct role in academic decisions; but this participation is based upon a student's thorough education in the issues and demonstration of responsibility.

THE FOUNDATIONS COLLEGIUM is special because it is constructed for purposes unique to the needs of the entering student. Sixteen to eighteen faculty members are associated with selected upperclassmen to achieve the following purposes:

- to carry to full success a year's academic study in student-selected areas of learning and to achieve a markedly increased capability for independent study;

- to help students make a successful transition into college life, by gaining knowledge of the social and academic resources of the institution and by assessing objectively their own strengths and weaknesses;

- to provide the student with an intellectually exciting encounter with the heritage of the Jewish and Christian peoples through two seminars designed to assist in the forming of personal and social values which underlie responsible decision-making;

- to bring each student to the point where he or she can make informed judgments concerning the individual's college career and can qualify for effective performance in an upper division collegium.

The academic structure of the Foundations Collegium involves the following major elements, each having specific purposes and a time frame for its achievement:

Autumn Term. The purpose of the term, already discussed, is to complete one unit of academic study and to establish among the most recently arrived members of the community their own confidence and ability to as-



sume a new role as college student. Autumn term is a crucial period of individual transition and is basic to the subsequent educational process. The Mentorship is anchored in this experience.

Foundations Value Seminars. Within the context provided by a study of the Jewish and Christian heritages, students are challenged to develop and articulate informed value judgments concerning their own lives, basic beliefs, and interactions with other persons and peoples. This study is offered during the first and third modules and includes a multimedia approach to presenting information, writing assignments, and the discussion group as a forum for the exchange of ideas. Each faculty member and the students for whom he or she serves as Mentor constitute a Value study seminar during both modules.

Modes of Learning Electives. The Modes of Learning courses lie at the heart of the Foundations program. They represent an educational experiment for which there is little precedent. The purpose of Modes of Learning courses is, by means of scientifically directed and highly individualized teaching, to provide the analytic and problem-solving skills which students have traditionally been expected to acquire as a by-product of content-oriented courses. These capabilities are developed in specific connection with a variety of subject matters, among which students may choose.

Collegial Electives. Electives are offered by the five upper division collegia. In most instances they are offered in a single module. Their purpose is to provide introductions to collegial interdisciplinary and discipline studies for interested Freshmen and upperclassmen, thus facilitating choice of later academic alternatives; and to allow Freshmen to begin curricula which require four years to complete (e.g. pre-medicine, chemistry). The program of the Foundations Collegium is discussed in greater detail on page 33 of this catalog and in the course description tabloid.

UPPER DIVISION COLLEGIA. All faculty have elected one of the five upper division collegia with which to affiliate. Such identification is retained irrespective of participation in the Foundations Collegium. On pages 36 to 54 are fuller descriptions of the collegia.

Collegium of Creative Arts. The purposes of the Collegium of Creative Arts are to encourage, promote, and evaluate the making of original works and the process of creativity. These purposes will be achieved through personal experience and creation of a community rich in possibilities. We seek a genuine, maturing, supportive and critical community, dedicated to the discovery and development of the fullest creative potential of each of its members, to the cultivation of sensitivity and inner discipline in attaining the highest levels of craftsmanship and to the fostering of optimum conditions of personal, professional and creative growth.

The Collegium of Creative Arts includes professors in Music, Art, Theatre, Literature, Education, Sociology, Psychology, and other fields. Students who choose to affiliate with Creative Arts after completing Foundations will be advised by a Mentor from this Collegium, concentrate their work among these disciplines according to a plan developed with a Mentor and draw on studies available throughout the college to assume fulfillment of the student's educational purpose.

Collegium of Letters. The purpose of the Collegium of Letters is to study man's works in order to evaluate his particular activities within an historical continuum. Its methods include disciplined research, analysis, imagination and conceptualization, criticism, and synthesis. The collegium seeks thereby to develop an informed appreciation of the human condition and of man's essential freedom and dignity.

The Collegium of Letters includes professors in Literature and Languages, History, Religion, Philosophy, and Political Science. Students expecting to concentrate among these disciplines will ordinarily affiliate with this Collegium and work with a Mentor in Letters.

Collegium of Comparative Cultures. The Collegium of Comparative Cultures is made up of students and faculty whose primary purpose is the development of conceptual and experiential understanding of the cultural heritage and the present realities of the major regions of the world by a coordinated program of language instruction, area studies, and study



abroad. An interdisciplinary approach to each area is characteristic of the Collegium.

The Collegium of Comparative Cultures includes professors of African and Afro-American Studies, Religion, East Asian Studies, European and Eastern Languages, Music, History, Philosophy, and Soviet Area Studies. Students emphasizing area studies and language will normally affiliate with the Collegium and be counseled by a Mentor in Comparative Cultures.

Collegium of Behavioral Sciences. The Collegium of Behavioral Sciences includes scholars whose primary emphasis is on empirical inquiry into human, social, and animal behavior. Since many complex, multivariate behavioral events cannot be studied through the method of experimental isolation and control, the members of this Collegium emphasize also techniques of systematic observation and quantitative measurement, description, and analysis.

The Collegium of Behavioral Sciences includes professors in Economics and Manage-



ment, Psychology, Sociology, Political Science, and Anthropology. Students emphasizing subjects calling for the use of the characteristic modes of learning that identify this Collegium will plan programs with a Mentor from this Collegium.

Collegium of Natural Sciences. The Collegium of Natural Sciences includes scholars whose methodology is modeled after that of the sciences. Here, the path to knowledge includes the controlled isolation and manipulation of variables, the acquisition of quantitative or qualitative data, the creative use of the skills and language of mathematics, and the structuring of general laws and theories.

The Collegium of Natural Sciences includes professors in Mathematics, Statistics and Computer Science, Biology, Chemistry, Physics and Psychology. Students preparing for scientific study in graduate school, certain pre-professional candidates, and others seeking a terminal B.A. degree with emphasis in science will ordinarily affiliate with the Collegium and plan their work with its Mentors.

Program Options

First, of course, are the courses and projects of study. For a full listing of courses, autumn and winter term projects, independent and directed study choices and other curriculum information, refer to the tabloid of course and project announcements, available with this catalog. The tabloid contains much fuller descriptions of courses and study projects than is included in most college catalogs, and is updated periodically. Thorough study of the tabloid will furnish a detailed picture of Eckerd College's curriculum.

THE VALUES SEQUENCE. The Values sequence constitutes the principal specific requirement of the college; every Eckerd student chooses from a selection of Values seminars or colloquia in each year. The purpose of the Values sequence is to stimulate reflection on the value and belief systems that inform the lives of responsible, educated persons. The description of the Foundations Collegium states the purpose and character of the two first-year courses called Values seminars. In the Sophomore year, students study the systems of value and belief that characterize foreign cultures in order to assist them to understand their own value systems in the light of another culture. This study is also part of the college's means of preparing students for study abroad, available to all students in the Semester Abroad program without additional cost. In the Junior year, value study concentrates on the subject matter of the collegium of the student's choice and brings students of each collegium into close intellectual and personal communication.

The educational programs in all upper division collegia are structured to promote increasing independence through the Sophomore and Junior years, to make it possible for many Seniors to spend their last year at Eckerd College engaged largely in independent study and research. The Senior values study program aims to stimulate ethical reflection on the practical issues of application of learning, career choice problems, and the significance of the total college experience.

MAJORS

Rather than depending primarily on a range of "majors" in specific areas of study, Eckerd College assists students to plan an academic program around concentrations of study of their own selection. Students desiring information about major programs should consult the tabloid, collegial chairmen, and discipline coordinators. All majors and concentrations are deliberately flexible, may be interdisciplinary, and can be structured to provide necessary preparation for graduate work or for immediate job entry. Because each student's academic program is individually designed with a Mentor, each student's particular needs and interests are the primary concern.

PRE-PROFESSIONAL PROGRAMS

Eckerd College regards liberal arts education as essential to thorough professional training and unites a broad freedom of student choice with course offerings designed to qualify students for graduate education in a number of fields, for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, and selected community professions. Further description of each of these is contained in the collegial descriptions on pages 36 - 54 and in the tabloid of course and project announcements.

The Eckerd principle is that pre-professional training shall be obtained through intensively supervised internship rather than by professional and pre-professional courses that tend to inhibit the scope and quality of liberal arts education. Discussion of the teacher education program, immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, community professions such as human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to the particular interest and need of the student. Students apply for admission to their programs after demonstrating competence in the first and/or second years of the college.

EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY TEACHER EDUCATION

Eckerd College's innovative plan of professional training for secondary school teachers has become a model for other institutions to follow. Education courses as such have been all but eliminated. Instead, the emphasis is upon actual teaching under personalized supervision. The program has been approved by the State of Florida Department of Education, and full certification for graduates is immediately available in the majority of states; namely, those that have adopted the new approved program approach to teacher education. Students do not "major" in secondary education; they prepare basically in an academic subject field.

Application to the Secondary Education program is initiated by the student, preferably during the Sophomore year, and candidates are screened by the Teacher Education Advisory Committee. Students are encouraged to gain experience working with young people. Formal training begins with pre-internship in the Junior or Senior year. During the final two modules of the Senior year, the student engages in intensive training in skills and practical knowledge for four weeks and then performs ten weeks of student teaching in Pinellas County Public Schools.

Programs leading to certification in Elementary Education and Early Childhood Education are competency-based and allow students to individualize their own professional training. Eckerd's elementary program differs from those in most other colleges in that there is a minimum of courses in education, allowing for generous study of the liberal arts.

An Elementary Education major will include courses in psychology and sociology as well as education. Students must demonstrate basic competency in the general areas of language arts, English, social science, mathematics, natural sciences, art, music, and physical education or take courses in those areas in which they are deficient. Skill workshops are also offered in which students can learn to play simple musical instruments, tell children's stories, lead games, etc. The education courses are practical more than theoretical and in most instances provide the student with actual class-

room teaching experience.

Students desiring Early Childhood certification take two courses in early childhood in addition to the elementary education major.

Students should declare their intention to major in elementary education during their Freshman year so that an assessment can be made concerning their subject area competencies. Formal application to the program is best made during the Sophomore year. Acceptance will be based upon evidence of the student's knowledge, creativity, initiative in learning, and rapport with children and adults.

INDEPENDENT STUDY

During the first twelve years as Florida Presbyterian College, an important program element has been independent study. At Eckerd College, independent academic work continues to be a productive aspect of the curriculum.

Independent Study provides a number of significant values. It enables a student to be involved in an examination of subject matter which is of special interest to him but not of sufficiently general interest to justify inclusion in the curriculum. It makes it possible for a student to fit into his program courses of study which otherwise would be inaccessible to him because of scheduling problems or course sequence. It makes possible a continuing academic involvement for students who are off-campus for leaves of absence, internships, or other nonresident programs. It provides an opportunity for concentrated study in a restricted period of time. It is valuable as a preparation for graduate education. It makes possible specialized study in places in the United States and abroad where particular resources are available.

Effective independent study involves faculty members in planning, consultation, and evaluation. Each instructor must exercise professional responsibility in the use of his time, and no faculty member is under obligation to accept any specific independent study proposal. Any independent study for which academic credit is granted must be certified by a member of the faculty of the college.

A student who is interested in a self-initiated program should expect to devote ex-

tensive time to development of the project before he presents it for consideration. He should have a clear understanding of what knowledge or skills he desires to acquire, what his method of research is to be, what resources are available to him, and how his productivity is to be evaluated. He should make a realistic appraisal of the time he proposes to devote to his project and the faculty time he will need for consultation and evaluation.

Evaluation of independent study conforms to the academic criteria which are applicable to all courses. The procedures which are employed in the submission and approval of independent study contracts are designed to assure careful advance planning, clear definition, effective use of student and faculty time, and responsible academic evaluation. These are available in the **Independent Study Blue Books**.



INTERNATIONAL EDUCATION

Eckerd College encourages its students to participate in study abroad programs. A wide range of options, different lengths of time abroad, and many choices of location make it possible for each student to involve himself in a foreign culture in ways that fulfill his academic and career expectations and answer his personal interests.

One semester abroad is available at all times at the college's London Study Center. In the spring semester of 1973 a program was offered in cooperation with Kansai University of Foreign Studies in Japan. Arrangements for a semester program are being developed for Eckerd students to study art history and graphic arts in Florence, Italy. Additional semester abroad opportunities are planned for Russia, Africa, Hong Kong, Latin America and India.

With the inauguration of the new modular calendar, the module abroad becomes possible. This program will relate area and cul-

tural studies in an intensive program that also stresses language study.

For Module or Semester Abroad, the college's comprehensive annual charges cover transportation from departure point in the United States to the study center, room and board, and all program costs. Each student's financial aid package is retained in both options.

The January term, through cooperation with other schools having similar calendars, provides for specialized intensive projects both in the United States and overseas.

Year Abroad arrangements are made for students, especially language majors, whose career expectations make an extended stay abroad important. Although financial aid is typically not available for a year abroad, the overall costs are no greater than campus charges, including room, board and transportation. Year Abroad programs are presently available in France, Spain, and Germany.

OFF-CAMPUS PROGRAMS

The modular schedule at Eckerd College permits an almost unlimited number of options for off-campus study. Students may participate in group projects with a faculty leader or contract to undertake independent projects of their own design. Such group projects as an archaeological dig, a study of government operations in Washington, an analysis of urban problems in Chicago, or a study in Ireland of Irish myths and folklore are typical. Students may enroll in work-study programs, community service projects, preprofessional and business internships or participate in professional music or drama groups. Opportunities have already been arranged for management internships, classroom teaching experience and social work placements. Projects will normally be from 4 to 7 weeks in length.

By fulfilling the terms of the Independent Study Contract for Off-Campus Programs it is possible for students to obtain credit and relate applied field experiences to their program of learning leading to graduation.

The Office of International Education and Off-Campus Programs assists students in making arrangements, preparing contracts and providing information about various choices.

LEAVE OF ABSENCE PROGRAM

It was once assumed that the "normal" college experience consists of four years, uninterrupted except for scheduled vacations, spent in a single institution immediately after completion of high school. It is now evident that some students are better served by a planned alternative to the conventional norm. Eckerd believes that a student who takes a break in his college program for travel, re-orientation, or employment may be engaged in activity which is significant for his intellectual, social, and personal development. Thus Eckerd College offers a program of Student Leave of Absence to provide flexible adaptation to individual needs.

Leave of absence is a planned program which constitutes a part of the student's general educational development. Approval by the Director of Leaves is required, together with a written plan. Relationship with the college continues during interim activities. The

student remains in good standing while on leave of absence and returns to the college without having to apply for readmission. While not a resident on campus, the student on leave is an Eckerd student, intending to return to the campus. Academic work, approved in advance, at other institutions and directed or independent study through Eckerd College are acceptable means of continuing academic study while on leave. A sustaining fee of \$25 is charged and a leave of absence is limited to a maximum period of one calendar year.

SUMMER MODULE

The "summer school" is a six week period, June 17-July 26, 1974, in which a full module of academic work is offered in subjects announced each spring. Students wishing to be absent from the campus for leave of absence, work experience, or foreign travel during a module between August and June may, through planning with the Mentor, study in the summer and graduate without prolongation of their program. Students wishing to accelerate may do so through summer work.

The summer module provides especially important advantages for concentrated language study: reading, writing, and speaking. Language tables, participation of foreign nationals, and practice in conversation are offered in French, Spanish and German.

Conducted during the summer, the Academic Motivation Program is a special academic and counseling experience for students whose promise exceeds their performance to enable them to succeed in college. Certain Freshmen are admitted with the provision that they attend this program.

Students desiring to do independent or directed studies during the summer may do so, either on the campus or elsewhere, consistently with the standards and procedures described under "Independent Study".

The summer module includes also an Upward Bound program for students in the Pinellas County region who are preparing for colleges. Qualified students who have already graduated from high school may take two college level courses which are credited toward graduation at Eckerd College.



THE ECKERD COLLEGE LIBRARY

The purpose of the library is to support the educational mission of Eckerd College. The library attempts to provide the facilities, resources, and services which will enable the student to achieve his full potential; to assist the student to approach the academic enterprise with persistence, diligence and seriousness; and to enable all students to achieve the goal of excellence through ready access to materials through well understood procedures.

The library is located in the geographical center of the college campus, easily accessible from the housing and academic areas. The building has capacity for 110,000 volumes and provides an open and free environment for study and reading.

The library collections contain 102,444 bound volumes, as well as other media of com-

munication, including nearly 1000 recordings and about 25,000 items in microform. Approximately 7,000 volumes are added each year and the library subscribes to more than 1,200 current periodicals.

