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OPEN LETTER FROM THE PRESIDENT

To all young women interested in joining an exciting new college devoted to exploration and discovery in the social and behavioral sciences and liberal arts we at Pitzer College extend a cordial invitation. Our great new experiment in mapping man's achievements in the past and planning intelligent social goals for his future may be for you.

At Pitzer College you will not only take an active part in designing your own education through discussion, research, and experiment, but you will be part of the Claremont Colleges, the most unusual and distinctive collegiate community in the United States. This means that from the outset you will have close classroom, extra-curricular, and social contacts with men and women at Claremont Men's College, Harvey Mudd College, Scripps College, and Pomona College. You will dine at Collins Hall on the Claremont Men's College campus and at the Campus Center at Harvey Mudd; you will share in the Scripps College dance and athletic program; and you will have art, music, and drama available to you through exchange with Scripps, Pomona, and the Claremont Graduate School. Though you will have the excitement of pioneering in education in a small, new, residence college, resources and experience normally found only in a university will help make this intellectual adventure well-equipped and meaningful.

At Pitzer College you will find your professors and counselors eager to work with you individually to plan a program of study to fit your interests and ambition—whether you prefer to investigate man's past through history or cultural anthropology, explore his present institutional or personal potential through biology, sociology, or psychology, or begin to make a contribution of your own to man's creative achievement in art, music, and literature. And, most important, running through all your studies at Pitzer will be a constant evaluation of your new knowledge through philosophy and religion, the faiths and ideals which alone give man's efforts significance.

At Pitzer College you will be invited to embark upon an original intellectual enterprise, not merely sit in the classroom as a passive spectator. We believe that a liberal education in the very highest sense can come only through the close individual cooperation of faculty and students, and we intend to make this ideal a reality for all of us at Pitzer College.
THE FOUNDING

Organized to establish, conduct, and maintain an educational institution of collegiate grade for women, for the advancement of their intellectual, scientific, moral, and spiritual improvement through the dissemination of knowledge, the development of research, and the promotion of the broad and inclusive interests of learning.

from The Articles of Incorporation
Pitzer College

In this age of science it seems appropriate to remember again Alexander Pope's contention—"The proper study of mankind is man." In 1961 and 1962 a group of dedicated men and women—scholars, teachers and administrators—met frequently to discuss the founding of a college, the sixth of the Claremont Colleges. These people were spurred by an urgent feeling of responsibility for educating their fair share of the growing number of young people in America, but simply opening another college—more classrooms, more dormitories—was not enough. There had to be a purpose, there had to be a spirit which could stir its teachers and students. Exciting developments in the behavioral sciences made that new field seem...
promising, and from this starting point the ideas of the founders evolved into a genuine rededication to "the study of man." Of course, there was never any intention to depart from the fundamental principles of education in the liberal arts, principles which the Claremont Colleges have always been devoted, but these long deliberations culminated in intense enthusiasm over the possibilities of a curriculum in which emphasis would be placed on such fields as anthropology, biology, psychology, economics, government, sociology, and the other social sciences—the examination of man and his inter-relationships with other men.

The decision that the new college would serve only women was made largely because of the growing interest women are demonstrating in the curricular areas to be stressed and because of the founders' recognition of the great need for women well prepared for careers in such fields as teaching, medicine, business, government, and social work. Consideration was also given to the fact that there are fewer places for women than for men in colleges today and to the need to redress the numerical balance between men and women in the Claremont Colleges.

After these decisions were made, further steps were impossible without funds. The Claremont Colleges can provide a new member of the group with many services and facilities, but finally a new college must have funds of its own. The generosity of Mr. and Mrs. Russell K. Pitzer of Pomona, California, made it possible to translate the ideas of the founders into reality, and in February, 1963, Pitzer College was chartered.

In the months that followed the College gradually began to take form. One by one prominent men and women, enthusiastic about the principles which had inspired the founders, joined the Board of Trustees.
Finishing touches remain to be added as the first students arrive in September, 1964.

Dr. John W. Atherton—scholar, teacher, and administrator, former Dean of the Faculty at Claremont Men's College—was appointed to the Presidency, and he, in turn, gathered together the first faculty and staff and supervised them as they worked through the plans to open the doors of the College. Scott Hall for offices and classrooms and Sanborn Hall, a residence hall, were built. In September, 1964, the first entering group of 153 students arrived—and Pitzer College came alive!

Growth and Development

A new college, hospitable to new ideas, with capable faculty, students, and staff all new to each other can not help being exciting. In the first year the faculty have shown a strong disposition to experiment with curriculum, without abandoning their basic commitment to the liberal arts and to the emphasis on the social and behavioral sciences. The students worked intensely all year on the formulation of the highly original Pitzer College Community Government and involved themselves in college and community activities with extraordinary enthusiasm and a strong sense of responsibility. The College has had a dynamic beginning.

In the second year, which is about to begin, the student body will grow from 153 to 350 and the faculty from 16 to 36. Holden Hall, a second residence hall, will open, and two substantial wings will be added to Scott Hall to provide additional offices and classrooms. The curriculum will expand, but with built-in provision for continuing experimentation. The pioneering spirit which has animated the College since its inception shows signs of increase.

