

2009-2010 Academic Calendar

Aug. 22-26	Saturday-Wednesday	New Student Orientation
25	Tuesday	Residence halls open for upperclass students, 9 am
27	Thursday	Fall semester classes begin, 8 am
Sept. 2	Wednesday	Last day to add a course, 3 pm
18	Friday	Last Day to exercise credit/no credit option, 3 pm
Oct. 2-4	Friday-Sunday	Fallcoming
9	Friday	Last day to declare leave of absence for Spring semester 2010
14	Wednesday	Fall Recess Begins, 4 pm Academic warnings due
19	Monday	Classes resume, 8 am
21	Wednesday	Last day to drop a course without penalty, 3 pm
30-Nov. 1	Friday-Sunday	Family Weekend
Nov. 2-20		Registration period for Spring 2010 courses (tentative)
20	Friday	Thanksgiving recess begins, 4 pm
30	Monday	Classes resume, 8 am
Dec. 11	Friday	Fall semester classes end
12-14	Saturday-Monday	Reading period
14-18	Monday-Friday	Final examinations
19	Saturday	Residence halls close, noon
Jan. 14-16	Thursday-Saturday	New Student Orientation
16	Saturday	Residence halls open, 9 am
18	Monday	Spring semester classes begin, 8 am
22	Friday	Last day to add a course, 3 pm Last day for seniors to declare a minor
Feb. 5	Friday	Last day to exercise credit/no credit option, 3 pm
8-12	Monday-Friday	Sophomores declare concentration
26	Friday	Last day to declare leave of absence for Fall semester 2010
March 5	Friday	Academic warnings due
12	Friday	Spring recess begins, 4 pm Last day to drop a course without penalty, 3 pm
29	Monday	Classes resume, 8 am
April 5-23		Registration period for Fall 2010 courses (tentative)
May 7	Friday	Class & Charter Day; Spring semester classes end
8-10	Saturday-Monday	Reading period
10-14	Monday-Friday	Final examinations*
23	Sunday	Commencement
24	Monday	Residence halls close for seniors, noon

*Non-senior students are expected to vacate residence halls 24 hours after their last exam

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.

The academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact,

few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the 19th century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well-prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the 19th century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies, which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. Under President Melancthon Woolsey Stryker (1892-1917), an ambitious building program had resulted in facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences. However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President Ferry nurtured Hamilton as a place of the finest teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program was introduced encouraging amateur enthusiasm and widespread participation.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. The faculty of this new college thought seriously about what liberal arts education should be like for women and developed a curriculum that fostered independence, creativity and self-reliance. As an experimental institution, Kirkland offered programs that supplemented and enhanced the traditional liberal arts curriculum. Students on College Hill enrolled at either Hamilton or Kirkland, but selected courses from both institutions and shared facilities, such as the new Burke Library. The two colleges merged in 1978. Today Kirkland's legacy includes an extraordinary faculty and facilities in performing and studio arts, and a strong commitment to experimental education and to interdisciplinary perspectives.

In recent years, the curriculum has been further expanded to incorporate interdisciplinary concentrations and programs such as Africana, American, Asian, Latin American, environmental and women's studies as well as digital art, computer science and public policy. An emphasis on writing and speaking -- long-standing Hamilton traditions -- remains at the heart of the curriculum along with capstone experiences such as the Senior Program that allow students to integrate and demonstrate what they learn. The physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among the more recent developments are the state-of-the-art Science Center, the largest construction project in the College's history, which opened in 2005; the Charlean and Wayland Blood Fitness and Dance Center, completed in 2006; and a major expansion and renovation of the Kirner-Johnson Building, the first phase of which will open in fall 2008.

The College that evolved from Samuel Kirkland's plan of education will soon celebrate the bicentennial anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond our borders. Although Hamilton remains small by present-day standards and currently has

a student body of fewer than 1,900, it provides resources and facilities comparable to those of undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Commitment to the intellectual and personal development of students is Hamilton College's most important and enduring tradition. The faculty is dedicated to the promotion of academic achievement, integrity and personal growth. Hamilton students spend much of their time with their teachers and fellow students identifying problems, clarifying questions, thinking creatively, experimenting with solutions and frequently undertaking collaborative work. The College seeks mature and motivated students who desire to join this academic community and who are willing to take the responsibility for shaping their academic careers through sustained consultation with their advisors.

A Hamilton education is characterized by academic rigor and intellectual engagement. Faculty members provide opportunities for students of unusual talents to realize their fullest capacities, for their own benefit and that of the world in which they will live. To that end, professors design programs, courses and assignments that foster self-education and produce the intellectual toughness, creativity and flexibility necessary to excel in a rapidly changing world. Graduates should be poised to investigate new avenues of knowledge, to respond creatively to new and unexpected situations and to address problems and challenges in a morally and intellectually courageous manner.

The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision. Students should develop their appreciation for inquiry, combined with the confidence to evaluate arguments and to defend their own positions. They should learn to question creatively, derive information from and analyze data, and formulate hypotheses. They should recognize the limits of factual information and become attuned to how such information can be used and misused. Above all, students should develop respect for intellectual and cultural diversity because such respect promotes free and open inquiry, independent thought and mutual understanding.

At Hamilton, students are accorded freedom to pursue their own educational interests within the broad goals of a liberal arts education. In consultation with their advisors, Hamilton students regularly plan, assess and re-assess their educational progress and their success in fulfilling the ideals of the liberal arts.

Education in the liberal arts at Hamilton College comprises:

I. **Foundations:** The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program and the Quantitative Literacy Requirement.

1. The Proseminar Program: Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available through advisors and the Office of the Registrar.
2. The Writing Program: Students must pass at least three writing-intensive courses. For a full description of the Writing Program requirements, see "Standards for Written Work."
3. The Quantitative Literacy Requirement: For students through the Class of 2013. Every student must demonstrate basic quantitative literacy by passing a quantitative skills examination given during Orientation, or by passing a designated quantitative course, or by completing a non-credit tutorial. This requirement should be completed by the end of the second year. For a detailed description and list of courses, see "Standards for Quantitative Work."

The Quantitative and Symbolic Reasoning Requirement: For students in the Class of 2014 and later. Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year. For a detailed description of this requirement, see "Standards for Quantitative Work."

II. **Breadth in the Liberal Arts:** As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign

languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. **Concentration**: Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton's mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education prepares students to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which they build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 28 departments and 15 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington, Program in New York City and programs in China, France and Spain, provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. Utilizing the results of placement exams during Orientation, the student and advisor discuss and agree upon appropriate courses to develop a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times, students are advised not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, if necessary, the associate dean will determine what accommodations (such as extended times to complete

examinations) are reasonable. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services and Programs

English for Speakers of Other Languages

Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills — reading, writing, listening and speaking — through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition. Students who are interested in teaching or tutoring ESOL should see the descriptions for the following courses listed under Education Studies:240 (Methods of Tutoring English for Speakers of Other Languages) and 340 (Teaching English to Speakers of Other Languages).

The Library

The Daniel Burke Library contains 610,000 volumes, and the collection is constantly expanding in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. In addition to books, the library subscribes to approximately 2,000 periodicals, more than 24,000 electronic journals and some 430,000 pieces of microfiche and microfilm. Additional materials for research purposes are available through interlibrary loan and document delivery from various online systems. The library network includes the online catalog (Alex), 175 research databases, electronic reserves and many other Internet resources.

In addition to the Burke Library, the Media Library houses videos, slides and films, and the Music Library holds music compact discs, scores, audiocassettes and an archival collection of LPs. Established in 1995, the Jazz Archive features a collection of more than 250 videotaped interviews with jazz musicians, arrangers, writers and critics. The interview collection has been fully transcribed and may be reviewed in print, video and audio.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the Communal Societies Collection and the Alumni Collection of books and other materials written by and about Hamilton graduates. In addition, an area of the first floor of the library contains easy-chairs and a collection of books selected for leisure reading. Seminar rooms for small classes are located in the library.

Information Technology Services

Information Technology Services (ITS) provides a variety of support services for faculty, staff and student users of computers, the telephone system and the campus data network. The campus data network provides more than 6,000 high-speed wired connections to the Internet, including one for each student living in the residence halls. Wireless access to the network is available from all campus buildings and outside areas.

There are approximately 1,700 college computers located in offices, classrooms, departmental laboratories and public computing clusters. ITS' offices are located on the third floor of the Burke Library and the mezzanine in Christian A. Johnson Hall.

The Multimedia Presentation Center and Information Commons

Supported by the library and Instructional Technology Support Services, the Multimedia Presentation Center (MPC) is a state-of-the-art computing facility equipped with cutting-edge hardware and software, as well as a full range of support services specifically designed for authoring multimedia-enhanced presentations. Students and faculty members utilize the MPC's large-format printers and audio, video and animation software to create materials for courses, conferences and the Web.

The MPC is collocated with the Information Commons (IC), a jointly staffed service desk where information and technology questions can be answered in an integrated manner. The IC also provides access to individual and group work areas equipped with computers.

The Diversity and Social Justice Project

Through educational programs, research support and community outreach, the Diversity and Social Justice Project prepares students to live and work as engaged citizens in an increasingly diverse world. The project organizes lecture series, discussion groups, a student associates program (teaching, service and research), pedagogical workshops and related activities to promote rigorous intellectual inquiry around issues of social justice and diversity. The Diversity and Social Justice Project office is located on the ground floor of McEwen Hall.

The Language Center

Centrally located within the language departments on the third floor of Christian A. Johnson Hall, the Language Center is integrated into all levels of the language curriculum, providing support for course-related student assignments, research and projects, as well as general language acquisition resources. The Language Center also provides the pedagogical and technical expertise to support language faculty in the adaptation, implementation and development of the most current technology-enhanced instructional materials and methods. Equipped with computing and multimedia facilities tailored for languages, the Language Center offers a state-of-the-art learning environment where classes meet and students of all languages and levels work and interact with one another.

The Arthur Levitt Public Affairs Center

Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public policy issues. The center also brings prominent speakers to campus, funds faculty-student collaborative research (Summer Research Fellows), assists faculty who wish to include service learning or community-based research projects in their courses, organizes student presentations in high schools (Levitt Scholars) and sponsors weekly discussions on a variety of issues (Think Tank).

The center provides a cluster of computers and special software to support research and maintains a small library of newspapers, journals and references. The services of the center are available to everyone in the College community.

Nesbitt-Johnston Writing Center

Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any piece of writing, at any stage of its development. Writing conferences sometimes are incorporated into the requirements of writing-intensive courses, but many students request conferences on their own. The Writing Center also offers Web and in-center resources on writing, computer facilities and faculty consultation.

Oral Communication Center

Oral communication courses and support services exist to assist students in achieving the College's standard for oral communication by encouraging the integration of effective oral communication throughout the curriculum. The Oral Communication Center offers variable credit courses, discipline-specific workshops and tutoring opportunities through the Oral Communication Lab to link the study and practice of oral communication with the contexts and uses of communication in the classroom and society-at-large. In consultation with their advisors, students should discuss their communication skills relative to the competencies the College expects and, if necessary, register for an oral communication quarter-credit course or seek appropriate support through the Oral Communication Lab to attain necessary aptitudes and abilities.

Peer Tutoring Program

The Peer Tutoring Program, located in 223 Christian A. Johnson Hall, offers one-on-one peer tutoring and academic skills assistance. Students may be referred to the program by faculty members, or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Quantitative Literacy Center

Located in 223-224 Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer drop-in peer tutoring in courses that have a mathematics/quantitative component. The center is staffed by students majoring

in Biology, Chemistry, Economics, Geosciences, Mathematics, Philosophy (symbolic logic), Physics and Psychology. Students may drop in to review Mathematics topics as needed, or to use the resources of the computer lab. Other programs offered by the center include the non-credit-bearing tutorial for the quantitative literacy requirement, a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Concentrations

Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." Every student is required to complete a senior program as defined by his or her concentration. For more information, see "Concentration" (under "Academic Regulations") and "Senior Program" below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology and Archaeology), Art, Art History, Asian Studies, Biochemistry/Molecular Biology, Biology, Chemical Physics, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Economics, English (Literature and Creative Writing), Environmental Studies, Foreign Languages, French, Geoarchaeology, Geosciences, German Studies, Government, Hispanic Studies, History, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre, Women's Studies and World Politics. Specific descriptions of each concentration appear in the entries under "Courses of Instruction."