Books, with the exception of the special collections, are readily accessible on open shelves. Study carrels line the perimeter of the reading room and provide places where students may work in privacy. A selection of current periodicals is displayed for browsing in the center of the reading room. Microprint reading and printing as well as Xerox copying services are available.

The library has a staff of four professional librarians, at least one of whom is on duty to provide assistance during most of the hours the library is open. The library provides reference and bibliographic service and inter-library loan access to other collections.

ACADEMIC REQUIREMENTS

Degree Requirements

Eckerd College is chartered by the Florida legislature to confer the degrees of Bachelor of Arts and Bachelor of Science. Its degree programs are approved by the Southern Association of Secondary Schools and Colleges.

Basic requirements for a degree are:

Satisfactory completion of a minimum of 32 courses, plus four autumn term or winter term projects, composing an integrated program which the student and Faculty-Mentor, subject to the stipulations of the collegium to which the student belongs, agree is consistent with the academic and career needs of the student.

Unless special exemption is granted, as in the case of highly qualified transfer students, the final sixteen courses leading to a degree must be completed under the auspices of Eckerd College.

A program for a student entering as a Freshman must include two Foundations Seminars and two Modes of Learning courses.

A program for a student entering at either the Freshman or Sophomore level must include two Area Studies courses.

Participation in four upper-division colloquia, at least one of them outside the collegium of which he or she is a member, is expected of each student during the Junior and Senior years.

Academic Credit

Credit toward a degree is awarded for satisfactory course completion, independent study programs, directed study programs, academic work certified by another degree-granting institution, and proficiency demonstrated by examination.

Credit by **course completion** is based upon the assumption that the college's academic program is the full-time activity of a student. A normal academic load is eight courses

plus an autumn term or winter term project in each year.

Credit for **Independent Study** is based upon the same level of academic expectation which applies to courses offered in the curriculum. An Independent Study course is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the materials to be used, the purpose of the project, and the basis of evaluation and credit.

Provision is also made for credit by **Directed Study**. Both Independent Study and Directed Study require advance planning by the instructor and student. While initiative rests with the student for course design of Independent Study, in Directed Study the instructor is responsible for supplying a syllabus which defines the program.

Credit is granted by **transfer** from degree-granting institutions. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. An Eckerd College student who wishes to pursue some part of his program at another institution should have the approval in advance of his Faculty-Mentor.

Credit for **demonstrated proficiency** is accorded when a student applies for it and successfully completes appropriate examinations. College Level Examination Programs are recognized for both advanced placement and academic credit.

The college recognizes that many experiences outside the class room may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Ordinarily such experience constitutes a part of a regular course. Only in special circumstances are off-campus projects and internships acceptable as equivalents to a course.

EVALUATION AND RECORDS

The standard grading system of the college is HP (High Pass), P (Pass), and F (Fail). These grades are reported to students and entered on the official records of the college.

Instructors also report to the Registrar evaluations of A, B, C, D, or F. These reports constitute an auxiliary record and are held for use solely at the direction of the student.

At the end of each grading period each Mentor submits a summary report on the students for whose programs he is responsible. One copy of these reports is sent to the student. Another copy is retained by the Registrar as long as the student remains in the college. Upon graduation or withdrawal, the summary reports are destroyed.





STUDENT LIFE AT ECKERD COLLEGE

If a liberal arts education is to succeed in confirming free and responsible personhood, students must assume responsibility for themselves and each other in a community life that is essentially self-managed. Just as the academic program stresses independent study and aids students to achieve the self-discipline necessary to productive academic performance, so the college aims to assist students to establish a quality of life that will meet their own needs in a community whose goals are academic. Students do not, in every case, arrive at college fully aware of the responsibilities of life in a community: for example, that concern for the progress of one another must be at least as great as concern for personal freedom. The college's leadership group — trained student Resident Advisers, professional Resident Coun-

selors, residence hall administration, faculty Mentors, and the counseling staff — recognize that residential life is the medium for the development of social awareness, ability to relate to students of different backgrounds, improved adaptability, and a better understanding of the relation of personal freedom and social responsibility.

At Eckerd, the ethical dimension of human life stands in the foreground. Human behavior is understood as ethical and religious as well as sociological, psychological, and technical. Students are encouraged to analyze and solve problems in ethical perspectives.

Eckerd students have their share of problems. What makes the college different is the response of the college to these problems. Drug usage, for example, is ignored by many



Student Participation in College Governance

Eckerd believes that persons who are affected by decisions should take an appropriate part in deliberations that shape them. This is expressed in a number of different ways: student voting rights in the Collegia; student membership in the College Assembly, the college-wide policy-making body; and the House Councils in the resident halls through which students share in determining their own rules of living.

COLLEGIAL ROLE

All students at the college are affiliated with a collegium of choice and are electors of student representatives who have full right of participation, as defined by the several collegia — governance plans differ among them — in the academic affairs of the collegium.

THE COLLEGE ASSEMBLY

The College Assembly is an institutional expression of community at Eckerd College. Faculty, students and administration are present in the Assembly and debate and vote as individuals, responsible to their own consciences and to the best interests of the total community as they perceive them. The College Assembly is an ongoing experiment in community self-government and like every other institution within the college it is judged by the contribution it makes to an effective educational program. Actions of the College Assembly are subject to approval by the President and ultimately the Board of Trustees.

Both the faculty and the Student Association exist autonomously acting independently upon matters that fall within their respective spheres. However, the College Assembly must act on the establishment of new academic programs, academic procedures and practices, such as grading, reporting of grades, class attendance rules, etc.; rules and policies governing student life, such as house visitation. All standing committees of the college include both students and faculty.

colleges as inevitable, usually not harmful, and in any case beyond control. At Eckerd it is not assumed that drug usage is harmless. Students are expected to consider whether they may not be harming themselves and others, and to decide their own actions in the light of the interest of the whole community. Where drug abuse occurs, the college will oblige the student to accept guidance with a view to correcting the problem, or, if the student is unresponsive, will dismiss the student in accordance with processes that safeguard student rights. (A full statement of school regulations is contained in the **Community Handbook**.) The harmony of freedom and responsibility and a true caring for persons are the themes the college seeks to realize.

RESIDENCE HALLS AND THEIR GOVERNANCE

Eckerd College has seven residential complexes, each consisting of four houses that accommodate from 30-34 students. Each complex has a large common lounge, kitchenette, and common outdoor space.

Roommate assignments for new students are made without consideration of race, color or creed. The personnel staff makes adjustments needed to achieve harmony and students select roommates after the first year. Residence houses are open for occupancy only while college is in session, and must be vacated during Christmas recess, spring recess, and after graduation, except during summer term. Times for the opening and closing of residence houses are given in the Calendar of Events in the back of this catalog. Each house has the option of developing a House Council which will serve as its governing body and maintain the quality of residence life. The House Council consists of all members of the house plus an invited faculty or staff participant, and meets weekly. It has the responsibility for developing expectations and standards to control noise, help resolve roommate problems, maintain quiet hours and house cleanliness, curb property abuse, and develop pet policy, house guest policy and room visitation practice.

Residing in room number 25 in each residence house is the Resident Adviser. The RA is a carefully selected and trained student, a most valuable member of the staff of the Dean of Students. RA's emphasize assisting students to achieve effective self-direction. The RA may be called upon for academic or personal advising and refers the more severe problems to professional staff members.

THE HUMAN DEVELOPMENT CENTER

Eckerd considers it essential to provide students with services that are supportive of academic achievement, personal development, and career decision. It is for these purposes that the Human Development Center exists.

The Center consists of three principal services: personal counseling, health maintenance, and career development. It works closely with academic support services administered through the Foundations Collegium.

Personal counseling aims to assist students toward improved effectiveness through self-



understanding, programs that foster self-actualization through growth groups and special interest micro-labs dealing with subjects such as friendship building, enrichment of relationships between men and women, and other personally significant activities. Evaluation of academic or social difficulties may indicate that problems are most readily resolved through counseling; in such cases students are encouraged and expected to avail themselves of the services of the Human Development Center.

Health development through understanding of the harmony of body and mind and the necessity of physical and emotional health for effective performance is the focus of the health program. While the Health Center bears responsibility for dealing with illness, it reaches out to all students to develop self-understanding necessary to life-long physical and mental health.

Eckerd's medical service is directed by a highly qualified physician who is also a specialist in psychiatry. He is present in the Health Center each day Monday through Friday. A Registered Nurse is on duty twenty-four hours a day. Health forms must be filled out by all students and placed on file in the Health Center. Medicines may be purchased for minimal fees. Overnight stay for minor illness is provided in the Health Center; otherwise, community hospitals are used. Parents are notified when hospitalization is required.

Career development often begins when a student enters the college. Through a program of cooperative education, students may take leave from studies for internships that enable them to test their interests, aptitudes, and knowledge in selected job experiences. Career development assists students to inform



themselves on employment options, meet persons who can interpret the meaning of various kinds of work, and facilitate career decision. Systematic exploration of interests and options leading to clear career orientation is highly supportive of academic effectiveness.

RECREATIONAL ACTIVITIES AND FACILITIES

All students are eligible to participate in a wide range of intramural activities, which include football, softball, volleyball, basketball, tennis, pool, bridge, ping-pong, swimming, and chess. Intramural sports are usually organized as competition between residence houses. Day students also have a team.

The McArthur Physical Education Center serves as a hub for sports and houses locker rooms, faculty offices, two basketball courts, a ballet station, a gymnastic area, a wrestling station, four badminton courts, and three volleyball courts. The swimming pool and an archery range are also located in the area.

Eckerd College has a well-developed waterfront program. The campus is bordered on two sides by Boca Ciega Bay which provides ample space for boathouse, docks and hoist, and ideal sailing water. The college owns canoes and sailing boats. Privately owned boats may be kept at the dock. Active sailing and canoeing clubs maintain enthusiasm and high participation in the waterfront program. The college also has a private beach on the bay.

The college has well-maintained tennis courts, outdoor volleyball and basketball courts, soccer and baseball fields.

Brown Hall provides a large game room with ping-pong, pool tables, table games, etc. Brown Hall also houses the Student Association Office, Publications and Radio Station. An

art gallery, day student lounge, snack bar, and Coffee House are provided in Lindsey Hall. The Coffee House is a center for student performance: poetry, music and entertainment.

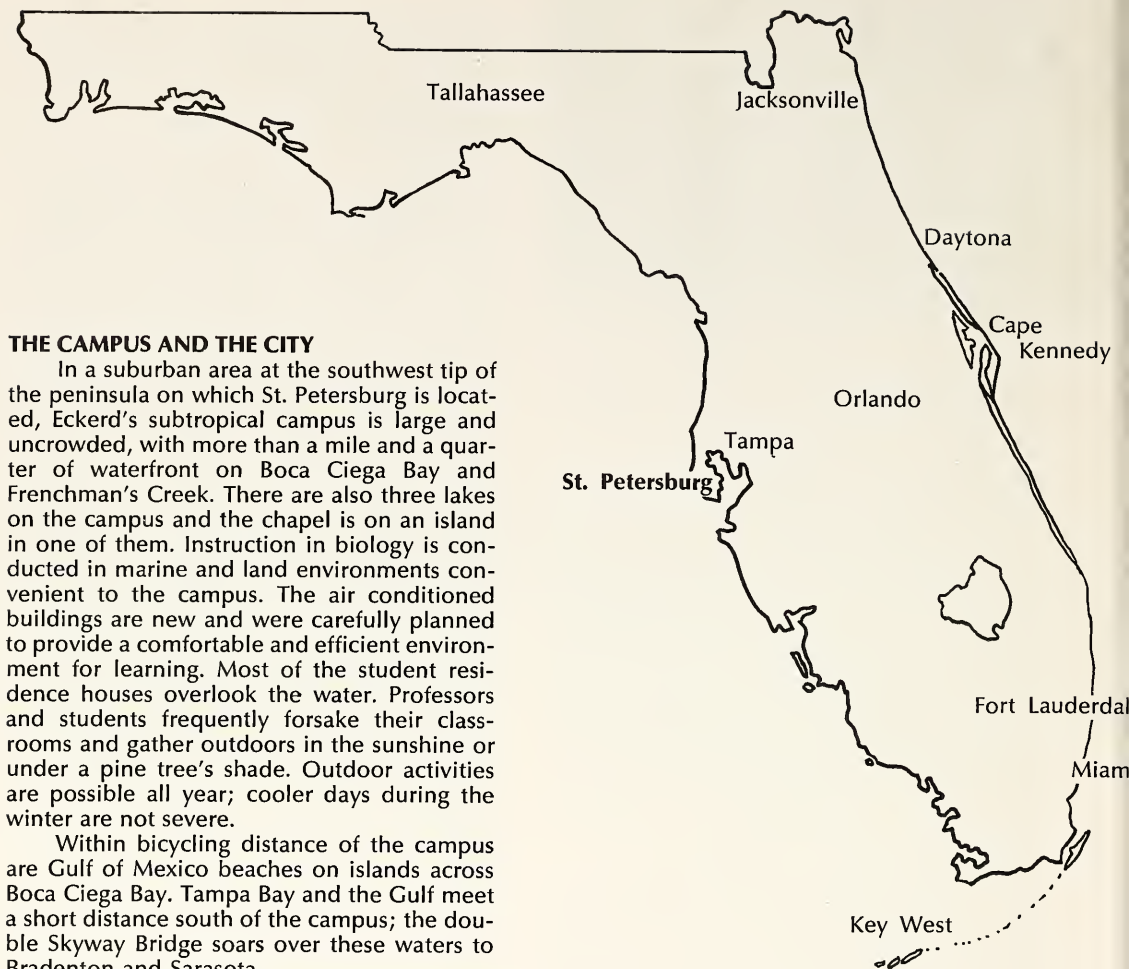
ENTERTAINMENT AND CULTURAL ACTIVITIES

The Student Operations Board of the Student Association is responsible for providing entertainment for the community. Functions and activities include movies, coffee house programming, dances, concerts featuring nationally known artists; collaboration in bringing outstanding speakers to campus; assistance in sponsoring the annual Black Symposium; and other student initiated and managed activities. Films on topics pertaining to the academic program are shown regularly.

The Music, Art and Theatre disciplines present numerous programs and shows throughout the year which feature Eckerd's excellent concert choir and chamber ensemble, faculty organ concerts, gallery presentations of art majors as well as the art faculty. Theatre work shops produce a series of plays each year.

Every year, the college's Free Institutions Forum gives students, faculty and local citizens the opportunity to meet and hear some of the most distinguished leaders in the fields of politics, economics, business, journalism, government, and international affairs. Speakers usually spend two days on campus, meeting with classes related to their field of expertise, holding informal discussions with faculty members and students, and giving two lectures, one limited to the college community and one to which the public is invited. Made possible by an anonymous donor, the Free Institutions Forum brings to the academic program not only the scope of national and international experience but also the human dimension of personal involvement with some of today's history-makers.

In 1972-73, Free Institutions Forum speakers included Dean Rusk, Roy Wilkins, William F. Buckley, Jr., and Lee Kuan Yew, Prime Minister of Singapore. In other years, speakers have included Milton Friedman, Eric Sevareid, Carl Stokes, James Reston, John Kenneth Galbraith, Kenneth Keniston, Walter Heller, Howard K. Smith, George Bush and former British Prime Minister Harold Wilson.



THE CAMPUS AND THE CITY

In a suburban area at the southwest tip of the peninsula on which St. Petersburg is located, Eckerd's subtropical campus is large and uncrowded, with more than a mile and a quarter of waterfront on Boca Ciega Bay and Frenchman's Creek. There are also three lakes on the campus and the chapel is on an island in one of them. Instruction in biology is conducted in marine and land environments convenient to the campus. The air conditioned buildings are new and were carefully planned to provide a comfortable and efficient environment for learning. Most of the student residence houses overlook the water. Professors and students frequently forsake their classrooms and gather outdoors in the sunshine or under a pine tree's shade. Outdoor activities are possible all year; cooler days during the winter are not severe.

Within bicycling distance of the campus are Gulf of Mexico beaches on islands across Boca Ciega Bay. Tampa Bay and the Gulf meet a short distance south of the campus; the double Skyway Bridge soars over these waters to Bradenton and Sarasota.