Formal dedication and inauguration of the President are held the following November.
N 1925, Pomona College, a coeducational liberal arts college with the traditional variety of departmental specializations, established what is now known as the Claremont Graduate School and University Center, not only to offer academic work at the post-baccalaureate level, but also to be the agency responsible for establishing additional colleges and for operating central facilities and services. The Graduate School has since founded Scripps College, a liberal arts college for women, emphasizing the humanities, Claremont Men's College, a liberal arts college specializing in economics and government, Harvey Mudd College, a coeducational college of engineering and physical sciences, and Pitzer College. Land is available, north of the present campuses, for the establishment of six additional colleges.

The plan under which these colleges operate was devised to provide simultaneously the best aspects of both the small college and the large university. The many advantages of the small college are widely recognized—a closely knit faculty, more intimate student-faculty relationships, more effective individual counseling, more small classes, more chance for the average student to take part in the extra-curricular activities of his choice. On the other hand, the small college is rarely able to afford the physical facilities and the wide selection of courses, faculty, and extra-curricular activities offered by a large university.

The Claremont Colleges have found a highly satisfactory solution to this dilemma. Each of the six members is small; each has its own educational emphasis, its own faculty and officers, its campus, buildings, endowment, and Board of Trustees. However, the group cooperates in providing university facilities to all members. Students in any of the colleges may take courses in the others; academic strengths are, therefore, available which a small college could not normally provide. A long list of extra-curricular activities is made possible through intercollegiate student cooperation. Moreover, substantial physical facilities are available to all members—the Honnold Library (420,000 volumes), the Baxter Science Laboratory, an infirmary and a dispensary, a 2500 seat auditorium, a central business office, a plant maintenance depart-
ment, a faculty house, a center for religious activities, and a 700 seat theater arts center. In addition, the Graduate School offers an opportunity for advanced study and serves as an intellectual stimulus to all members of the academic community. The assets of the Claremont Colleges total over $100,000,000 including substantial endowments in all colleges, nearly 100 buildings, and 406 acres of land, 251 now occupied and 155 reserved for future colleges.

The key to the success of the plan is that each of the member colleges maintains its own small-college individuality and yet enjoys central facilities it could not afford alone.

Location and Environment

Located among lemon and orange groves at the foot of the San Gabriel Mountains, the City of Claremont has grown with the Colleges and is a residential college community with a friendly population of 18,000. Major freeways and highways, as well as bus and railroad facilities, lead to downtown Los Angeles 35 miles west. Just south of Claremont is the city of Pomona, with a population of over 80,000.

The area surrounding Claremont offers abundant opportunities to students interested in the social sciences. It is predominantly agricultural, but Claremont itself and the towns nearby are becoming suburbs of fast-growing cities not far away by freeway, cities which together constitute one of the major business and industrial centers of the nation.

The region abounds in educational and cultural advantages. In addition to the Claremont and Pomona Public Libraries, the renowned Huntington Library is less than an hour away. Los Angeles, Pasadena, and Hollywood provide the best in music, drama, and the fine arts. The area is also noted for its superb museums of natural history, science and industry, and art.

Recreational facilities are also close at hand. Students can participate in winter sports after less than an hour’s drive into the mountains just north of town. Southwest an hour away are the Pacific beaches at Newport and Balboa, and the Mojave and Palm Springs deserts are a little more than an hour east.

Campus and Buildings

The Pitzer campus consists of twenty acres located on Mills Avenue east of Scripps College, Claremont Men’s College, and Harvey Mudd College. Tentative architectural plans for the entire plant have been drawn. In existence or under construction at this writing are Scott Hall, a classroom and office building, named in memory of the family of Ina Scott Pitzer; Sanborn Hall, a residence hall for 200 students, named in memory of Flora Sanborn Pitzer; Holden Hall, a residence for another 200 students, named in honor of Mr. and Mrs. Roger C. Holden; Fletcher Hall (named in honor of Ina Scott Pitzer’s mother,) which accommodates faculty offices and classrooms, using some of the latest features for the use of visual aids; and a similar structure, housing the Cultural Center and additional classrooms and offices, scheduled for completion in the second semester.

Future construction will include two additional dormitories, additional classroom and office buildings incorporating a small auditorium, a campus center, including a dining hall, and athletic facilities.
In 1965-66, Pitzer students will share their meals with students from Claremont Men's College and Harvey Mudd College at the dining facilities of these institutions. They will have the use of McKenna Auditorium at Claremont Men's College with a capacity of 650 seats and of the student union and campus center facilities at Claremont Men's College and Harvey Mudd College. As a member of the Claremont Colleges, Pitzer shares the use of the following facilities:

**Honnold Library.** Named in honor of the late William L. Honnold, the library contains 420,000 volumes and subscribes to over 3,000 periodicals. Undergraduate students are free to enter the stacks to select their own books or to browse—a privilege granted to students in few other college or university libraries. Ample study space is provided within the stacks and in several reading rooms.