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art, Art History, Astronomy, Biology, Chemistry, Chinese, Cinema and New Media Studies, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Digital Arts, Economics, Education Studies, English (Literature and Creative Writing), Environmental Studies, French, Geosciences, German Studies, Government, Hispanic Studies, History, Japanese, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre and Women's Studies. Specific descriptions of each minor appear in the entries under "Courses of Instruction."

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Senior Fellowship Program

Each spring, the vice president for academic affairs/dean of faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of previous academic study and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton-Sponsored Study Abroad Programs

The Academic Year in Spain, the Associated Colleges in China and the Junior Year in France programs are distinguished for their thorough preparation and total immersion of students in the language, history and culture of those countries.

Academic Year in Spain — Hamilton College Academic Year in Spain has enjoyed a long and solid association with Swarthmore and Williams, has recently signed a new affiliation with Princeton, and also benefits from students and visiting faculty members from Amherst, Bates, Bryn Mawr, Brown, Bucknell, Carleton, Claremont McKenna, Colby, Grinnell, Harvard, Scripps, Stanford, Washington & Lee and Yale. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish culture, language and literature. Hamilton's own Centro Universitario de Estudios Hispánicos is located in the heart of the Ciudad Universitaria in Madrid, so that students may enroll in one course per semester in the fine arts, humanities, sciences and social sciences at Hamilton's Spanish affiliate, the Universidad de San Pablo. To be admitted, students must demonstrate a strong academic record and a solid knowledge of Spanish. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation trip, including four days of classes at a beachside village.

Associated Colleges in China — The Associated Colleges in China Program is both sponsored and administered by Hamilton College in collaboration with Bowdoin, Oberlin, Swarthmore and Williams colleges and Lawrence University. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Economics and Business in Beijing is the host institution. Open to academically successful students who have completed at least one, but preferably two, years of study in Chinese, the program has a summer, a fall and a spring session. A combination of two semesters is recommended.

Junior Year in France — The Hamilton Junior Year in France celebrated its 50th anniversary in 2007 and is one of the oldest U.S. academic programs in France. It is a year-long program designed for students in good standing at the intermediate or higher level in French, and is coordinated and supervised by a faculty member of the French Department. The HCJYF is open to majors in the humanities, fine arts, social sciences and sciences, not just French concentrators. While on the HCJYF, students choose courses according to their level that support their majors. They make their selection among in-house courses organized by the program and courses at a variety of Paris institutions of higher education such as the Université de Paris III, the Institut Catholique, the Université de Paris VI, the Ecole du Louvre and the Institut d'Etudes Politiques. The program also includes field trips and cultural activities. Home stays and a French-only pledge ensure that students receive the best possible immersion experience. Hamilton students are joined by students from Amherst, Bates, Bowdoin, Colby, Grinnell, Scripps and Williams.

Students who intend to apply to the programs in China, France or Spain should pursue study in the relevant language and consult with a member of the departments of East Asian Languages and Literatures, French or Hispanic Studies. For further information, see "Courses of Instruction" under each department. Applications are available through the Programs Abroad Office or the Associated Colleges in China Office.

Hamilton-Affiliated Study Abroad Programs

Classical Studies in Greece and Rome — Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro) through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The one-semester program is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. The Duke University Foreign Academic Programs administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact the chair of the Classics Department.

Institute of Antarctic and Southern Ocean Studies — The Geosciences Department encourages students to consider enrolling at the University of Tasmania (Australia), where Hamilton has a cooperative agreement with the Institute

of Antarctic and Southern Ocean Studies. Hamilton is officially a member of the International Antarctic Institute. For additional information, contact Professor Eugene Domack in the Geosciences Department.

New York State Independent College Consortium for Study in India — Hamilton is a member of the New York State Independent College Consortium for Study in India, which offers a rich and rigorous semester-long program each fall designed to introduce students to the geographic and cultural diversity of northern India. Students spend significant time living in Delhi, Mussoorie, Jaipur and Varanasi, in addition to making shorter trips to such cities as Amritsar, Agra and Sarnath. The program offers study of elementary Hindi, historical and contemporary India and an independent field study project that students design themselves. Courses introduce students to a variety of disciplines including anthropology, art history, history, literature, political science, religion and sociology. The program is directed each year by a faculty member from one of the colleges in the consortium. Joining Hamilton are Hartwick College, Hobart and William Smith colleges and St. Lawrence University.

The Swedish Program at Stockholm University — Hamilton is a consortium member of the Swedish program that enables students to enroll at Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or the full academic year. For information, contact info@swedishprogram.org.

Hamilton-Sponsored Off-Campus Study in the United States

Hamilton Program in New York City — Through internships, independent projects and coursework, this program gives participants an understanding of global politics, economics and culture while living in a global city. Each semester a Hamilton faculty director designates a theme that provides a focus for integrating each student's internship and independent study into classroom learning. The program selects motivated, mature students who are willing to share their internship experiences and independent projects with each other.

The fall semester is open to juniors and seniors; the spring semester to sophomores, juniors and seniors. Criteria for rolling admission include an interview, two references, a transcript and course prerequisites chosen by the faculty director for that semester. Participants receive one to two courses of concentration credit in the director's academic department or program. Special arrangements may be made to receive one course credit in a cooperating department.

A participant is eligible for the Dean's List if she or he earns a grade point average of at least 90 in the three graded courses and completes the required internship with work evaluated by the director as "excellent."

Hamilton College Program in Washington — Hamilton offers a program in Washington, D.C. In the fall, the program is open to qualified juniors and seniors; in the spring, it is open to qualified sophomores, juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated the ability to work independently and who have interest in the problems of government and public affairs. The program is not restricted to those concentrating in government, and it is open to select students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director.

The New England Center for Children Cooperative Learning Program — Hamilton students (usually juniors) who are interested in applied psychology and the education of children with special needs may spend a semester at the New England Center for Children. NECC conducts a nationally recognized program of intensive intervention using the methods of applied behavior analysis. The facility, located near Boston, offers Hamilton students a semester's academic credit for study and practical work with children with autism. Interested students should consult with the chair of the Department of Psychology.

Hamilton Cooperative and Affiliated Programs

Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration

requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program — Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students will have the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Alma-Aty, Everan and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching — As a result of an agreement with Union College, well qualified Hamilton students can gain assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Susan Mason, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program — Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical and mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P.A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor Peter Millet, in the Department of Physics.

Cooperative Law Program — The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctor degree after three years of study at each institution. Interested students should consult either Douglas Ambrose in the Department of History or Jeannine Murtaugh in the Career Center no later than the first semester of their junior year.

Direct Admission MBA Program — Under a direct admission agreement with the William E. Simon School of Business Administration at the University of Rochester, Hamilton will recommend students who are especially well prepared to proceed directly to the MBA program upon earning their undergraduate degree. Drawing on the College's recommendations, the Simon School will select candidates, preferably by the end of their Hamilton junior year, who have demonstrated above average maturity and strong academic preparation, regardless of undergraduate major. The Simon School will evaluate candidates through a priority interview with a Simon School graduate or a member of the admissions committee. The application fee will be waived. Hamilton students admitted to the Simon School by direct admission should complete business-related summer internships or work experience, or both, during their undergraduate years. The Simon School will provide counseling and support to identify pre-MBA internships and offers merit-based support. For more information about direct admission with the Simon School, see James Bradfield in the Economics Department.

Early Assurance Program in Medicine — A handful of medical schools in New York State allow highly qualified students to submit an application after their sophomore year, gaining assurance of a place in a specific medical school after they graduate from Hamilton. In recent years, Hamilton students have submitted early assurance applications to Albany Medical College, University of Buffalo School of Medicine and Upstate Medical University College of Medicine. Students who intend to apply through the early assurance program complete six of the eight semesters of required science courses by the end of the sophomore year and submit a record of strong standardized

testing from high school in lieu of the MCAT. The early assurance option is intended for students who have thoroughly explored their career choices and whose undergraduate plans include foreign study or other educational opportunities that will enhance personal development but preclude the more typical premedical calendar. Although the early assurance program may reduce the pressure that premedical students sometimes experience, its primary purpose is to allow students to access the wide-ranging educational opportunities offered by Hamilton. Additional information may be obtained from Leslie North, health professions advisor.

MBL Semester in Environmental Science — Hamilton is an affiliated institution with the Semester in Environmental Science of the Marine Biological Laboratory Ecosystem Center in Woods Hole. Participants engage in a 14-week program of rigorous field and laboratory work, lectures and independent research in environmental and ecosystem science. For additional information, contact Todd Rayne in the Environmental Studies Program.

SEA Education Association — Hamilton is an affiliated institution of the SEA semester program in Woods Hole, Mass. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning skills and conducting research. A student may receive a maximum of four Hamilton units of transferred credit for participation in the SEA program. Each award is conditional on the student's earning a grade of C or higher. For further information, contact the associate dean of students for off-campus/international study.

Study at Neighboring Institutions — With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units — The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence — A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree — The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration — A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the College Catalogue published for that student's sophomore year.

Regular Concentration — Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two

courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration — While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar. A student who declares a double concentration may not also declare a minor.

Interdisciplinary Concentration — A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of One or Two Minors — A student with a concentration in a single department or program may declare a minor in one or two other departments or programs that offer a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate department or program chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count any course as part of both a concentration and a minor, or as part of two minors. See "Hamilton College Calendar" for deadlines to declare a minor.

Senior Program — All students must complete a Senior Program in their concentrations. For additional information, see "Senior Program."

Standards for Written Work — The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may count for no more than one of the three required courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

The English for Speakers of Other Languages (ESOL) Center is another option for students who are non-native English speakers or for those seeking to improve their English language skills.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center or the ESOL center about other services available. See "Academic Support Services."

Writing Program — Courses that fulfill the Writing Program requirements are published each semester in the pre-registration booklet available in the Office of the Registrar. They are also listed as writing-intensive in the course descriptions. See "Courses of Instruction."

English for Speakers of Other Languages — Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills -- reading, writing, listening and speaking -- through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition. Students who are interested in teaching or tutoring ESOL should see the descriptions for the following courses listed under Education Studies:240 (Methods of Tutoring English for Speakers of Other Languages) and 340 (Teaching English to Speakers of Other Languages).

Standards for Oral Communication — The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance and debate, as well as through individual or group presentations. Most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses in Theatre, Communication and Oral Communication. Course descriptions found in the online catalogue include "Oral Presentation" if an instructor has designated a course as such. See the "more information" link in the online course listings or the instructor for more information on the type of oral presentations required for that course. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work (for students through the Class of 2013) — Every student must demonstrate basic quantitative literacy by passing the quantitative skills examination offered during Orientation, passing a course having a significant quantitative/mathematical component or completing a non-credit-bearing tutorial through the Quantitative Literacy Center. The quantitative skills examination tests basic mathematical and quantitative knowledge, including computation, algebra, analysis of graphs and charts, and probability.

During Orientation, the QSkills Exam is offered to first-year and transfer students. Students who do not pass the exam or who do not take the exam should meet with their academic advisors during Orientation Week to plan how to fulfill the quantitative literacy requirement. Courses currently designated as containing a significant quantitative/mathematical component are Archaeology 106, Biology 110 and 115, Chemistry 120 and 125, Computer Science 105 and 110, Economics 230, 265, 275 and 285, Geosciences 209, Government 230, Math 100, 113, 114, 115, 123 and 253, Philosophy 240 (Symbolic Logic), Physics 100, 120, 130, 135, 160 and 190, Psychology 101 and 280, and Sociology 302. A listing for each semester can be found online in Web Advisor and in the back of the course schedule booklet. Please check with the registrar for any additions or changes to this list. Tutorial help for students taking quantitative courses is available at the Quantitative Literacy Center.

The non-credit-bearing tutorial offered each semester contains four modules: Basic Computation, Algebraic Expression, Graphs and Charts, and Proportional and Functional Reasoning. Students meet weekly with their tutors to prepare to take a final module exam. Participation in tutorials and the exam score are taken into consideration for the fulfillment of the requirement.

This requirement should be completed by the end of the second year. More information about the quantitative literacy requirement can be found under "Academics" on the Hamilton Web site or by contacting the director of the Quantitative Literacy Center.