St. Petersburg and Pinellas County offer opportunities for entertainment, recreation, cultural interests, and employment. With a population of nearly a quarter of a million in St. Petersburg and more than 600,000 in the county, the area is primarily urban and largely oriented to retirement living and the tourism industry. In addition, there is a fast-growing business and industrial sector which includes electronics, construction, medical and health equipment, insurance and many service-delivery firms.

Tampa International Airport, located between Tampa and St. Petersburg, is served by most major airlines with convenient schedules to all parts of the country, and St. Petersburg also has two airports providing services for private and corporation airplanes. The Seaboard Coast Line Railroad, Greyhound Bus and Trailways Bus Cos. also serve the city. Interstate 75 highway leads directly into St. Petersburg, connecting with U.S. Highway 19 on which the college is located.

Many students at Eckerd participate in community activities through projects that are connected with their course work and for which they receive academic credit. Opportunities for community involvement are also provided through the Student Association and by individual organizations.

St. Petersburg and nearby cities regularly offer art museums, symphony orchestras and theatre, in addition to road show engagements of Broadway plays, rock bands, circuses, ice shows, and a full range of entertainment. The St. Louis Cardinals and the New York Mets baseball teams maintain headquarters in St. Petersburg for spring training and there are major golf and tennis tournaments in the area. Southern Ocean Racing Conference sailing races are held every year as well as many regattas for sailboats and power boats; and the St. Petersburg Suns — an ice hockey team — round out the list for sports fans.

Many other famous Florida attractions are within easy reach of St. Petersburg. Cape Kennedy's space center has important technical exhibits and launchings may be observed. Disney World is 90 minutes away by interstate highway; Miami, Ft. Lauderdale, the Everglades, Lake Okeechobee, Key West and other interesting cities can be visited on weekend trips.

BLACK STUDENTS

In the Spring of 1972, Eckerd College adopted a Five-Year Plan which is reviewed and up-dated annually, defining its commitment to the education of black students. The college has adopted twenty-one recommendations, which include a target of increasing the number of Afro-American students to 10% of the student body, representing the black presence on campus in college publications and bringing the racial composition of the faculty to at least the same relative proportions as exist throughout higher education.

Black professors teach German language and literature, African and Afro-American studies and often provide personal counseling.

Eckerd College employs black staff in the areas of admissions, career development and placement, registration, resident counseling, academic support services and pre-college enrichment.



Entering black students have a variety of special programs in which they may participate. **Black Freshman Weekend**, planned by the black admissions counselor, gives entering freshmen a chance to view the campus, live in the dorms, and talk with other students. **Alpha Apartment** serves as a study area, meeting room and weekend recreational space. **The Afro-American Society**, a student organization, maintains a crucial peer-support function along with sponsoring the Spring Symposium. **The Office of Support Services for Minority Students** maintains constant contact with black students, assists them with difficulties, sponsors a black drama activity, and directs student work-scholars with special tutorial competences. **Career development** seeks to assist students in career choices and in finding full and part-time employment. **Upward Bound** works to achieve maximum advantage upon entry for those selecting Eckerd and includes courses designed for high school students who plan to expand their experiences in institutions of higher learning. In addition, **Afro-American Studies**, an academic program, provides all students with courses on African/Afro-American history, philosophy, sociology, politics, economics and religion.



INTERCOLLEGIATE ATHLETICS

When conducted properly, an intercollegiate athletics program provides a wealth of experiences for the student athlete. The college itself takes full responsibility for the conduct and control of intercollegiate athletics; it is an integral part of the total educational program at Eckerd. We are striving for excellence in athletics as in academic activities.

The intercollegiate athletic program includes varsity soccer, varsity basketball, varsity baseball, varsity golf, and varsity tennis. Junior varsity programs are also available in basketball and baseball.

The college is a member of the National Collegiate Athletic Association, and plays as an independent. The Florida sun allows the baseball team to play mainly home games and the basketball team travels during winter term, enabling students to carry a full academic load without missing classes. Some of the top colleges in the country are listed on the basketball and baseball schedules.

Student athletes at Eckerd College are attracted by the opportunity to obtain quality education while playing in competitive intercollegiate sports, and an intensive recruiting program is underway to attract the finest high school talent available. Eckerd seeks a highly

qualified student who is also an athlete. Its program of financial aid meets need; the Presidential Scholarships, awarded for quality performance in study, talent areas, and personal leadership, are open to all applicants.

Sports clubs are available to students who do not wish to compete on an intercollegiate basis but have interest and desire. These activities, though less intensive than intercollegiate teams, are a vital part of Eckerd's total scheme of things. Sailing, fencing, swimming, and karate have been the most popular sports clubs.

Soccer

The intercollegiate soccer team plays in the Florida Collegiate Soccer Conference. A twelve game schedule is arranged including most of the state's leading universities.

Basketball

Basketball has generated a great deal of excitement among students, faculty, and alumni. The schedule includes Beloit, Johns Hopkins, Florida Southern, Rollins and many other fine schools. The McArthur Center, one of Florida's newest college gymnasiums, provides excellent practice and game facilities.

Tennis

Enthusiasm is high for tennis due to light-



ed courts and year-round play. The competition schedule includes matches with the leading colleges in Florida.

Golf

Eckerd's golf team enjoys year round privileges at a nearby country club course and annually plays an intercollegiate schedule.

Baseball

Baseball and St. Petersburg are synonymous, with spring training headquarters of the St. Louis Cardinals and New York Mets located here. It is only natural that Eckerd take advantage of the weather, facilities and baseball knowhow present here.

The student athlete can pursue his interest in baseball year-round. There is a fall program and a challenging 35 game schedule in the spring, which includes such major universities as Harvard, Columbia, Temple, Connecticut and Ohio State. Small college powers Rollins, Florida Southern and Tampa are also included.

Other physical education activities such as sailing, tennis, canoeing, golf and swimming are also available to Eckerd students. These classes, along with sports clubs, intramural sports and intercollegiate teams are all a part of the total program.

RELIGIOUS LIFE

Recent restudy of the function of religious leadership on the Eckerd campus has led to the definition of the chaplain as a campus "pastoral director:" a leader who seeks to nurture student religious concern, to stimulate voluntary activity, and to foster a deep concern for and understanding of the religious traditions represented among students and faculty members. It is expected that students of differing traditions will search the sources of their own faiths, enter into fruitful dialogue with each other, use the institutional resources in personnel, courses, library, and informal groupings to apply religious insights to their own lives and join in developing at the college a true community life. The college feels that difficult moral issues can be better resolved by college youth in a context of revitalized religious faith.

The purpose and commitments of Eckerd College call for a diversity of gifted students on the campus: diversity in social and economic background, personal aspiration, and diversities of faith and ethos. The college's commitment to religion and ethical values is expressed academically in its required Values Sequence and its broad offerings in eastern and western religions.

The college is furnished with a strong library collection in religious history and thought, highly qualified academic scholars of religion and diversified course offerings, and very adequate physical facilities, most particularly Griffin Chapel. Many faculty and staff members are active in their own congregations. In this context, the college's pastoral director works with students in one-to-one relationships, to assist group inquiries, and to maintain a vigorous program of worship, study, discussion, planning a variety of public occasions that bring together the arts with religion. Under this general direction, faculty play important voluntary roles in discussion of religious thought with students. Religious leaders from St. Petersburg have been closely involved with the recent restudy of religious life at Eckerd and are expected to extend their ministries to the entire campus community.



ADMISSION

Freshman Admission

Admission to Eckerd College is based on past academic performance in mathematics, science, literature, language and social studies, achievement on examinations, and upon intellectual potential, special talent, range of interest, emotional maturity and potential for personal development. Applicants are expected to understand the statements of college purpose and commitment; an application to Eckerd represents a student's declaration of intention to contribute to the accomplishment of those purposes and the fulfilment of those commitments.

YOUR APPLICATION

1. Request application forms early in your Senior year from the Director of Admissions.
2. Complete and return your application to the Director of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students

who are financially unable to pay the \$15 application fee will have the fee waived upon request.

3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Director of Admissions, Eckerd College, Box 12560, St. Petersburg, Florida 33733.

4. Arrange to take the Scholastic Aptitude Test offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program.

NOTIFICATION OF ACCEPTANCE

The Admissions Office of Eckerd College prepares a file on each candidate for admission. This compilation includes the official application, transcripts from the high school or preparatory school, test scores, personal recommendations from the secondary school, student statements and other pertinent data.

The Admissions Committee of Eckerd College meets at regular intervals during the school year. The first of the regular meetings takes place in October. If you have completed your formal application, including a high school transcript complete through the Junior year, and Scholastic Aptitude Test scores or ACT Test results, it is possible for the committee to act upon your application at that time. Acceptance by the committee does not mean that you are obligated to attend Eckerd College. This admissions process gives accepted students ample time to come to a final decision prior to paying the required \$100 acceptance fee by May 1, the Candidate's Reply Date.

When an application for admission is submitted to the Admissions Committee and action has been taken, the Director of Admissions will notify you of the status of your application. Your application may be accepted pending successful completion of the Senior year, or admission to Eckerd College may be denied. Successful completion of the summer module of Academic Motivation at the college may be required. Additional information may be requested to help the Admissions Committee make a final decision. If for any reason you are in doubt about the status of your application, write directly to the Director of Admissions.

A visit to the Eckerd College campus is

highly recommended. Please telephone or write to the Admissions Office for an appointment at least two weeks prior to the time of the intended visit. **Students accepted by the college** may be guests of the college for a week-end visit.

A medical examination form will be sent to each candidate who has paid the \$100 acceptance fee. This form should be completed and returned to the Director of Admissions before the due date listed at the top of the form. No student will be allowed to register until this form is completed and on file.

DEFERRED ADMISSION

An entering student who has been accepted by the college may defer the beginning of his program for one year. The deferred admission program is designed to serve the same purposes for an entering student which is served by the leave of absence program for students already involved in college work.

Advanced Placement Program

Courses are honored at Eckerd College on the basis of scores on the Advanced Placement Examination administered by the College Entrance Examination Board. Scores of four and five automatically certify the student in the course covered by the examination. Scores of three are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit.

| COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) | | |
|--|---------------------------------|-------------------------|
| EXAMINATION | SCALED SCORE FOR AWARDED CREDIT | MAXIMUM SEMESTER CREDIT |
| American History | 55 | 6 hours |
| Biology | 55 | 6 hours |
| Chemistry | 55 | 6 hours |
| Introductory Accounting | 55 | 3 hours |
| Introductory Economics | 55 | 6 hours |
| General Psychology | 55 | 3 hours |
| Introductory Calculus | 55 | 6 hours |
| English Composition | 55 | 6 hours |
| Introductory Sociology | 55 | 3 hours |
| Western Civilization | 55 | 6 hours |

The above CLEP Examinations and scores already have been adopted by Eckerd College.

Consideration is now being given to the following additional examinations: American Government, American Literature, College Algebra, Educational Psychology, Tests and Measurements, and Trigonometry. It is assumed the scale score for credit will be 55 in each of these cases.

Transfer Admission

Applicants for transfer admission must submit an application for transfer admission, high school transcript, SAT or ACT scores, and a transcript of your college record with a catalog from all colleges attended. A personal statement explaining your reasons for wishing to transfer is also required.

In order to graduate from Eckerd College a student must ordinarily spend at least two years, including his Senior year, at the college or in an approved off-campus program. Request for exception, together with reasons, may be directed to the Provost.

In order to be considered for transfer to Eckerd College, an applicant must be in good standing at the institution last attended and eligible to return to that institution.

Applicants must ordinarily submit official results of the Scholastic Aptitude Test or the ACT Test Battery to the Director of Admissions at Eckerd College. Transfer applicants who have previously taken these tests may submit these scores or arrange to retake the examination. Veterans and other applicants who are older and wish to transfer old credits or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other colleges and universities approved by their regional agency depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic division concerned. In general, courses in the liberal arts are transferable. Grades below "C" are not acceptable for transfer. Students wishing to transfer for spring term should initiate application before December 1.

All transfer students receiving the Associate in Arts degree from a regionally accredited two-year college will be admitted at the third year level at Eckerd College.



COSTS AND FINANCIAL AID

Costs

A college education of high quality is of lasting value and, like most things of value, is costly. A private, non-tax-supported institution such as Eckerd College makes every effort to keep fees down. Owing to substantial annual support from donors, the student pays only a portion of the actual expense of his education. The portions paid by the student are as follows:

ANNUAL EXPENSES (1973-1974)

| Resident | | Non-Resident | |
|---|--------|------------------------------|--------|
| Tuition | \$2500 | Tuition | \$2500 |
| Room and board | 1085 | Fees | 62 |
| Fees (Orientation, Room Key, Room Damage) | 82 | | |
| Total Charges | \$3667 | Total charges | \$2562 |
| Books (estimated) | 150 | Books (estimated) | 150 |
| Personal expenses (estimated) | 300 | Plus living costs off-campus | |

These figures do not include travel costs or the cost of maintaining a car. Returning students' costs and estimated budgets will be approximately the same, minus the \$12.00 orientation fee and \$15.00 room damage fee paid in the first year in attendance.

These charges include cost of room and board, post office box, library, athletic activities, health program, laboratory operations, studio facilities, accident and health insurance, guidance program, and state food sales tax. All rooms are air-conditioned during the months of September, October, November, March, April, and May. The college assumes no liability for utility breakdown, over which it has no control.

BREAKDOWN OF TUITION AND FEES

Basic tuition — \$2,500 for normal 4-1-4 or maximum 5-1-5 course load

Fall term — \$1,110

Fall term plus either autumn term or winter term — \$1,390

Winter term plus spring term — \$1,390

Spring term — \$1,110

Winter term — \$275 (including Freshmen taking autumn term)

Autumn term — \$275 (for upperclassmen)

Summer term — \$250 per course (including independent and directed study)

Part-time students — \$275 per course

Students on Leave of Absence — \$250 per independent or directed study

Overload — \$275 per course for any student registering for more than five courses in either fall or spring term

Auditing — \$150 per course

Course credit by examination:

- 1) As part of a 4-1-4 or 5-1-5 program, no extra charge
- 2) As credit for an entering student, no extra charge
- 3) Otherwise treated as a directed study — \$275 per course

Reexamination — \$50

An assessment has been voted by the students to underwrite student sponsored programs, publications, and similar student functions. The Student Association has authorized the Comptroller's Office to collect this assessment which is in addition to the annual expenses. This sum is required of all students and is non-refundable.

Fees

Students with automobiles must pay a \$5 annual parking fee. Private instruction in music is \$275 per year for one hour a week and \$137.50 per year for one-half hour.

FINANCING YOUR EDUCATION

All accounts are due and payable twice a year: August 27 and January 31. Unpaid accounts from a prior term must be paid before students will be permitted to register for the current term. All accounts must be paid before students will be permitted to take final examinations, obtain a transfer of credits, or be graduated. Specific financial information may be obtained by writing the Comptroller. The booklet, FINANCIAL GUIDANCE FOR STUDENTS, covers in detail the financial requirements and obligations of students enrolled in Eckerd College. Guides and rules for payments are contained there.

In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges as conditions may warrant. The current year's charges will not be adjusted during the academic year.

The payment due August 27 includes the comprehensive cost through January, minus acceptance fees, plus Student Association fee, room damage deposit, and key deposit. The spring comprehensive cost is due January 31. The college cooperates with insurance and tuition plan companies to make monthly installment payments possible when this method of payment of comprehensive costs more nearly fits the family's budget than lump sum payments.

EARLY PAYMENT ON ACCOUNT

If a parent owes at least \$2,000 and the total amount is paid by July 31, a \$30 credit will be applied to the student account.

Aid to Students

Financial aid based on demonstrated need is available to students through the Financial Aid Committee. Academic performance, personal development, and potential contribution to the college community are important considerations in awards of aid.

Financial need is determined by an evaluation of the Parents' Confidential Statement by the College Scholarship Service of Princeton, New Jersey. A student's total financial aid "package" will ordinarily include scholarship or grant, work aid, and loan.

The college's financial aid program emphasizes self-help. Most students receiving financial aid are participants in the college or government work-scholarship programs and/or one of the college, government, or state loan programs. Students are encouraged to seek outside sources of aid such as local and state scholarships; for example, Florida State Assistance Grants. All state residents demonstrating need are eligible. The college's financial aid office assists students and parents to complete the application forms and obtain the grant. Within Florida, you may call collect for assistance at 1-813-867-1166 and ask for Mr. LaRue.

At Eckerd College every qualified student's need is met according to national standards of need, providing application deadlines are met and sufficient funds are available. New students' PCS forms should be in the college's Financial Aid Office by April 1; returning students must submit them by March 1. Each year about half of the student body at Eckerd receives some type of financial aid. For more detailed information, contact the Director of Financial Aid.

