A month of mine: views upon nature; production of tango; personal empowerment; build a yurt; 16mm film; tracking the new england canio; women's work; mother-daughter; father-son; poet's seminar; murder; for pleasure: a seminar on the detective novel; art, artes, museums, monuments; intensive drafting; criteria.

For scientific choice: women and wilderness; natural healing; calligraphy workshop; the search by writers for new forms of storytelling; medieval universities; a study group on japan; the natural history of the american southwest; bio-inorganic chemistry; caribbean custom, and for kloes: the novel; as a chronicler: john o' aspassos usa; recorder playing; an examination of the shakers and their way of life; weaving on a four harness loom; orloom feelings and thoughts about death; shays rebellion; electronic graphics computer; production of seneas odysseus; portable video production workshop in greek drama; an expedition in search of solitude and beauty; aris and the french alps; all ireland: a society in struggle for a revolutionary theory; ensembles and consorts workshop in various media; urban research in progress; lectures on gary indiana; anrogamy; history and development of early blues; intensive exploration of dp; photography; workshop in fiction; beginning and intermediate shooters; an $1000.00 practical field course in techniques of wildlife observation and conservation; nordic and alpine skiing; for beginners; exploring physical fitness; teacher certification; careers and family; perf Uranus: montague and ulysses: modern european juvet literature - preparation of a study guide: teaching physics by computer; women in unions and union organizing; yoga; physiology and neurophysiology projects; calligraphy workshop: a month of mine: shay's rebellion; poet's seminar; views upon nature; a study group on japan; criteria for scientific choice; natural healing; teratology; graphics computer; roots; paris and the french alps; personal empowerment: the natural history of the american southwest; workshop in greek drama; build a yurt; the search by writers for new forms of storytelling; workshop in fiction
January Term

1975

Hampshire College
January at Hampshire is a time when members of the Hampshire community can intensively pursue one goal for one month: with a degree of involvement not possible during the fall and spring terms. January and visiting students may choose from more than sixty courses, projects, and workshops ranging fromungeography to blues to paleofauna and revolutions. For those students who do not wish to devote the entire month of January to courses offering short-term involvement of one to two weeks. If spending January in New England is a chilling prospect there are opportunities to travel to warmer places. And, as usual, those students who wish may pursue their own independent projects either on- or off-campus.

As in past January Terms most of this year’s instructors belong to the Hampshire community. Faculty and staff members are once again offering the opportunity for intensive involvement in the areas of their specialties or interests. There are many student-led courses in the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests. There are many student-led courses and to the areas of their specialties or interests.

The committee members are:

Richard M. Rose, coordinator
Diane Galante, secretary
Jerry Cohen, student
Edward Dennis, student
Nelida Pacheco, School of Social Science
Dori Lajdige, student
Robert Méglin, School of Humanities and Arts
William Marsh, School of Language and Communication
Sophia Rhee, Assistant to the Dean
Richard L. Bobrowsky, student
Albert Woodhall, School of Natural Science

We feel sure that you will find this year’s January Term an experience full of vitality, spontaneity and excitement. Reflecting a wide variety of areas, we look forward to receiving your comments and suggestions for next year.

The January Term Committee
SOME USEFUL INFORMATION

JANUARY TERM DATES: Thursday, January 7 - Wednesday, January 29

REGISTRATION DATES: December 2 - 13

REGISTRATION INFORMATION: Five-College students may register in person at the January Term Office, or by mail (be sure to include address, phone number, and second-choice course if desired).

Students in colleges outside the Five-College area are welcome to attend January Term at Amherst. Students from other institutions will be arranged whenever possible, or visiting students will pay tuition, room and board. We are members of the 4-1-3 Conference.

JANUARY TERM OFFICE: The January Term office is located in虫斯 House, 210. Our phone number is 413-542-4866.

LIBRARY HOURS FOR JANUARY:
Monday - Thursday 8:30 a.m. - 10:00 p.m.
Friday 8:30 a.m. - 5:00 p.m.
Saturday 10:00 a.m. - 3:00 p.m.
Sunday 1:00 p.m. - 10:00 p.m.

NOTE: Any course with a very low registration figure may be canceled, at the discretion of the instructor(s) and the January Term office.
"In that case, there is no point in which we wish to draw my attention!"
"To the curious incident of the dog in the night-time."
"That was the curious incident," remarked Sherlock Holmes.

Sir Arthur Conan Doyle, "Silver Blaze"

The Adventures of Sherlock Holmes

I climbed out of the ventilator, slipped up .38 from my shoulder clip and held it curling against my ribs, holding it with my elbow. I walked three silent steps and listened. Nothing happened... Raymond Chandler, Farewell, My Lovely

The detective novel, like its cousin the western and science fiction novels, has commonly been considered an inferior genre, suitable for passing time between serious connections or for purifying morally reprehensible acts. Even the highest praise accorded detective fiction is something like: "Well, that's pretty good... for a detective novel."

This seminar will begin with such assumptions. We will explore the detective novel from a number of critical and analytical points of view in addition to studying the function of detective fiction as recreation.

In the seminar we will read a number of classic and not-so-classic works of detective fiction, beginning with Edgar Allan Poe and concluding with the most recent examples of the genre in an attempt to answer some of the following questions:

How representative is the development of the detective novel of the Anglo-American literary tradition in the last hundred years?
Are there any systematic differences in approach and treatment among novel criticism in the Anglo-American tradition, and those from other European and non-European societies?

In what ways is detective fiction reflective of cultural values?
How does the "detective" in detective fiction relate to the process of observation, induction, deduction, hypothesis, and proof used in scientific research, medicine, and natural science? What are the differences between the logical and empirical methods of the natural sciences and the methods of the detective?

What are some of the technical and conceptual problems involved in translating detective novels into films, plays and television productions?
Who is the audience of detective fiction? What effect do any of these have on its readers?

And others.

In addition to secondary sources in the areas of literary criticism and the social sciences, we will make use of parts of the following critical studies of the genre:

Dewey and Bell, A Catalogue of Crime
Dewey, 221-B, Studies in Sherlock Holmes

and, of course we will read detective novels, four of them - 4:5 per week during the three weeks of the course. The reading list will be available before the end of Fall Term, so some reading should be done over the holidays. Each student will write a critical paper dealing with some aspect of the subject explored in the course. The seminar will meet on January 4-20, Monday through Thursday, for three hours a day.

Enrollment: No maximum

Prerequisites: None

Special Costs: None
THE NOVELIST AS CHRONICLER: JOHN DOS PASSOS' U-26

Robert M. Price

One would have to go back to the poetry of Walt Whitman or, more recently, to the Carl Sandburg of The People, Yes! to find a white American writer with so keen a sense of the enormous grandeur and epic stature of great novelists who historically give expression to the lives of the common folk; or to the interiority and moralizing tradition — folia, Balzac, Crane, Dreiser, Sinclair — to find one more man capable of capturing with the same and predatory nature of life under capitalism; or, finally, to a Cervantes, a Balzac, a Joyce to find one with so grand a design who managed too, to a remarkable original personal style and technique perfectly suited to his task as chronicler, to the range and compass of his visions.

U-26, may well be that elusive but much wanted creature "The Great American Novel." Certainly no other American writer has set out with more deliberate purpose — or with more success — to reflect, simultaneously, the field impurity, social complexity, and spatial sweep of life in the twenties and thirties; none, with the exception of Hemingway and Faulkner, has left a more lasting imprint on the craft of fiction on a world scale.

The aim of this course, then, is at once modest and ambitious. I would like, during the four weeks of January Term, to undertake a close reading of Dos Passos' novelistic trilogy and, complementing it with a look at the letters and diaries collected in The Phillippines, to examine how the novelist transcends as he mirrors historical phenomena, the clash of social forces, and his own social, ethical, and aesthetic concerns as a creator of fiction.

We will meet two to three times a week for two-and-one-half hour sessions; students will be expected to have begun reading the first section of The Phillippines before our first meeting.

Enrollment: 15
Prerequisites: None
Special Costs: None

POETRY SUPERVISION

Lowrence Fishbul

This course will continue the supervision of student poetry we have been following in the Fall Term. Seven or eight students have been submitting their poetry and other writings on a regular basis. January Term will continue this, working basically with the original group but allowing for others where there are spaces. The group will meet whenever is most convenient.

Enrollment: 9
Prerequisites: Interview with instructor
Special Costs: None
THE SEARCH BY WRITERS FOR NEW FORMS OF STORYTELLING

Chip Stinnett

In the late 1960's a number of collections of short fiction were published in which the
viscous form or structure of the fiction acquires an importance that vice with not sometimes
appears to dominate the text. The question, "What is the writer presenting?" becomes entangled
with the question, "How does the writer present the material?" The three books we will
look at are Donald Barthelme's "City Life," Robert Coover's "Pricksongs and Music" and Donald Barthelme's
"The Heart of the Royal and Other Stories." The course will meet twice a week for one and one-
half hours.

Enrollment: No maximum
Prerequisites: None
Special Credit: None

*Chip Stinnett is a Division III student in writing.

ULTRAS

Robert Cogan

For the average reader, reading James Joyce's "Ulysses" is like sifting through a maze. So
on the only two times I read the reconstructed "Ulysses," the dual motivated capacity, the
English version of the 1920's. There is not enough time to look at the text, the
Geinoes scalp, the word on the page, the sense of the text. To have the time to absorb the inner
glances is why I am not able to read it. With the or so others I'd
like to explore this great work of Ireland.