Standards for Quantitative Work (for students in the Class of 2014 and later) — Hamilton expects that every student will demonstrate facility in quantitative and symbolic reasoning by completing one or more courses in at least one of the following three categories:

- 1) Statistical Analysis. The use of statistical analysis to describe data and to make inferences.
- 2) Mathematical Representation. The use of mathematical models such as those based on graphs, equations and geometric objects to represent patterns, relationships and forms.
- 3) Logic and Symbolic Reasoning. The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

Courses across the curriculum that fulfill this requirement are described as Quantitative and Symbolic Reasoning courses under Courses of Instruction. They are also listed online in Web Advisor and in the printed course schedule booklet distributed before each registration period. The College offers tutoring in the area of quantitative and symbolic reasoning through the Quantitative Literacy Center and the Peer Tutoring Program.

Physical Education Requirement — Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the "Physical Education" section. Instruction is available in badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees — All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual art.

Internships

The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are

eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn 1/4 credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a 1/2-credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor and the Committee on Academic Standing.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee" under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first five calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the five-day period.

Classes may not be added after the first week without permission of the Committee on Academic Standing. After the first five calendar days of either semester, a student who is taking four or more courses may drop a course up to one week after midterm, after consulting with the advisor and the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee" under "Tuition and Fees").

After the drop deadline, a student may drop a course without the penalty of failure only with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 13 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	A+ (4.3)	A (4.0)	A- (3.7)
Good	B+ (3.3)	B (3.0)	B- (2.7)

Satisfactory	C+ (2.3)	C (2.0)	C- (1.7)
Poor	D+ (1.3)	D (1.0)	D- (0.7)
Failure	F (0)		

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign "C+," "C" or "C-" to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, or F (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course — Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included both on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Grades of Incomplete and Grade Changes — Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course by a deadline set by the instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option — To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. No first-year student is permitted to use the credit/no credit option in the first semester.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3. The student must inform the registrar of his or her intention to use the credit/no credit option no later than the fourth Friday of the fall semester and the third Friday of the spring semester.
4. No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5. To qualify for a credit (Cr), a student must earn a C- or better. The grade will not enter into the computation of the overall average.
6. If a student earns a grade of D+, D or D-, the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, the transcript will show an F, and the grade will enter into the computation of the overall average.

In certain courses, students may be evaluated "satisfactory" or "unsatisfactory."

The online description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Program in New York City, the Hamilton Term in Washington, the New York State Independent College Consortium for Study in India and The New England Center for Children Cooperative Learning Program are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Excuse of Illness — Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Reading Period and Examinations

The reading period shall comprise three days, with the final examination period beginning on the night of the third day and extending for four additional days. The final examination period has three scheduled examination sessions per full day. If a student is scheduled to take more than one examination in a single session, or if a student is scheduled to take three examinations in a single day, the student should ask an instructor to reschedule one final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the Office of the Dean of Students. A student shall not be required to take three examinations in a single day. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings — Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status — The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation — The Committee on Academic Standing will place on academic probation for the succeeding semester a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1. failure in a full-credit course in each of two consecutive semesters;
2. receiving grades below C- in courses totaling two or more units;
3. failure to maintain a cumulative average of 1.7 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
4. failure in any course (whether for full or partial credit) by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing will normally recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency — The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1. failed two or more full-credit courses during a semester; or
2. accumulated failures in a total of five courses; or
3. incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency — The Committee on Academic Standing will normally expel from the College any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton.

Permanent Record — A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for study abroad early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1. Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3. Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4. Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
5. Grades must be the equivalent of C or higher.
6. Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7. Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
8. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
9. The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because $(.025)(32) = .8$. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
10. The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student's transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult the associate dean of students (academic) during their first year.

Study in a Foreign Country

1. Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in China, France, Spain or the Hamilton-affiliated program in India. See the appropriate departments for the relevant information.)
2. All students planning to study away must discuss their plans with the associate dean of students for off-campus/international study (located in the Dean of Students Office) by the published deadlines. Only

students in good academic and social standing at the College may receive an approved leave of absence for foreign study.

3. As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

1. earn a grade point average of 2.7 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for the study abroad.
2. receive no final grades of F in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton programs in China, France or Spain, or the Hamilton-affiliated program in India may, with the support of the appropriate program director and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet the following requirements:

1. prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
 - a) the fourth-semester level for French, German, Russian and Spanish;
 - b) the second-semester level for Italian, Chinese and Japanese;
 - c) the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2. while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a

specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the registration fee, preregister or participate in the housing or meal plan lotteries. The registration fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence — Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence — Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence — Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on an involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an advisor or advocate.

Students who take a leave during a semester will normally be on leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension — A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College. A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension — Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for

the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal — Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission — Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Registration Fee — A registration fee of \$500, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by April 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration — Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the registration fee. Students who have not preregistered may be withdrawn from the College.

Housing Lottery — In order to continue in college housing, returning students select their rooms for the next academic year through the housing lottery at the end of the spring semester. In order to be eligible, students must have paid the registration fee, have their accounts clear and have preregistered for classes for the fall semester. The housing lottery information booklet, published in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Students wishing to live off campus must participate in a separate process which is normally offered only to rising seniors. Any permission to live off campus is granted on a yearly basis only. Students are advised to not sign a lease until they have been granted permission to move off campus by the College during the spring.

Meal Plan Placement — Each student must participate in a meal plan while classes are in session. All first-year and sophomore students must participate in the 21-meal plan. Most junior and senior students will participate in the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students (including off-campus residents), at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life. (For more on meal plan placement.)

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act.

Honors

The College recognizes academic achievement with a variety of honors. Read about specific awards, fellowships, scholarships and prizes.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next 10 percent, magna cum laude; and those in the next 10 percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries online. Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of faculty makes public the names of students who have carried throughout the semester a course load of four or more graded credits with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington and Hamilton in New York City programs; see "Academic Programs and Services.")

Phi Beta Kappa

Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. Breadth in the liberal arts normally involves one course in at least five of the six following categories — arts, math/computer science, sciences, social sciences, languages and humanities. In at least three of those categories, the student will have taken a course at the 200-level or above. The Hamilton chapter normally selects about 10 percent of the senior class for membership.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for science and engineering, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines and to assist the wider understanding of science. Nominations are based on a student's performance in a research project, presentation and publication of results of research. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership.

Lambda Pi Eta

The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty members in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty members.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them. See "Scholarships, Fellowships and Prizes."

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning, and many faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 22 percent of new graduates have entered graduate or professional schools directly after college. Some 50 percent enter graduate programs within five years after receiving their degrees. Since most Hamilton students undertake postgraduate study, proper preparation for such work is an important aim of the curriculum. About 72 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. Information on career development and career field choices, and data on all recruiting opportunities, is available online at the Career Center Web site. The office maintains reference books concerning graduate study in the United States and abroad, as well as information on career-related experiences including internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a mentoring program with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geosciences should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the Web sites and catalogues of major universities for their requirements. This background will permit useful planning in consultation with the appropriate department chair.

Health Professions

Most accredited medical and dental schools require two semesters of English (or comparative literature), two semesters of biology, four semesters of chemistry (including two of organic) and two semesters of physics. Additional requisites vary, but often include "competence in mathematics" and biochemistry. The requirements for schools of veterinary medicine are generally more rigid and vary from school to school. Some veterinary schools require a class in genetics; a few require microbiology. Requirements for the allied health professions, including physical therapy, nursing and physician assistant programs, often include anatomy, physiology and psychology. Students interested in any career in the health professions should consult with the health professions advisor as early as possible to plan a course of study to meet the requirements of the schools of their choice. (See "Early Assurance Program in Medicine" under "Academic Programs and Services.")

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the associate director of the Career Center.

Education

Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Education Studies Program and/or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus. In addition, many employers look for well-rounded students who also have demonstrated leadership, community service and involvement in extracurricular activities during their time at Hamilton.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under "Academic Programs and Services") leads to the B.S. or M.S. degree in engineering in a 3-2, 4-2 or 2-1-1-1 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from students of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion -- be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of one foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 1. An application consists of the following: the application form itself (Hamilton's online application is the Common Application), Hamilton's one-page Application Supplement, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose. Applicants are offered a variety of ways to meet Hamilton's standardized test requirement. They include: the SAT Reasoning Test; or the American College Testing assessment test (ACT); or three exams of the student's choosing, to include a writing or verbal test, a quantitative test (chemistry, math or physics) and a third test of the student's choice: acceptable exams include SAT II subject tests, AP Exams and the TOEFL for international students. See the Admission Office Web site for more specifics.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 1 of the senior year. The candidate should contact the Admission Office at 800-843-2655 to schedule an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-3 p.m. The office is also open on most Saturday mornings from July through November. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after December 15. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are encouraged to take a tour of the campus, attend an information session, visit classes, talk with faculty members and students, and eat in one of the dining halls. The Admission Office will be glad to assist with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. The program enables students to clearly indicate that Hamilton is their first choice, and allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15--Deadline for application

December 15--Notification of decision

Plan II: January 1--Deadline for application

February 15--Notification of decision

Students applying under any of the Early Decision plans will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor and a parent must also acknowledge the commitment by signing this statement.

Advanced Placement Credit

Entering students who score satisfactorily on the Advanced Placement Tests or who have earned the International Baccalaureate diploma may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on other college campuses with regular college faculty.

With the approvals of the appropriate academic departments and the Committee on Academic Standing, students who have earned the International Baccalaureate diploma may be awarded credit based on that diploma.

With the same approvals, a student who scores satisfactorily on an Advanced Placement Test may be awarded advanced placement in that department's curriculum. The department, may, but need not, award the student credit for a lower-level course upon that student's completing, with a grade satisfactory to the department, the course in which he or she was placed.

A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Hamilton Opportunity Programs

Hamilton offers three programs designed to improve access to higher education for students who, may have experienced academic and/or financial obstacles, but who clearly have demonstrated an ability to perform in a competitive academic environment.

Hamilton participates in the New York State-sponsored Arthur O. Eve Higher Education Opportunity Program (HEOP) and its own Hamilton College Scholars Program. Both provide a wide range of support services, including a mandatory, credit-bearing summer session. Academic support, counseling and tutoring are also provided. In addition, Hamilton supports Opportunity Pathways, an academic and career support program for low-income parents in Herkimer, Madison and Oneida counties. Opportunity Pathways provides comprehensive needs and skills assessment, academic and career counseling, academic support, and assistance with books and travel cost.

For further information, contact Phyllis Breland, director of Opportunity Programs, at 315-859-4398.

International Students

Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. Financial aid is available to international students demonstrating need.

Home-Schooled Students

Students who have met their local and/or state regulations for schooling at home may apply for admission to Hamilton. We strongly recommend these home-schooled students have an on-campus interview to discuss their academic preparation for college-level work.

Transfer from Other Colleges

The College is interested in well-qualified, highly motivated students who wish to transfer to Hamilton from other institutions. Because of the College's graduation and residency requirements, no student can transfer more than two years' academic credit from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean or academic advisor at the institution most recently attended. The deadline for fall transfer applications is April 15; admission decisions are mailed by early June. The deadline for spring transfer applications is November 15; admission decisions are mailed by January 1. Financial aid for transfer students is available but limited.

Bridge Program

In order to be of service to the community, Hamilton will admit highly qualified high school students (usually seniors) to take courses to supplement their academic programs. To be considered for admission, a student must have exhausted his/her high school curriculum in a given area or have a compelling reason for beginning a new course of study in a subject not offered by his/her high school. The Bridge Program supplements high school offerings; it does not replace or substitute for them.

A student may take no more than one course per semester through the Bridge Program and no more than two in total. Bridge students will be allowed to register for a second class only after completing a first course with a grade of B or better, and their grades from Hamilton courses will be reported on their high school transcripts.

All interested students must apply through the Admission Office and, if accepted, must get permission from the department chair to take the course. A score of 5 on the AP Calculus exam is required for admission to the program to take Calculus 2 or any more advanced math course.

Application deadlines for the program are June 15 for the Fall semester and November 1 for the Spring semester.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

To earn a degree at Hamilton, students in the Hamilton Horizons Program must satisfy all the requirements stated in the College Catalogue, except the requirement in physical education, the requirements governing minimum and maximum course loads, the requirements governing residence on campus and the requirement that the degree be completed within seven years following matriculation.

Applicants are initially accepted as part-time students in the program, which in itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is May 1; the deadline for spring Horizons applications is November 1.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive — so expensive that tuition represents only 65 percent of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, approximately half of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the "Financial Aid" section.