Presidential Scholarships

Each year ten Freshmen, selected for outstanding achievement as indicated by academic accomplishments, creative talent, and character, may be awarded Presidential Scholarships. These merit scholarships provide \$2,500 per year (\$10,000 total for four full years) and are not based on financial need. Scholarships are renewable provided the recipients' academic progress and personal development are satisfactory.

THE FACULTY OF ECKERD COLLEGE

The purpose of Eckerd College, its specific commitments, and its educational programs define the quality and special capabilities of its faculty. From the time of its founding as Florida Presbyterian College, this institution has sought the services of professors who are highly motivated to apply their competences to the programs of the college.

The criteria for faculty members, as defined by the Board of Trustees, call for teachers who have depth and command in their fields of specialization and a breadth of cultural background enabling them to relate their own disciplines to the total program; who demonstrate personal and professional growth through research, publication and professional participation; who inspire students with respect for the teaching profession; who have the ability to think creatively and objectively and to inspire students to do likewise; who extend themselves to students in service, to colleagues in cooperation and to the community in social concern; and whose characters the students will want to emulate.

Faculty members lead overseas winter term study groups, act as administrative and teaching leaders of the London program and of Semester Abroad programs in such countries as, most recently, Spain, Japan, Denmark, Sweden, and Italy. Professors serve in certain general programs of the college, such as the Values Seminars and colloquia as well as in their fields of specialization. Eckerd's faculty musicians, artists, and poets perform both on and off the campus. Its scholars participate in professional societies and their writing is known to students, who frequently participate in research with professors, particularly in the sciences. Professors who function as Mentors are specially trained for this role. Descriptions of faculty qualifications and interests are included under the following statements concerning the collegia.



FOUNDATIONS COLLEGIUM

For most young people in our society, high school graduation marks a rite of passage into adulthood and a strong desire to live as adults. Entering college, they seek demanding academic courses, emphasis on process as well as content, small classes, personal relationships with learned scholars, a broad variety of teaching-learning situations, and an integrated program related to professional and personal development. Freshmen expect college to be quite different from high school. The Foundations Collegium aims to fulfill that expectation.

Foundations speaks to fresh adulthood, in particular to developing the willingness and ability to make independent judgments. With upper-division collegia at Eckerd College providing opportunities for self-managed success. Foundations Collegium is not a place, not a building, decidedly not capacity for initiative so that self-direction can be viable, and to experience success. Foundations Collegium is not a place, not a building, decidedly not a special dormitory. It is a community of students and faculty working together to fulfill these goals.

Foundations studies and experiences introduce the student to academic and social opportunities at the college, encourage strong Mentor-student ties that provide informed and careful advising, explore the modes of inquiry and kinds of knowledge which characterize upper division collegia, pursue questions which develop self-understanding and reaffirm commitment to ethical values and beliefs, and help each student attain the competence necessary for successful endeavor in his or her chosen area of study.

The People

Students entering Eckerd College as Freshmen are members of the Foundations Collegium. Transfers ordinarily enter an upper division collegium of their choice, though they may select elements of the Foundations program as they choose. Because of the transitional purpose of Foundations, no student remains in this Collegium beyond the first year.

The faculty of this Collegium are volunteers from the upper division collegia who devote two-thirds of their teaching time to Foundations courses. Their term of service is a minimum of two years, during which time the volunteer is a member of both the Foundations Collegium and his or her own upper division collegium.

Upperclass students selected and trained as Resident Advisers in the residence halls are also members of Foundations. These RA's work with faculty Mentors, particularly during autumn term, to develop for Freshmen a sense of belonging in the full college community.

The collegia, including Foundations, are not walled compounds. The full resources of the college are available to all members of Eckerd College. Professional counseling staff, support services, and the entire college faculty contribute to Foundations Collegium.

The Program

The Foundations program operates within an academic context that defines the elements of the program and gives it shape and meaning. Nevertheless, the program is not academic in any narrow sense, nor can it be and achieve all the goals it has established.

The Mentorship is the central component of the plan. The Mentor, a full-time faculty member, develops a perceptive and supportive relationship with each of 17 Freshmen in order to help the student carry out a successful entry into a demanding academic program consistent with the student's professional and personal development. He (or she) is fully acquainted with college resources, and will endeavor to know and understand the background, capabilities, career goals and personality of each of his students. A Mentor must be neither patronizing nor dictatorial. He tries instead to be a wise and caring counselor, mindful that while he cannot intrude, neither can he fully separate personal from intellectual development.

Each Freshman engages in three academic courses with his Mentor during this Foundations year: the autumn term project and two Foundations seminars. The Mentor guides his group of students through the orientation program during autumn term to explore the campus and surrounding community, and to develop information necessary for curriculum planning. Near the close of the Foundations year, Mentor and student prepare an academic curriculum for admission into an upper division collegium.

The autumn term project brings Mentor and students together in a single, intensive, academic effort. During this first month a student will choose and concentrate on one college level project and receive immediate feedback on the effectiveness of his effort. These projects differ from conventional courses: each student may influence project goals and must assume responsibility for planning both time and activity. The selection and approach of autumn term projects offers wide variety with products ranging from scholarly papers and scientific experiment to sculpture and musical performance. During the project, student and Mentor will attempt to form a working relationship essential to effective academic counseling. On successful completion of an autumn term project, a student need not plan a Freshman winter term project. Should he elect to do so, he may be exempt from a subsequent winter term or use the extra credit to accelerate.

Orientation and exploration is paced through the autumn term and assists the transition into college level academic life. Instead of an exhausting two days of mass lectures and testing, culminating in hasty selection of a full semester's courses, the Eckerd program is spread over several weeks and parallels substantive academic work. On arriving at Eckerd College, an entering Freshman need make only one academic decision: the autumn term project. Registration for a full year's curriculum follows at the close of autumn term, after introduction to college and city resources, evaluation of placement tests, and establishment of Mentor-student relationship. Supplementing the autumn term academic project, the period of orientation also offers recreation activities, sports, field trips and outings. In autumn term the Freshman occupies the same room he will live in for the rest of the year inter-mixed with upperclassmen. With them, Freshmen join with residence RA's to establish dorm rules and a house council for self-government. This combination of orientation and exploration with the autumn term project provides an unequaled opportunity for a new student to make himself at home with the college and its people, and to feel the excitement of learning. He also has the unique prospect of welcoming returning upperclassmen back to his campus at the start of the first fall module.

Foundations Seminars constitute two of the remaining eight courses in a student's Freshman year. "Defining Human Nature" in the first module and "Search for Spirit" in the third module stress an interdisciplinary approach to learning. They study the heritage of Christian and Jewish peoples in a world context as viable options in our time, and examine questions that challenge opinion and call for informed judgment. Utilizing class-wide presentations and small group discussions, these two courses expect each Mentorship group to select part of their own reading and plan some of their own activities. Part of the usual course time is scheduled for individual attention to written work, progress in the course, and planning.

Each mode of learning course provides the student with opportunities to develop further skills necessary for learning in new ways and for creative expression in one of the several academic areas offered by the upper division collegia. The program enables a student to pursue successful independent and guided study when he enters an upper division collegium, broadens his range of career choices in later years, and engages him in a continuous learning experience throughout life. Since every student must select two modes of learning courses, one from each of two different collegia, these courses also offer an element of breadth in the academic program. Selection is made from twenty-five courses approved by Foundations Collegium faculty. Some of these are introductory and prerequisites to continued study in upper division courses. All are open to both Freshmen and upperclassmen.

The distinguishing characteristic of a mode of learning course is the skills it teaches, the methods of inquiry and types of expression it develops. While the college expresses the goals of these courses in behavioral objectives, equal effort is made to present an imaginative content, interesting to the student. Modes of learning courses share with Foundations Seminars the responsibility for improving verbal skills.

Four fully elective courses make up the remainder of the Freshman curriculum and are selected by the student with the guidance of his Mentor.

The Foundations Collegium program may be summarized in the form of a curriculum calendar for Freshmen. Notice that the Mentor-student relationship operates throughout the year to develop a strong academic program for successful entry into a career of learning.

| AUTUMN TERM | MODULE I | MODULE II | WINTER TERM | MODULE III | MODULE IV |
|----------------------------------|----------------------|----------------------------|-----------------------|----------------------|----------------------------|
| Academic Project & Orientation * | Foundations Seminar* | Modes of Learning Elective | Optional for Freshmen | Foundations Seminar* | Modes of Learning Elective |
| | Elective | Elective | | Elective | Elective |

* Ordinarily with same Mentor

There follows a list of the faculty of the Foundations Collegium. Since each is a member also of an upper division collegium, all Foundations faculty members are listed in their own collegia. Further information about their academic interests is included in the faculty listings under the five collegia.

FOUNDATIONS COLLEGIUM FACULTY

| | |
|-----------------------------------|-----------------------------------|
| Robert J. Hatala, Chairman | E. Ashby Johnson |
| Collegium of Natural Sciences | Collegium of Comparative Cultures |
| Joncker R. Biandudi | Jay S. Johnson |
| Collegium of Comparative Cultures | Collegium of Creative Arts |
| Alan W. Carlsten | Gilbert L. Johnston |
| Collegium of Comparative Cultures | Collegium of Comparative Cultures |
| A. Howard Carter | Billy H. Maddox |
| Collegium of Letters | Collegium of Natural Sciences |
| Lester C. Dufford | James H. Matthews |
| Collegium of Letters | Collegium of Letters |
| John K. Eckert | Thelma B. Watson |
| Collegium of Creative Arts | Collegium of Letters |
| Irving G. Foster | J. Thomas West |
| Collegium of Natural Sciences | Collegium of Creative Arts |
| Robert J. Gould | |
| Collegium of Comparative Cultures | |

THE COLLEGIUM OF CREATIVE ARTS

The Collegium of Creative Arts has as its distinctive concern the development of perception, sensitivity, skill, imagination and insight in the solution of "problems". Since the problems which are selected challenge creativity in the organization of space, sound, language and physical materials, this Collegium claims as its province the traditional areas of Fine Arts with emphasis upon creation and performance.

Since many of these same qualities are demanded in the areas of human development and relationships, this Collegium also centers on some areas identified with the social sciences. Because every work of art is concrete and specific, the programs within the Collegium involve the acquiring of specific craftsmanship. Because creative intelligence is not limited to any single set of problems, the directions of the Collegium are diverse.

The concentrations of the Collegium are centered upon the broad areas of music, theatre, the range of visual arts and professional writings, education, humanistic psychology and community professions.

It also welcomes students who wish to focus their work in the areas of anthropology, literature, philosophy or sociology if their emphasis is within the spirit and scope of the Collegium. All programs are individually formulated by a student and his Mentor within broad guidelines, rather than being prescribed, but must focus on the development of sensitivity and skill in the creative solution to problems.

FACULTY OF THE COLLEGIUM OF CREATIVE ARTS

James G. Crane, Chairman, Collegium of Creative Arts, Professor of Visual Arts; A. B., Albion College; M.A., State University of Iowa; M.F.A., Michigan State University. Prof. Crane was chairman of the Art Department of Wisconsin State University before coming to Eckerd College. He is a practicing painter, has illustrated books, has published four books of satirical, social comment cartoons and one of theologically oriented short stories. His teaching responsibilities include *Visual Problem Solving* and *Intermediate and Advanced Studio-Critique*.

Richard R. Bredenberg, Director of Teacher Education, Professor of Education; A.B., Dartmouth College; B.D., S.T.M., Oberlin College; Ph.D., New York University. Prof. Bredenberg's areas of interest are teacher education, secondary education, early childhood education, innovative education, and teaching English as a foreign language. His teaching responsibilities include *Educative Apprenticeship*, *Pre-Internship*, *Innovative Education*, and *Professional Education*.

James R. Carlson, Director of the Eckerd College Theatre, Professor of Theatre Arts; A.B., Hamline University; M.A., University of Minnesota. Prof. Carlson as Director of Theatre is involved in the total process of producing a play. Experiments with new scripts and with new approaches to theatre have marked his work; he has produced American premieres of plays by Gambrowitz, Brecht, Stavis, Jerome and others. He has edited *Religious Theatre*, a periodical, and has participated in the international religious drama movement. His teaching responsibilities include *Theatre Projects I and II*, *The Development of the Motion Picture*, *Design and Techniques in the Theatre*.

Sarah K. Dean, Vice President and Dean of Student Affairs, Assistant Professor of Anthropology and Sociology; A.B., Georgetown University; M.Re., Southern Baptist Theological Seminary; M.A., George Peabody College. Miss Dean came to Eckerd from Belmont College where she was Dean of Women and Assistant Professor of Anthropology and Sociology for fourteen years. During her time at Eckerd she has taught Sociology, Freshman Core, numerous Independent Study courses, and the Resident Adviser Practicum.

Dudley E. DeGroot, Professor of Anthropology; B. A., University of West Virginia; M.A., University of New Mexico; Ph.D., Ohio State University. Prof. DeGroot has specific interest in archaeology, culture and personality, human sexuality and cultural change studies. Actively involved in continuing field work in Surinam, Latin America, he is also currently involved in the design and implementation of programs in the areas of family planning and population problems. As an active management consultant in industry, he is co-ordinator of Eckerd's Management Concentration. His teaching responsibilities include *Managerial Enterprise*, *The Anthropological Experience*, *Human Sexuality*, *Dramatic Ethnography*, *Anthropology in Religion*, *Introduction to Archaeology*.

John K. Eckert, Instructor of Art; B.A., Eckerd College; M.F.A., Cranbrook Academy of Art. Prof. Eckert works in wood, clay, photography and graphics. He has a continuing interest and commitment to three media: clay, wood and photography, which he likes to explore separately and in combinations of shapes, images and materials. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Images in Silkscreen*, *Clay*, *Wood Workshop*, and a *Foundations Seminar*.

Jerry H. Gill, Associate Professor of Philosophy; B.A., Westmont College; M.A., University of Washington; B.D., New York Theological Seminary; Ph.D., Duke University. Prof. Gill's areas of interest are language, philosophy of religion, political philosophy, and philosophy of art. His teaching responsibilities include *Philosophy of Languages: Modes of Meaning; Marxism: Philosophy, Politics, and Art; Philosophy of Sport; Ethics Colloquium: Fact and Value*; and a colloquium, *Transcendence and Contemporary Culture*.

James R. Harley, Director of Athletics, Associate Professor of Physical Education; B. S., Georgia Teachers College; M.A., George Peabody College. Prof. Harley came to Eckerd from Miami Dade Junior College, where he was Director of Athletics and Head Basketball Coach. He is Director of the total Physical Education Program, serves as Athletic Director and Head Basketball Coach, and teaches *Physical Education Activities, Foundations of Physical Education*.

Robert O. Hodgell, Associate Professor of Art; B. S., M.S., University of Wisconsin. Previously, Prof. Hodgell was Resident-Artist at the Des Moines Art Center, Art Director for Editorial and Communications Services of the University of Wisconsin Extension Division, illustrator for a children's encyclopedia, UNESCO "Expert in Book Illustration" in Pakistan, and an artist frequently published in *motive* magazine. A printmaker, sculptor, painter and craftsman, his work is included in private and public collections, such as Ringling Museum of Art, Metropolitan Museum of Art, Library of Congress, and others. He teaches various *Studio Art* courses.

Jay S. Johnson, Professor of Community Studies and Applied Sociology; B.A., Oberlin College; B.D., Yale Divinity School; M.A., American University, Beirut; Ph.D., Cornell University. Prof. Johnson came to Eckerd from University of Wisconsin where he was an Extension Sociologist. He sponsors student research teams, field apprenticeships and internships in the community and teaches in the area of community, community analysis, community development, social change, social gerontology, urban studies, East Asian studies, sociology of poverty and organizational behavior. He is Leave of Absence Coordinator and a Fellow of the Foundations Collegium. His teaching responsibilities include *Community, Community Development, Community Professions, Community Analysis, two Foundations Values Seminars, Field Experience*.

Richard B. Mathews, Assistant Professor of Literature; B.A., University of Florida, University of Heidelberg. Prof. Mathews is interested in media explorations. He is interested in media explorations. He edits and publishes *Konglomerati*, a magazine of visual poetry. His teaching responsibilities include *Mixed Media: William Blake and Concrete Poetry; Literary Contrasts; Non-sense; Writing Workshop: Advanced Composition; Writing Workshop: One Act*.