My intense lean toward Joyce's treatment of consciousness, the nature of freedom, and
ideology, have brought me to the point of sifting through the
without words, without speaking, thinking or, as much as it is possible, hearing them.
Writing accounts of our own perspectives and those, to a city, at a store, in your kitchen.
Writing a letter to a good friend and you describe a good time you had together.

These are my biases. Together with yours, they will comprise the course.

Readings: James Joyce's "Ulysses" 800 (dense) pages
Remedies for "Ulysses"

Enrollment: 10
Prerequisites: None
Special Credit: None

*Robert Cogan is a Division III student in stories and literature.
THE LITERARY MAGAZINE

Michael Benedikt

Designed for the editor-to-be and writer of both prose and poetry, this course will offer an introduction to a wide spectrum of professional editing approaches from philosophical as well as technical standpoints.

Through field trips or other arranged meeting, students will come into direct and personal contact with editors of some of the leading literary magazines in this country. These publications will include at least two of the following: The Paris Review, The Paris Review, The Paris Review, The Paris Review, The Paris Review, American Poetry Review.

In addition, students will meet with the editor of one of the more established " littie" magazines or press primarily publishing work by younger writers.

This course is conceived on a field study project, since none of the publications named above is located in the Denver area. Scheduling will be arranged in advance, and geared in with the schedules of professional editors, and also as far as can be arranged, according to student convenience and priorities. In addition to the arranged discussions above, the instructor will introduce the student to other literary magazines, and their policies generally.

Enrollment: Limited

Prerequisites: Interview with instructor

Special Costs: Students should be prepared to defray cost of travel to magazines

WORKSHOP IN FICTION

Robert Wilson

This is a workshop for students who are writing fiction. The course will best function for a group of up to 12 students who have done some fiction writing, have projects underway, and are interested in talking about their work.

Seventeen meetings, two or three times a week, will be augmented by tutorial sessions with each student, so that work can also be discussed at length and in privacy. We will study examples of different kinds of published styists and some magazines where the work of young writers can be the focus of the publication. The emphasis will be on the formal and stylistic aspects of fiction and translation which will call attention to line-by-line problems of writing technique which will be offered.

Enrollment: 12

Prerequisites: Experience in writing fiction and/or current project.

Interview with instructor, December 13, Rm 150.

Special Costs: None
THE POLITICS OF WOMEN WRITERS

Jim Tolkan and Marcia Kelly

I'd like to lead a reading group-study group of people interested in reading women's biographies and autobiographies over infancy term. Choices of biographies and autobiographies will be made by people wanting to participate in the group. Preference is for biographies and autobiographies of political women and writers, most important of course being Gertrude Stein, and for the semi-autobiographical writings of such people as Doris Lessing and Agnes Smedley, among others.

I would like to hold the group to about ten people, and give first preference to SIV III and later SIV IV students as we can run it as an integrative seminar. I would also like to talk to other people as soon as possible, so the group could be more or less put together before BI begins. Given the needs of the people involved, I would like us to meet as a group but as willing to work as an independent study level with those interested if that makes more sense. Meeting times will be arranged.

Enrollment: 10
Prerequisites: Interview with instructor, as soon as possible
Special Costs: None

Marcia Kelly has taught for several years in a women's studies program at Quinnipiac College in Connecticut.

THE SAGA OVER WOMEN'S WORK

Jean Lambo

We will consider the nature and forms of women's work, and its social and economic importance in various societies. We will be especially interested in the transformation of women's work within the family inside capitalist societies. We will attempt to arrive at an adequate theoretical position on the nature of housework in such societies through reading the Housework debate, deriving from distinct positions within the women's movement (feminist, radical feminist, socialist, feminist and marxist perspectives). All students will have interest in this debate are welcome, whether or not they have a background in women's studies.

The course will meet initially for two sessions during which most of the problem will be posed and the readings assigned, we will then break up into smaller reading groups for two weeks and finally converge as a whole group for the last two weeks of the course to pursue discussions arising from the issues raised in our readings.

Enrollment: 15
Prerequisites: None
Special Costs: None
"Different though the sexes are, they intermingle in every human being a fertilization from one sex to the other takes place. Often it is only the clothes that keep them apart..." 

Shakespeare's The Taming of the Shrew.

"I can live no longer at thinking..."

William Shakespeare, As You Like It.

This course will be an intense exploration of the idea of sexuality as a human necessity. To the realization of the sexes both within the personal and collective human psyche. The two chief literary sources to be read and thoroughly examined will be Virginia Woolf's Orlando and Shakespeare's The Taming of the Shrew. In addition we will be examining a few medieval folk tales, one or two essays by Sigmund Freud, and Galileo Galilei's book, Dialogues Concerning Two New Sciences.

Enrollment: 15
Prerequisites: Interview with Instructor
Special Costs: None
*Please confine this to a member of the Hampshire College staff.

FINDING OUT THE TRUTH ABOUT OUR SEXUAL SELVES

Dora Schults and Rosemary Daws

Perhaps one of the most important areas yet least emphasized realm of human development for women is the area of sexuality. This workshop will deal with a number of issues including general attitudes about sexuality, sexual habits, sex roles (male/female - masculine/feminine), sexuality, masturbation and body awareness exercises. The course is open to women who are interested in sharing their thoughts and feelings with one another.

Enrollment: 15-20
Prerequisites: None
Special Costs: None
WOMEN IN UNION AND UNION ORGANIZING
Cheryl Schaeffer

This will be a seminar on the participation, present and historical, of women in unions and union organizing. While in general union organizing and union control have been in the hands of men, there has always been a significant number of women who have worked toward encouraging working women to organize and participate in unions. These women have often been ignored, or sold out, by the union bureaucrats, but have won significant gains for women, and all workers, through their efforts. This group would examine, by means of reading, discussion and meetings with women currently involved in some aspect of union activity, the extent of women's participation in present day unions, the historical background of women's organizing efforts, and the viability of union organizing as women's organizing.

The main purposes of this seminar are:

1. To develop an understanding of the function and purpose of unions for women, both "blue collar" and "white collar" unions. We will not be looking at just industrial unions and organizing attempts, but will examine professional unions such as the nurses' union, social workers' union, etc.

2. To acquaint Hampshire students with the extent of women's participation in unions.

3. To encourage Hampshire women to consider current involvement with unions.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

NATURAL HEALING

This will be a four week seminar on natural healing. Classes will have an emphasis on practice, but theory will be discussed and a reading list given out. The purpose of the course is to discuss complements to doctors and chemical medicine. Preventive medicine (the building and maintaining of health) will be stressed.

The following subjects will be covered: History of Western healers; chemical and natural healing; relation of environment and emotions to illnesses; causes of disease; purification and healing of body through breathing; state, water treatments, herbs, massage, diagnosing and nursing; psychic medicine and psychic healing.

Enrollment: No maximum
Prerequisites: Permission of instructor.
Special Costs: None
The southwestern landscape holds a special attraction for many people: it will be a part of this course to try to come to a personal understanding of this region, through intensive involvement with two very different aspects of the landscape. How will women respond to an area that is out of the realm of their experience? Are there lingering taboos associated with an all-women’s group experiencing the landscape?

It is hoped that a significant part of the trip will be an effort towards coming to know other women’s responses to this landscape: through early journal literature, fiction, poetry. An attempt will be made to familiarize the group with a general sense of the history of areas to be explored -- how does a feeling of history affect one’s personal involvement with the landscape?

We will explore these themes experientially -- by two weeks of hiking, climbing and camping in the mountains and canyons of New Mexico. Depending on the preferences set by the group, we will spend our time in the Picuris Mountains, Bandelier National Monument and possibly the Sangre de Cristo, both to test camping, backpacking, map and compass, and first aid will be taught. (There will be no technical climbing.) Weather permitting, the two weeks will include a peak climb and a two day solo... not to learn survival skills but for illustration of one’s relationship with nature, oneself and the group. Participants will keep personal journals and wear some clothes.

Tentative readings: selections from Villa Guther, Mary Austin, Agnes Maddox and early pioneer women; articles dealing with literary relationship of women and wilderness; various introspective journals.

Time: January 6 - January 27 (including driving time)

Enrollment: 8

Prerequisites: Attend organizational meetings before Christmas.

Special Costs: approximately $75.00

*Veta Castillo is a Division II transfer student from New Mexico, whose project centers on women writers and the sense of place/wilderness in the Southwest.
VIEW UPON NATURE
Ralph E. Lotts

Different people view nature in different ways. Even those who approach the natural world in a similar, loving manner differ in the values and meanings they find through the encounter. This seminar will centers the writings of a number of naturalists in an effort to explore this link of nature and see differences in individual discoveries. We will, also, examine the role that these experiences play in the larger life of the authors.

Emphasis will be placed upon reading works which report the authors' personal experiences of nature, rather than those which intend primarily to convey information about the objective world. The readings, then, will tend to be more autobiographical than scientific in character. That will include: John Muir, In My Buddhism and Youth; Henry David, The Overland-Wreck; Edward Abbey, Desert Solitaire; Edith Thompson's, Home in the Wilderness; Alan Leopold, A Sand County Almanac; Paul Briscoe, The House of Life - Native Legends of West; Loren Stanley, The Night Country and Anne Dillard, Pilgrim at Ember Glenn.

The seminar participants will share the responsibility for gathering background information about each book and its author. Also, they will assess their own experiences in nature by either maintaining a journal, or preparing an autobiography. The seminar discussions provide an opportunity to examine the readings and to compare our experiences with those of the authors.