Charges for a year at Hamilton, including tuition and fees, room and board, total \$49,860. Beyond this, a student will need an additional \$1,300 to cover the cost of books and supplies, plus approximately \$500 for other expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee — A non-refundable fee of \$50 must accompany each application for admission. This fee is waived if the application is submitted electronically.

Registration Deposit — A non-refundable deposit of \$500 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Registration Fee — A registration fee of \$500, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account in March and is due on April 1. Students may not preregister or participate in the housing lottery until the deposit is paid. It is nonrefundable after May 1.

Guarantee Deposit — An initial guarantee deposit of \$100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Transcript Fee — New students to the College are required to pay a non-refundable one-time transcript fee of \$25 as part of their first term bill. This will entitle the student to an unlimited number of transcripts in the future.

Tuition and Other Charges for 2009-10

Tuition and Fees	per year	\$39,370
Room (in College residence halls)	per year	5,520
Board (in College dining halls)	per year	4,580
Student Activities Fee	per year	390

* includes \$390 activities fee

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is by course load, at a rate of \$4,778 per course.

Overelection Fee — Four years' tuition entitles the student to 37 courses — several more than are required for graduation — taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 125, 126, 141, 142, 225, 226, 241, 242 and 326) pay an overelection fee of \$4,778 per additional course.

Room and Board — Hamilton asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant.

All students, however, will participate in the seven-meal plan as a minimum. All first- and second-year students will participate in the 21-meal plan. Juniors and seniors can choose to participate in either the seven-, 14- or 21-meal plan; and certain housing accommodations will provide for participation in the seven-meal plan only. Those permitted to provide their own board will be assessed a service charge of \$275 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Student Activities Fee — At the request of the Student Assembly, a student activities fee of \$195 per student per semester is charged to support student-sponsored programming.

Medical Services — Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance — Accident insurance is extended without separate charge to all regularly enrolled students for the academic year. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This coverage provides a basic accident medical expense benefit with an aggregate maximum of \$1,000 per injury.

Coverage under the plan is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Accident insurance is also provided for intercollegiate sports. This is excess coverage only. It applies after any other collectible insurance covering the student. Club and intramural sports are not covered under this plan and fall under the group accident insurance plan.

Health Insurance — Hamilton requires that all students have some form of health insurance coverage. For students who are not covered under a parent's policy, or students who would like additional coverage, Hamilton offers a limited benefits health insurance plan. Coverage under this policy is voluntary. However, if proof of other comparable health insurance coverage has not been provided to the Health Center, students will be automatically enrolled in and billed for this plan. An outline of the plan and premium information may be obtained from the Health Center at 315-859-4112.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Music Fees — Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for \$275, or 11 weekly hour lessons for \$550. A student receiving a College scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Fee — Students may study for a semester or more through approved non-Hamilton programs at other colleges and universities. A fee of \$1,700 is charged for each semester a student is away. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage — The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills — One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. A late payment fee of \$100 is assessed if payment is not received by the start of classes. An additional late fee of \$200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 120 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. In addition, any student whose bill is unpaid may be denied access to residence and/or dining halls. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances, awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition, board and fees are refunded as follows:

- | | |
|--|-----------|
| 1) Withdrawal or dismissal during the first week | 80% |
| 2) Withdrawal or dismissal during the second week | 70% |
| 3) Withdrawal or dismissal during the third week | 60% |
| 4) Withdrawal or dismissal during the fourth week | 50% |
| 5) Withdrawal or dismissal during the fifth week | 40% |
| 6) Withdrawal or dismissal during the sixth week | 30% |
| 7) Withdrawal or dismissal during the seventh week | 20% |
| 8) Withdrawal or dismissal during the eighth week | 10% |
| 9) After eight weeks: | no refund |

Room charges will not be refunded if a student withdraws after the start of classes.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes scholarships, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

U.S. citizens and permanent residents need to submit the Free Application for Federal Student Aid (FAFSA), the Hamilton College Financial Aid Application and U.S. income tax forms. First-time applicants must also complete the College Scholarship Service (CSS) PROFILE form. Additional requirements may include New York State tax forms, non-custodial profile and/or a business/farm supplement. International students must submit the International Student Financial Aid Application and the Certification of Finances.

Applicants seeking Early Decision should file a PROFILE before November 15. The Free Application for Federal Student Aid (FAFSA), which cannot be submitted until after January 1, should be filed no later than February 8. Late filers will be at a disadvantage in consideration for institutional funds. All relevant forms can be accessed from the Admission and Financial Aid Web site.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid is normally awarded for an academic year and credited to College bills, but may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, number of family members in college and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

General Scholarships — Applicants for financial aid may be eligible for need-based scholarships. Grants of this sort are supported by the income from more than 300 endowed scholarship funds, from annual grants and by the general funds of the College. Awards, depending upon need, range from several hundred dollars to full cost of attendance.

Special Scholarships — To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.") Generally, these scholarships are not additive, but replace a general scholarship.

Prize Scholarships — Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for need-based financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans —

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to \$250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment — The Federal Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid plan. Other employment possibilities exist on campus and in the local community.

Federal and State Scholarships and Grants — A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the "Appendix."

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Hamilton campus was designated as an arboretum in 2004, and the Root Glen, a gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

Afro-Latin Cultural Center — Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions, lectures, art shows and similar educational, cultural and social events.

Anderson-Connell Alumni Center — Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986 and 2002, it is named in honor of Molly and Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses the offices of Communications and Development.

Athletic Center — The Athletic Center provides Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. Components of the complex include the following: the Margaret Bundy Scott Field House, completed in 1978 and expanded in 2006 with the addition of the Little Squash Center; the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, renovated in 1993; the Alumni Gymnasium, dedicated in 1940 and renovated in 1978; the William M. Bristol, Jr. Swimming Pool, dedicated in 1988; and the Charlean and Wayland Blood Fitness and Dance Center, opened in 2006. For more information, see "Athletic Programs and Facilities."

Azel Backus House — The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

Beinecke Student Activities Village — The Student Activities Village was constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton. The bright yellow buildings link the north and south sides of the campus via Martin's Way, a red-brick path named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges where students and faculty members meet informally outside of the classroom.

Benedict Hall — The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, Benedict Hall, which was erected in 1897, houses faculty offices and classrooms.

Bristol Center — Constructed in 1965, the William McLaren Bristol Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL radio studios, student media offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations and 12 guest rooms.

Buttrick Hall — Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

Career Center — Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has a recruiting room and two reading rooms containing reference materials. It also comprises offices for counselors who provide assistance to students in developing their post-graduate plans.

The Chapel — Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies. The third floor of the Chapel was renovated in 1999 and provides office and meeting space for campus chaplaincy.

Couper Hall — Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls — Hamilton has two dining halls: the recently renovated Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

Glen House — Formerly a private residence, the Glen House was refurbished in 2006 as headquarters for the Hamilton Outdoor Leadership Center. It contains equipment rooms for the Bike Co-op, Ski Club and Outing Club, among others, as well as student meeting and social space.

Health Center — The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Services and contains fully equipped examination and treatment rooms. The center also houses the College's Counseling and Psychological Services.

Christian A. Johnson Hall — The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages program, the departments of Computer Science, East Asian Languages and Literatures, French, German and Russian Languages, Hispanic Studies and Mathematics as well as the Quantitative Literacy Center.

Kirkland Cottage — The oldest building on campus, Kirkland Cottage was constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Building — Having reopened in 2009 after an extensive renovation and expansion, these connected buildings house departments in the social sciences as well as the Arthur Levitt Public Affairs Center, the Nesbitt-Johnston Writing Center and the Oral Communications Center. Originally constructed in 1968 for Kirkland College, Kirner Building is named in honor of Juvanta H. and Walter R. Kirner, and the adjacent Johnson Building

is named for Virgil E. Johnson. The facility features large, flexible classrooms and common areas, and the latest technology. The building earned gold certification from LEED, the nation's preeminent program for the design, construction and operation of high performance green buildings.

The Library — Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this facility provides Hamilton with one of the finest small college libraries in the nation. The library is also home to the Multimedia Presentation Center, a state-of-the-art computer and media facility, which opened in 2002.

List Art Center — The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, Dance and Theatre.

Little Pub — Located adjacent to the Beinecke Student Activities Village, The Little Pub opened in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall — Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater — Originally Hamilton's first library (1872-1914) and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory — Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an 11 1/4" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls — Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, 95 percent of our students live in the 27 residence halls on campus, and first-year students are housed in clusters in nine of those halls. As students grow and develop at the College, they have an opportunity to live more independently in small houses and apartments.

Resident advisors live in each hall, with an average ratio of one resident advisor for every 30 students. Working closely with the Office of Residential Life, resident advisors are responsible for advising students in their areas, developing educational and social programs, limit-setting and administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South contain doubles and quads. All offer lounges, recreation areas and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle consists of large singles and doubles. The third floor of Major is designated as "the quiet floor," where students abide by a 24-hour-a-day quiet policy. In addition, Root, Kirkland and 100 College Hill Road are designated as "substance free" halls. All residence halls are smoke-free.

Other housing options for primarily juniors and seniors include the Griffin Road and Farmhouse apartments, Wallace Johnson House, Saunders House, Rogers Estate, Ferguson House, Carnegie, Woollcott House, Eells House, and 3994 and 4002 Campus Road.

Root Hall — Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English and Communication.

Elihu Root House — Built in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents, as well as faculty members of the College. The house was extensively remodeled after being purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark, it was acquired by the College in 1979 and houses offices for the registrar, dean of students and some faculty members.

Molly Root House — Designed in 1915 by the renowned architectural firm of McKim, Mead and White, the Colonial Revival building was commissioned by Elihu Root, Class of 1864, as a wedding gift for his son, Elihu Jr., Class of 1903. Beginning in the 1950s, the home was occupied by Elihu Jr.'s son Elihu III, Class of 1936, and his wife Molly Bidwell Root. In 2006 the building was dedicated as the headquarters for the Art History Department.

Schambach Center — Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

Science Center — The Science Center, the largest building project in the College's history, was completed in 2005 and houses offices and laboratories for Archaeology, Biology, Chemistry, Geosciences, Physics and Psychology. The complex contains a tri-climate greenhouse, auditorium, coffeehouse and more than 100 teaching and research laboratories. Students and professors are supported in their research by a 500 Mhz nuclear magnetic resonance (NMR) spectrometer, scanning and transmission electron microscopes, and an X-ray diffractometer and fluorescence spectrometer. The chemistry supercomputer, biology laboratory for bioinformatics research, psychology statistics laboratory, general computing classroom and wireless computer connectivity provide state-of-the-art computing facilities. The Science Center's expansive atrium boasts several environmentally friendly features including a temperature control system that involves geothermal loops and displacement ventilation.

Siuda House — Built in 1917, the Siuda House is home to the offices of Admission and Financial Aid. The building, which originally served as the Sigma Phi fraternity house, was rededicated in 2007 in honor of Joy and Chet '70 Siuda, a College trustee.

Philip Spencer House — Renovated in 2002, the former Chi Psi fraternity house was renamed the Philip Spencer House in honor of the fraternity's founder. It now houses the Business and Human Resources offices.

The Tolles Pavilion — Built in 2000, the Tolles Pavilion was dedicated in 2007 in memory of Patricia and Winton '28 Tolles, a longtime dean of the College. The large multipurpose facility is equipped with satellite television, a data projector, a 16-foot screen, dressing rooms and state-of-the-art sound components. Home to student theatre performances, concerts, comedy shows and banquets, the Tolles Pavilion serves a variety of programming needs.

Student Life

The Division of Student Life focuses on the total development of the student, in particular the quality of learning that takes place outside of the formal classroom setting. Hamilton recognizes that students grow intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for their choices and the consequences of their actions.

Student Services

Emphasis within the various student services is placed on both challenging and supporting students as they strive to achieve their potential. The dean of students oversees the Division of Student Life, which includes the following areas:

Dean of Students Office — A number of services are offered through the Dean of Students Office, which is located in the Elihu Root House.

Academic Services — The associate dean of students for academic affairs provides support for Hamilton's program of academic advising of first- and second-year students, administers academic regulations and serves as the dean of students' designee for matters brought to the Honor Court. The associate dean coordinates the work of the faculty Committee on Academic Standing.