J. Peter Meinke, Director, Writers' Workshop, Professor of Literature; A.B., Hamilton College; M.A., University of Michigan; Ph.D., University of Minnesota. Prof. Meinke's poetry appears regularly in national magazines like *The New Republic*. He has published a critical book on poet Howard Nemerov, and two children's books in verse, as well as reviews, essays, and criticism. His teaching responsibilities include *Contemporary American Poetry; Writer's Workshop, Poetry; Contemporary British Poetry; Writer's Workshop, Fiction*.

Margaret R. Rigg, Associate Professor of Visual Arts; A.B., Florida State University; M.A., Presbyterian School of Christian Education, Richmond. Miss Rigg was an art editor of *motive* magazine before she came to Eckerd. She continues her interest in graphic design and calligraphy, recently having studied traditional calligraphy in Korea. She is an exhibiting painter, concerned with art and social involvement and with woman's role as artist. Her teaching responsibilities include *Time and Space: Sculpture Happenings; Handmade Book Production; Drawing Fundamental; Visual Arts Exploration: The Local Scene; The Artist as Social Critique*.

Shirley A. Smith, Musician in Residence; B.Mus., Oberlin College; M.Mus., Syracuse University. Miss Smith's areas of interest are performance practices of the music of Spain, designing some of the Comprehensive Musicianship courses, discovering innumerable possibilities in performing music on Tracker action organs and applying this to teaching. Her teaching responsibilities include *Comprehensive Musicianship II, Music and Theatre* (team), and *Organ Colloquium*.

Henri Ann Taylor, Director of Campus Intramurals and Recreation, Assistant Professor of Physical Education; A.B., Howard College; M.A., University of Alabama. Miss Taylor teaches in the Lifetime Sports Program and in the Physical Education and Recreation Certification Programs, and is also head of intercollegiate sports for women. Her teaching responsibilities include *Golf, Tennis, Badminton and Paddleball, Adapted Physical Education, School and Community Recreation*.

Harold L. Wahking, Director of the Human Development Center, Assistant Professor of Psychology; B.C.E., M.A., University of Louisville; B.D., Th.M., Southern Baptist Seminary. Prof. Wahking's work in psychology currently ranges between encounter group work, meditation, private personal conversations, and the restructuring of aspects of the college community so that they will foster emotional healthiness. He teaches a course in *The Psychology of Personal Development*.

William E. Waters, Professor of Music; A.B., University of North Carolina; M.A., College of William and Mary. Prof. Waters came to Eckerd from Duke University. For a number of years he was Chairman of the Music Department at The Governor's School of North Carolina, an experimental program sponsored by the Carnegie Foundation. He is interested in redesigning traditional programs in music theory to embrace integrated studies of musical styles, and the study of organ music of the Italian Baroque. He has a continuing commitment to keep alive the great musical masterworks of the past, while encouraging performance of new and experimental works. He is a conductor and performer on keyboard instruments. His teaching responsibilities include *Comprehensive Musicianship I, Choral literature I, II, III, Baroque and Renaissance Consort Music, Musical Theatre*.

J. Thomas West, Professor of Psychology; B.S., Davidson College; M.A., University of North Carolina; Ph.D., Vanderbilt University. Prof. West has held positions in a state mental hospital, child guidance clinic, state mental health education program and high school and college counseling centers. At present, he works in gestalt therapy, intensive growth group experience, the application of humanistic psychology to education, clinical and counseling psychology and self development. He is currently involved in rolfing

(structural integration) and is a certified roller. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *The Humanistic Approach to Thinking and Feeling* (Modes of Learning), *Values Workshop* (Freshmen), *Gestalt Theory and Practice*, *Group Dynamics*, *Body Psychology*, *Paraprofessional Internships*.

COLLEGIUM OF LETTERS

The purpose of the Collegium of Letters is to develop in its students an informed appreciation of the human condition and of man's unique freedom and dignity. It makes use of primary source materials for an understanding of man's historical experience and of creative works in their particularity for an appreciation of what is excellent and unique. It seeks, in Daniel Bell's words, to "plunge students into experiences which provide esthetic rewards, intellectual play, and a disciplined apprenticeship to work."

This Collegium shares with the Collegium of Comparative Cultures a concern to provide for students a high level of competence in the use of their own and other languages. It accepts special responsibility for developing an awareness of the importance of modes of conceptualization, principles of explanation, and the nature of verification of the intellectual disciplines.

It provides courses in the literature of English and other languages, in history, philosophy, religion and political science. It enables a student to develop a program with a major emphasis in one of these disciplines or to draw from a variety of them for special interdisciplinary or pre-professional concentrations of courses.

As a service to the entire college the Collegium of Letters provides elective and modes of learning courses which cover the broad spectrum of law, history, and of artistic, literary, religious and philosophical masterpieces. For students who desire to concentrate in the area of Letters it provides upper-division colloquia, seminars, independent and directed study designed to encourage them to become increasingly self-educating and competent to pursue areas of knowledge and esthetic appreciation of special interest to them.

The academic and social structure of the Collegium exemplifies the holistic nature of its concern for human values and the development of informed and committed human beings. The scholarly skills with which it is concerned are viewed as appropriate instruments in this search for meaning and value. This search begins and ends in the conviction that the individual, with unique endowments, experiences, and personal ends, is as deserving of the study and nurture of scholars as societies and institutions.

FACULTY OF THE COLLEGIUM OF LETTERS

Keith W. Irwin, Chairman, Collegium of Letters, Professor of Philosophy; A.B., Cornell College; M.Div., Garrett Theological Seminary. Prof. Irwin's teaching interests are in existentialism, philosophy and its relation to literature and the arts, myth and symbol. Research and writing have been directed to the meaning of death. His teaching responsibilities include *The Nature of Man*, *Philosophy from Descartes to Kant*, *Philosophical Ideas in Literature*, *Medieval and Renaissance Philosophy*, *Modes of Philosophizing*, *Nineteenth Century Philosophical Movements*, *Aesthetics*, *The Meaning of Death*.

Alvie A. Benton, Director, Upward Bound, Visiting Lecturer in Education; M.A., New York University. Prof. Benton is especially interested in counseling students who come from low income families. Helping students to actualize their potential in terms of realistic objectives is a major thrust of the counseling process. He is also interested in curriculum modification for underachievers. He offers a course in *Upward Bound*, *One-to-One*.

Burr C. Brundage, Professor of History; A.B., Amherst College; Ph.D., University of Chicago. Prof. Brundage's teaching, research, and writing interests are in mesoamerican archaeology and ethnology. His teaching responsibilities include *Mexican History*, *Art and History of Ancient Egypt*, *Imperial Spain*, *Mesoamerican History and Art*, *Asian Area Studies*, *The Nature of Man*.

Albert Howard Carter, III, Assistant Professor of Comparative Literature and Humanities; B.A., University of Chicago; M.A., Ph.D., University of Iowa. Prof. Carter teaches courses in American, English, European, and world literature, and is particularly interested in narratives, fantasy, and the relations of literature and the other arts. He publishes poetry regularly in magazines and has experience in singing and in photography. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Art of the Novel*, *Linguistics*, *Defining Human Nature*, *Literary Studies* (Modes of Learning), *Nineteenth-Century American Literature*, *Search for Spirit*.

J. Stanley Chesnut, Professor of Humanities and Religion; B.A., University of Tulsa; M. Div., McCormick Theological Seminary; M.A., Ph.D., Yale University. Prof. Chesnut has served Eckerd College as Director of Continuing Education, Associate Director of Summer School, and Chairman of the Humanities Division in addition to teaching. His major field is Biblical studies—history, literature, and theology—especially the Old Testament. He has done considerable field research and study in Near Eastern archaeology and in Asian religions, and is presently writing a book on the interaction of Eastern and Western religions. His teaching responsibilities include *Biblical Theology*; *The Study of Religion*; *Occultism*; *Biblical Literature*; *Society, Law and Community*; *The Prophets*.

Lester C. Dufford, Assistant Professor of French Language and Literature; B.A., Eckerd College; M.A., Ph.D., Florida State University. Prof. Dufford teaches elementary and intermediate French language courses and French literature courses. His primary interest is nineteenth and twentieth century French literature, particularly the work of Mallarmé and Valéry. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Elementary French*, *Foundations Seminars*, *French Area Studies*.

Réjane P. Genz, Professor of French Language and Literature; A.B., Sillery College, Quebec City; License es lettres, Ph.D., Laval University. Prof. Genz's areas of research and teaching are twentieth century French literature, and French women writers. Her teaching responsibilities include *Introduction to French Literature*, *Twentieth Century French Literature*, *Advanced Conversational French*, *The Nature of Man*, *Nineteenth Century French Literature*.

William F. McKee, Professor of History; B.A., College of Wooster; M.A., Ph.D., University of Wisconsin. Prof. McKee is a specialist in American social and intellectual history. In addition to teaching in the general area of the history of American civilization, he has been engaged in research in the history of social action movements in the Protestant churches during the twentieth century, and is presently preparing a biography of one of the leaders of the Social Gospel movement. He is particularly interested in the New Deal era and in liberal and radical movements during this period. His teaching responsibilities include *Search for Meaning in History*, *American Civilization*, *The New Deal*, *The United States as a World Power*, *American Social and Intellectual History I and II*, *Myths in American History*, *Colloquium: Technological Society*.

James H. Matthews, Assistant Professor of Literature; B.A., Seattle Pacific College; M.A., Ph.D., Vanderbilt University. When not plaguing folks with talk about books and other elusive products of the spirit, Prof. Matthews may usually be found pursuing such "vices" as writing, playing with his kids, tinkering with wood and glass, or otherwise enjoying the Good Life. Among his most obvious professional vices is an obsession with Irish literature. There is no truth, however, in the allegation that he is Irish too. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Mass Communications*, *Values Seminars*, *Literary Studies*, *Medieval Literature*, *Shakespeare*, *Twentieth Century British Fiction*.

Peter A. Pav, Associate Professor of Philosophy; B.A., Knox College; M.A., Ph.D., Indiana University. Prof. Pav's areas of interest in research, publication, and teaching are the history and philosophy of science, science and society, the history of philosophy, logic and critical philosophy. His teaching responsibilities include *Science and Society*, *The Scientific Revolution*, *Logic*, *History of Science*, *Descartes Seminar*, *Science Values Colloquium*.

Felix Rackow, Professor of Political Science, Pre-Law Advisor; B.S., M.A., Ph.D., Cornell University. Prof. Rackow's general academic emphasis in political science is in all aspects of the national government of the United States. More particularly, his principal interests are the study of the United States Constitution, the American Presidency, and civil liberties. He teaches and has published in each of these areas. His teaching responsibilities include *Constitutional Law I and II*, *American National Government and Politics*, *American Presidency*, *Civil Liberties*, *Justice, Law, and Society*.

Thelma B. Watson, Professor of German; B.A., Fisk University; M.A., State University of Iowa; D.M.L., Middlebury College. Prof. Watson came to Eckerd from Fisk University where she taught German and French. At Eckerd she teaches in the area of language and modern German literature. Her special interest is study of the demonic symbol in German literature. She is a Fellow of the Foundations Collegium. Her teaching responsibilities include *Literature I: Die Kriminalgeschichte*, *Literature II: Die Novelle u. Kurzgeschichte*, *German Grammar for Reading*, *The Technological Society*, *Faust Revisited*, *Modern German Drama: Concept of Justice*.

Frederic R. White, Professor of Comparative and Classical Literature; A.B., M.A., Oberlin College; Ph.D., University of Michigan. Prof. White came to Eckerd College in 1960 as a member of the founding faculty. His interests are in the continuation of the classical tradition in European letters. In this field he has published on Homer, renaissance utopias, Milton, and American utopias; and continues to review books in this field. He is currently interested in closer comparisons of past and present, as in Sophocles and Shakespeare, Ibsen and Euripides, O'Neill and Aeschylus, classical mythology and modern literature. His teaching responsibilities include *Beginning*, *Intermediate* and *Advanced Greek*, *Greek Tutorial*, *Latin Tutorial*, *Greek Drama in Translation*, *Dante and Milton*, *Classical Mythology in Modern Literature*.

William C. Wilbur, Professor of History; A.B., Washington and Lee University; Ph.D., Columbia University. Prof. Wilbur is interested in nineteenth century British political and social history, Fabian socialism and liberalism, renaissance and reformation, history of London, nineteenth and twentieth century western Europe, and technology and human values. His teaching responsibilities include *History of England to 1689*, *History of Modern Britain*, *The Technological Revolution and Human Values*.

COLLEGIUM OF COMPARATIVE CULTURES

The Collegium of Comparative Cultures assumes primary responsibility for the area studies courses which constitute a part of the Sophomore program of all students. It emphasizes particularly academic work in foreign countries and shares with the Collegium of Letters the responsibility for providing the language instruction which makes foreign study fruitful. Students with special interest in the languages and institutions of other cultures are encouraged to plan their programs in this Collegium.

Area Studies are provided in Afro-America, East Asia, France, Germany, Spain, Latin America, and Soviet Russia. The introductory courses are offered in English and require no prior knowledge of the language of the area. Students are ordinarily free to choose any two areas of interest, but those who are working in foreign language are encouraged to participate in the corresponding area studies course.

The basic requirement for a degree through the Collegium of Comparative Cultures is that the student and his Mentor develop a program which is consistent with the emphases of the Collegium. Ordinarily, some travel and study in a foreign culture makes up a part of a program in this Collegium, working closely with the Office of International Education to provide opportunities for foreign study. Familiarity with a foreign language is a normal expectation of this Collegium since language provides basic insight into other cultures. Language competence is required when a student is to study in a foreign culture under the auspices of Eckerd College. Language skills are not regarded as an end in themselves but as a primary means of access to other cultures.

The Collegium seeks to make extensive use of the winter term, the Semester Abroad, and the Year Abroad programs which have been developed through the Office of International Education. It is developing also a summer term abroad which is designed for students at the end of their Sophomore year. The summer program provides intermediate level work in language and in area studies. Students who complete this summer program may, on their return, focus on language study or on more general cultural topics.

The faculty of the Collegium is made up of scholars in the social sciences and humanities as well as specialists in languages.

FACULTY OF THE COLLEGIUM OF COMPARATIVE CULTURES

Kenneth E. Keeton, Chairman, Collegium of Comparative Cultures, Professor of German Language and Literature; A.B., Georgetown College; M.A., University of Kentucky; Ph.D., University of North Carolina. Prof. Keeton was a member of the founding faculty of Eckerd College. Prior to 1960 he taught at Wake Forest University. Publication has been mainly in the areas of German language texts and translations. Teaching and research interests include twentieth century German literature, in general, and the works of Franz Kafka and Hermann Hesse, specifically. His teaching responsibilities include *Elementary German Conversation* (film and tape), *Germanic Area Studies*, *Life and Works of Franz Kafka* (German and English), *The Novels of Hermann Hesse*, *Master Novellen of German Literature*.

Joncker R. Ibn Biandudi, Assistant Professor of Afro-American Studies; B.A., Sioux Falls College; M.A., Howard University in International Relations, with an emphasis on African Politics. Prof. Biandudi is interested in U.S. and Zaire relations and the impact of race in international politics; he is presently researching U.S. foreign policy toward the Republic of Zaire. He has done extensive research on U.S. foreign policy toward the Republic of South Africa. He serves as a member of the Board of Directors of *The Bridge*, an international ecumenical council. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Politics of Race* (Apartheid and other forms of white dominance systems), *African Politics*, *Colonialism*, *Africa in International Politics*, *Political History of Africa* (1000 A.D.-1800 A.D.), *Political History of Africa*.

Clark H. Bouwman, Director of Office of International Education and Off-Campus Programs, Professor of Sociology; A.B., Kalamazoo College; B.S., Western Michigan University; M.A., Ph.D., New School for Social Research. Prof. Bouwman came to Eckerd in 1960 from Illinois Wesleyan University where he was Chairman of the Department of Sociology. Teaching only occasionally, he has responsibility to develop and administer the extensive study abroad programs sponsored by the college, coordinate these with on-campus programs, and establish cooperative programs with other colleges. As Director of Off-Campus Programs, he develops opportunities for group and individual independent studies in off-campus learning situations. He also serves as Director of the 4-1-4 Conference, the national association representing the interests of some 400 innovative schools on the 4-1-4 calendar or one of its variant forms. He works with the Comparative Cultures Collegium in administering the Junior Colloquium, a course which relates the overseas offerings to the campus community.