Please read Muir's, In My Buddhism and Youth, in preparation for the first meeting. People who wish to assist in leading the discussion of particular books should contact Ralph as soon as possible.

We will meet for two hours on Tuesday and Thursday evenings.

Enrollment: 12
Prerequisites: None
Special Costs: None

AN EXCURSION IN SEARCH OF SILENCE AND BEAUTY
Ed Ward, Sue Erikson* and Kevin Jordan*

Depending upon group feeling, twelve people will leave Hampshire on December 26 or January 2 to experience the wild, winter wilderness of Maine. North of Greenville and west of Millinocket, we shall spend ten days in and around four small cabins in the historic Tremont area forking modern conveniences, learning about winter survival, cross-country skiing, reading and relaxing.

Enrollment: 12
Prerequisites: Interview with instructor
Special Costs: $10 to $45 for food, fuel and bush pilot fee.

* Sue Erikson and Kevin Jordan are students in the Outdoors Program.
CONANADO MOUNTAINEERING TRIP

Jon Erskauer, Jeff White and Helen Apthorp, Leaders

A 12-16 day high-altitude mini-expedition to the Gore Range in Colorado (just north of Vail). The goal of the trip will be to provide Hampshire students who have never climbed high mountains in winter with an introduction to this experience — the best model in competition mountaineering available in the continental U.S., during the school year. No particular experience is assumed of people going on the trip. Depending on weather and body conditions, members of the group will hike for probably three days into a base camp on Pinney Creek with an altitude of about 11,000 feet; camp there for seven or more days exploring on ski or sometimes above timberline, and — if conditions permit — attempt ascents of peaks in the vicinity, including 13,000 foot Mummy. Hopefully, the peaks will provide opportunities for both non-technical and mildly technical climbing.

The dates are: January 3-22 inclusive, leaving from Hampshire on January 3, the group will drive a Hampshire van to Colorado, buy and pack food there; we will actually be in the mountains January 4-20. Drive back, January 21-22.

Additional requirements: one group meeting after the trip to discuss the experience and a paper from each student due February 7, evaluating what objective responses to the trip.

Enrollment: 7

Prerequisite: Interview with instructors

Special Costs: Approximately $200.00 per person, exclusive of special equipment. The Outdoors Program provides sleeping bag, canoe, pad, tent, cooking gear, ice axes, ski, snowshoeing equipment. Students must provide only warm clothing and good boots (snowshoes). Costs for food and gas only.

*Jonathan Erskauer, Jeffery White and Helen Apthorp are students in the Outdoors Program.

CARIBBEAN STUDIES

Claire Joseph

A small number of students will travel to 2 or 3 Caribbean Islands (Barb, Guad) to video tape, interview and record customs, folk history and folklore. We will document history and cultural aspects. This activity is a continuing part of the development of Caribbean Studies at Hampshire.

Enrollment: Limited

Prerequisite: Interview with instructor

Special Costs: Transportation and other expenses
THE NATURAL HISTORY OF THE AMERICAN SOUTHWEST

John Reid

During the fall term the instructor offered a combination of lectures and seminars intended to introduce principles of desert geology and geomorphology, xeric zone botany and some elements of pre-Columbian archaeology. A vital portion of the course is the proposed January trip to various localities in the southeastern United States. Approximately fifteen students will participate in the trip. Because of the many aspects of reconstructing the history of the area, the group will be divided into at least four sub-groups, each dealing with a specific level of natural history: geology, archaeology and architecture, mammals and birds, and botany.

In order to thoroughly study each one of these various subjects it is important to have a high degree of mobility while in the Southwest. For instance, the archaeological site we plan to explore is in El Paso, Texas, while geological and botanical studies are planned for the area in southern Arizona where the Sonoran, xerophytl, and arizone southwest desert overlay. We also feel that an overall understanding of this variety of desert biomes and geomorphic types can only be gained by seeing a number of different areas.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: Students will have to pay the cost of food, equipment and other expenses; amounts to be determined.
PERFECTION

Robert Fardin

"How you...want to cure are of his bad old habits and reshape his will according to the requirements of science and common sense...But what makes you think that can either can or should be changed in this way? What does it mean to you the conclusion that it is absolutely necessary to change one's desires? How do you know that these corrections will actually be to one's advantage?" --- Dostoevsky, NOTES FROM UNDERGROUND

"I am...to no way the first to presume that there is a sense and purpose behind the slight functional disturbances of the daily life of healthy people." --- Freud, THE PSYCHOANALYSIS OF EVERYDAY LIFE

We all have our bad old habits. We all make "mistakes" -- those slight functional disturbances to which Freud refers. The world is plagued by imperfection -- carelessness, envy, stress, mechanical breakdown, malnutrition, dental floss, apes of the tongue, fallen arches and frizzy hair. Alongside this imperfect reality is the perfect Ideal - the utopian society, the frictionless plane, the tangle free car, the self-adjusting color television, the carefree relationship, the good, the beautiful, and the effective.

This integrative seminar will explore the connection between reality and Ideal. We will examine the following questions, drawing upon a wide range of disciplines and experiences: Do mistakes have meaning? Can the study of errors reveal to us unexpected insights? How do we learn to live from our mistakes? Can the study of errors lead us to a closer approximation of the (beautifully) imperfect reality of life? Is the goal of perfection even a desirable one?

Readings for the seminar will include Notes From Underground by Dostoevsky, The Psychoanalysis of Everyday Life by Freud, "Slip of the Tongue" by Victoria Eason, The Invention of pastors by Thomas King, and The Perfect Day, a novel by Iris Levit and The Reluctance of Men by John Fowles. Other readings will be suggested by participants.

Enrollment: 20

Prerequisites: None

Special Costs: None
PERSONAL ENHANCEMENT

Limits and Graham Gordon, and Ellie Balling*

In this course we will explore the dimensions of power and powerlessness. We will investigate the resources available to us from within ourselves and around us. We will engage ourselves in the process of exercising power, and we will seek from this to derive knowledge which will increase our personal effectiveness as power-filled people. In this process we will have the opportunity to reflect together on the impact and the ethical implications of our exercise of power on those around us.

This course will be experimental — this is, we will be involved in "doing" and reflecting on what we do rather than simply "talking about."

The course will meet Monday, Wednesday and Friday of each week during January Term from 12:30-1:00 p.m. at the Dakan Masters' house.

Enrollment: 16
Prerequisites: None
Special Costs: None

* Ellie Balling is assistant master of Dakan House.

FEELINGS AND THOUGHTS ABOUT DEATH

Michael Gross

Death enthralls excitement! Sooner or later, we will all research this question, although the results of the inquiry may be difficult to publish. In the meantime, I'd like to reflect about the experiences and feelings people have before they die or while dying -- a rather morbid topic for socioculture, but perhaps a fitting one. We might explore this area through fiction, non-fiction, and perhaps some films.

I would also like to begin to explore a somewhat related problem: while biologists have long been aware that individual plants and animals die, they still have not elucidated specific mechanisms which lead to natural death. Nevertheless, they have speculated about such mechanisms which lead to death. Most of this body break down or why it fails for centuries (trying to understand, for example, why the heart itself can still pump when dead). I would like to examine theories of natural death, especially in the nineteenth and early twentieth centuries, and how this topic was perceived and subject to transmogrification when dealt with by "objective" science.

I am expressly limiting the scope as stated above, for I do not propose to treat related but for a short-term project -- tangential topics such as suicide, euthanasia, the medical sociology of death, or even the anthropology of death (except as it offers insight into the subjective experience).

Enrollment: No maximum
Prerequisites: None
Special Costs: None
We are not family with careers who also have careers and are concerned about the management of one career and a family. One of us is a cognitive/developmental psychologist and one, a social psychologist, but one primary interest in this topic is really as a practical, non-academic level. We are a woman and a man trying to work out the conflicts created by wanting both an interesting and valuable professional career and the love and pleasures of a family.

Our focus in the course will be on two career families; the problems they encounter and their attempts to cope with them. How do couples find time for each other and the development of their relationship? How do they manage household responsibilities in a culture with “housewife,” traditional marriage role relationships? What do they do if only one is professionally employed? Or if both are employed in one location and one receives an attractive job offer that requires moving elsewhere? How do they manage child rearing, particularly the provision of reliable care for their children? How do the demands of career and family affect their friendships and the pursuit of non-professional interests? Many of these questions are relevant to any individual with a career; they are samples of the general problem of deciding what the limits of commitment to a job will be and of defining a professional identity.

We plan to pursue these questions in a number of ways. We have come across a number of books and papers which we would like to discuss. Including a Division III thesis completed last year on the career and family decisions of women. A course called the Women's Program, a seminar on the career and family decisions of women, and a recent magazine article on the growth of women's work and child rearing in the 20th century. We would also be interested in discussing any service or treatment programs which have implications for our theme. We plan to meet as many different people as we can to talk to the class as a whole or in individual class members who offer their own experiences that we can learn from them.

We encourage everyone who is interested, for whatever reason, to join in this class. Class will meet for two and one-half hours, two mornings and one evening a week.

Enrollment: No maximum
Prerequisites: None
Special Costs: None
A STUDY GROUP ON JAPAN

William Marsh

Japan is interesting to study, especially when contrasted and compared with the United States. For example, its culture is over a thousand years old with virtually all borrowing before the end of the last century confined to China, while both countries became Pacific imperialists (sic) powers of the early 20th century and are at present the two major capitalist economic powers of the world. Despite its the only one of the Five-Colleges with an courses on Japan, we will try to provide ourselves with some background for study elsewhere or for possible travel to Japan.