Diversity and Accessibility — The associate dean of students for diversity and accessibility provides leadership for the development of educational, cultural and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. The associate dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds, sexual orientations and abilities, and works cooperatively with others on campus to build and strengthen support networks and to increase and retain representation of historically underrepresented groups.

The associate dean also coordinates individualized accommodations and support services for students with documented disabilities and serves as the ADA consultant for the College. Students seeking special arrangements due to a disability should provide the associate dean with a recent evaluation conducted by a specialist in the appropriate field. It should include a diagnosis of a disabling condition, information regarding onset, longevity and severity of symptoms; information on how the disability and/or related medications and treatments interfere with or limit any major life activity, including participation in the courses, programs and activities of the College; and recommended accommodations.

Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the associate dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed. Questions about services may be directed to the Dean of Students Office at 315-859-4012.

Judicial Affairs — The assistant dean of students for student conduct is responsible for determining the appropriate mechanism for adjudicating alleged violations of College regulations and generally providing oversight and coordination of the judicial process. Any member of the Hamilton community may bring complaints against a student or a group of students to the attention of the dean of students, Office of Campus Safety, Office of Residential Life, the assistant dean of students for student conduct or the chair of the Judicial Board.

Study Abroad — The associate dean of students for off-campus/international study works with students who are exploring options for study at foreign or other domestic institutions or programs, researches viable study abroad programs for Hamilton's preferred list, advises students on pre- and post-study away issues, including credit transfer, and coordinates all related campus programming. The dean also advises the Committee on Academic Standing regarding issues related to study abroad and study away.

International Student Services — The associate dean of students for off-campus/international study also provides support for international students, including orientation, host family assignments and advising on immigration regulations and concerns.

Campus Safety

The Department of Campus Safety strives to provide a reasonably secure and safe environment for all who work and study at the College. Campus safety is dependent upon the cooperation and active participation of all members of the community in reducing crime and creating a safe environment. All Campus Safety officers are trained in College policy enforcement, fire and crime prevention, basic first aid and CPR. They respond to a variety of requests for assistance typically associated with the college environment. In addition, the Campus Safety director serves as a liaison with both local and state law enforcement and fire protection agencies. Campus Safety provides information to members of the community on a variety of personal safety issues through educational programs and publications.

Pursuant to the requirements of the Jeanne Clery Act, Hamilton will provide upon request all campus crime statistics as reported to the U.S. Department of Education. To request a copy of our annual Report of Campus Crime Statistics, contact the Department of Campus Safety at 315-859-4141 or visit the College Web site. This information may also be obtained from the U.S. Department of Education.

Career Center

Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the world of work involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy

The chaplaincy's mission is to guide students and other members of the College community in the search and understanding of the meaning that life holds. Why are we here? What is the relationship between our academic pursuits and our development and growth as human beings? We seek to help students answer these questions for themselves through various religious traditions and spiritual experiences, including bereavement and community service.

The Interfaith Council is a reflection of the chaplaincy's belief that experiencing and learning from other faith traditions are important aspects of a liberal arts education. The Interfaith Council is made up of representatives from various religious and spiritual traditions and student organizations including Christian Fellowship (evangelical ecumenical Christian), Community Church (Protestant), Gospel Choir, Hillel (Jewish), Muslim Student Association, Newman Community (Catholic), Orthodox Christian Fellowship and Zen Meditation Group. Other traditions currently represented on the Interfaith Council include Hindu, Sikh, Buddhist and Baha'i.

Within and beyond these traditions, the chaplaincy supports worship opportunities (on- and off-campus), religious music, observance of holy days, experiences of prayer and meditation, community service events and discussion/speaker opportunities. Chaplains (Jewish, Catholic and Protestant) are available for counseling with all members of the Hamilton community.

Community Service and Outreach

Volunteer programs and service to the local community are organized through the Community Outreach & Opportunity Project (COOP). The COOP houses many service-based initiatives including:

Hamilton Action Volunteer Outreach Coalition (HAVOC), a student organization, oversees a variety of initiatives including tutoring programs, one-time volunteer experiences and a food salvage program, among others.

HAVOC Exec Board offers student leaders the opportunity to spearhead service initiatives and coordinate projects, as well as organize campus-based discussions and events to raise awareness and funds for various causes.

Alternative Service Break (ASB), a student-run group, plans service trips to areas in need, such as New Orleans, during winter, spring and summer breaks.

Urban Service Experience (USE) is a pre-orientation service program.

A Better Chance (ABC) Program gives students the opportunity to intern as tutors with local ABC students attending Clinton High School.

Bonner Leader Program provides students with internships at nonprofits in Utica.

Hamilton Serves! offers incoming students a service experience in the local community during new student orientation.

The COOP is located on the third floor of the Chapel and includes offices for the director, a VISTA volunteer and office assistant, as well as comfortable spaces for meetings and discussion groups.

Counseling and Psychological Services

Students experience developmental and psychological growth as well as difficult situations during their college years. Confidential discussions with counselors can be helpful in the process of making decisions, solving or managing problems, adjusting to a new environment or learning more deeply about oneself. Counseling sessions are intended to result in a more thorough understanding of issues and problems and a clear conceptualization of future actions. The professional staff of three consists of psychologists and counselors who specialize in the concerns of college students. All services are strictly confidential and free of charge to Hamilton students. The office is located on the second floor of the Thomas Brown Rudd Health Center, accessible via the north entrance. Appointments are available during the week between 8:30 a.m.-4:30 p.m. If the need is urgent, arrangements will be made after hours.

Health Services

The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m. (Wednesdays 10 a.m.- 4:30 p.m.) when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries. The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Outdoor Leadership

Based in the Glen House, the Hamilton Outdoor Leadership Center offers experiential education, leadership training and outdoor adventures to students and the community. Functioning out of the center, the Hamilton Outing Club offers trips and equipment rental, as well as training for future outdoor adventure leaders. The Adventure Program uses the Mark Cox Memorial Challenge Course to develop leadership and group skills to on- and off-campus groups. The Bruce Climbing Wall offers instructional and recreational indoor climbing. Adirondack Adventure is the College's nationally acclaimed wilderness pre-orientation program supervised by the director of the Outdoor Leadership Center.

Residential Life

The Office of Residential Life strives to promote and maintain a residential community conducive to intellectual and personal growth, where students can sleep, study and share ideas with peers whose culture, lifestyle and opinions may be different from their own.

The professional staff in residential life includes the director and three live-in area directors who are responsible for the management of the 27 residential facilities and the supervision of the paraprofessional staff members who live and work within them.

The paraprofessional staff includes 60 resident advisors, upperclass students who are trained as counselors, limit-setters, program developers and resource persons, who provide valuable leadership within the residential community.

Student Activities

There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 100 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A campus life open house is held at the beginning of the fall semester to introduce students to the variety of options available to them.

The Student Activities Office advises student organizations, including private societies, and supervises the Beinecke Student Activities Village, the Bristol Center and Emerson Hall. The student technical crew, the Jitney service, new student orientation and the student event staff are also coordinated through the Student Activities Office. Facilities in the Bristol Center include the College Store, radio station WHCL-88.7 FM, student organization offices, meeting and conference rooms, and 12 guest rooms. The Beinecke Village includes the Howard Diner, the Fillius Events Barn, the multipurpose Tolles Pavilion, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Campus Activities Board (CAB). A student-run organization, CAB is responsible for the programming of professional quality entertainment on campus. Each semester CAB brings a variety of premium events to Hamilton, including comedians, bands, novelty acts and acoustic coffeehouse performers.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of three branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); and the executive branch (Executive Committee). The Student Assembly Funding Committee allocates funds to more than 70 student organizations.

Student Clubs and Organizations. See www.hamilton.edu/campus/studentsorgs/organizations.html.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper,

yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed completely by students.

Campus Cultural Life

Art

The Emerson Gallery (located in Christian A. Johnson Hall) offers Hamilton students a lively and diverse program of art exhibitions and related events, including gallery talks, lectures, workshops, performances and films.

The gallery also regularly exhibits works from the permanent collection, which is strong in American works on paper and includes paintings and sculpture, Greek vases, Roman glass and Native American objects. Important collections include works related to Ezra Pound and the Vorticist movement and The Walter Beinecke, Jr. Collection of prints, drawings and paintings of the Lesser Antilles. The permanent collection can be made available for student research and study. Call 315-859-4789 for more information.

Student work opportunities at the Emerson Gallery (there are both paid and volunteer positions available) provide valuable experience for students interested in careers in museum work and arts administration. Call 315-859-4396 for more information.

Dance

The Dance Department produces one major concert in the spring and participates with the Music Department in a concert/performance for Family Weekend in the fall. In addition, the department presents student-choreographed works, usually as part of composition and choreography courses, and as part of the senior projects. For information about dance at Hamilton, call 315-859-4057.

Student-run dance organizations, including the Student Dance Alliance and the Dance Team, offer workshops and occasional performances.

Music

In addition to the professional performing arts series, there are performances by faculty members, students, and student ensembles. The Department of Music sponsors master classes by visiting artists and lectures on music subjects by prominent scholars. The department also runs a program for private study in a variety of instruments and voice. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. The Music Department also owns several African drum collections as well as a Javanese Gamelan, and it maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

The Hamilton College Choir continues a long tradition of choral excellence that dates back to its founding in 1867. Its annual spring concert tour has in recent years ranged as far west as Chicago and Milwaukee, as far north as Montreal, and as far south as Atlanta. The Choir has also toured in Europe seven times in the last 24 years, most recently to Italy in 2009. This ensemble of approximately 65 singers also produces a musical or operetta each year. Open to all students by audition during Orientation Week. Full-year participation is required.

The Hamilton College Orchestra, made up of 50 to 60 Hamilton College students and community members, performs in Wellin Hall four times a year. Its repertoire includes the masterpieces of the orchestral literature as well as contemporary compositions. The orchestra has recently performed works of Beethoven, Brahms, Dvorák, Tchaikovsky, Copland, Debussy, Mozart, Ravel, Sibelius and Stravinsky, and regularly commissions and premieres new works for orchestra. On occasion an advanced student performer will be featured as concerto soloist with the orchestra. Open to all students by audition during Orientation Week and the first two days of classes during both Fall and Spring terms.

The College Hill Singers is a chamber vocal ensemble drawn from the College Choir. Its repertoire ranges from Renaissance madrigals to Brahms part-songs to contemporary works.

The Chamber Music Program is an extension of the orchestral program, providing additional opportunities for members of the orchestra to study and perform, as well as giving ensemble experience and training to less advanced students who are not yet ready for orchestra. In addition to formal concerts and more informal appearances on campus, the chamber ensembles perform frequently at churches and charity events in the region. Auditions are held concurrently with orchestra auditions during Orientation week each term.

The Hamilton Jazz Ensemble is a full big band with five saxes, four trombones, four trumpets and four rhythm section players. The music covers the style periods from the mid 1930s to the present. A seven-piece combo,

composed of members from the Jazz Ensemble, performs as well. Auditions are held on Tuesday during the first week of classes each fall.

Hamilton College and Community Oratorio Society, which numbers approximately 135 singers, performs major choral works with orchestra each semester. The society is open to all members of the community without audition. Interested singers may join by attending the first rehearsal of the term.

The Buffers, Special K, Tumbling After and the Hamiltones are Hamilton's student-run a cappella performance groups. All male, all female, or coeducational, each group draws from varied repertoires ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

The College also houses a Jazz Archive that includes more than 200 interviews with great jazz artists and several vintage jazz recordings. The Jazz Archive has sponsored residencies by such artists as Milt Hinton, Byron Stripling, Joe Wilder, Clark Terry, Bobby Watson and Jane Ira Bloom.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs as well as a variety of student organizations also sponsor concerts from time to time.

Theatre

The Theatre Department produces two major theatrical productions each year in historic Minor Theater. In addition, the department regularly produces student-directed shows, usually as part of the senior projects, as well as several class workshop presentations and guest artist workshops. Auditions for departmental productions are open to all students and are held early each semester. Audition notices are posted on campus and on e-mail. Technical and managerial positions are also available. For information about theatre at Hamilton, call 315-859-4057.

The student-run theatrical group *Untitled-at-Large* produces student-directed musicals, plays and one-act productions. Audition notices are posted on campus. There are also two student improvisational theatre groups.