**Bridges Auditorium**—the central meeting place with more than 2,500 seats for cultural and academic gatherings. The Claremont Colleges concert series, a regular part of every student's activity program, is held here, as are joint convocations and special events involving all of the Colleges.

**Baxter Medical Building**—headquarters for the Student Health Service of the Claremont Colleges. This medical center, located three blocks from the campus, includes a laboratory, two doctors' offices, three special treatment rooms, a reception room, an X-ray room, and a utility room. The Student Health Service also maintains the 24-bed Memorial Infirmary, which is located three blocks from the campus. It was a gift in memory of Colonel Seeley W. Mudd.

**Faculty House**—a centrally located recreation center and meeting place for Claremont Colleges Faculty Club members and their guests. It was a gift of the late Mr. and Mrs. Harvey S. Mudd and the Seeley W. Mudd Foundation. The building includes a spacious lounge, dining room, game rooms, and accommodations for visiting scholars.

**Bridges Hall of Music**—a gracious auditorium, part of Pomona College, where the regular Sunday services of the College Church of the Claremont Colleges are conducted.

**McAlister Center of Religious Activities**—a non-sectarian meeting place for students and faculty members interested in religious activities. The building, a gift of Mrs. Amilie McAlister Upshur in memory of her father, Mr. William H. McAlister, contains an office for the Chaplain of the Claremont Colleges, a large lounge, meeting rooms, a religious library, and a small chapel.

**Pendleton Business Building.** Named in honor of Mr. and Mrs. Morris B. Pendleton of San Marino, this building houses the Business Office which serves all of the Claremont Colleges.

**The Garrison Theater.** A fully equipped, 700 seat theater arts center, a gift of Mr. and Mrs. Robert H. Garrison of Claremont.
Major highway routes to Claremont are the San Bernardino Freeway and Foothill Boulevard (U.S. 66). From the Freeway, turn off at Indian Hill Boulevard and drive north 1 mile to Second Street, then right 3 blocks to the Colleges. From U.S. 66 turn into the Colleges at Dartmouth Avenue. Within The Claremont Colleges a well marked driving route, "Campus Drive," directs you to each college's administration building. Strategically located roadside maps provide more detailed directions.

Pitzer College administration and admission offices are located in Scott Hall.
THE Pitzer Community Government is based on the conviction that education is the joint concern of students, faculty, and staff.

The Pitzer Community Government was drawn up in 1964-65 by a Planning Board which consisted of nine students and one faculty member. It was hotly debated and repeatedly modified by Town Meeting, a weekly all-college forum. In May, 1965, it was adopted by a ballot of the entire Pitzer Community. The faculty subsequently approved the Community Government delegating to the Community Government a number of the functions assigned to the faculty under the Faculty By-Laws.

The goals of the Pitzer Community Government are to aid in the development of excellence in education in and out of the classroom. It is designed to achieve these aims by providing continuous communication between faculty, students, and staff, and by allocating more responsibility to individual students in academic and administrative matters than is customary. It is believed that students will grow intellectually and personally through the experience of having this unusual degree of responsibility and an opportunity to work closely with members of the faculty and staff on academic, educational, and administrative matters in the committees of Community Government.

The Community Government operates in the main through two elected Councils which are advisory to the President of the College. The first of these, College Council, is concerned with educational and administrative matters other than those reserved by the faculty. The established committees of College Council deal with policy concerning admission, financial aid, academic events, architecture, educational planning, foreign study, registration, speakers, services, and facility development. The membership of College Council consists of four faculty members, one of whom will serve as the Chairman in 1965-66, two members of the administration, and four students.

Community Council, the other elected body, deals with policies for community life, such as social affairs, elections, and through the Committee of Corridor Presidents, dormitory life. The established commit-
Affairs of state and others

Community Government and will select committee members from among such volunteers. It is the intention of the Community Government to offer opportunities for service to as many students as possible. In 1965-66 the Pitzer academic community will have the opportunity to participate in a unique experiment in higher education. Students and faculty are confident that different elements of the college community will find a way, through Community Government, to work together in the common interest of providing and acquiring excellence in education.

Orientation Program. The orientation program preceding the opening of college in September, includes conferences with faculty advisers designed to plan programs of studies, small group and panel discussions dealing with academic and co-curricular aspects of college, discussions on the summer reading, a few orientation lectures, and placement examinations and other tests. During this period students also have an opportunity to meet members of the faculty and administration of the College and students from the other Claremont Colleges at a number of social events. Detailed instruction with regard to the orientation program are mailed to every entering student during the summer.

Housing and Dining Facilities. The first two residences, Sanborn and Holden Halls, will each accommodate approximately 200 students. Most rooms are double, with a bath between each pair of rooms. It is expected that all students will live in the residence halls, except perhaps for a few whose homes are in Claremont. All rooms are furnished; each student is provided with a desk, a desk chair, and a swing-arm wall lamp, and each room has bookshelves, draperies, and ample closet space. The buildings include attractive recreation rooms and lounges for meetings, seminars, and social activities.