The "courses" will attempt an experiment in attitude and commitment in that it will meet for eight hours every day except weekends between January 2nd and January 15th, and in that we will ask and expect each other to work as much to help the rest of the group as for one's own benefit. (Note that we have left over a week to catch up on other things before Spring Term starts.) In addition to reading and talking together, we will visit museums in Boston and Springfield, watch movies — including a series of contemporary films sponsored by the School of Language and Communication, and eat and sometimes prepare meals together; there who want to can practice alibi with me before class.

The world's first novel was written by a Japanese woman; students will read part of it and all of any standard history of Japan before the class starts.

Among the topics we will read about and discuss are: the Japanese language; works in translation, and English language use of the form; higher education in Japan; a few modern novels; and the historical figure of the samurai and its reflection in popular culture as compared with our own figures of the knight, the cowboy, and the detective-polician.

Cathy Cohen of the Development Office staff, who studied tea ceremony in Kyoto last year, will join the group as much as her schedule permits, to discuss traditional Japan, tea ceremony, and other aspects of Japanese culture.

Excellence: 18

Prerequisites: None

Special Costs: Students should expect to spend about $30.00 for food, travel and books.
THE SHAKERS

Lori Woody

We are indebted to the Shakers, more than to any or all other Social Architects of modern times.

Alfred Nobel

The Shakers were a religious sect whose differentiation from other religious sects lay in their extraordinarily social community. Their way of life was productive and economically stable, and they were strict in interpreting their religious beliefs into their everyday life. The Shakers offered a secure and honest degree of celibacy and 'joint interest' in common property. Their failure to survive as thriving economic and social community has caused much speculation among anthropologists. What are the reasons for their downfall?

This course will provide the opportunity for a small group of people to examine the Shaker society as a unique experiment in association. What were their diverse social and economic contributions? How did their status as a separatist sect play an unimportant but important part in America's development? Why are the Shakers significant in our history, and how is it reflected in our personal lives?

The class will include informal discussions, for which selected readings as background material will be used to help form students to their own views questions. If possible, field trips to places such as the Hancock Shaker Village in Hancock, Massachusetts, or the Shaker Museum in Chatham, New York, to name two, will be planned. Each participant will be asked to create a project which will give him/her insights into the Shaker way of life (e.g., one might prepare a piece of Shaker furniture or learn a Shaker dance). Hopefully, at the end of the course, a feeling for the Shaker culture will help lend an understanding of the Shaker.

Enrollment: 10-15

Prerequisites: None

Special Costs: Possible field trip

* Lori Woody is a Division III student concentrating in a study of Shaker society.

ALL IRELAND: A SOCIETY IN STRUGGLE FOR A REVOLUTIONARY THEOREY

R. Caldwell

Ireland is in a struggle against history, against forces that seek to negate its sources of identity, and against ideologies that conceal the contradictions of restoration of domination. The course will explore this struggle through its revolutionary theoretic, its revolutionary practice, and the strategy of contemporary reformation. To effect and contain the essential unity of this perspective eight themes will be explored:

- Ireland Revolutionary Social Theories
- Nationalism, Religion and Socialism
- The Shape of an Irish Nationalism
- The Shape of an Irish Nationalism: The Logic of Imperialism
- The Shape of an Irish Nationalism: The Logic of Imperialism: A New Strategy
- The Shape of an Irish Nationalism: The Logic of Imperialism: A New Strategy
- The Shape of an Irish Nationalism: The Logic of Imperialism: A New Strategy
- The Shape of an Irish Nationalism: The Logic of Imperialism: A New Strategy
- The Shape of an Irish Nationalism: The Logic of Imperialism: A New Strategy

The course will not attempt to present the complete historical struggle to itself by force and circumstances. The aim is to view the "particular" meaning and history of the struggle in its present historical unfolding and in relationship to other societies caught in the same dominant processes that they societal self-direction and social transformation.

Enrollment: 8

Prerequisites: Interview with instructor

Special Costs: None

Maymond Caldwell is a Division III student from Belfast, N. Ireland.
SHAY'S REBELLION, OR THE DARK SIDE OF THE BICENTENNIAL

Barney Discussion

In the winter of 1786-7, independent farmers in this area took up arms against the government of Massachusetts. High taxes, shrinking currency and subject administration of the law were combining to force the small farmers off their land. The General Court, turning a blind eye to the farmers’ pleas, and in the summer of 1785 bands of quasi-organized farm rebels began showing signs of force to prevent foreclosures and lead morale to their protest.

Many of the rebels were veterans of the Revolutionary War. Many of their farms sank into debt while they were off fighting the British. When they returned, creditors held notes that could not be paid. At the same time, the farmers’ war wages, which took the form of Continental notes, proved to be essentially worthless.

By the winter of 1787, an army of disgruntled farmers grew up under the halting leadership of Daniel Shays. In late January, 1787, a large army of the Springfield garrison, only to meet a heavy retreat when militia opened fire with canons.

But Shays’ Rebellion sent waves of patriots running through the nascent American ruling class, and even thereafter a strong national government was born in the form of the Constitution.

In this course we will center on Shays Rebellion but examine the entire course of events from the founding of the colony through the ratification of the Constitution. The basic outline of the course will be a view of pre-1789 America from the bottom up. We may find that the myth of consensus and good fellowship in Revolutionary society was just that — a myth.

The course will meet twice a week for two hours, plus individual consultation.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

EDITOR AND DEVELOPMENT OF EARLY BLUES AND ITS INFLUENCE ON CONTEMPORARY MUSIC

Howard Smith

The course will trace the development of early blues and rhythm styles both in rural and urban areas, and show the importance of this music in paving the way to contemporary jazz via distinctive and rock-and-roll via Chicago and Detroit electric blues. In addition to musical styles, a study of the words of these songs and the use of metaphors. Special workshops will be held for those who play guitar and wish to learn various blues styles.

We will meet three days a week (Monday, Wednesday, Thursday) for discussions and instruction.

Enrollment: 20
Prerequisites: None
Special Costs: None
The recorder is an end-blown flute, widely used from before 1550 to the time of Handel and Bach. With the revival of interest in early music, many people are eager to learn to play the recorder since it can provide a more authentic interpretation of this music.

Along with the use as a solo, serious musical instrument, the recorder is the ideal instrument for recreational music. Relatively inexpensive, easy to transport and often at its best played in ensemble, there is a wealth of medieval, renaissance and baroque music which may be played.

Daily classes in technique and consort playing using all sizes of recorders will be given as needed for students at all levels of proficienc. If there is enough interest a mixed consort with other instruments will be organized. Private lessons may also be scheduled and I would like to have some open playing sessions with other early music groups in the community.

Students will be expected to practice daily. A knowledge of music notation is not a prerequisite; it can be learned as we go.

Enrollment: 20 beginners maximum

Prerequisites: None

Special Costs: A recorder. If you haven't got one, please wait and talk to me before you buy.

ENSEMBLES AND CONSORTS
JF 140

It has become increasingly evident that there is a need for instruction and teaching in ensemble performance and early music performing — consorts. Although performance was included in the English Renaissance music last January, there was a demand for performance which could not be met in conjunction with the historical course. During January we will concentrate on the performance aspect, which will then be supplemented by historical information.

It is intended that the consorts be closely integrated with Mrs. Larkby's recorder course, and that we work together in the distribution of students into consorts of all levels, so that the maximum performance time may be made available to each student as an individual.

Hampshire College has available Renaissance and baroque recorders and other reed instruments which will be available for flexibility in instrumentation. Elementary viola da gamba classes may be offered, or following the course set-up as the demand requires. These or more viola may be made available for use of individual students.

Ensemble playing will also be encouraged with other groups in the community; it is hoped that the participants will work toward a performance at the end of the term.

Enrollment: 50 maximum

Prerequisites: Viola da gamba only — interview with instructor about lessons, instruments, etc.

Special Costs: None
MEDIEVAL UNIVERSITIES

Jill Davidson and Gretchen Vermilye

Modern colleges and universities are an outgrowth of the earlier universities in Western Europe. These early scholastic communities established the foundations upon which modern institutions of higher learning have built their present, social and political structures.

In this course we hope to explore the implications of medieval academic life as they pertain to contemporary trends in education. As background we will look briefly at the political, social, economic and intellectual life of Western Europe just prior to the establishment of universities in the twelfth century. We shall investigate the students, faculty and administration in these schools: Paris, Bologna and Oxford in order to understand their distinct approaches to administration.

We shall be looking for structures and historical phenomena which served as the basis for the evolution of modern "traditional" universities. We'll also be looking for alternatives to what have become ritualized forms of modes of behavior within academic communities. Along these lines we shall examine the life of Peter Abaelard, the first radical college professor; study the basic elements of the rights and privileges of faculty and students (e.g. a viva voce); and delve into the medieval curriculum.

The course will require a good deal of reading and a brief paper. Classes will be held two times a week for 3 hour sessions.

Enrollment: 15
Prerequisites: None
Special Costs: None

*Gretchen Vermilye is a Division II student studying death.

MEDIEVAL EUROPEAN JEWISH LITERATURE: PREPARATION OF A STUDY GUIDE

Leonard Glick

I want to begin working with students during January Term and continue on an informal basis during Spring Term. During January we'll meet two or three times weekly; during Spring term, once weekly, possibly in the evening. Two or three people will work on sections of the course. Everyone will be expected to read as much as possible and to comment on the work of others. The final product will be a comprehensive guide to nineteenth and twentieth century fiction, poetry, and other creative writing by European Jewish authors. I'm inclined to include every author whose work was influenced by Jewish identity, even indirectly — e.g., Franz Kafka, Isaac Bashevi Singer. Of course, considerable attention will be devoted to the Yiddish literary tradition, and to authors writing in Hebrew on European Jewish themes — e.g., Agnon. If time and resources permit, we should also include the work of the first generation of Eastern European immigrants in the United States — e.g., Henry Roth, Abraham Cahan.