Alan W. Carlsten, Professor of Religion; B.S., University of Oklahoma; M. Div., McCormick Theological Seminary. In addition to his work in theology and church history, Prof. Carlsten is deeply interested in Scandinavian culture. Because of his graduate study at the Royal University of Lund, Sweden, and his living experience in and travel throughout Scandinavia, he teaches and does research in the Icelandic Sagas and offers Swedish in the language program of Eckerd College. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Man's Search for Ultimate Reality*; *Process Theology*; *Nordic Religion and the Icelandic Sagas*; *Radicals, Rebels and Rogues in the Judaeo-Christian Tradition*; *The Three C's of Mature Selfhood* (autumn term); *Elementary and Advanced Swedish*.

Peter W. Chang, Assistant Professor of Chinese Language and Culture; B.A., Taiwan University; M.S., University of North Carolina. Prof. Chang came to Eckerd from Duke University where he was Assistant Professor of Chinese and Japanese languages. He has written four plays and published several articles. His most recent publication is a book entitled *Practical Chinese Conversation*. Currently he is compiling a book, *Selections of Chinese Readings*, for the advanced Chinese course. His teaching responsibilities include *Speak Chinese 1 and II*, *Read Chinese 1 and II*, *Appreciate Chinese I and II*; *Beginning Japanese*, *Intermediate Japanese* (by directed study).

Lloyd R. Craighill, Associate Professor and Coordinator of East Asian Studies; B.A., Swarthmore College; M. Div., Virginia Theological Seminary; M.A., Ph.D., Harvard University. Prof. Craighill lived fifteen years in central China and thirteen years in Japan, and speaks Japanese and Mandarin Chinese fluently. His areas of specialization are Chinese history, Japanese history, pre-modern Japanese literature, pre-modern Japanese art history. His teaching responsibilities include *Elementary Japanese*, *History of Japanese Art*, *East Asian Area Studies*.

Sidney E. Disher, Jr., Assistant Professor of German; B.A., Wake Forest University; M.A., Rice University. Prof. Disher is completing his Ph.D. at Tulane University. His special interests include eighteenth and twentieth century German literature, translation and German Area Studies. Before coming to Eckerd, he taught at Auburn University and served for one year as director of the Year Abroad Program in Freiburg, Germany. He is currently coordinator of the German Area Studies program at Eckerd. His teaching responsibilities include *German for Beginners*, *Intermediate Conversation German*, *Modern German Writers*, *German Area Studies: The German Heritage*, *Colloquium in Comparative Cultures*.

Frank M. Figueroa, Professor of Spanish and Hispanic Area Studies; B.S., Seton Hall University; M.A., Ed.D., Columbia University Teachers College. Prof. Figueroa has deep concern for the people of Latin America since he was born in Puerto Rico. He has traveled extensively through that part of the world. He is currently developing materials for the teaching of colloquial Spanish and folklore. His teaching responsibilities include *Advanced Spanish I and II*, *Beginning Spanish*.

Henry E. Genz, Professor of French Language and Literature; A.B., Emory University; M.A., University of Wisconsin; Ph.D., Western Reserve University. Prof. Genz's special interest is in French literature of the sixteenth century, with published research on Montaigne. He will be involved in teaching French Area Studies. His teaching responsibilities include *Intermediate*

French, Literature of the Renaissance, French Classical Drama, French Area Studies.

Robert J. Gould, Professor of Music; B. Mus., University of Oregon. Prof. Gould's special academic interests are ethnomusicology, modern music, and fantasy literature. He is presently completing a study of the music and culture of the Orkney Islands, Scotland. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Music: A Design for Listening*, *Values Seminar (Freshmen)*, *Comparative Cultures Colloquia*.

E. Ashby Johnson, Faculty Associate to the Provost, Professor of Philosophy and Religion; A.B., Presbyterian College, South Carolina; B.D., Th.M., Th.D., Union Theological Seminary, Virginia. Prof. Johnson has been on the faculty since the college opened and, for the first nine years, was director of the Core Program. His teaching has been primarily in interdisciplinary work, but he offers courses in areas of his research and writing, the philosophy of religion. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Foundations Seminar*, *Western European Civilization*.

Gilbert L. Johnston, Assistant Professor of Religion; B.A., Cornell University; B.D., Princeton Theological Seminary; Ph.D., Harvard University. Prof. Johnston began his career with a theological degree and then did advanced work in the history of religions. He has taught Eastern religions at Pennsylvania State University and has done research in Japanese Buddhism in the modern period. He is especially interested in the study of such basic religious phenomena as myth, ritual and symbolism, and the relation of these to other aspects of culture. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Religion in Non-Western Cultures (Modes of Learning)*, *Symbols, Myths, and Rituals (Modes of Learning)*, *Buddhism (Introductory)*, *East Asian Area Studies*.

Vivian A. Parson, Instructor in Russian; A.B., Brandeis University; M.A.T., Harvard University. Mrs. Parsons is primarily interested in Slavic languages and literatures, and in the study of comparative literature. She is currently teaching courses in Russian language, but also has wide interests ranging from Russian and Soviet literature, to Polish language and culture, to the role of women in Soviet life and literature. Her teaching responsibilities include *Beginning and Intermediate Russian*.

William H. Parsons, Associate Professor of History and Russian Studies; A.B., Grinnell College; A.M., Harvard University; Ph.D., Indiana University. Prof. Parsons combines a background in Modern European history with a special interest in Russian cultural history and Soviet affairs. As historian, he teaches courses in Russian and East European history and comparative revolutions. As coordinator for Soviet Area Studies, his interests range from Soviet historiography to Russian music, from the Soviet press to the national minorities in the Soviet Union. His teaching responsibilities include *Soviet Area Studies*, *Cultural History of Russian*, *Junior Colloquium: Many Cultures*.

Charles O. Todman, Jr., Coordinator and Associate Professor of Afro-American Studies; B.A., Howard University; Ed.M., Temple University. Prof. Todman has been instrumental in the establishment of a clinic at Petionville, Haiti, and is currently helping with the implementation of a proposal for a Nutrition Teaching Center Medical Clinic Complex at Bourg-Champagne, Haiti. His teaching responsibilities include *Afro-American History to the Civil*

War; Afro-American History, The Civil War to the Present; History of the West Indies; Afro-American Social and Political Protest Thought; Readings in Afro-American History.

Pedro N. Trakas, Professor of Spanish; A.B., Wofford College; M.A., Universidad Nacional de Mexico; Ph.D., University of North Carolina; Litt.D., Wofford College. Prof. Trakas was a member of the founding faculty at Eckerd College, and prior to 1960 taught at Davidson College. In 1970 he became Chairman of the Division of Modern Languages, and last year was Director of the Year Abroad Program at Madrid, Spain. He was editor of a modern Spanish play for use as a college text, Antonio Buero Vallejo's *El concierto de San Ovidio*, has written for scholarly journals, prepared language tapes for Scribner, and is in the process of writing a book on the Spanish novelist, Dolores Medio. His teaching responsibilities include *Beginning Spanish, Intermediate Spanish, Golden Age Drama, Modern Spanish Drama.*

THE COLLEGIUM OF BEHAVIORAL SCIENCES

The Collegium of Behavioral Sciences is one of two science collegia which share an emphasis on the acquisition of quantitative or qualitative data, the controlled isolation and manipulation of variables, the creative use of the skills and language of mathematics, and the structuring of general laws and theories. The Collegium of Behavioral Sciences is distinguished from the Collegium of Natural Sciences by its focus on individual and social behavior of human beings and of lower animals. Because many complex behavioral patterns cannot be studied through the classic scientific method of experimental isolation and control, the members of the Behavioral Science Collegium also emphasize techniques of systematic observation and of quantitative measurement, description, and analysis. The behavioral scientists utilize a distinctive set of methodologies to probe human and animal behavior.

Students who enter the Collegium of Behavioral Sciences share with the college faculty a commitment to the scientific study of behavior, and they choose a concentration which acknowledges that commitment. Some students prefer behaviorally-oriented concentrations in the traditional disciplines represented in the Collegium — anthropology, economics, political science, psychology, and sociology. Others are free to devise, in consultation with their Mentors, any of a large variety of interdisciplinary concentrations, bringing a behavioral perspective to such areas of learning as urban studies, management, group processes, comparative social behavior, social psychology, biopsychology, international relations, and Latin American Studies. Many of these concentrations would include courses from outside the Collegium of Behavioral Sciences, but students and faculty of this Collegium hold in common the desire to examine behavior primarily through the methods of science.

The spirit of collegueship that is shared by students and faculty in the Behavioral Science Collegium grows out of the sense of shared purpose and assists in the growth of each member of the group. During the second and the fourth modules of the academic year the faculty of the Collegium team teach Modes of Learning electives within the Foundations program, challenging students to acquire skills which are critical to a lifelong quest for learning about behavior. In the same two modules, the upper division students who have joined the Collegium come together with the Collegial faculty in advanced colloquia, emphasizing topics relating to social behavior in the second module and individual behavior in the fourth. During these two modules, the process of sharing insights will heighten not only the commitment of the group to a particular style of learning but also the sense of academic and social camaraderie.

Students who work within the Collegium of Behavioral Sciences should emerge from their experience at Eckerd College with a particularly strong awareness of the complexity and diversity of individual and social behavior. They should possess a thorough understanding of the means by which scientists continue to probe dimensions of humanity. This background is relevant to the development of a career in any of a broad array of human endeavors and to the development of one's individual and social life style. Better understanding of human behavior can affect a person's life in areas as particular as handling personal crises and as general as understanding public opinion polls. Students who plan appropriate programs through Behavioral Sciences may enter graduate or professional school, or move directly from college to career. They should have high employment prospects and improved understanding of themselves and others.

The faculty of the Behavioral Science Collegium provides rigorous academic experiences in the classroom and in labs, ready opportunities for independent study and research on the campus or away from it, and a close fellowship both through the Mentorship and within the Collegium. The full-time teaching faculty of the Behavioral Science Collegium include persons whose scholarly contributions in their fields parallel their concern for the teaching and guidance of students.

FACULTY OF THE COLLEGIUM OF BEHAVIORAL SCIENCES

Theodore M. Dembroski, Associate Professor of Psychology; B.S., Ph.D., University of Houston. Prof. Dembroski has done research in attitude and value change, fear-arousing persuasion, alienation and student activism, and the social psychology of the American carnival. He is especially interested in utilizing the experimental method to investigate social psychological phenomena in natural settings. His interest in experimental social psychology and personality-developmental psychology are evident in his teaching of the following courses: *Scientific Study of Individual Behavior*, *Scientific Study of Social Behavior*, *Developmental Psychology*, *Social Psychology*, *Research Seminar in Social Psychology*.

Wesley E. Harper, Assistant Professor of Psychology; B. A., Harvard University, in European History. Prof. Harper served with the U.S. Navy, and went on to do graduate study in Personality and Counseling Psychology at Stanford University, where he expects to receive his Ph.D. in 1973. His research has centered on initial interaction and development of friendships,

nonverbal communication, modification of self-perceptions, and systems analysis approaches to small social groups. He supervises student research and study on interpersonal interaction, counseling, assessment of clinical outcomes, experimental design in field situations, and multi-disciplinary examination of such behavior as aggression, deviance, and decision-making, in addition to his work in these courses: *Scientific Study of Individual Behavior*, *Personality and Psychometrics*, *Learning and Motivation*, *Social Learning and Behavior Modification*, *Junior/Senior Colloquium in Individual Behavior*.

Robert W. Greenfield, Professor of Comparative Social Behavior; A.B., Kent State University; Ph.D., Ohio State University. Prof. Greenfield came to Eckerd from Boston University where he was Chairman of the Division of Social Sciences. Currently he is doing field research on social systems and behavior in the brown pelican and the laughing gull. His teaching and research interests in animal and human communication, the evolution of social behavior, sociological theory, and environmental aspects of abnormal behavior are manifest in the following courses: *Scientific Study of Social Behavior*, *Scientific Study of Individual Behavior*, *Biopsychology I: Elementary Behavior Mechanisms*, *Biopsychology II: Complex Behavior Systems*, *Social Aspects of Deviant Behavior*, *History of Sociological Theory*.

David E. Stuart, Assistant Professor of Anthropology; B.A., West Virginia Wesleyan College; M.A., Ph.D., University of New Mexico. Prof. Stuart's theoretical interests are cultural ecology and the interdependence of biological and cultural factors in social organization. Before coming to Eckerd he was involved in field research in Alaska, Mexico, and Ecuador. His current research concerns the ecological adaptations of hunting-gathering societies. He teaches the following courses: *Scientific Study of Social Behavior*, *The Evolution of Man's Capacity for Culture*, *Cultural Ecology*, *Socio-cultural Systems and Process*; *The Band Level of Sociocultural Integration*, *Junior/Senior Colloquium in Social Behavior*.

Timothy R. Gamelin, Chairman, Collegium of Behavioral Sciences, Associate Professor of International Politics; B.A., Gustavus Adolphus College; M.A., Ph.D., Duke University. Prof. Gamelin has been engaged most recently in exploring the uses of simulation gaming for the study of international politics. He utilizes a variety of simulations in his courses, encouraging students to relate observed behavior in simulations to research regarding social, individual, and international behavior. Together with an Eckerd student, he has written a simulation game of politics in a modernizing society. He received his doctorate in 1968 after undertaking two years of research in Sri Lanka, Ceylon. Prof. Gamelin teaches the following courses: *Scientific Study of Individual Behavior*, *Scientific Study of Social Behavior*, *Political Development in Modernizing Nations*, *International Conflict and Crisis Behavior*.

Anne A. Murphy, Associate Professor of American Political Behavior; B.A., College of Wooster; B.D., Yale Divinity School; Ph.D., University of North Carolina. Prof. Murphy combines research into U.S. domestic politics and policy with participation in municipal government and politics. She encourages students to do community field work in many of her courses and seeks to place selected students as interns in government offices. She has conducted research on poverty, environmental problems and policy, and law

enforcement. She teaches the following courses: *Scientific Study of Individual Behavior*, *Scientific Study of Social Behavior*, *U.S. Congress, Political Parties, Electoral Behavior*.

J. Marvin Bentley, Assistant Professor of Economics; B. A., Davidson College; Ph.D., Tulane University. Prof. Bentley specializes in the areas of economic history and macroeconomic theory. He currently is working on a book covering the development of commercial banking in the frontier parts of the southern U.S. prior to 1860. He also supervises the program for students concentrating in management at Eckerd, and is active in developing off-campus intern experiences for management students. His teaching responsibilities include *Scientific Study of Social Behavior*, *Money and Banking*, *Managerial Economics*, *Macroeconomic Theory*, *Public Finance*, *Urban Studies*, *American Economic History*.

Clark L. Allen, Professor of Economics; B.A., MacKendree College; M.A., Washington University; Ph.D., Duke University. Prof. Allen came to Eckerd College from Southern Illinois University, where he was Professor of Economics and Director of Graduate Studies for the department. Prior to that he taught at North Carolina State College, Texas A. & M. University, Florida State University, Duke University, and Northwestern University. He is the author of a number of textbooks and journal articles, principally in the fields of price theory and international economics. Presently his teaching responsibilities include: *Principles of Microeconomics*, *Principles of Macroeconomics*, *Quantitative Methods*, *Intermediate Microeconomic Theory*, *International Economics*, *Seminar in Behavioral Research on Public Policy*.

John P. Kondelik, Cataloguer, Instructor; M.S., Florida State University. Mr. Kondelik is presently one of four librarians at Eckerd. As the library cataloguer he is responsible for the supervision of processing and for making available all books and serials in the library. His current interests are bibliography, history of books and libraries, and classification theory. As a member of the Behavioral Science Collegium he works particularly closely with this group on bibliographic and other library tasks. He also teaches a directed study course on cataloguing and classification.

THE COLLEGIUM OF NATURAL SCIENCES

The Collegium of Natural Sciences is one of two science collegia at Eckerd College. Both science collegia bring together individuals whose methodologies include controlled isolation and manipulation of variables, the acquisition of quantitative data, the creative use of the skills and language of mathematics and the structuring of general laws and theories.

The Collegium of Natural Sciences is distinguished from the Behavioral Sciences by its primary focus on biological and physical processes, utilization of techniques of observation and emphasis on experimental isolations and control of variables. The Collegium of Natural Sciences also includes emphasis on the study of pure and applied mathematics. Biologists, chemists, experimental psychologists, mathematicians and physicists make up this Collegium.