Until dining facilities become available at Pitzer's Campus Center, Pitzer students will have their meals at the dining facilities of Claremont Men's College and Harvey Mudd College.

Student Counseling. Pitzer plans to remain a small college; the President, the deans, and all faculty members are readily available to students for educational, vocational, or personal counseling. In addition, each student
is assigned, during Orientation Week, to a faculty adviser to whom she has ready access. Also, the Claremont Colleges Psychological Clinic and Counseling Center, located in the lower level of McAllister Religious Center, provides free of charge, the services of the two full time psychologists, a consulting psychiatrist, and a testing and guidance staff. The Center helps students with personal problems and difficulties with reading or study habits.

**Student health.** The Colleges maintain an infirmary and a fully equipped health center (Baxter Medical Building) with two full-time physicians and several nurses in attendance. Medical care and advice, within reasonable limitations, are available without charge to the student. (See Regulations elsewhere in this catalog.)

**Extra-curricular activities**

**Religious Activities.** Every student is encouraged to attend the church of her faith in the Claremont area. The College Church, governed and guided by student and faculty members of the College Church Board, meets in Bridges Hall of Music every Sunday at 11:00. The non-sectarian services are conducted by the Chaplain and by guest ministers. Also, Pitzer students are welcome to attend and participate in chapel services held by Pomona College, vespers services at Scripps, and other religious activities at the McAllister Religious Center.

**Newspapers.** By vote of Town Meeting, Pitzer College students decided to publish their own weekly paper in cooperation with Student Life, a weekly published by the Associated Students of Pomona College. The Pitzer paper will be inserted into Student Life, but, in addition, Pitzer students expected to continue the publication of their house organ, called **SOUND-OFF**, which frequently has been the forum for discussion of major issues confronting the Pitzer community.

**Other organizations.** Siddons Club, a dramatic society, and the Glee Club are joint activities of Claremont, Scripps, and Harvey Mudd. Pitzer students are welcome in limited numbers. The Pomona College Orchestra is open to qualified Pitzer students.

**Concert and Theatrical Series.** Two series of personal appearances by notable artists are presented each year in Bridges Auditorium. The General Fee paid by all students includes the admission price for the Artist Course, which presents in 1965-66 the Orchestra San Pietro, pianist Lorin Hollander, soprano Anna Moffa, and two concerts by the Los Angeles Philharmonic Orchestra. The second series, Celebrity Events, open to students at special rates, this season presents the Royal Winnipeg Ballet, the Metropolitan Opera National Company in “Carmen,” and the Pittsburgh Symphony Orchestra. In addition the Garrison Theater presents the Allen Series, offering this year Bramwell Fletcher in “The Bernard Shaw Story,” Agnes Moorehead in “Come Closer, I’ll Give You an Earful,” and Hans Conried in “Absence of a Cello.”

**Interim student government, a meeting of the House Council**
ADMISSION

It is young women who enter Pitzer College, not grades or class ranks or test scores. While such statistical criteria must be used in the selection process, no strong student of sound character with a real interest in any aspect of the social and behavioral sciences should be discouraged from applying because of some statistical deficiency.

The most important criterion for predicting a candidate's academic performance in college is her past academic performance. About every candidate the Committee asks itself, “What kind of intellectual challenge has she faced and how did she handle it?” This is judged by the subjects she has taken, the grades she has earned, her class rank, and the recommendations of her school. Taking at least a full program (four courses) of demanding academic work every semester (or certainly in the last few) is more important, for example, than meeting any precise set of course requirements. Moreover, earning high grades in those courses—evidence of good performance—is more important than test scores. College Boards can help, but they are never a substitute for performance.

While academic criteria are of primary importance in appraising candidates, the Committee gives weight, in addition, to evidence of leadership, to contributions to school or community, to exceptional drive in some constructive activity (a hobby, for example), and, especially, to unusual interest in the area of human inter-relationships.

Freshmen are admitted only in September and the class is limited to approximately 125 for the present. Transfer students are admitted in September and February.

SUBJECT REQUIREMENTS. No set pattern of preparatory subjects is required. However, every candidate should have had at least three years of English, four if possible, two years of mathematics, and two years of foreign language. At least one year of history and one year of laboratory science are strongly recommended. Courses beyond these should be chosen, preferably, from the five college preparatory fields.

CREDENTIALS. Preliminary application for admission may be made at any time during a student's secondary school career. The Admission Office is available for advice and counsel to any student and her parents.
Final admission credential blanks may be obtained by writing to the Admission Office, Pitzer Hall, Claremont, California. The final application should be submitted as early as possible in the senior year. A candidate need not file all of her credentials at the same time; she should submit her application as soon as she is sure of her interest, and the other credentials may follow later. Full consideration can be guaranteed only to those whose credentials are complete by March 1. Every candidate is responsible for making sure that all of her credentials are submitted on time. An applicant whose credentials are complete is sent a post-card telling her so. Anyone who has not received her card by March 1 is invited to ask what is missing.