Enrollment: No maximum
Prerequisites: None
Special Costs: None
Elementary school teachers spend many hours with young children but rarely have a chance for intellectual contact with each other or with other educators. Where can teachers receive this kind of stimulation to renew their outlook, to share ideas and problems, and to review programs and materials that they otherwise might not see?

Teacher resource centers try to respond to this need in various ways by offering courses for teachers, classroom advisory services, places for teachers to drop in for informal work and study, or cheap or free materials and ideas about how to use them.

In some like ours which have many small scattered school districts, teachers often aren't aware of the resources open to them. This January we will investigate centers in this area and collect our findings in a booklet to distribute to local teachers for their information. We will visit resource centers near Auburn and around New England and will participate in workshops with teachers here and at the Workshop for Learning Things near Boston. We will visit factories to find if they have free waste products that can be "rescued" for classroom use and find out how they could be used. We will also try to find out if there is enough local interest to support a teacher center at Hampshire and if so, how it could become self-supporting.

The class will meet 3 times a week to share information on school and resources that class members visit, to participate in center activities and to plan the booklet. The first meeting will be Friday, January 3, 10 a.m., AAB 11, No. 19. We will schedule future meetings at that time.

Enrollment: No limit

Prerequisite: None

Special Costs: There will be minimal food and travel expenses and we may occasionally encounter entrance fees at centers. I don't expect these expenses to exceed a total of $2.00 per person.

* Nancy Watts is a Div. III student at Hampshire who is working on the creation of a teacher center in Springfield.
NEW TO WRITE A LIBRARY RESEARCH PAPER

I. Brown Kennedy and reference staff

This is a workshop on the basic processes of producing a library research paper—the use of reference sources, compilation of bibliography, note-taking, prose writing, the statement of a thesis, and the organization of an argument, among others. It is designed for students at the div. I level who, having already proposed and been granted at least one course, know that they must do some concentrated work on improving their research and writing skills. The material for the workshop sessions will be drawn directly from the research projects which differ from the research projects which differ from the research projects which differ from the research of the group have undertaken. For example, in one early session the group will meet with how to sharpen one’s focus on a subject by following it through bibliographies, indexes and periodical articles and not settle on an idea to apply these techniques to our various topics. Later sessions will be taken up with tutorials or small group discussions of the specific problems people are having in writing their papers. Students applying for the workshop must, therefore, have a project on which they want to devote a lot of time and which they intend to largely complete during January term.

Though writing method is never discernable from substance people should remember that this is a workshop almost wholly concerned with the "how-to." If work done during the workshop is to be presented for an exam, the student should be sure that the exam proposal has been approved and that the faculty sponsor of the exam is willing to be the "substantial" advisor for the project.

Workshop sessions will meet three mornings a week during the first half of the month and two mornings per week in the last half.

Enrollment: 15
Prerequisites: None
Special Costs: None

WHAT IS ENVIRONMENTAL DESIGN?

N. Stein and the Environmental Design Group

This course is offered as a service to those students who are interested in pursuing a January Term Independent Study project in the realm of environmental design. We will discuss the field of environmental design as well as present an open-ended forum to share each other’s work and ideas.

Weekly meetings will be held for discussion and consultation.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

*The Environmental Design Group is an on-going group of students interested in architecture, urban studies, regional planning and other aspects of design.
EXTENSIVE DRAFTING
Peter Duly* and the Environmental Design Group

Drafting is learned through a continual application of drawing techniques. It is not a god-given talent or a magic power, but a skill that can be acquired by anyone wishing to communicate a design idea.

We will explore the following drawing techniques: lettering, orthographic projection, oblique projection, section drawings, construction details, perspectives, shades and shadows, and presentation drawings.

The class will meet five times a week for one hour in the morning. Print and drawing paper will be provided. Participants are expected to supply their own drawing tools.

Enrollment: 10
Prerequisites: None
Special Costs: For drawing tools.

*Peter Duly is a Division III student in landscape and design.

BUILD A HOPI
George Zacharias* of the Environmental Design Group

What is a yurt? Build one, study one, draw one and you will find out! As a group we will try to get to know yurts by processing one or more of these projects. We will look into the history of yurts and their relation to ancient Mongolians, study recent developments in design, build models, and visit local examples. Ultimately if the group is willing we can build a full size lattice work structure similar to the original Mongolian design. Thus we will experience the process of making shelter in general and the process of yurts in particular.

The precise content of the course will be influenced by the group at the first meeting. We will meet twice a week for about three hours.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

*George Zacharias is a Division III student in environmental design.
CALLIGRAPHY

Robert Brammer

In this course we will explore the aesthetics and techniques of the art.

The class will begin with a study of the italic hand leading into improvement of your everyday handwriting and a study of more formal lettering. We will explore illumination and traditional techniques - quill pens, vellum, ink and pigment, gilding, etc. Practice will include copying an old manuscript illumination using the original materials and techniques. We will then concentrate on creating works for this age.

The course is designed for intensive involvement. Students will be expected to set specific goals and commit themselves to fulfilling them. Anyone from a total beginner to experienced amateur can benefit from the course. Instructors will be quite individualized. No art background is necessary.

Field trips to New Haven and Cambridge to view some manuscripts will be arranged.

The studio will be open every day. Discussion and demonstrations will be held in the early afternoon, and small group tutorials will meet in the late afternoon.

Enrollment: 20

Prerequisites: Interview with instructor

Special Costs: $50 to $50 for books, tools and materials depending on resources and degree of involvement

*Robert Brammer is a Division 1 student.

WEAVING ON A FOUR-HARDER FLOOR LOOM

Ionna Miller and Barbara Elkins

During the first two weeks beginners will learn to put a warp on a floor loom and how to manipulate the loom. Experienced weavers will do samples weaving in double weave, overcheck, soumak and woven finger manipulated weaves, tapestry and rug techniques. During the third week everyone will have instruction in elements of weave, fabric analysis and draw downs. Also we will work on fabric design problems in color, texture, function medium, etc. Students will weave fabric to solve the problems by meeting the established criteria. For the last week everyone will work on designing and carrying out an individual project. We hope to have a show of our masterpieces.

During the last two weeks before the end classes are scheduled to present displays and demonstrations on the history of weaving, kinds of weaves, analysis of woven samples, warp structure, yarn sources, spinning and more. We also hope to organize field trips to commercial yarn and fabric manufacturers and the Old Sheffield public mill.

Students should plan to be in class every morning from 9-11 for direct teaching. In addition, count on at least 7-8 hours of weaving on your own each day.

Enrollment: 15, including up to 10 beginners

Prerequisites: Early sign up to the January Term Office so that students may reserve looms.

Special Costs: At least $50 for yarns and $16 for loom rental fee. Merrill House has four looms which may be available for student use by lottery or some other method of selection.
BETWEEN-DAUGHTER, FATHER-SON

Sue Hillios

This will be a beginning video course. During the month we will plan and create two documentaries. One will be Father-Daughter and the other Father-Son. The topic was chosen because of its relevance to everyone's lives and the variety of form the documentaries can take.

The first week will be devoted to developing a format. The general topic and substance of the documentaries will be determined by the group. After this has been worked out, the work load will be divided among the members of the class.

The second and third weeks will be devoted to actually taping the show. Most of the technical training will take place during this time. I will work primarily on an individual basis with the students to teach them to use the equipment.

The final week will be devoted to editing and refining the two shows. Through these two processes the group will determine what the documentaries are saying and who they are talking to.

Enrollment: 12
Prerequisites: None
Special Costs: None

* Sue Hillios is a Division III student in television production.

EXPLORING THE POTENTIALS OF THE VIDEO PORTA-PACK

Andy Vanier* and Kyle Kibbe*

In this course we will try to answer the question whether the video porta-pack is a revolutionary tool in the communications field. Using the Sony porta-pack deck and camera we will begin to explore video's artistic potentials as well as its potentials for social change and commentary.

The course will emphasize the instant replay aspects of the video medium. We will construct each questions as: How does the video documentary differ from the film documentary? How does the video experience affect its audience and subject?

There will be readings and discussions on the potentials of this revolutionary new medium.

We want to have people in this course who have never worked with the porta-pack. Artists are especially welcomed to participate. We would like to explore how video can be used by the artist as a new medium of artistic expression.

Enrollment: 10
Prerequisites: None
Special Costs: None

* Andy Vanier is a Division II student in film and video.
* Kyle Kibbe is a Division II student in film and video.
INTRODUCTORY PHOTOGRAPHY

Maurice Perkins

This course in basic introductory photography is open to people who have had no experience with photography and simply want to learn the basics of using the camera, developing film and printing pictures. Students must provide their own camera.

Enrollment: 15

Prerequisites: None

Special Costs: Cost of camera if you don't have one

*Maurice Perkins is a Division III student in photography.

A PHOTOGRAPHIC COURSE

Benjamin T. Stapes and Edward Levy

The course will serve as an intensive exploration into photography from both a technical as well as an artistic perspective. The focus of our inquiry will be camera use, developing and printing. To fully exploit the potentialities of the course, we are asking each student to shoot a roll of film per day. There will be one two-hour classroom session and two five-hour darkroom sessions each week in January. We also plan to hold informal critique sessions throughout the course. There will be a number of field trips. Students must provide their own camera.