The objectives of the Collegium of Natural Sciences are to provide a variety of basic scientific observational, experimental and language skills necessary for thorough study in the sciences; develop the concepts and principles of science and mathematics not merely as ends but as useful tools for further study; train the mind in the scientific approach and solution to a variety of experimental problems; provide opportunity for exploring new areas of investigation through basic research; offer a variety of options for concentration in order to fulfill a student's career-oriented goals, both students who are professionally oriented and those who expect to apply their learning upon graduation; and provide a student in his and other collegia with the opportunity to explore the historical, philosophical and ethical aspects of sciences.

A student selecting the Natural Sciences Collegium for his primary identification may select programs leading to either the B.A. degree or the B.S. degree. For the B.A. degree, a student must complete a minimum of 12 courses within the Natural Sciences Collegium, which may include some courses from other collegia with the approval of the Natural Sciences Collegium; a comprehensive examination in his area of concentration; and three Collegium Colloquia. For the B.S. degree, a student must complete a minimum of 16 courses within the Natural Sciences Collegium, which may include some courses from other collegia with the approval of the Natural Sciences Collegium; a comprehensive examination in his area of concentration or a Senior Thesis by invitation of the faculty; and three Collegium Colloquia.

A student may plan a program of study with his or her Mentor in the areas of Biology, Biopsychology, Chemistry, Mathematics and Physics. Such programs normally lead to graduate study, industrial careers or secondary school teaching. In addition, students may elect to plan programs of study leading to careers in Medicine and Medical Technology. Students interested in medically oriented careers work closely with the Pre-Medical Advisory Committee in addition to their Mentors. Students may also select programs leading to careers in the Environmental Sciences.

The faculty members in this Collegium are extensively engaged in research closely associated with their teaching.

FACULTY OF THE COLLEGIUM OF NATURAL SCIENCES

Richard W. Neithamer, Chairman, Collegium of Natural Sciences, Professor of Chemistry; B.S., Allegheny College; Ph.D., Indiana University. Prof. Neithamer has research interests in inorganic coordinative compounds and polarography. He has carried out research at the Oak Ridge National Laboratory and on this campus for the U.S. Navy. As a member of the chemistry faculty, he served as discipline coordinator before becoming Chairman of the Natural Sciences Collegium. His areas of teaching include general chemistry, instrumental analysis, biochemistry, and advanced inorganic chemistry. His teaching responsibilities include *Environmental Problems of the Bay Area*, *Instrumental Methods of Analysis*, *Concepts in Chemistry I and II*, *Advanced Inorganic Chemistry*.

Joan T. D'Agostino, Assistant Professor of Chemistry; A.B., Rutgers University; Ph.D., University of Cincinnati. Prof. D'Agostino is a physical chemist whose primary research interests are in the areas of electron spectroscopy, photochemistry and molecular structure. She is the recent recipient of a grant from Research Corporation to study charge-transfer excited states in photochemistry. She has recently taught courses in molecular structure, general, organic and analytical chemistry and is presently coordinator of the chemistry department. Her teaching responsibilities include *Chemistry, Man and Society*, *Concepts in Chemistry I & II*, *Chemical Equilibrium*, *Symmetry & Structure*, *Special Topics*.

Philip R. Ferguson, Associate Professor of Chemistry; A.B., M.A., Indiana University; Ph.D., University of North Carolina. Prof. Ferguson is a chemist with a special interest in the synthesis and reactions of organic compounds with possible physiological or medicinal activity. He and several undergraduate students have prepared an extensive series of N-nitrosoamides for evaluation by N.I.H. as possible anti-cancer materials. In addition his present research interests include investigations of some classes of heterocyclic materials chemically related to those known to be instrumental in the processes of cell replication. In support of his belief that one learns best by doing he continues his activity in the search for new laboratory class experiments designed to illustrate specific concepts for the introductory chemistry courses. Presently his teaching responsibilities include *Organic Chemistry* (2 courses), *Identification of Organic Compounds*, *Advanced Organic Chemistry*, *Chemistry Colloquium*, *Senior Thesis* (and/or *Chemistry Research*).

Robert J. Hatala, Chairman of Foundations Collegium, Professor of Chemistry; B.S., Juniata College; Ph.D., Yale University. Prof. Hatala teaches physical chemistry and thermodynamics. His research interests are in the physical chemistry of macromolecules: synthetic emulsion polymers and lethal proteins of spider venom. For four years he was Director of the Core Program at Eckerd College. In 1967-1968 he was Visiting Professor of Chemistry and Consultant in General Education at Tunghai University, Republic of China. Before coming to Eckerd College in 1963, he was a research chemist for DuPont and taught at the University of Delaware and at Harvard University. Presently his teaching responsibilities include two *Foundations Values Seminars*, *Foundations Modes of Learning: Chemistry for Changing Times*, *Thermodynamics and Kinetics*.

John C. Ferguson, Professor of Biology; A.B., Duke University; M.A., Ph.D., Cornell University. Prof. Ferguson is a biologist with a keen interest in the sea. He is responsible for courses dealing with invertebrates, comparative physiology, oceanography, and the Biology Colloquium. He has been most active in research and has published many papers. Together with several students he currently is involved in a project sponsored by the National Science Foundation on the nutritional physiology of starfish. He is also very interested in current environmental issues, and is a member of the St. Petersburg Environmental Planning and Development Commission. His teaching responsibilities include *The Oceans*, *Biology Colloquium*, *Senior Thesis*, *Organismic Biology I*, *Invertebrates* (2 sections), *Comparative Physiology: Investigative*, *Comparative Physiology: Interpretive*.

George K. Reid, Professor of Biology; B.S., Presbyterian College, South Carolina; M.S., Ph.D., University of Florida. Prof. Reid was one of the founding faculty of Eckerd College. Prior to coming to Eckerd in 1960, he taught at Rutgers University and Texas A. & M. University. His major research interest is in the ecology of lakes, estuaries and mangrove shores. A second area of interest is vertebrate anatomy (ichthyology). Dr. Reid is the author of over forty research papers and articles since 1950. He has written three books and is the co-author of a general biology textbook. He is past President of the Florida Academy of Sciences and past Secretary of the Aquatic Ecology Section of the Ecological Society of America. Dr. Reid has held research grants from National Science Foundation, Explorers Club, and Research Corporation. His teaching responsibilities include *Ecology (Environmental Biology)*, *Organismic Biology (Vertebrates)*, *Earth as Ecosystem*, *Advanced Ecology*, *Natural Sciences Colloquium*, *Organic Evolution*.

William B. Roess, Associate Professor of Biology; B.A., Blackburn College; Ph.D., Florida State University. Prof. Roess has research interests in genetic regulation of amino acid transport in fungal and human tissue culture cells. He has carried out research supported by the National Cancer Institute at Oak Ridge National Laboratories and on campus with support from American Cancer Society and Research Corporation. His areas of teaching include Cell Biology, Genetics and Development and Human Genetics. His teaching responsibilities include *Cell Biology*; *Genetics and Development I: Methods*; *Genetics and Development I: Interpretive*; *Genetics and Development II: Investigative*; *Modes of Learning — Biology*.

Wilbur F. Block, Associate Professor of Physics; B.S., M.S., Ph.D., University of Florida. Prof. Block teaches various physics courses ranging from elementary physics through electronics and quantum mechanics. He has been active for several years in the study of radio emissions from the planet Jupiter. Currently his research is centered on studies of the low-energy interactions of beams of ions with atoms and molecules. His teaching responsibilities include *Fundamental Physics I and II*, *Electronics*, *Quantum Physics I and II*, *Physics Colloquium*.

Irving G. Foster, Professor of Physics; B.S., Virginia Military Institute; Ph.M., University of Wisconsin; Ph.D., University of Virginia. Prof. Foster is particularly interested in exploring the relationship between science and society with emphasis on the effect of science on man's view of himself. The bridging of the two cultures is both the subject of his academic research and the object of his teaching. Dr. Foster is also a Fellow of the Foundations Col-

legium. His teaching responsibilities include *The Concept of Energy* (ML), *The Process of Communication* (ML), *Astronomy 1973*, *Light and Color*, two *Values Seminars* (Freshmen).

James M. MacDougall, Associate Professor of Psychology; B.S., Highlands University, New Mexico; M.A., Ph.D., Kansas State University. Prof. MacDougall is a physiological psychologist whose primary areas of research lie in the analysis of thalamic and limbic functions in complex timing and sequentially-ordered behaviors. As part of this research program he is presently conducting studies of counting behavior in squirrel monkeys and rats. He is one of the originators of the new major program in biopsychology, and presently serves as its coordinator. His teaching responsibilities include *Statistics*, *Experimental Psychology*, *Laboratory in Operant Conditioning*, *Biopsychology*, *Biopsychology Research Laboratory*.

George W. Lofquist, Professor of Mathematics; B.S., University of North Carolina; M.S., Ph.D., Louisiana State University. Prof. Lofquist is primarily interested in the areas of algebra and number theory with secondary interests in the economic applications of mathematics. His teaching responsibilities include *Calculus I and II*, *Applied Mathematics of Economics*.

Billy H. Maddox, Professor of Mathematics; B.S., Troy State College; M.Ed., University of Florida; Ph.D., University of South Carolina. Prof. Maddox was a Visiting Scholar in the Department of Pure Mathematics and Mathematical Statistics at the University of Cambridge recently. During his visit he studied advanced topics in cumulative algebra and did further research in the area of generalized vector spaces. He teaches beginning, as well as advanced, mathematics courses and works intensively with a small group of first-year students. He is a Fellow of the Foundations Collegium. His teaching responsibilities include *Pre-calculus Skills*, *Modern Geometry*, *Computer Algorithms and Programming*, *Linear Algebra*, *Foundations Values*.

Robert C. Meacham, Professor of Mathematics; A.B., Southwestern at Memphis; Sc.M., Ph.D., Brown University. Prof. Meacham is interested in real and complex analysis, including differential equations. His research work has been in applications of the above mathematics to problems in mechanics of particles or of continuous media. He is also interested in computing and in numerical analysis. His teaching responsibilities include *Calculus I, II, and III*, *Real Analysis I and II*, *Differential Equations*.

Vaughn W. Morrison, Assistant Professor of Mathematics; B.S., M.S., Ohio University. On leave 1973-74.

Wanda J. Calhoun, Head Librarian, Associate Professor of Library Science; A.M.L.S., University of Michigan. Miss Calhoun is responsible for the supervision and administration of the total library operation. This includes library services, resources, and personnel. As a Visiting Specialist in Library Services for United Board of Christian Education in Asia in 1965-66 and again in 1971, she worked with college and university libraries in Indonesia, the Philippines, Hong Kong, Taiwan, Korea and Japan. She offers a directed study in Library Science.

LIST OF COURSES

Below is a list of course offerings at Eckerd College. All courses and course designations are fully described in the course description tabloid available with this catalog. Opportunities for independent study are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Directed studies are listed in the course description tabloid.

FOUNDATIONS COLLEGIUM

| | |
|------------|--|
| FDN 101 AA | Resistance and "Revolution"? (South Africa) |
| FDN 102 RE | Religious Basis of Ethics and Values |
| FDN 103 | The Art of Management and Performance |
| FDN 104 LI | The Raven in France: The Influence of E. A. Poe on French Poetics and Poetry |
| FDN 105 AR | Clay as a Medium |
| FDN 106 | The Shadow of Time: A Problem in Astronomy |
| FDN 107 MU | Making Music |
| FDN 108 CH | Life's Giant Molecules and Leather Tanning |
| FDN 109 | Signs and Symbols |
| FDN 110 | Futurists |
| FDN 111 RE | Rites of Passage: Religious and Secular |
| FDN 112 MA | Computer Programming and Problem-Solving |
| FDN 113 LI | The Popular Arts |
| FDN 114 LI | Bennett and Hesse: Two Literary Images on the Art of Selfness |
| FDN 115 PS | The Relationship of the Body to Emotional, Mental and Spiritual Growth |
| FDN 181 | Foundations Seminar: Defining Human Nature |
| FDN 182 | Foundations Seminar: Search for Spirit |

COLLEGIUM OF CREATIVE ARTS

Collegium Courses

| | |
|------------|---|
| CRA 305 | Resident Adviser Internship |
| CRA 380 VS | The Artist and Society |
| CRA 381 VS | Fact and Value |
| CRA 382 VS | The Possibility of Transcendence |
| CRA 383 VS | The Artist as Social and Political Critic |
| CRA 385 VS | Development of Creative Community |
| CRA 386 VS | Wilderness Exploration |

Anthropology Courses

| | |
|------------|-----------------------------------|
| CRA 201 AN | Introduction to Field Archaeology |
| CRA 202 AN | The Anthropological Experience |
| CRA 205 AN | Dramatic Ethnology |
| CRA 301 AN | Anthropology of Religion |

For other Anthropology courses please see Collegium of Behavioral Sciences.

Art Courses

| | |
|----------------|------------------------|
| CRA 113 AR | Drawing Fundamentals |
| CRA 181 AR | Visual Problem Solving |
| CRA 211-212 AR | Clay Workshop |
| CRA 213 AR | Images in Silkscreen |
| CRA 214 AR | Wood Workshop |

| | |
|----------------|---------------------------------|
| CRA 215 AR | Painting Workshop |
| CRA 216 AR | Graphic Design: Book Production |
| CRA 217 AR | Time and Space |
| CRA 219 AR | Painting Critique |
| CRA 311-312 AR | Intermediate Studio Critique |
| CRA 318 AR | Graphics Workshop |
| CRA 384 VS | Visual Arts: Local Scene |
| CRA 411-412 AR | Advanced Studio Critique |

Community Professions Courses

| | |
|------------|---|
| CRA 106 CP | Community Field Experience |
| CRA 306 CP | Community Surveys: Exploration and Analysis |
| CRA 401 CP | Theory and Practice of Community Services |
| CRA 402 CP | Field Experience in Social Work |

Education Courses

| | |
|------------|------------------------------|
| CRA 231 ED | Education Apprenticeship |
| CRA 232 ED | Innovative Education |
| CRA 334 ED | Early Childhood Education |
| CRA 335 ED | Elementary Education Methods |
| CRA 431 ED | Pre-Internship |
| CRA 435 ED | Professional Education |

Literature Courses

| | |
|------------|--|
| CRA 182 LI | Critical Process |
| CRA 222 LI | Contemporary American Poetry |
| CRA 223 LI | Mixed Media: William Blake and Concrete Poetry |
| CRA 224 LI | Nonsense |
| CRA 225 LI | Contrasts |

For other Literature courses, please see Collegia of Letters and Comparative Cultures.

Management Courses

| | |
|------------|-----------------------|
| CRA 266 MN | Managerial Enterprise |
|------------|-----------------------|

For other Management courses, please see Collegium of Behavioral Sciences.

Music Courses

| | |
|------------|----------------------------------|
| CRA 241 MU | Comprehensive Musicianship I |
| CRA 242 MU | Comprehensive Musicianship II |
| CRA 243 MU | Music and Theatre |
| CRA 244 MU | Seminar in Solo Vocal Literature |
| CRA 245 MU | Choral Literature and Ensemble |
| CRA 246 MU | Seminar in Organ Literature |
| CRA 248 MU | Music Projects I |
| CRA 348 MU | Music Projects II |

Philosophy Courses

| | |
|------------|--|
| CRA 151 PL | Philosophy of Language |
| CRA 251 PL | Ethics: Moral Decision Making |
| CRA 252 PL | Philosophy of Social Sciences |
| CRA 253 PL | Philosophy and Film: Ingmar Bergman |
| CRA 351 PL | Marxism: Philosophy, Politics, and Art |

For other Philosophy courses, please see Collegium of Letters.

Physical Education

| | |
|------------|---|
| CRA 171 PE | Philosophy and Principles of Physical Education |
|------------|---|

Psychology Courses

- CRA 105 PS Psychology of Personal Development
CRA 184 PS Humanistic Approach to Thinking and Feeling
CRA 207 PS Group Dynamics
CRA 302 PS Gestalt Theory
CRA 303 PS Body Psychology

For other Psychology courses, please see Collegia of Behavioral Sciences and Natural Sciences.

Sociology Courses

- CRA 180 SO The American Community

For other Sociology courses, please see Collegium of Behavioral Sciences.