The Committee on Admission carefully reviews all of the credentials of every candidate in March and early April, and notices of their decisions are mailed by mid-April.

The credentials required are:

**Application—Form I.** This should be accompanied by a $10 application fee, which covers part of the cost of handling the application and is not normally returnable. However, it will be refunded to anyone who files a scholarship application showing unusual need and who requests a refund in writing.

**Two Personal References—Forms 2A and 2B.** Confidential reports by the principal or proper school official and by a classroom teacher.

**A Personal Statement by the Applicant.** A personal letter of not less than 200 words, including a short autobiography and a statement of the reasons for her interest in the College.

**Official Transcript of High School Record to date.** A transcript of high school work should be filed during or at the end of the first semester of the senior year.

**The College Board Tests.** Every applicant is required to take the College Board Scholastic Aptitude Test and, in addition, any three Achievement Tests. She must make her own arrangements to take the tests. They are offered five times a year—in December, January, March, May, and August—at centers all over the world. (In addition, there is an administration of the Scholastic Aptitude Test in November in California.) Most candidates take the Scholastic Aptitude Test in November, December, or January and the Achievement Tests in January. Those who take the tests in March receive all possible consideration. Many take Achievement Tests in December or in the junior year. No candidate is at any disadvantage because of the date on which she takes Achievement Tests; the scores a candidate earns on these tests are appraised by the Committee in the light of preparation she has had for them. A copy of the College Board's Bulletin of Information may be obtained, without charge, in most high school guidance offices or by writing to the Board. The Bulletin contains full information concerning application, fees, rules for tests, sample questions, and lists of examination centers. Applicants from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming should address all inquiries and applications to the College Entrance Examination Board, Box 1025, Berkeley, California 94704. Applicants from other states and foreign countries should write to the College Entrance Examination Board, Box 502, Princeton, New Jersey. A candidate who has taken the tests before she applies should request the Board to report her scores to the College.

**Personal Interview.** Every applicant is urged to visit the College and schedule a personal interview if it is at all possible. It should be noted that there is no need to postpone an interview until all credentials are on file. A candidate may make an appointment at any time during the year by calling or writing the Admission Office, which is open weekdays all
year and weekdays and Saturday mornings from September to June. However, no interview can be scheduled from March 1 through April 15.

**Photograph.** Every applicant should submit two unmounted passport size photographs with her personal letter or Application-Form 1.

**Medical Examination.** Entering students are expected to submit, during the summer, results of a medical examination, including a certificate of recent smallpox vaccination and a certificate of a satisfactory tuberculin test or chest X-ray within the preceding six months.

**Transfers.** A student who wishes to transfer from another collegiate institution must submit transcripts of all previous college work in addition to all of the other credentials required of freshman candidates, except College Board Achievement Tests. No one can be considered who has not done well at the institution from which she applies. Admission is not granted at the senior level since two years of residence at Pitzer are required for graduation. An applicant who has completed less than one semester at another college must nevertheless present an official statement to the effect that she left in good standing.

**Early Decision.** Any candidate who wishes an early decision should submit all of her credentials by December 15, along with a statement that Pitzer College is her first choice. The Committee on Admission will act on any such application by January 1 and will notify the candidate at once. The Committee may vote in any of three ways at this time: they may accept the candidate, they may postpone action, or they may deny her admission. A student who is accepted early not only settles what can be a worrisome problem but also avoids the expense and trouble of multiple applications. If a decision is postponed, the applicant's chances for acceptance are not prejudiced in any way, and she is considered, along with all regular candidates, in mid-April. An early application is denied only if the Committee is certain that no other decision would be possible in the spring.

A candidate for early decision may take her College Board Scholastic Aptitude Test in her junior year, in the summer before the senior year, or in November (if she lives in California). Scores on the December test are reported too late for consideration. If she took her Achievement Tests in her junior year, she should submit the results. However, if she plans to take them in December, January or March, she will be considered without the scores. The Committee may postpone action on some candidates until their Achievement scores are available, but even an accepted candidate should take the tests, since they are used for placement as well as admission.

**Foreign Students.** The procedure for the admission of students who are citizens of foreign countries is essentially the same as the procedure for other students. In addition, the foreign student must submit evidence that she is sufficiently fluent in English to enable her to handle the work of all courses without undue handicap. Such evidence may take the form of Achievement Tests administered by the College Entrance Examination Board or special tests provided by the school from which admission is sought.

**Advanced Placement.** It is the College's policy to discourage entrants from repeating academic work they have previously completed and to encourage secondary schools to offer advanced work to students who are ready for it. Moreover, the Committee on Admission recognizes Advanced Placement or Honors courses as more demanding than the usual courses and gives appropriate weight to them in the admission process. Scores on Advanced Placement Examinations given by the College Entrance Examination Board or other similar evidence may be presented in support of a request for advanced placement or credit.
COLLEGE EXPENSES AND FINANCIAL AID

At Pitzer College the inclusive charge for tuition, room, and board is $1325 per semester. This amount is far short of the actual cost of the education each student receives. The College bears the additional expense through income from endowment and through gifts. In effect, every student receives a partial scholarship. The charge can be expected to rise at the rate of $100 every other year due to increasing costs. However, the College has been quite successful in assisting students who need financial aid through its extensive program of scholarships, loans, and employment.