Enrollment: 15

Prerequisites: None

Special Costs: Cost of camera if you don't have one

*Benjamin Stapes and Edward Levy are Division I students interested in photography.

16 mm. FILM

Doug Elmstead

This will be a course on 16 mm. film. We will concentrate on creating short, low budget, experimental films. After acquiring the necessary technical skills the participants will be asked to film their immediate surroundings (e.g., the area itself) in order to form a common denominator in which to compare each individual's personal camera vision. Solutions to the course will be a film highlighting the processes of learning and using the equipment.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: Students may have to buy some of their own film

*Doug Elmstead is a Division III student in film.
SEMINAR IN MULTI-ARTS

Paulette Brown* and others

Participants in this seminar will work collectively on a series of group projects in dance, music, theatre, painting, etc. We will each work in the medium with which we are most comfortable and creative, yet with an opportunity and opportunity to learn about each other's art. Our purpose will be to explore and experience a common creative energy. The group will be organized in a collective, each member taking a role as leader, participant and observer. Various problems for concentration will be determined by the group prior to January.

Enrollment: 14
Prerequisites: None
Special Costs: None

*Paulette Brown is a Division II student in media and visual arts.

COMPUTER GRAPHICS

Gary Strager* and Chris Spelman*

A workshop course on the use of the Tektronix graphics computer. After learning APL we will plan, program and film a computer graphics film.

Enrollment: 12
Prerequisites: None
Special Costs: None

*Gary Strager is a Division II student in educational mathematics.
*Chris Spelman is a Division II student in mathematics and computer sciences.
ART, ARTISTS, MUSEUMS, MOVEMENTS

Chris Emes

During the month of January the group will visit museums, galleries and institutions having to do with art and photography.

In Boston we will visit museums and galleries and will meet with artists and curators. In Rochester, New York, we will visit the R.I.T. Visual Studies Workshop, Light Impressions, and the Eastman House photography collection. In New York City the group will go to museums and galleries as well as some art and photography schools.

Two or three days of each week will be spent traveling and visiting the cities. The itinerary will be determined by the interests of the group.

It is essential that the students as individuals or as a group be able to arrange for transportation and lodging during the periods off-campus.

Enrollment: 10

Prerequisites: Interview with instructor, as soon as possible.

Special Costs: Approximate cost per student will be $300.00 although this cost may vary depending upon travel and lodging arrangements.

WORKSHOP IN GREEK DRAMA

Robert E. Neagber

The plan and the purpose of this course will be simple and modest: we will meet twice weekly and each time read aloud together a classical Greek play. Afterwards, we will discuss the drama we have just read. In addition to these meetings, which are planned for a total of several hours' length, I would anticipate at least several lecture classes in which I will endeavor to provide a historical context for our readings. These classes and, occasionally, the following list of readings: Aeschylus The Oresteia; Sophocles Antigone; Euripides The Bacchae; Aeschylus The Eumenides; Aristophanes The Birds.

Enrollment: 10

Prerequisites: Read the Iliad before the first meeting if this is not already familiar.

Special Costs: None
A full-time, four to six days a week, rehearsal and performance workshop culminating in the presentation of Seneca's "DRED'S DEATH" early in February in the Performing Arts Center of Emma Goldman Hall, Hampshire College. There will be approximately thirty rehearsal days for twelve to sixteen acting and drama roles cast by public audition, as well as crew and crew head assignments in costume, set, light, sound and property construction and rigging. Rehearsal inten-
sions will vary in order to accommodate the actors' needs and experience.

Enrollment: 12-15 actors, 6-8 dancers, plus crew

Prerequisites: Auditions for actors and dancers, December 8 (1-3 p.m.) and December 9 (2-5 p.m.) in Emma Goldman Hall. Interviews for crew, December 9 (2-5 p.m.) and December 10 (1-3 p.m.). For more information, watch for posters.

Special Costs: None

*Jerry Cohen is a Division III student in theatre.

Slaughter Meek is among the leading, and most innovative, European dramatists. His play "Tango" was highly acclaimed and is characterized by Meek's energetic application of perfect logic to illogical ends. The play begs for a group of committed and creative people to work with it: to explore both its ambiguity and meaning through varied rehearsal techniques and through open, active interchange of ideas. The play will be rehearsed full time in January, six days a week and is scheduled for performance in early February in the Performing Arts Center of Emma Goldman Hall. We will need actors and technicians willing to commit themselves to an intensive month of work and discovery.

Enrollment: 7 actors, 8 crew members

Prerequisites: Auditions will be held Monday, December 9 (7-10 p.m.) and Tuesday, December 10 (2-5 p.m.) in Emma Goldman Hall. Watch for audition notices for further information. Crew interviews will be held after the acting auditions.

Special Costs: None

*James Wood is a Division III student in theatre.
DANCE: LOOKING AT MOVEMENT AS CREATIVE EXPERIENCE AND EXPRESSION

Barry White

The course can be defined quite openly as an opportunity to experience and study dance - as movement, as art, as history, and as a theatrical spectacle.

Movement is the essence of life. Dance its ultimate expression. The arts of man speak of the creation of the world as the force of the God Shiva, lord of the Dance. Man's earliest art form is dance; before he tried to express his experiences of life through materials man tried to express his feelings with his body. Early man danced on every occasion: for joy, grief, love, fear, an sunrise, death, birth. This is the sacred or religious form of dance.

Now, then, did theatrical dance evolve from the ritual dance? The profession and spectaculars of dance came about when the dancer tried to present a meaning through his movements and gestures. The elements of theatre dance have been present for centuries: a performer, a dramatic moment, a role to be played, a stage to play on, music, costume and dance to add to his performance; an audience to respond to it. The relative importance of each element may vary through the centuries as theatrical tastes change. The development of theatrical dancing can be traced to written sources from the 16th century on down to the present. This course will be expected to study and review for class presentation an era of dance, such as the Court Ballet or the Romantic Ballet. In addition to this general class presentation an extra will be expected to outline in detail a ballet or modern dance, relating it to the society, art and ideas of its time. In this way an individual dance may be seen as part of a whole, as a reflection of its epoch. A study of dance history makes us more discriminating; we learn to make judgments, to discriminate between fashionable novelties and genuine innovations.

Students will be expected to attend several dance performances in New York City, Boston, or locally. All the worlds of make-believe dance is the one to most worth spectators who have learned to see themselves philanthropically to morality, to a dream, to a vision. Dance fills the eyes. These said, "To be a poet is chiefly to see." Those who can see, the dance turns into poetry. To see dance, then, is of high importance.

The first feeling or taste we need to develop for any art is purely unconscious and natural. Only gradually do we become aware while absorbing it. Finally, students will be asked to move beyond the beginning level of "seeing." To make judgments, to discern and evaluate their impressions of the dance performance. What does one look for in movement? How does one appreciate style, direction, clarity, and organization of ideas in movement? What should one expect from a dance created as a theatrical experience? These are questions to be considered when writing dance reviews. Critical writing for the art of dance is still a pioneering field; one needing trained, creative and understanding writers.

Enrollment: 20

Prerequisites: None

Special Note: For dance concerts attended
A MOUTH OF NOME

Andrea Steadman

Name is initiation of self, active and passive, nature which moves and is moved...

Eileen DVerz

The act of mine today is the ability to express oneself clearly, effectively and spontaneously through the use of the body as an entity of expression.

Tony Montierno

The purpose of this workshop is to introduce you to the personal celebration of mind and body that is mine. We will spend the week exploring the possibilities of this "entity of expression" that is the human body; possibilities that are limited only by our own imaginations.

Members of the workshop will be trained in the classical techniques and skills of the mine, the actor, the clown and the poet. We will use these skills in approaching the challenge of spontaneous creation and development of characters, woods, scenes, theatrical events. The emphasis of the workshop will be equally on the development of individual skill and the nurturing of a working ensemble of mine. Mine is and always has been a performing art and it is only natural that any work in mine should be work toward performance. To that end, the culmination of the workshop will be an opportunity for the ensemble to present its work to the Fine-College community.

This workshop will demand a lot of each member, you will be constantly asked to push yourself beyond what you thought were your limits both physical and mental. But... it will be fun, it will make you feel good and when it is all over you will have some very special magic.

Classes meet five days per week; three hours daily, with at least four hours of individual outside work necessary each day. Evenings will be reserved occasionally for films, discussions and general stumbling around.

Enrollment: 15

Prerequisite: None

Special Cost: None
Students may participate in one of two ways:

TRACK ONE. This way is designed for Division I and II students who may have no previous experience in historical research, but who are interested in science-society relationships. Students will be assisting me in a project related to the National Science Foundation, 1963-1970. In this decade, the concept of "scientific choice" was first consciously introduced into discussions of science policy. Prior to the 1960s, it was considered inappropriate to question the priority of various scientific disciplines. The "nature of science" made it impossible to determine what line of research would be beneficial in the future. Scientists, it was claimed, had to rely on the judgments of the students themselves on what is important and what the accepted science policy. In 1960, the concept of "scientific choice," the "science of scientists," was introduced. The idea was to consider new priorities on science that were developed outside the established scientific community. In 1963, the NSF, created originally to a very small extent, introduced its NSF program (Research Applied to National Needs). This new program marked a further development in science policy.