Theatre Courses

- CRA 261 TH Living Theatre
CRA 262 TH Theatre Arts in Mass Media
CRA 265 TH Theatre Projects I
CRA 364 TH Design and Technique
CRA 365 TH Theatre Projects II
CRA 461 TH Theatre: History or Theory

Writer's Workshop

- CRA 183 WW Advanced Composition
CRA 226 WW Fiction
CRA 227 WW Poetry
CRA 229 WW One Act

COLLEGIUM OF LETTERS

Colloquium Courses

- LTR 381 VS Colloquium: The Nature of Man
LTR 382 VS Colloquium: The Technological Revolution and Human Values
LTR 383 VS Colloquium: Justice, Law, and Community

Classics Courses

- LTR 116 CL Beginning Greek
LTR 117 CL Intermediate Greek
LTR 118 CL Advanced Greek
LTR 331 CL Latin Tutorial
LTR 315 CL Greek Drama in Translation

French Courses

- LTR 113-114 FR Elementary French
LTR 320 FR Advanced Conversational French
LTR 321-322 FR Introduction to French Literature
LTR 423 FR French Romanticism
LTR 424 FR French Symbolism and Realism

For other French courses, please see Collegium of Comparative Cultures.

German Courses

- LTR 127 GR German Grammar for Reading
LTR 325 GR *Die Kriminalgeschichte*.
LTR 326 GR *Die Novelle u. Kurzgeschichte*

For other German courses, please see Collegium of Comparative Cultures.

History Courses

- LTR 156 HI Art and History of Ancient Egypt
LTR 181 HI The Search for Meaning in History
LTR 252 HI Art, Archaeology and History of Mesoamerica
LTR 253 HI History of England to 1689
LTR 254 HI History of Modern Britain: 1689-1970
LTR 256 HI American Civilization

- LTR 351 HI The New Deal
LTR 353 HI Mexican History
LTR 354 HI History of Imperial Spain
LTR 355 HI American Social and Intellectual History I
LTR 356 HI American Social and Intellectual History II

Literature Courses

- LTR 182 LI Literary Studies
LTR 232 LI Linguistics
LTR 235 LI Special Topic: Medieval Literature
LTR 333 LI Dante and Milton
LTR 334 LI Shakespeare
LTR 335 LI Special Topic: Arts of Fiction
LTR 336 LI 19th Century American Literature
LTR 337 LI 20th Century British Fiction

For other Literature courses, please see Collegium of Creative Arts.

Philosophy Courses

- LTR 165 PL Logic and Language
LTR 183 PL Modes of Philosophizing
LTR 361 PL History of Scientific Revolution
LTR 362 PL Special Topic: Philosophical Ideas in Literature
LTR 365 PL History of Modern Philosophy: From Hobbes to Kant
LTR 366 PL History of Modern Philosophy: 19th Century Philosophical Movements

For other Philosophy courses, please see Collegium of Creative Arts.

Political Science Courses

- LTR 171 PO National Government and Politics in the United States
LTR 274 PO Special Topic: Civil Liberties
LTR 371 PO Constitutional Law I
LTR 372 PO Constitutional Law II
LTR 377 PO The American Presidency

For other Political Science courses, please see Collegium of Behavioral Sciences.

Religion Courses

- LTR 144 RE Biblical Literature
LTR 341 RE Special Topic: Occultism
LTR 345 RE Biblical Theology
LTR 346 RE The Hebrew Prophetic Tradition

For other Religion courses, please see Collegium of Comparative Cultures: CCU 162, 181, 182, 183, 184, 262, 264.

COLLEGIUM OF COMPARATIVE CULTURES

Colloquium Courses

- CCU 162 RE Nordic Religion & Icelandic Sagas
CCU 181 RE Man's Search for Ultimate Reality
CCU 182 RE Radicals, Rebels and Rogues in the Judaeo-Christian Tradition
CCU 183 RE Religion in Non-Western Cultures
CCU 184 RE The Study of Symbols, Myths, and Rituals
CCU 185 How to Design an Independent Study: International/Off-Campus Dimensions
CCU 262 RE Asian Religions (East Asian)
CCU 264 RE Process Theology
CCU 381 VS Junior Colloquium: Many Cultures

CCU 382 VS Junior Colloquium: One World
Afro-American Studies
 CCU 170 AA Social and Political Protest Thought
 CCU 171 AA Afro-American History to the Civil War
 CCU 172 AA The Civil War to Present
 CCU 173 AA Readings in Afro-American History
 CCU 174 AA History of Colonialism in Africa
 CCU 271 AA Politics of Race
 CCU 374 AA Africa in World Politics

Area Studies
 CCU 281 AS Latin American Area Studies
 CCU 282 AS East Asian Area Studies
 CCU 283 AS Soviet Area Studies
 CCU 284 AS French Area Studies
 CCU 285 AS German Area Studies: The German Heritage
 CCU 286 AS African Area Studies: The African Experience

Chinese Courses

CCU 117-118 CI Elementary Chinese
 CCU 217-218 CI Intermediate Chinese
 CCU 327-328 CI Advanced Chinese

French Courses

CCU 213-214 FR Intermediate French
 CCU 421 FR Literature of Renaissance
 CCU 422 FR Classical Drama

For other French courses, please see Collegium of Letters.

German Courses

CCU 111-112 GR Elementary German Conversation
 CCU 211 GR Modern German Writers
 CCU 212 GR A Survey of Major German Writings
 CCU 223-224 GR Intermediate Conversational German

For other German courses, please see Collegium of Letters.

History Courses

CCU 151 HI History of Japanese Art
 CCU 152 HI History of Japanese Civilization
 CCU 153 HI Cultural History of Western Europe
 CCU 253 HI Cultural History of Russia

For other History courses, please see Collegium of Letters.

Japanese Courses

CCU 123-124 JA Elementary Japanese

Literature Courses

CCU 132 LI Soviet Literature
 CCU 331 LI Life and Works of Herman Hesse
 CCU 333 LI Life and Works of Franz Kafka(1974-75)

For other Literature courses, please see Collegia of Creative Arts and Letters.

Music Courses

CCU 186-187 MU Music: A Design for Listening
 For other Music courses, please see Collegium of Creative Arts.

Russian Courses

CCU 121-122 RU Elementary Russian
 CCU 221-222 RU Intermediate Russian
 CCU 311-312 RU Introduction to Russian Literature and Culture
 CCU 323 RU Advanced Russian Composition

Spanish Courses

CCU 115-116 SP Beginning Spanish
 CCU 215-216 SP Intermediate Spanish
 CCU 315-316 SP Advanced Spanish
 CCU 317 SP Advanced Spanish Composition and Conversation
 CCU 425 SP Golden Age Drama
 CCU 426 SP Modern Spanish Drama

COLLEGIUM OF BEHAVIORAL SCIENCES

Collegium Courses

BES 180 Scientific Study of Social Behavior
 BES 182 Scientific Study of Individual Behavior
 BES 260 Statistics
 BES 306 Special Topic: The Psychology of Career Development
 BES 308 Special Topic: Psychology of Women
 BES 354 Managerial Economics
 BES 360 Research Design
 BES 380 VS Junior Colloquium in Social Behavior
 BES 382 VS Junior Colloquium in Individual Behavior
 BES 480 VS Senior Colloquium in Social Behavior
 BES 482 VS Senior Colloquium in Individual Behavior

Anthropology Courses

BES 131 AN The Evolution of Man's Capacity for Culture
 BES 330 AN Cultural Ecology
 BES 334 AN Socio-Cultural Systems and Process
 BES 430 AN The Band Level of Socio-Cultural Integration

For other Anthropology courses, please see Collegium of Creative Arts.

Economics Courses

BES 151 EC Principles of Microeconomics
 BES 152 EC Principles of Macroeconomics
 BES 250 EC Quantitative Methods
 BES 351 EC Intermediate Microeconomic Theory
 BES 352 EC Intermediate Macroeconomic Theory (1974-75)
 BES 356 EC Money and Banking
 BES 454 EC Public Finance (1974-75)
 BES 458 EC International Economics
 BES 460 EC Seminar in Behavioral Research on Public Policy

Management Courses

BES 200 MN Principles of Accounting
 BES 202 MN Special Topic: Managerial Accounting
 BES 354 MN Managerial Economics

For other Management courses, please see Collegium of Creative Arts.

Political Science Courses

BES 340 PO Political Development in Modernizing Nations
 BES 344 PO U.S. Congress (1974-75)
 BES 346 PO Political Parties
 BES 440 PO International Conflict and Crisis Behavior

BES 446 PO Electoral Behavior
For other Political Science Courses, please see Collegium of Letters.

Psychology Courses

BES 310 PS Developmental Psychology
BES 312 PS Social Psychology
BES 316 PS Personality and Psychometrics (two course credit)
BES 318 PS Learning and Motivation
BES 410 PS History and Systems of Psychology
BES 412 PS Research Seminar in Social Psychology
BES 418 PS Social Learning and Behavior Modification

For other Psychology courses, please see Collegia of Natural Sciences and Creative Arts.

Sociology Courses

BES 322 SO Biopsychology III: Evolution of Social Behavior
BES 324 SO Social Aspects of Deviant Behavior
BES 328 SO Complex Organizations (or similar course)
BES 426 SO History of Social Theory
BES 428 SO To be determined

For other Sociology courses, please see Collegium of Creative Arts.

COLLEGIUM OF NATURAL SCIENCES

Collegium Courses

NAS 181 Processes of and the Individual in Biological Investigation
NAS 182 Chemistry for Changing Times
NAS 183 Pre-Calculus Skills
NAS 184 Computer Algorithms and Programming
NAS 185 The Process of Communication
NAS 186 The Concept of Energy
NAS 201 Earth as Ecosystem
NAS 202 Chemistry, Man and Society
NAS 203 Environmental Problems of the Bay Area
NAS 204 Electronics
NAS 205 Astronomy 1973
NAS 206 The Paradox of Color
NAS 401 The Oceans
NAS 487 VS Science and Human Values (1974-75)
NAS 488 VS Natural Sciences Collegium Colloquium

Biology Courses

NAS 111 BI Organismic Biology I: Invertebrates
NAS 112 BI Organismic Biology II: Vertebrates and Plants
NAS 211 BI Ecology
NAS 212 BI Cell Biology
NAS 311 BI Comparative Physiology: Interpretative
NAS 312 BI Comparative Physiology: Investigative
NAS 313 BI Genetics and Development: Interpretative
NAS 314 BI Genetics and Development: Investigative
NAS 411 BI Advanced Topics in Ecology

NAS 412 BI Advanced Topics in Genetics (1974-75)

NAS 419 BI Independent Research: Thesis
NAS 481 VS Biology Colloquium

Chemistry Courses

NAS 121 CH Concepts in Chemistry I
NAS 122 CH Concepts in Chemistry II
NAS 221 CH Organic Chemistry I
NAS 222 CH Organic Chemistry II
NAS 321 CH Quantitative Organic Chemistry
NAS 323 CH Thermodynamics and Kinetics
NAS 324 CH Chemical Equilibrium, (1974-75)
NAS 421 CH Special Topics
NAS 422 CH Advanced Organic Chemistry
NAS 423 CH Instrumental Methods of Analysis
NAS 424 CH Advanced Inorganic Chemistry (1974-75)

NAS 425 CH Biochemistry (1974-75)
NAS 426 CH Symmetry and Structure
NAS 429 CH Independent Research: Thesis
NAS 482 VS Chemistry Colloquium

Mathematics Courses

NAS 131 MA Calculus I
NAS 132 MA Calculus II
NAS 231 MA Linear Algebra
NAS 233 MA Calculus III
NAS 234 MA Differential Equations
NAS 331 MA Topics in Mathematical Economics
NAS 332 MA Foundations in Geometry
NAS 333 MA Probability and Statistics I (1974-75)
NAS 334 MA Probability and Statistics II (1974-75)
NAS 335 MA Abstract Algebra I (1974-75)
NAS 336 MA Abstract Algebra II (1974-75)
NAS 431 MA Special Topics
NAS 433 MA Real Analysis I
NAS 434 MA Real Analysis II
NAS 435 MA Topology I (1974-75)
NAS 436 MA Topology II (1974-75)
NAS 439 MA Independent Research: Thesis
NAS 483 VS Mathematics Colloquium

Physics Courses

NAS 141 PH Fundamental Physics I
NAS 142 PH Fundamental Physics II
NAS 241 PH Fundamental Physics III (1974-75)
NAS 341 PH Classical Mechanics (1974-75)
NAS 342 PH Electricity and Magnetism (1974-75)
NAS 441 PH Special Topics
NAS 443 PH Quantum Physics I
NAS 444 PH Quantum Physics II
NAS 449 PH Independent Research: Thesis
NAS 484 VS Physics Colloquium

Psychology Courses

NAS 151 PS Elementary Principles of Biopsychology (1974-75)
NAS 251 PS Experimental Psychology
NAS 351 PS Biopsychology I: Elementary Behavioral Mechanisms
NAS 352 PS Biopsychology II: Complex Behavioral Systems
NAS 459 PS Independent Research: Thesis
NAS 485 VS Biopsychology Colloquium

For other Psychology courses, please see Collegia of Behavioral Sciences and Creative Arts.

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Calendar of Events

1973 - '74

| | |
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| August 24 | Freshmen should arrive before 5:00 P.M. |
| August 27 | Freshman registration for Autumn Term |
| September 13 | Residence houses open to upper-classmen at 8:00 A.M. |
| September 14 | Registration for academic year; all students — Autumn Term ends at 4:30 P.M. |
| September 15 | Independent Study examinations, and reexaminations |
| September 17 | Module 1 commences at 8:00 A.M. |
| September 19 | Convocation |
| September 19-20 | Meeting of Board of Trustees |
| November 2 | Module 1 ends |
| November 5 | Module 2 commences at 8:00 A.M. |
| November 22-23 | Thanksgiving holiday; no classes |
| December 20 | Module 2 ends and Christmas recess commences at 4:30 P.M. |
| December 21 | Residence houses close at 10:00 A.M. |
| January 6 | Residence houses reopen at 8:00 A.M. |
| January 7 | Winter Term commences at 8:00 A.M. |
| January 31-February 1 | First Comprehensive Examination period |
| February 1 | Winter Term ends |
| February 4 | Module 3 commences at 8:00 A.M. |
| March 22 | Module 3 ends and spring recess commences at 4:30 P.M. |
| March 24 | Residence houses close at 10:00 A.M. |
| March 31 | Residence houses reopen at 8:00 A.M. |
| April 1 | Module 4 commences at 8:00 A.M. |
| April 10-12 | Second Comprehensive Examination period, Mentor Conferences and Contracts for 1974-75, and Registration for 1974-75 |
| April 17-18 | Meeting of Board of Trustees |
| April 26-29 | Festival of Arts |
| May 24 | Module 4 ends at 4:30 P.M. |
| May 26 | Baccalaureate - Commencement |
| May 27 | Residence houses close at 10:00 A.M. |
| June 17 | Registration for Summer Module |
| June 17-July 26 | Summer Module |

Calendar of Events

1974 - '75

| | |
|-----------------|---|
| August 23 | Freshmen should arrive before 5:00 P.M. |
| August 26 | Freshman registration for Autumn Term |
| September 12 | Residence houses open to upper-classmen at 8:00 A.M. |
| September 13 | Registration for academic year; all students — Autumn Term ends at 4:30 P.M. |
| September 14 | Independent Study examinations, and reexaminations |
| September 16 | Module 1 commences at 8:00 A.M. |
| September 18 | Convocation |
| November 1 | Module 1 ends |
| November 4 | Module 2 commences at 8:00 A.M. |
| November 6-7 | Meeting of Board of Trustees |
| November 21-22 | Thanksgiving holiday; no classes |
| December 19 | Module 2 ends and Christmas recess commences at 4:30 P.M. |
| December 20 | Residence houses close at 10:00 A.M. |
| January 5 | Residence houses reopen at 8:00 A.M. |
| January 6 | Winter Term commences at 8:00 A.M. |
| January 30-31 | First Comprehensive Examination period |
| January 31 | Winter Term ends |
| February 3 | Module 3 commences at 8:00 A.M. |
| March 21 | Module 3 ends and spring recess commences at 4:30 P.M. |
| March 23 | Residence houses close at 10:00 A.M. |
| March 30 | Residence houses reopen at 8:00 A.M. |
| March 31 | Module 4 commences at 8:00 A.M. |
| April 9-11 | Second Comprehensive Examination period, Mentor Conferences and Contracts for 1975-76, and Registration for 1975-76 |
| April 16-17 | Meeting of Board of Trustees |
| April 25-28 | Festival of Arts |
| May 23 | Module 4 ends at 4:30 P.M. |
| May 25 | Baccalaureate - Commencement |
| May 26 | Residence houses close at 10:00 A.M. |
| June 16 | Registration for Summer Module |
| June 16-July 25 | Summer Module |