Every admitted student who plans to enter is required to remit a commitment deposit of $50 by a date in May. A room assignment and confirmation of final admission is contingent upon receipt of this deposit.

A Student Body fee of $15 per semester is used to support student activities, and there is a fee of $17.50 per semester for medical services. A fee of $10 per semester is charged to every resident student who operates a car on the campus; commuters pay $5 per semester. Some laboratory courses require fees to cover supplies and breakage. The graduation fee is $10. The College reserves the right to change fees at any time it deems such action necessary.

The actual expense for a year at Pitzer includes, in addition to the fees, the cost of books and supplies, clothing, travel, recreation, and incidentals. Generally, books and supplies cost between $75 and $100 per year, but the other items vary with the habits and tastes of the individual student.

MONTHLY PAYMENTS. Each student is responsible for the payment of all regular semester fees at the time of registration. However, arrangements may be made to pay them in eight monthly installments (twenty-five per cent at registration and twenty-five per cent on the first of each of the three subsequent months) or in twelve monthly installments (one twelfth of the total fees for two semesters on the first of June before registration and on the first of all subsequent months, ending the following May). There is a service charge of $6 per semester for either plan. Use of a deferred payment plan is a privilege which may be revoked for cause.
In addition, the College offers the services of the Tuition Plan, a private lending agency, which makes the following monthly payment plans available:

**One Year Plan** (8 payments) at 4% more than cash price.
**Two Year Plan** (20 payments) at 5% more than cash price.
**Three Year Plan** (30 payments) at 6% more than cash price.
**Four Year Plan** (40 payments) at 6% more than cash price.
**Four Year Plan** (60 payments) at slightly higher than 8% more than cash price.

The 2, 3 and 4 Year Plans include parent life insurance for qualified parents. This insurance provides funds to cover the cost of the period remaining under the contract if the parent who signed the contract dies.

Financial Aid

No student of sound character who has a strong scholastic record should hesitate to apply to Pitzer because of its expense. Substantial scholarship funds are provided, and financial aid is available to the majority of those who are admitted and who need it.

Scholarships. Scholarship amounts range from $200 to $2,500 a year. Stipends are determined by need which is appraised through the use of the Parents' Confidential Statement, a form devised by the College Scholarship Service and available at high school guidance offices or at the Admission Office. This is the only application necessary. It should be filed with the College Scholarship Service by February 21, so it can be duplicated and sent to the Admission Office before the March 1 deadline (December 15 for those applying for Early Decision).

It should be understood that, as the College considers scholarship applications, it makes a clear distinction between recognition of academic achievement and recognition of need for financial assistance. Sound academic performance in college is required of scholarship holders, but the amount of an award depends on need alone.

If a scholarship holder's college record is satisfactory, she will receive each semester the financial aid she needs to continue. The amount of a stipend is determined on the basis of the student's need at the time.

Students who need financial aid should investigate scholarships which may be available in their own areas. For example, every Californian with a good record should ask her school counselor about California State Scholarships.

All correspondence about scholarships should be directed to the Admission Office.

Many scholarships are provided from the general resources of the College. Those which are provided by special gifts follow:

*The Canfield Foundation Scholarships.* The Canfield Foundation has provided several scholarships for students from the Los Angeles area.
The Martha Louise Criley Scholarship Fund. The income from this fund, established by her family, is used for scholarships.

The Ebell of Los Angeles Scholarship Fund. This fund aids students whose homes are in Los Angeles County.

A faculty member holds open house.

The Haynes Foundation Scholarship. The Haynes Foundation has provided a scholarship for a junior or senior who is majoring in the social sciences.

The Sylvia Sticha Holden Scholarship Fund. The income from this fund, established by Mr. Roger Holden, is used for scholarships.

The Ada Belle Mc Cleery Scholarship Fund. The income from this fund, established by Miss Ada Belle Mc Cleery, is used for scholarships.

The Esther Stewart Richards Scholarship Fund. The income from this fund is used for scholarships.

The Mabel Wilson Richards Scholarship Fund. This fund, a gift of the Mabel Wilson Richards Scholarship Fund, is used for scholarships for students from Los Angeles County.

The George G. Stone Memorial Scholarship Fund. The income from this fund, named in memory of the first vice-chairman of the College's Board of Trustees, is used for scholarships.

The I. N. and Susanna H. Van Nuys Foundation Scholarships. This fund, a gift of the I. N. and Susanna H. Van Nuys Foundation, is used for scholarships.

Anonymous Scholarship #1. A gift of a friend of the College, this fund is used for scholarships.

Loans. The College has provided funds for student loans. These are usually no larger than $200 or $300 per year, and the total is limited to $1000. They carry no interest while the student is in college, 4% after withdrawal or graduation. Repayment in convenient monthly installments begins six months after withdrawal or graduation, although the College postpones the payments of full-time graduate students.