Performing Arts

Hamilton sponsors two professional performing arts series: *Classical Connections* and *Contemporary Voices and Visions*. See www.hamiltonpa.org.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Classical Dance Residency Fund underwrites up to three classical dance artists-in-residence each semester in support of Hamilton's Dance Department.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th Reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th Reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Peter D. Constable Lecture Fund was established in 2001 in honor of former Ambassador Peter D. Constable, Class of 1953, to support an annual lecture in international relations.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Doris M. and Ralph E. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife, to support annual lectures in any field. Fields are designated on a three-year rotating basis.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. "Torry" Johnson III '71 Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian Studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The Meyer Student Performance and Activities Fund was established in 2003 by Eugene B. and Melissa Meyer in recognition of their son Nathaniel's rewarding experience at Hamilton as a member of the Class of 2001. The fund provides support for non-academic, co-curricular events and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Arts Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The John B. Root '44 Exhibition Fund provides funding to support exhibitions at Hamilton's Emerson Art Gallery, as well as programming related to art exhibitions at the College.

The John Rybash Memorial Psychology Lecture Fund, established in memory of John Rybash, professor of psychology at Hamilton, is designed to support a lecture by a prominent speaker in the field of psychology.

The Sacerdote Family Lecture and Performance Fund was established by Mr. and Mrs. Peter M. Sacerdote, along with their son Alexander Sacerdote, Class of 1994, to support one or more Sacerdote Great Names Series at Hamilton programs each year. Annual lectures or performances will be given by individuals of national or international renown in any field.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928, and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. This fund supports lectures related to current ethical issues by preeminent individuals in the public policy arena.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, who was for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

Hamilton has a tradition of continually expanding and improving its athletic facilities.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, houses three regulation-size basketball courts and can seat 2,000 spectators. Removable wood parquet flooring is installed for varsity basketball games. The facility also features a six-lane, 200-meter urethane running track and indoor courts for tennis and volleyball. The surface can also accommodate practices for outdoor varsity sports during inclement weather. The Little Squash Center, featuring 10 regulation-size squash courts, including two with exhibition gallery seating, was built along the north wall of the field house in 2006.

Connecting with the field house are several additional facilities, including the Alumni Gymnasium containing a basketball court; the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility renovated in 1993; and the William M. Bristol, Jr. Swimming Pool, completed in 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it frequently serves as the host site for regional competitions. Opened in 2006, the Charlean and Wayland Blood Fitness and Dance Center houses a dance studio, a multi-purpose exercise room, a climbing wall and a cardio fitness and weightlifting area. The fitness center connects to the rest of the athletic facilities via an underground tunnel.

Adjacent to the Athletic Center are the nine recently refurbished Gray Tennis Courts; the Royce Baseball Field, featuring new dugouts and improved bullpen areas; the recently renovated softball field; and Steuben Field, the 2,500-seat football stadium. Directly behind the stadium is the William D. Love Field, which also encompasses the newly resurfaced 400-meter Walter H. Pritchard Track. Love Field, resodded in 2000, hosts soccer action. The newest of the Hamilton playing fields is an all-weather artificial turf field built in 2000. Located adjacent to campus, it is the home of field hockey and men's and women's lacrosse.

The Tompkins Golf Course is a nine-hole, 2,761-yard, par 35 course immediately adjacent to campus. There is no admission charged to students, who also use the course during the winter months for cross country skiing.

A gift from the Class of 1996, the Mark Cox Memorial Challenge Course, located in the Kirkland Glen, contains more than a half dozen high ropes challenges. The course is open to all members of the Hamilton community and is administered by the College's full-time adventure program coordinator. A series of high ropes initiatives are also located in the field house.

Physical Education and Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a five-fold program in athletics: recreational play, instruction in physical education, intramural competition, and club and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Intramural Activities

The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Department of Physical Education and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate caliber. Sports offered include soccer, football, volleyball, racquetball, golf, basketball, ice hockey, squash, kickball, beach volleyball, softball, tennis and indoor soccer.

Intercollegiate Athletics

The College is committed to a representative and competitive intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Liberty League (LL) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst,

Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the LL are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence, Union and Vassar. Both conferences balance athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following club programs: the Bicycle Co-op, dance teams, equestrian, fencing, martial arts, nordic skiing, men's and women's rugby, sailing, ski racing, table tennis and ultimate frisbee.

Wellness Program

The Wellness Program provides students and employees of the College a wide variety of activities geared toward healthy living. At the center of the program is a core of activity classes such as aerobics, core training, yoga, pilates, spinning, cardio kick-boxing, lap swimming, water exercise, fitness and weightlifting, as well as ballroom dance, toning and fly-fishing. Classroom presentations on topics such as smoking cessation, nutrition, stress management, spirituality, alcohol use and personal fitness are available through wellness seminars. The Wellness Program provides information and literature through the wellness bulletin board located in the Charlean and Wayland Blood Fitness and Dance Center and online. A personal trainer and massage therapist are available through the program.

Advanced Placement Policies

In order to receive A.P. credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

ART

General, Drawing and Art 2D Design: Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Art 104 or 160 with a minimum grade of B in the course.

ART HISTORY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of any 200-level art history course with a minimum grade of B in the course.

BIOLOGY

Students having obtained a score of 4 or 5 on the Biology AP exam will receive 1 credit after placement in and completion of any introductory with a minimum grade of C- or better in that course. The credit is for exemption from an introductory semester of college-level biology and does not count toward the biology concentration.

CHINESE

Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.

CHEMISTRY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Chemistry 120, 125 or 190 as their first course in chemistry with a minimum grade of C-.

COMPARATIVE LITERATURE

Students having obtained a 5 on the English Literature and Composition AP exam will receive 1 semester credit (not toward the concentration) for completing any comparative literature course with a B- or better, with the following limitation: Students who receive an AP credit in English may not also receive an AP credit in comparative literature.

COMPUTER SCIENCE

Computer Science A: Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Computer Science 111 with a minimum grade of C in the course.

Computer Science AB: Students having obtained a 4 or 5 on the AP exam will receive 2 credits for Computer Science 110 and 111 upon completion of Computer Science 210 or 220 with a minimum grade of C in the course.

ECONOMICS AND PUBLIC POLICY

Issues in Macro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 285 with a minimum grade of B- in the course.

Issues in Micro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 275 with a minimum grade of B- in the course.

ENGLISH LITERATURE AND LANGUAGE

Students having obtained scores of 4 or 5 on either or both of the AP examinations in English may place directly into one of several 200-level courses. This fall, the 200-level courses include 204, 222, 255 and 293. Spring courses include 204, 205, 228 and 256.

AP 5 students who place directly into a 200-level course and who earn a final grade of B- or higher will receive 1 additional course credit. AP 4 students are eligible for placement at the 200-level, but not for an additional credit. AP 5 students who chose to take a 100-level English course will not receive the additional credit, even if they choose to take a 200-level course afterward.

Students with AP scores of 4 or 5 who do not take a 100-level English class must take 204 before they enroll in 215.

Students can only receive a total of one unit of credit for both AP English Literature and Language.

ENVIRONMENTAL STUDIES

Environmental Studies does not give credit for AP courses.

FRENCH LITERATURE AND LANGUAGE

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level French course with a minimum grade of B- in the course. Students can only receive one credit for both AP French Literature and Language.

GERMAN

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level German course with a minimum grade of C- in the course.

GOVERNMENT AND WORLD POLITICS

United States: Students with scores of 4 or 5 on the AP exam may enter any 200-level American Politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 credit for Government 116.

Comparative: Students with scores of 4 or 5 on the AP exam may enter any 200-level comparative politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 credit for Government 112.

HISTORY

Students who receive a 4 or 5 on a European, American and/or World History AP examination will receive 1 credit toward general graduation requirements upon completion of a 100-level history course with a minimum grade of C-. However, 200- and 300-level history courses do not meet this requirement. AP credits do not count toward the history concentration or minor. Students can only receive a total of one unit of credit for AP European, American and World History.

HUMAN GEOGRAPHY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Anthropology 113 or 114 with a minimum grade of B- in the course.

ITALIAN

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of CLNG 130 with a minimum grade of B- in the course.

LATIN – LITERATURE AND VERGIL

Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of Latin 390 with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of Latin 210 with a minimum grade of B- in the course.

MATHEMATICS

Students are placed by the department on the basis of AP scores and a departmental placement exam. Students who complete Math 114, 115 or 215 with a grade of C- or better without having taken Math 113 will receive credit for Math 113. The Math Department does not award credit for AP Statistics.

MUSIC THEORY

Students who receive a 5 on the AP exam in Music Theory are placed in Music 209 and will receive 1 advanced placement credit upon completion of Music 209 with a minimum grade of B in the course.

PHYSICS

Physics B (non-calculus): Students who receive a 5 in AP Physics B will receive 1 credit upon successful completion of a physics course selected from the list below.

Physics C (calculus based): Students who receive a 4 in Mechanics and/or E&M or a 4/5 combination will receive 1 credit upon successful completion of a physics course selected from the list below.

Students having obtained a 5 in both Mechanics and E&M will receive 2 credits upon successful completion of a physics course selected from the list below. Normally such students will enroll in 290.

Students should consult the department chair about placement in one of the following classes: Physics 190, 195, 200, 205, 290. In all cases, a minimum grade of B- is required for AP credit.

PSYCHOLOGY

Students having obtained a 4 or 5 in AP Psychology may elect any 200-level course that has introductory psychology as a prerequisite.

SPANISH LITERATURE AND LANGUAGE

Students having obtained a 4 or 5 in AP Spanish Literature or Language exam will receive 1 credit upon completion of a 200-level hispanic studies course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department chair and still receive AP credit upon completion of a 200-level course. Students can only receive one credit for both AP Spanish Literature and Language.

Scholarships, Fellowships, Prizes and Internship Support

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery, in memory of her son, George Mitchell Avery, Class of 1943.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken, in memory of his friend and classmate, H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham, in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert Gustav Braunlich III '55 Memorial Scholarship was established by William E. Braunlich, Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Carter Scholarship was established through a bequest from Laura Carter.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A. W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Willard B. Eddy, Sr. Scholarship was established by family and friends in memory of Willard B. Eddy, Sr., Class of 1914.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Fielding Family Scholarship was established in 2006 by Donna and Ron Fielding P'07.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman '11, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Husted Scholarship was established by Stephanie Singleton Husted, wife of Lester C. Husted, Class of 1929, in honor of Dr. Husted, as well as Mrs. Husted's first husband, Harry H. Singleton.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The MacCartee Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father J. Joseph Musselman, Class of 1917.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Robert P. Rich '41 Scholarship was established by Robert P. Rich, Class of 1941.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woolcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California

The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

Central Plains

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

Illinois

The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. The purpose of the scholarship is to support educational diversity at Hamilton, consistent with the College's mission and admission policy. It is awarded with preference given to LINK Unlimited students and other under-privileged black students who demonstrate promise from Chicago.

Maine

The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

Mid-Atlantic and New England States

The Mary Jayne Comey Scholarship, established in her honor by her husband, William M. "Mac" Bristol, III, Class of 1943, and Life Trustee of the College, is awarded with first preference given to a student from Gwynedd Mercy Academy in Gwynedd Valley, Pa.; secondly with preference given to a student from the Mid-Atlantic states.

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Midwest States

The Patti and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Midwest.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Hampshire

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The Bond Family Scholarship is awarded with first preference given to students who can be reasonably identified as the son or daughter of a living or deceased firefighter, law enforcement officer or teacher from one of the five boroughs of New York City or from Westchester County, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a long-time friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Lascell-Sargent Family Scholarship is awarded with first preference given to students from Albion, N.Y., and with second preference to students from rural counties of Western New York who demonstrate financial need.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and extracurricular involvement.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

The Frank and Mary Lou Owens Scholarship, established by Charter Trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother, Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, and his wife, Janet C. Scala, in memory of Robert's father, is awarded with preference given to a deserving student of Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marines Corps.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar precollegiate, educational leadership program.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer and Lewis counties, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunncliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

South Carolina

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

Texas

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Vermont

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Western States

The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin

The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International

The Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton College chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Anonymous Trustee Scholarship is awarded on the basis of demonstrated financial need, with preference given to a first-generation college student.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity and determination in the classroom and in extra-curricular activities.