Students working in this track will be closely guided in the development and carrying out of research tasks. As a group we will attempt to determine how the NSF actually went about making decisions on what to fund. We will be paying special attention to how it interpreted its mission to the Congress over this period when ideals about the nature of science and whether it can be directed were changing. The research will involve library searching (in NSF, Library of Congress, and other government and private information agencies, interviews with current administrators, quantification of data, and attendance at hearings on current related issues). By participating in this track, students will be introduced to intensive research methods, and can expect to learn a great deal about the NSF and science policy.

TRACK TWO. Division I and II students who may be interested in related topics (cartography, science, space priorities, environmental action, public policy in general, science and culture issues, etc.) can join this track, which will consist of those students who have independent research projects and those having jobs in government or private agencies (e.g., the Center for Science in the Public Interest, Environmental Action, etc.). The seminar will provide those students with a forum in which they can share their experience with others, get useful feedback on methods and problems, and discuss the wider issues of science and society.

The two tracks will meet together frequently to exchange ideas and suggestions, to hear progress reports, and to discuss science-society issues. In addition, guest speakers from the Washington area will be invited to talk to the group. The two tracks together will constitute a valuable community, which will hopefully present that "lack" feeling that sometimes results from intense field work. The cultural surroundings of Washington, D.C., plays, concerts, etc., can further augment this January experience.

Enrollment: 20
Prerequisites: Interview with Jane Fleischer, Box 837, Hampshire, phone: 352-2551
Special Costs: Every attempt is being made to find cost-free housing on a student-by-student basis. Possibilities include staying with relatives, friends, or negotiating some kind of exchange with local colleges. Costs of transportation to and from Washington and meals to be arranged.
MONTAGUE AND NUCLEAR POWER: A PRELIMINARY INVESTIGATION

Michael Zimmerman

This course is designed to serve as a preliminary analysis of the proposed Montague nuclear power plant. During the course of the month we will have two major goals. The first will be to begin gathering information dealing directly with the Montague site. Research in this area may go off in many directions: land use planning, environmental effects of radiation, thermal pollution, aesthetic and visual pollution, socio-economic effects on the town of Montague; the psychological effects of living next to a nuclear energy plant; etc.

The second goal is to learn as much about nuclear power generation in general as time will allow. Why are the experts so violently divided on this issue? What are the possibilities of accidents occurring? How does the licensing procedure work? What does the electric utilities' responsibility to the public end and who then is to safeguard the transporting, refinement and storage of fissionable materials and waste? Looking into these questions, among many others, should bring us closer to being able to make a rational decision on the efficacy of considering nuclear power a workable, large scale national power source. The nature of the questions asked may lead us to briefly examine the possibility of using alternative sources of energy as well as questioning the importance and effort of energy conservation.

It is anticipated that students who participate in this course will continue to work in the spring. The information gathered during this month will then be used to critique and add to the environmental reports issued thus far with students from the January course leading groups of incoming students.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

TEACHING PHYSICS BY COMPUTER

Allan Krause

The computer when used in an interactive mode can be a very useful device for teaching basic concepts of physics. This course is intended as a short and informal introduction to this technique, and the objective will be to design interactive programs which other students can use in their study of physics.

Some possible subjects for programs are ballistic trajectory problems, boundary value problems in electrodynamic, solving the Schrödinger equation, Fourier transforms and many others. No prior knowledge of programming is required, since the necessary skills can be learned "on the job."

The class will meet three times per week.

Enrollment: No maximum
Prerequisites: Interview with Instructor
Special Costs: None
ROOTS
Margaret Wilson

This course will be for persons interested in learning more about plant roots. Individual research projects will center around roots and their growth. Projects can be laboratory or greenhouse oriented. Some outdoor projects might also be possible.

The course will meet three days a week in the mornings.
Enrollment: No maximum
Prerequisites: None
Special Costs: None

92D-INORGANIC CHEMISTRY
David Gay

Metal ions are of extreme importance in many life processes, e.g., oxygen transport by hemoglobin and nitrogen fixation by soil bacteria. They are an integral part of many enzymes and are required for proper functioning of the nervous system.

This course involves a systematic study of the chemical elements from the study of the principles of chemical reactivity, as illustrated by the reaction of transition metal ions.

The course will have four one-hour seminars per week, plus labs.
Enrollment: No maximum
Prerequisites: None
Special Costs: None

PHYSIOLOGY AND NEUROPHYSIOLOGY PROJECTS
Al and Ann Woodhall

We want to develop several physiological and neurophysiological preparations and procedures for use in courses we still teach in the spring. This activity will be an opportunity for students to experience the joys (and frustrations) of setting up experiments from published descriptions. Possible projects include: measuring metabolic rates of small animals; recording electrical activity of organs such as the heart and the eye; and recording from the nerve and muscles of worms, crayfish, fish, or frogs. Participants must have an ability to work independently and be prepared to spend long hours in the lab (5-8 hours a day).

Enrollment: No maximum
Prerequisites: Interview with instructor
Special Costs: None
A PRACTICAL FIELD COURSE IN TECHNIQUES OF WILDLIFE OBSERVATION AND COLLECTION  
C. C. HANUS, Jr.

The Spring term's work in Animal Behavior and Training will require that we have room to train.
The peculiarities of some of Stanley Field in Windsor Locks, Connecticut, will be the subject of one portion of the January term presentation along with construction of facilities to house the birds.

In cooperation with other members of the Natural Science faculty, the group will become acquainted with the techniques used in observing and studying both native fauna such as "egg-snake," deer and birds of prey.

Because most of these are ongoing projects, there does not appear to be a need to limit the size of the group, as it can be split up into the several areas and then be reunited. However, a reasonable tolerance for prolonged exposure to New England winter weather will be necessary.

Enrollment: No maximum
Prerequisites: None
Special Costs: None

TRACKING THE NEW ENGLAND WOLF  
Joy Lacker*, John O'Toole*, Robert McNee*

The New England wolf is intellectually interesting because of its unknown origin and the biological, social and political aspects of classifying it as a wolf, coyote or hybrid. This course will provide students with an opportunity to be involved in an ongoing field study of the life history of the New England wolf.

Part of the project's field work will take place in the bush and will include overnight camping. Laboratory analysis of specimens will complement field work.

Enrollment: 15
Prerequisites: Interview with instructor
Special Costs: None

*Joy Lacker is a New College graduate student.
*John O'Toole is a Division III student in biology.
*Robert McNee is a Division III student in biology.
SUPPLEMENTARY ACTIVITIES

Travel | Mini-Course | Lectures

PARIS AND THE FRENCH ALPS

R. Bruce Carroll

Leaving Boston on 29 December, we shall fly to Paris for five days of touring the city. On 3 January, we shall take the train to Geneva, France, for two weeks of hiking. We shall return from Geneva to Boston on 15 January 1979.

Costs: $650.00, which will cover air transportation (Boston-Paris, Geneva-Boston), transfers, train fares, hotel accommodations in Paris and condonement apartments in Blainville and Savoie (two to six per unit) and lift tickets. For which last year averaged less than $90.00 per person for the same trip and personal expenses are not included.

Enrollment: 40

Prerequisites: Interview with instructor, as soon as possible

*H.C. Outdoors Program and Amherst College Ski Team activity

LONDON THEATRE EXCURSION

Daphne Rand

Two week field trip to London for intensive experience and study of London's professional theatre scene. On-location masters weekday workshops. All theatre tickets for weekday evening performances reserved in advance in orchestra or upper circle seats. Included in round trip air transportation via regularly scheduled transatlantic jetliner, accommodations in twin-bedded rooms with private bath (single at modest supplement), continental breakfasts, service charges and airport-private bath (single at modest supplement), continental breakfasts, service charges and airport

Departure December 30, return January 13. Cost: $457 inclusive; $100 deposit necessary by November 15. Contact Daphne Rand (or arrangements; this trip is "sold out" early, so please indicate your interest as soon as possible.)
EXERCISING PHYSICAL FITNESS

Eric Evans

This course will examine and utilize the methods popularly used to acquire fitness: weight training, running, swimming, etc. Reading material and discussion will cover such topics as pulse, rate, rest, carbohydrates, loading, specific diet, cardiovascular system, and others. The plan you in to spend one-half of the class time in discussions and one-third in doing physical exercises. Participants must keep a diary, and a simple and straightforward physical test will be done at the start and finish of the course in order to measure each individual's progress during the month. This course will not be time consuming.

Class will meet Monday, Wednesday and Friday afternoons from 3 to 5 p.m. at the Robert Crown Center.

Enrollment: 8

Prerequisites: Interview with instructor

Special Costs: None

BEGINNING JUDO/JU-JITSU

Marvin Taylor

The course will cover basic methods of blocking, punching, kicking and combinations of these techniques; basic aerobic practice; and basic kata — prearranged sequence of techniques eliminating attacks against multiple opponents. No previous experience is required.

The course will meet 3-6 p.m. daily from January 6 to 28 in the Robert Crown Center.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

INTERMEDIATE JUDO/JU-JITSU

Marvin Taylor

The course will stress more advanced block and counter-attack sequences and their application in sparring situations and more advanced kata. The course is designed for students with one or more semesters of previous training.

The course will meet 3-6 p.m. daily from January 6 to 28 in the Robert Crown Center.

Enrollment: No maximum

Prerequisites: Interview with instructor

Special Costs: None
Nordic and alpine skiing for beginners

Jan Ansev/Nordic and Lisa Ansev/Alpine

This course is designed to allow beginning skiers to take the opportunity of having two weeks of ski instruction at the lowest price possible. We will be running two courses during January in two week sessions. The first week of each session will be strictly cross-country skiing to promote balance and confidence on skis. The second week will consist of intensive alpine training at a near-by area. The course’s ultimate aim is to produce confident, proficient, well-rounded skiers.