Part-time employment. Many students earn a portion of their college expenses through part-time employment. A number of jobs are available in the dining hall, the library, and administrative offices. There are also some opportunities for work in Claremont and the nearby area. A student should restrict the hours she works so that neither her health nor her academic standing is adversely affected. However, it is not difficult for a student to earn $100 to $200 in an academic year.
The educational objectives of Pitzer College will be fulfilled in a graduate who is able to take her place in community and professional life with wisdom, competence, and grace. The curriculum—a liberal arts curriculum—requires that each student:

1. attain fluency in the use of the English language.
2. successfully complete a distributed program of studies in the social sciences in order that she may have some understanding of social, economic, and political institutions and problems.
3. successfully complete a distributed program of studies in the humanities in order that she may have some knowledge of ethical and spiritual values and some appreciation for history, literature, and the arts.
4. achieve and maintain a substantial level of competence in a foreign language.
5. become intelligently aware of contemporary science and mathematics.
6. become a person given to independent work and thought in whatever fields of knowledge she may choose, or may later be called upon, to explore.
7. attain some depth of understanding in one field of knowledge—her concentration. While many Pitzer students will probably concentrate in psychology, sociology, or anthropology—the College's principal fields of emphasis—most other liberal arts areas of study will be open to them at Pitzer or one of the other Claremont Colleges.
8. maintain a satisfactory level of physical fitness through systematic training and exercise.

The curriculum takes four years to complete and leads to the degree of Bachelor of Arts. The College is accredited by the Western Association of Schools and Colleges.

1. Fluency in English

Each Pitzer student is required to enroll in at least one course in English every year. The Pitzer English program particularly emphasizes com-
petence in writing. To fulfill her English requirement, a student must
elect one of the following:
An English Tutorial. The Tutorial is a half-semester of intensive work in
writing which meets twice a week and confers one unit of credit.
A Pitzer elective course in literature.
A Freshman or Sophomore Seminar in the field of English.
A course in literature at one of the other colleges, supplemented by an
English tutorial at Pitzer.

2. Distribution in the Social Sciences
Every freshman will complete the six-unit course, Man and His Environ-
ment (Geography 51 and 54.)
Every student will complete nine additional units in the social sciences,
to be selected from at least two of the following areas:
Anthropology, Psychology, Sociology, Political Studies or International
Relations, Economics, Archaeology-Mythology, and Geography
Note: Since some concentrations have rather specific requirements falling
within the above distributions, students with an early inclination toward a
particular concentration might wish to pursue a more concentration-oriented
program of distribution. Such a student should consult with an advisor in her
area of interest.
Note: Students who entered Pitzer in 1964-65 are exempt from the course
Man and His Environment but will complete fifteen units in the social sci-
ences, to be selected from at least three of the listed areas.

3. Distribution in the Humanities and History
Every student will complete six units of history, to be selected from
certain courses in two of the following areas:
Ancient and Medieval, Modern European, American, and Non-Western
Note: Students who entered Pitzer in 1964-65 and transfer students should
consult with their academic advisors for requirements which may be at some
variance with the above.
Every student will complete nine units in the humanities, to be selected
from at least two of the following areas:
Literature, Fine Arts and Music (including both academic courses and
courses in studio and performing arts), Philosophy, Religion, Classics,
Literature in a foreign language

4. Foreign Languages
Pitzer requires of each student:
A. Third-year competence in a foreign language.
B. Maintenance of this competence.
Third-year-competence indicates: a reasonable pronunciation; the ability
to compose comprehensible short sentences orally in a brief conversa-
tion; the ability to comprehend and summarize the elements of a short
lecture; the ability to read a passage for general comprehension and to
write a short essay making clear both the understanding of a text and a
personal judgment of it.
Maintenance programs may be undertaken by the student when she has
passed the competence examinations (given twice each semester). To
satisfy the maintenance requirement, a student may select the Pitzer one-
unit programs (the Continuing A-B language courses) or an advanced
language course at Pitzer or another of the Claremont Colleges. Resi-
dence in the French Corridor, under the direction of a faculty member,
also confers one unit of academic credit for each semester of residence.
The maintenance program need not exceed four semesters of the stu-
dent's total college curriculum.
Students are urged to continue the study of a language they have already studied before coming to Pitzer College. This does not mean that they may not begin a new language, but since it will take at least two years of college study to achieve the required level of proficiency, it is suggested that the new language be studied in addition to the continuing course in the language taken in high school or at another college.

Note: Classical languages (Latin and Greek) satisfy the Pitzer foreign language requirement.

5. Science and Mathematics

Each student will complete six units in symbolic systems, to be selected from any of the following areas:
Linguistics, Mathematics, Statistics, and Symbolic Logic

Each student will also complete eight units to be selected from any of the introductory laboratory courses offered in the biological or physical science fields. A student wishing to satisfy this requirement with courses available elsewhere in the Claremont Colleges must obtain prior approval from the science faculty at Pitzer.

Note: With the exception of science majors, students are normally expected to fulfill their science requirement by the completion of Physical Science 50-51 or Biological Science 43-44.