The Baker Family Scholarship, which recognizes three generations of Bakers at Hamilton, is awarded with preference given to students who have declared a concentration in economics.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother, John H. Bates, Class of 1936, who was killed in action during World War II, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Family Scholarship, established by the Blood family and their friends in honor of Wayland P. Blood, Class of 1914, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Jane D. and Ellis E. Bradfield Scholarship is awarded to incoming students who evidence strong academic profiles, along with considerable financial need. Preference is given to first-generation college students. The award may be renewable for subsequent years provided the recipients maintain at least a B average and demonstrate a commitment to and involvement in the greater Hamilton community.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol, III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom and in extracurricular activities, and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient's debts.

The 1LT Michael J. Cleary '03 Scholarship was established in 2006 in memory of 1LT Michael J. Cleary, Class of 2003, by his family and friends. 1LT Cleary died in December 2005 while in the service of his country in Iraq. This scholarship is awarded to students who demonstrate the highest qualities of citizenship, commitment and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The Dirvin Family Scholarship, established by Gerald V. Dirvin, Class of 1959, and his wife, Polly, is awarded to students who have evidenced outstanding public speaking skills and demonstrate financial need.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife Helen Brancati Comstock. It is awarded to students at Hamilton College who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to a first-year student. Among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton College by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estrabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The J. Edward and Marie M. Hacker Scholarship, established by James E. Hacker, Class of 1981, in honor of his parents, is awarded with preference given to a student who is pursuing either a major or a minor in music.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. Lafley Scholarship, established by A.G. Lafley, Class of 1969, is awarded to students whose academic work includes an emphasis on globalization across the curriculum. Preference is given to students who participate in Hamilton's New York City or Washington, D.C., semesters (or similar domestic off-campus study programs) and a Hamilton-approved study-abroad program.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The Ethel K. Marran Scholarship, established by Ethel K. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teeter in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Florence Husband and Paul Parker Scholarship in honor of Florence Husband, an accomplished photographer, and Paul Parker, a long-time professor of art at Hamilton, is awarded with preference given to students enrolled in art or photography courses.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extra-curricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded with preference given to a student excelling in science who has also displayed involvement and leadership in extracurricular activities.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1984, and Adam J. Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, 1875 or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The William K.M. Tennant Memorial Scholarship was established in memory of William K.M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship is awarded to an incoming student who has demonstrated academic excellence with preference given to one who has shown an active involvement through volunteerism in his/her local community's not-for-profit organizations.

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a woman who is interested in the study of foreign languages and who has demonstrated leadership in broad-based extracurricular activities.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood '25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to women from the New York City area.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class & Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, has achieved the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in 1970 in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in extracurricular activities and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and co-curricular involvement; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who is also an active participant in a broad range of extracurricular activities.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who has demonstrated strong academic ability, as well as broad-based extracurricular involvement and the potential for leadership in the Hamilton community.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a junior who possesses the outstanding qualities of leadership and character as evidenced by broad-based participation in extra-curricular activities at Hamilton.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classics Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately 10 students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden in 1993 by her husband and Hamilton College Trustee David E. Harden, Class of 1948, is awarded to the outstanding woman painter at the end of her sophomore year. Additional special scholarships may also be awarded, upon recommendation of the Art Department faculty, to studio art students demonstrating exceptional promise.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Matthew Houlihan Prize Scholarship, made possible by an annual gift from the Matthew Houlihan Foundation, was established in 2002 in memory of Matthew Houlihan, Class of 2003. It is awarded to a rising senior who demonstrates solid academic achievement (minimum 3.0 GPA), strong extracurricular involvement, a loyal commitment to classmates, exemplary school citizenship and unselfish devotion to Hamilton.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have demonstrated notably strong characteristics of leadership and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, is awarded to the Hamilton student who has demonstrated academic excellence along with outstanding determination, leadership and commitment in extracurricular activities.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 (through their Senior Class Gift) in memory of their classmate, Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Carl B. Menges, Class of 1951. This scholarship is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, broadly defined to include academic, administration, admissions, alumni, building and grounds, endowment, finance, student life and trustee issues.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root, Jr. Prize Scholarships, established by friends of Professor Root, who taught mathematics at Hamilton from 1860 to 1862 and again from 1880 to 1907, are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life and dedicated participation in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.) 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a rising sophomore who has achieved academic excellence, has need for scholarship aid and who has enrolled in at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of English literature.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., honor Sidney and Eleanor Wertimer for their dedication to Hamilton and its students. The prize scholarships are awarded to up to five juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton College by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship is designed to encourage Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep personal interest.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton College Fellowship at Vanderbilt Law School, established by the Stephen J. Weaver Foundation and by James W. Coupe, Class of 1971, provides fellowships to Hamilton graduates who matriculate at Vanderbilt University Law School. Preference will be given to first-year law students. Recipients may be reappointed for subsequent years.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between George Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

The Hamilton Fellow at George Watson's College in Edinburgh, Scotland, serves as an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internship Support

Internships are awarded to support student research projects during the academic year or over the summer.

The Joseph F. Anderson '44 Internship Fund provides stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980 and Michael Casstevens, Class of 1991, to support students working on special research projects.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room and/or board expenses.

The George and Martha Darcy Internship Support Fund provides cost-of-living stipends to students possessing a B average or better and pursuing full-time internship opportunities in the areas of communications, writing, advertising, public relations, publishing and/or media, including print journalism and telecommunications. Preference will be given to students undertaking an internship during the summer between their junior and senior years.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffrey Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Monica Odening Student Internship and Research Fund in Mathematics, established by Life Trustee William M. Bristol, III '43 in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son, Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness and imagination.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class & Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his or her class, and a hard worker — an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Arthur O. Eve Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one or two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in honor and memory of Professor Gray, the first chair of the Sociology Department.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr. in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics was established by Constantine Karamanlis, Class of 1998, and his family. The prize honors the memory of Mr. Karamanlis' uncle, the former President of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Jeremy T. Medina Prize is awarded to a freshman or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geosciences field work.

The Phi Beta Kappa Book Prizes were established by an alumnus and his wife to recognize and to encourage students who have completed their first year at Hamilton and are likely to become eventual candidates for election to Phi Beta Kappa. The prizes are awarded to the 10 students who have the highest grade point averages at the conclusion of their first year of study.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Prizes for Excellence in Chinese Language and Literature were established by Hong Gang Jin and De Bao Xu, both of whom are professors in the East Asian Languages and Literatures Program at Hamilton. Two prizes are

awarded each year: one for excellence at the introductory level of study, and one for excellence at the advanced level.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, N.Y., and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geosciences and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Michael S. White Prize was established in memory of Michael S. White, Class of 1972, by Mr. and Mrs. John F. White, his parents. The prize, an engraved plaque, is awarded to two graduating seniors — one each from both the men's and women's ice hockey teams — in recognition of team spirit, leadership and integrity.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking and Writing Prizes

Public Speaking Prizes

The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son, Warren Wright, with its legacy furthered by his grandson, Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Public Speaking Prize, established by Robert S. Ludwig, Class of 1972 in honor of Warren E. Wright, the Upton Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M. and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph, Class of 1940, and his wife, Doris, each year by the Academy of American Poets. This prize is based upon the results of a competition involving more than 200 colleges and universities.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1932 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in English 150 or an entry-level course in English-language literature.

The Jeffrey P. Mass Prize in Japanese History, established in 2002 by Rosa W. Mass in honor of her husband, Jeffrey P. Mass, Class of 1962, is awarded to the student writing the best essay on the subject of Japanese history.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the prize provides for the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be sophomores who demonstrate excellence in writing, richness and clarity of thinking, and the ability to effectively communicate to a wide audience.

The Soper Essay and Research Prizes were established by Arthur W. Soper, Class of 1893. The essay prize is awarded to the best senior project for each semester. The research prize is awarded for the best senior thesis.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of May 2008, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Pell Grants — Pell Grants are given to students whose federally-defined expected family contribution is less than \$4,041. Grants for full-time study currently range between \$890 and \$4,731. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

ACG and Smart Grants — Academic Competitiveness Grants are for freshman and sophomore Pell Grant recipients who are U.S. citizens, studied a "rigorous" curriculum in high school and maintain a 3.0 G.P.A. at Hamilton. Smart Grants are given to junior and senior Pell Grant recipients who are U.S. citizens, declare certain academic majors (as set by the Department of Education) and maintain a 3.0 G.P.A. at Hamilton.

Supplemental Educational Opportunity Grants (FSEOG) — Supplemental grants range between \$100 and \$4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Perkins Loan Program — All candidates who apply for assistance are considered for a Federal Perkins Loan. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Federal Perkins Loan debt is \$20,000 through completion of the baccalaureate degree, but not more than \$4,000 in any one year. The current interest rate on Federal Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments and loan forgiveness are possible under certain conditions, including military service and work in the Peace Corps or VISTA.

Family Education Loan Program — The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through a the PLUS loan program. Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid (FAFSA). The combined Federal Stafford, PLUS and other student aid cannot exceed the cost of attendance. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status.

Robert T. Stafford Federal Student Loan Program — Loans of up to \$3,500 for first year, \$4,500 for second year, and \$5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed \$23,000. Starting in July 2008, the interest rate on Federal Stafford Loans is fixed at 6.0 percent (subsidized) or 6.8 percent (unsubsidized). Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need.

PLUS Loans — Federal Parent Loans for Undergraduate Students are available to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student. The interest rate for a Federal PLUS is fixed at 8.5 percent.

College Work-Study Program — Financial aid plans often include a work component. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans — Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits — Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months. Educational benefits through the Montgomery GI Bill may be available to those qualified veterans who entered active duty for the first time after June 30, 1985.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP) — The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is \$80,000. Awards range from \$500 to \$5,000 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by \$100 for each subsequent year of study.

Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed on-line, and detailed information about all programs administered by HESC can be obtained at <http://hesc.state.ny.us/index.html>.

Awards for Children of Veterans (CV) — An award of \$450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans — Awards of \$2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Memorial Scholarships — Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence — Scholarships for Excellence provide up to \$1,500 per year for up to five years of undergraduate study in New York State colleges.

New York Lottery Leaders of Tomorrow Scholarship — One student from every public and non-public participating high school who applied will receive a \$1,000 award for four years.

World Trade Center Memorial Scholarship — The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001, terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Arthur O. Eve Higher Education Opportunity Program (HEOP) — HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

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Burgess Professor of Romance Languages and Literature; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

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Head Coach, Men's Basketball; Professor of Physical Education; B.S. and M.Ed., Springfield College

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Frederick Reese Wagner
Professor of English; A.B., A.M. and Ph.D., Duke University

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This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters F and S following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty

Exchange); NYC (New York City Program). The lower-case letters, f and s, indicate the terms during which visiting faculty members will teach at the College.