First session: Jan 2-16, second session: Jan 17-31.

Enrollment: No maximum

Prerequisites: None

Special Costs: $40-$50 in fees; also rental fees for equipment

* Jan Anse and Lisa Anse are students in the Outdoors Program.

Yoga

Laura Carlan

I am presently teaching a yoga class for residents of President House, three mornings and evenings a week. During January I will continue the activity. Members of the January Term community are invited to participate. Times will be arranged according to the participants’ schedules.

Iowan Research in Progress: Lectures on Gary, Indiana

Ed Geyer

A series of five lectures on the historical development of the power structure of Gary, Indiana, with emphasis on the role of economic factors and race. These lectures will be based on the manuscript of my forthcoming book Big Steel, Little Steel: Limits of Capital before in Gary, Indiana.

The lectures will be given during the last week of January Term.

Winter Ecology

Raymond Coppleston

This course (to be offered January 3-17 only) will offer a unique field experience focusing on the special adaptations of plants and animals wintering in the North. Course material will span the subject areas of animal ecology, ethnology, plant ecology, aquatic biology and the physical environment above and beneath the snow and ice.

The course will be taught by four polar and alpine experts with guest lectures on the behavioral anatomical and physiological adaptations of arctic mammals by Ray Coppleston and Mike Geeson. See Ray Coppleston for further particulars and necessary equipment.

Cost $120, for tuition, room and board.
JANUARY TERM INSTRUCTORS

MILDRED BANET-ADARI is a visiting professor of music in the School of Humanities and Arts. Her Ph.D. in musicology is from the University of Illinois. She has taught at several colleges, including Smith, and has also been active as a performer, conductor and vocal artist.

MICHAEL BAGHATTAN, associate professor of writing and literature, is an accomplished poet, translator, and art critic. Among his published works are poetry collections HEY, THE BODY, and Hole Money. He is poetry editor for The Paris Review.

MILDRED BEND, assistant professor of biology, holds a Ph.D. from Harvard. Her work on ctenophores and cnidarian sensory neurophysiology was supported by the National Institute of Health. She is the author of several teachers' guides for elementary science studies.

J. BRUCE CARRULL, Director of Field Studies and associate professor of political science, taught at Marlboro and Smith Colleges. His Ph.D. is from the University of Chicago.

RAYMOND COUPERUS, associate professor of biology, worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the United States Fish and Wildlife Service, and the Mobile Tropical Research Station in the West Indies. He holds a B.A. from Boston University and a four-College Ph.D. (Aberdeen, Mount Holyoke and Smith Colleges and the University of Massachusetts).

JAMES DIASDON is Circulation Supervisor of the College library. He is currently working for an M.L.S. in library studies at the Middlesex Institute at Western Michigan University.

BARBARA ELLEN holds a B.S. from Elmhurst College. She is an accomplished weaver and has received awards for her needlework weaving. Her specialty is weaving prayer shawls (ceilidh).

CREST ENDRES, visiting professor of photography, earned a B.A. in sculpture and an M.F.A. in photography at the San Francisco Art Institute. She has taught at the San Francisco Academy of Art, the University of California at Berkeley, and most recently at Wisconsin College.

ERIK FAYNE is assistant to the director of the Outdoor Program. He is a national kayaking champion and an avid cross-country skier.

NOELA FESTER, assistant professor of sociology, is a specialist in the sociology of higher education. Her teaching experience includes courses dealing with sex roles, family interaction, and the sociology of science. She holds a B.A. from the University of California at Los Angeles, a M.A. in sociology from the University of California at Los Angeles, and a Ph.D. in sociology from the University of California at Berkeley.

DAVID FELIX, associate professor of chemistry, is a native of Barbados. He has a B.S. in chemistry from the University of London, and a Ph.D. in physical inorganic chemistry from the University of the West Indies. Prior to his arrival he taught at Wester College in Trinidad, and in the Bahamas.

LEONARD GILKES, Dean of the School of Social Science and professor of anthropology, holds a B.A. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Since coming to Hampshire he has developed interests in Jewish history and culture and has communicated with students in introducing courses in this area.

CHARLES GORDON, assistant professor of human development, is Professor of Religion. His past experience includes service as a priest and as an administrator for the Board of Christian Education, Presbyterian Church.

LINDA GORDON, assistanct professor of human development, is an experienced counselor in group therapy, family and marital counseling, drug abuse and personal growth. Her recent work was concerned with the techniques of bio-energetic analysis.

EDWARD GROSS, assistant professor of political science, holds a J.D. from Yale Law. He directed the urban affairs program at Western College. He is the author of Big Power, Little Power and editor of a reader,Clark Liberation Politics.

ROSENA GROSSI, assistant professor of history of science, recently received his Ph.D. from Princeton. His major field of inquiry is life sciences in the 15th century.
CHARLES BOWMAN has a B.S. in agriculture from the University of Rhode Island. He has extensive experience in animal husbandry and is an accomplished animal trainer.

JOY BUCK is an instructor in the Outdoors Program. Her teaching interests include physical competence and mind-body integration. She is currently working toward a Ph.D. in Physical Education.

JOHN BUNCH, visiting assistant professor of psychology, received a B.S. from Tufts University and a Ph.D. from the University of Illinois. His main interests are in social and ecological psychology.

MARC DIBOG, faculty associate in the sociology of science, obtained her B.S. from Tufts University and her M.S. from the University of Pennsylvania where she is currently working toward a Ph.D. She worked as a research assistant at the Smithsonian Institution in Washington, D.C.

CLARIS JOHNSON, associate professor of education, holds a Ph.D. from Cornell where she was assistant dean of students and associate professor in the African Studies and Research Center. At the University of Massachusetts she served as co-chairperson of the Committee to Combat Racism.

L. BRONN KENNEDY, assistant professor of literature, received an M.A. from Cornell where she is a Ph.D. candidate. Her interests include the Renaissance and the 17th century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton.

DAVID KEER, assistant professor of mass communication, is completing a Ph.D. at Indiana University. His teaching experience includes courses in radio-television, journalism and English.

ALAN KRAAI, associate professor of physics, has taught at the University of California at Santa Barbara and Princeton University. While in California, he served as a consultant to the Stanford Linear Accelerator Center. His Ph.D. in theoretical physics is from Stanford.

JANE LAMONT, assistant professor of political science, has an M.A. from New York University where she is presently completing a doctorate. Her research interests are in the theoretical foundations of the women's liberation movement.

PHYLLE LAMBERT has appeared in concerts with the Horizonside Consort of New York, the Bergen Baroque Ensemble and the Ad Astra Consort. She teaches adult recorder groups and children's classes as well as private students, and is one of the founders of the North Jersey chapter of the American Recorder Society. Ms. Lambert taught recorder playing at45 during January Term 1971.

SANDRA LILLY is a non-print media clerk in the College Library. Her interests include aromatherapy, body massage, herbal cures and natural healing.

RALPH LOTT is a naturalist in the Outdoors Program. He is currently doing research toward his Ph.D. in environmental education. Previously, he was curator of the Boston Museum of Science.

ROBERT MERCER, associate professor of Hispanic American literature, worked for the World University Service in Peru and Venezuela, and coordinated the migrant education program in Middletown County, Massachusetts. He holds a B.A. from Brandeis and an M.A. from Harvard.

WILLIAM MARSH, associate professor of mathematics, was chairman of the mathematics department at Temple College in Alabama. His Ph.D. is from Northwestern, and his special interests include the foundations of mathematics and linguistics.

ROBERT MURPHY, associate professor of the philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include Personality and Power, Archetypes, and Teaching Stories. Refashioning the Political.
CURRENTLY serving as a member of the American Academy of Arts and Sciences, she is also a member of the American Anthropological Association and the American Ethnological Society. She is currently working on a project focusing on the cultural and social aspects of the traditional healing practices among indigenous communities in South America. Her research interest lies in examining the intersections of local traditions and global influences. She holds a Ph.D. in Anthropology from The Ohio State University and a B.A. in Anthropology from the University of California at Berkeley. She has published extensively on the role of traditional healers in contemporary society.
JEREMY WILKINSON holds a B.A. from Amherst College and an M.F.A. from Columbia University. He was recently fiction consultant to the New York State Council on the Arts and has taught writing workshops and tutorials at Middlebury College. He has published articles in Esquire, Mademoiselle, the Kenyon Review and the Norman Magazine.

GUARD WEED is assistant director of the Outdoors Program. He is an experienced mountaineer, climbing extensively in Alaska, Canada, and the American West.

RAYMOND WATERSHED, faculty associate in journalism, is the author of Current American History of the United States. He was co-founder of the Liberation News Service. His particular interest is in late 19th and early 20th century American social history.

MARGARET WILSON is a member of the School of Natural Science. She studied paleobotany at Cornell and is interested in plants of all kinds and ecology.

ALAN WOODSHELL, faculty associate in biology, holds a Ph.D. from the University of Washington. He taught in the Peace Corps in Nigeria. His research interests are centered on the physiological bases of behavior.

ANN WOODSHELL, assistant professor of biology, received her Ph.D. from the University of Washington for work on the biophysics of nerve membranes. She taught high school math in Nigeria as a Peace Corps volunteer. Her interests are physiology and neurobiology.

NICHOLAS WICKS, faculty associate in the Environmental Studies Program, has conducted inquiries into different biological systems, such as solid waste disposal, composting, and the marine environment at the mouth of a river. He is a graduate of the University of Chicago.