Vivyan C. Adair (1998)

Elihu Root Peace Fund Associate Professor of Women's Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

Yolanda Elena Aguila (2005) fs

Visiting Assistant Professor of Hispanic Studies; M.A., Universidad de Concepción; Ph.D., Boston University

Kathryn Parker Almanas (2008) fs

Visiting Assistant Professor of Art; B.F.A., Massachusetts College of Art; M.F.A., Yale University

Douglas Ambrose (1990)

Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Aubrey Anable (2009) fs

Visiting Assistant Professor of English; B.A., University of California, Santa Barbara; M.A. and Ph.D., University of Rochester

Tobin Anderson (2004)

Head Coach, Men's Basketball; Assistant Professor of Physical Education; B.A., Wesleyan University; M.Ed., Florida State University

Frank Michael Anechiarico (1976)

Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

David G. Bailey (1990)

Associate Professor of Geosciences; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark W. Bailey (1997)

Associate Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.S. and Ph.D., University of Virginia

Erol M. Balkan (1987)

Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

Scott M. Barnard (2006)

Head Coach, Men's Lacrosse; Assistant Professor of Physical Education; B.S., University of Delaware; M.Ed., State University of New York at Cortland

John Bartle (1989)

Associate Professor of Russian; B.A., Rutgers University; M.A. and Ph.D., Indiana University

Norm Bazin (2008)

Head Coach, Men's Ice Hockey; Assistant Professor of Physical Education; B.S. and M.Ed., University of Massachusetts

Charlotte Beck (1985)

Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)

Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)

Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Jennifer L. S. Borton (1998) F'09

Associate Professor of Psychology; A.B., Dartmouth College; Ph.D., University of Minnesota

Debra L. Boutin (1999)

Associate Professor of Mathematics; A.S., Springfield Technical Community College; A.B., Smith College; Ph.D., Cornell University

James Bradfield (1976) S'10

Elias W. Leavenworth Professor of Economics; A.B., A.M. and Ph.D., University of Rochester

Karen S. Brewer (1989)

Professor of Chemistry and Associate Dean of Students; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Luisa Briones (2008) fs

Visiting Instructor of Hispanic Studies; B.A., Universidad Complutense de Madrid; M.A., Universidad de Alcalá de Henares; M.A., Bowling Green State University

Heather R. Buchman (2001)

Associate Professor of Music; B.M., Eastman School of Music; M.M., University of Michigan; Professional Studies in Conducting, The Julliard School

Jessica Noelle Burke (2004) S'10

Assistant Professor of Hispanic Studies; B.A., Vanderbilt University; M.A. and Ph.D., Princeton University

Jean E. Burr (2006) F'09, S'10

Assistant Professor of Psychology; B.A., Middlebury College; M.A. and Ph.D., Institute of Child Development, University of Minnesota

Serena Butcher (2009)

Assistant Professor of Psychology; B.S., Brown University; Ph.D., Harvard University

Alan W. Cafruny (1988) NYC-F'09

Henry Platt Bristol Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Alistair Campbell (1999)

Associate Professor of Computer Science; A.B., Colgate University; M.S. and Ph.D., University of Buffalo

Peter Francesco Cannavó (2002)

Assistant Professor of Government; A.B., Harvard University; M.P.A., Princeton University; Ph.D., Harvard University

Donald M. Carter (2007)

Associate Professor of Africana Studies; B.A., University of California at Santa Cruz; M.A. and Ph.D., University of Chicago

Rand Carter (1970)

Professor of Art History; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Cheryl A. Casey (2008) fs

Visiting Assistant Professor of Communication; B.A., Sacred Heart University; M.A. and Ph.D., New York University

Daniel F. Chambliss (1981) F'09

Eugene M. Tobin Distinguished Professor of Sociology; A.B., New College; A.M., M.Phil. and Ph.D., Yale University

Wei-Jen Chang (2006) S'10

Assistant Professor of Biology; B.S., National Taiwan University; M.S. and Ph.D., State University of New York at Buffalo

Dingding Chen (2007) fs

Visiting Assistant Professor of Government; B.A., Renmin University of China; M.A. and Ph.D., University of Chicago

Haeng-ja Sachiko Chung (2006) F'09, S'10

Assistant Professor of Anthropology; B.A. and M.A., Osaka University of Foreign Studies; Ph.D., University of California, Los Angeles

Sally Cockburn (1991) S'10

Associate Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986)

Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Natalia V. Connolly (2007)

Assistant Professor of Physics; B.A., Kenyon College; Ph.D., University of California, Santa Barbara

Emily Conover (2008)

Assistant Professor of Economics; B.A., Wellesley College; M.A., University of Paris I Pantheon-Sorbonne; Ph.D., University of California, Berkeley

Myriam L. Cotten (2008)

Associate Professor of Chemistry; B.S., Université Pierre et Marie Curie; M.S., Florida State University; Ph.D., University of Washington, Seattle

Mark Cryer (1999) S'10

Associate Professor of Theatre; B.A., University of Minnesota; M.F.A., Royal Scottish Academy of Music and Drama, Glasgow

T. J. Davis (2002)

Head Coach, Men's and Women's Swimming; Assistant Professor of Physical Education; B.A., State University of New York at Albany; M.A., Union College

Richard W. Decker (1985) S'10

Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Zachariah E. Dietz (2007)

Assistant Professor of Mathematics; B.A., Grinnell College; M.S. and Ph.D., Iowa State University

Cynthia R. Domack (1985)

Professor of Geosciences; B.A., Colby College; M.A. and Ph.D., Rice University

Eugene W. Domack (1985) S'10, F'10

Joel W. Johnson Professor of Geosciences; B.S., University of Wisconsin; M.A. and Ph.D., Rice University

Katheryn Hill Doran (1990)

Associate Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Andrew Dykstra (2009)

Assistant Professor of Mathematics; B.A., Carleton College; Ph.D., University of Maryland

Theodore J. Eismeier (1978) DC-F'09; S'10

Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy E. Elgren (1993)

Professor of Chemistry; B.A. Hamline University; Ph.D., Dartmouth College

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Associate Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979)

Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Michael Nieto Garcia (2008) fs

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Special Appointments

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Ahmad Mustafa Alshorman

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Rick Balestra

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Suzanne Beevers

Lecturer in Music (Cello)

Stephen Best

Lecturer in Music (Organ; Keyboard Harmony); B.A. and M.Mus., Syracuse University

Barbara T. Britt-Hysell

Lecturer in English for Speakers of Other Languages; B.A., Framingham State College

Janet Brown

Lecturer in Music (Voice)

Arden A. Calvert

Lecturer in Government; A.B., Hamilton College; M.A., University of Toronto

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Eimma Chebinou
Teaching Fellow in French; B.A., University Paris V; M.A., University La Sorbonne

Mike Cirimo
Lecturer in Music (Percussion); B.Mus., Crane School of Music, Potsdam College; M.A., Indiana University of Pennsylvania

Robert C. Del Buono
Lecturer in Communication; B.S., Utica College; M.A., New York University

Li Duan
Teaching Fellow in East Asian Languages and Literatures; B.A. and M.A., Sichuan Normal University

Jon R. Garland
Lecturer in Music (Horn)

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Anat Guez
Lecturer in Critical Languages; B.A., Haifa University

Eric Gustafson
Lecturer in Music (Viola)

James E. Helmer
Lecturer in Oral Communication and Coordinator of the Oral Communication Center; B.A., State University of New York College at Cortland; M.A., Syracuse University; Ph.D., University of Illinois

Jim Johns
Lecturer in Music (Jazz Percussion)

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Allan Kolsky
Lecturer in Music (Clarinet)

Ursula Kwasnicka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Wakana Maekawa
Teaching Fellow in East Asian Languages and Literatures, B.A., Aichi University of Education; M.A., Texas Tech University

Susan A. Mason
Lecturer in Education Studies and Oral Communication, and Director of the Oral Communication Center; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

Rick Montalbano
Lecturer in Music (Jazz Piano)

Margaret Jane Morgan-Davie
Lecturer in Economics; B.A., Oberlin College; M.A. and Ph.D., Cornell University

Jean Morris
Lecturer in Psychology; M.S.W., School of Social Welfare, SUNY Albany

John Higbee O'Neill
Edmund A. LeFevre Professor of English and Lecturer in English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

Stephen M. Owen
Lecturer in Economics; B.S., Boston University; B.A., University of Massachusetts; M.A., Tufts University

Judith Owens-Manley
Lecturer in Government; B.S., Utica College; M.S.W. and Ph.D., State University of New York at Albany

Colleen Roberts Pellman
Lecturer in Music (Piano) and Student Pianist Coach; B.Mus., Miami University; M.Mus., Ithaca College

Vladimir Pritsker
Lecturer in Music (Violin); M.Mus., Kharkov Institute of Art, Ukraine

Darryl Pugh
Lecturer in Music (Bass)

Gregory Quick
Lecturer in Music (Bassoon); B.Mus., University of Michigan

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Corinna Reinecke
Teaching Fellow in German and Russian Languages and Literatures

Nicole Rocci
Lecturer in Dance; B.A., Syracuse University

Tacey A. Rosolowski
Lecturer in Art History; B.S. and M.A., Cornell University; Ph.D., State University of New York at Buffalo

Monk Rowe
Lecturer in Music (Saxophone) and Joe Williams Director of the Jazz Archive; B.Mus., State University of New York College at Fredonia

Jim Schreve
Lecturer in Physics; B.S., University of Wisconsin at Milwaukee; M.S., University of Wisconsin at Madison

Cristina Schultz
Lecturer in Critical Languages; B.A., Università Cattolica del Sacro Cuore

Maria B. Sedó del Campo
Teaching Fellow in Hispanic Studies

Guna S. Seetharaman
Lecturer in Computer Science; B.E., University of Madras; M.Tech., Indian Institute of Technology; Ph.D., University of Miami

Patricia Sharpe
Lecturer in Music (Oboe)

John Sipher
Lecturer in Music (Low Brass/Trombone)

Jesse Sprole
Lecturer in Music (Piano); B.A., State University of New York, Fredonia; M.M., Ithaca College

Joseph Stanco
Lecturer in Chemistry

Jeff Stockham
Lecturer in Music (Jazz Trumpet); B.A., Syracuse University; M.A., Eastman School of Music

David A. Stoughton
Lecturer in Theatre and Director of Technical Theatre/Resident Lighting Designer; B.A., Mount Union College; M.F.A., University of Arkansas

Sar-Shalom Strong
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.A., Knox College; M.Mus., Syracuse University

Ubaldo Valli
Lecturer in Music (Violin)

David Walden
Lecturer in Psychology

Jon Fredric West
Lecturer in Music (Voice)

Kim Wiczorek
Lecturer in Education Studies; B.A., University of Minnesota; M.A., Teachers College of New York

Sharon Williams
Lecturer in English and Director of the Writing Center; B.A., Tufts University; M.Ed., Northeastern University

Yin Zhang
Lecturer in East Asian Languages and Literatures; B.A. and M.Sc., Beijing Language and Culture University

Xiaomiao Zhuansun
Teaching Fellow in East Asian Languages and Literatures; B.A., Huaibei Coal Industry Teachers' College

Enrollment

Enrollment of Students by Classes, Fall 2008*

	Men	Women	Total
Class of 2009	233	242	475
Class of 2010	221	235	456
Class of 2011	248	261	509
Class of 2012	207	258	465
Visiting & Part-Time Special Students	19	19	38
Total	928	1015	1,943

* Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 134 students (mostly juniors) off campus last fall on approved academic leaves of absence, 57 were studying in non-Hamilton programs.

Geographic Distribution of Students by State and Country, 2008-09

<i>State</i>	<i>Students</i>	<i>State</i>	<i>Students</i>
New York	545	Wisconsin	6
Massachusetts	253	Delaware	5
Connecticut	161	North Carolina	5
New Jersey	139	Tennessee	5
Pennsylvania	101	Idaho	4
California	52	Missouri	4
Maryland	50	Oklahoma	4
New Hampshire	40	Hawaii	3
Maine	33	Kansas	3
Vermont	30	New Mexico	3
Colorado	27	Alabama	2
Illinois	27	Alaska	2
Washington	24	Arkansas	2
Minnesota	22	Indiana	2
Ohio	22	Kentucky	2
Virginia	21	Wyoming	2
Texas	15	Iowa	1
Georgia	14	Louisiana	1
Florida	13	Mississippi	1
Arizona	12	Montana	1
District of Columbia	12	Nebraska	1
Rhode Island	10	Nevada	1
South Carolina	10	North Dakota	1
Michigan	9	Utah	1
Oregon	7	West Virginia	1
		Area Europe	1

<i>Country</i>	<i>Students</i>	<i>Country</i>	<i>Students</i>
China	20	Argentina	1
Canada	19	Bangladesh	1
United Kingdom	9	Bolivia	1
Hong Kong	4	Bosnia/Hercegovina	1
India	4	Botswana	1
South Korea	4	Brazil	1
Turkey	4	Czech Republic	1
France	3	Ecuador	1
Japan	3	El Salvadore	1
Zimbabwe	3	Greece	1
Bulgaria	2	Guyana	1

Columbia	2	Haiti	1
Germany	2	Israel	1
Ghana	2	Kuwait	1
Honduras	2	Lithuania	1
Kenya	2	Malaysia	1
Mexico	2	Norway	1
Nepal	2	Paraguay	1
Pakistan	2	Senegal	1
Philippines	2	Singapore	1
Romania	2	Spain	1
Saudi Arabia	2	Sri Lanka	1
South Africa	2	Vietnam	1
Sweden	2		
Switzerland	2		
Angola	1		

Student Retention

Of the 465 full-time first-year students who enrolled at Hamilton in the fall of 2001, 83.01 percent were graduated by the spring of 2006; 86.67 percent by the spring of 2007.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230 (518) 474-5851.

<i>Programs</i>	<i>HEGIS Code</i>
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Classics	1504
Communication	0601
Comparative Literature	1503
Computer Science	0701
Dance	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Environmental Studies	0420
Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geosciences	1914
German Studies	0312
Government	2207
Hispanic Studies	1105
History	2205

Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
 - b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus address, e-mail address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors.

This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

5. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.