6. Independent Study

Aim and Emphasis: The emphasis upon independent study and the various provisions for fostering it, which appear in this catalog, reflect the aims with which the College was founded, the concern of the faculty to foster at Pitzer a common intellectual life rather than simply to provide instruction and the response of many students to the expression of that concern. Participation in the freshman and sophomore seminars is required of each student in order that each may be exposed to the values of the scholar or scientist in his own work, perceive the difficulties of such work and the standards of excellence it demands, and develop a competence in original research and writing beyond that normally fostered by a course of instruction depending upon fixed assignments and lectures. In general, it is intended that one-fifth of each student's work—her "fifth course"—should in each semester be designed to foster her competence in planning and executing work of her own conception, whether in pursuit of her central or more peripheral interests.

To that end, the Freshman and Sophomore Seminars should be regarded as exceptional academic opportunities. They will often have the nature of cooperative study groups; often, their full value will be realized only if they are treated by students as classes whose success or failure is in greater degree their own responsibility than that of the instructor. As a part of the four-year curriculum, the seminars constitute a preparation for independent work in the junior and senior years, including studies undertaken abroad and work in a tutorial seminar or in connection with a senior thesis.

Freshman Seminars: The Freshman Seminars are designed to engage new students in the intellectual life of the College. Both Freshman and Sophomore Seminars will be distinguished from most other courses offered at an introductory level by their restriction as to size, the flexibility with which the student's work is planned, and their intellectual purpose. The Freshman Seminar is designed to introduce a student not to a subject-matter field, but to a special problem within it, not to the findings of science and scholarship but to the way in which a scientist or
a scholar must attack a problem confronting him. In the Seminars, each student is associated with a scholar or scientist in an inquiry dealing with a subject which that faculty member himself is in the process of exploring.

Since each Seminar is designed as an approach to a special problem or focused upon a limited field of inquiry, the routine of each group will be determined independently. However, emphasis will be placed in each group upon (a) the development of habits of independence in work and thought, suitable to the interest and ability of each student; and (b) the critical role of the written word in the development of a student's intellectual competence. Since these two emphases reflect long-range goals of the College, to which the Freshman Seminar is a direct introduction, they are discussed at greater length below.

While there will be wide variations in the method by which the Seminars will be conducted, their consistent purpose is to encourage increasingly self-directed and independent exploration on the part of the student. Such investigations may be through readings, the construction, administration, and analysis of questionnaires, field trips, and similar avenues of inquiry. The results may be summarized in a diary, one or more papers, or through a project report.

It is intended that the Freshman Seminars should introduce to each student, in a small class which permits special attention to her work, the emphasis of the College upon clear and effective writing. Written work for each Seminar will be that which suits the purposes of the instructor, the nature of the inquiry undertaken, and the special plan of study or research designed by and for each student. In all such written work, a student will be expected to share the instructor's concern for good writing.

Freshman Seminars normally will consist of a maximum of fifteen students meeting with a regular member of the faculty for a period of three hours per week or less. Students will select the Seminar in which they are interested, but inevitably some students will be assigned to a seminar of their second or third choice. In some instances students have the option to continue with the instructor throughout the entire year.

Sophomore Seminars. While certain of the Sophomore Seminars will, for some students, provide an introduction to a given field of study and serve as a sufficient basis for enrollment in some advanced courses in the field, the emphasis of the Seminars offered to sophomores continues that of the freshman groups. Method and subject-matter tend to be more varied and to presuppose some competence in independent reading, research, and writing. The smallness of the group and its character as a cooperative seminar rather than a "taught" course will be exploited in ways which the students and the instructor find best. Since in a seminar there is little which can be done with profit unless it is done through the concurrence of student and faculty initiatives, it is particularly important that the potentialities of the seminar as a device for giving structure to the learning process should be generally understood. For that reason, at the initial meeting of each sophomore group, the problem of its organization and educational aims should be critically examined by student
and faculty participants alike and should take precedence over the dis-
cussion of subject-matter. No further restriction as to organization or
procedure is laid upon the group than that it be cooperatively joined.

STUDY ABROAD. Studies which may best be undertaken within the setting
of a foreign culture—whether in Europe or elsewhere—are encouraged
in the junior year for students of demonstrated ability who wish to work
independently upon a program planned and approved in conference
with the appropriate Pitzer faculty members. If study abroad is under-
taken within the framework of an official study abroad program of the
Claremont Colleges, the student will normally remain a registered stu-
dent at Pitzer and may anticipate that her expenses will not exceed
substantially those for resident work during the equivalent period; any
financial aid for which she qualifies will continue; and her program of
studies for the Bachelor of Arts degree will not be set back materially.
Alternative plans for foreign study may be handled through the transfer
of credits, where equivalence of procedures and course offerings permits.
Students should consult their faculty advisers and the Registrar well in
advance concerning plans for study abroad.

ADVANCED SEMINARS. A normal expression of Pitzer's emphasis upon in-
dependent study will be, as the number of accomplished students grows,
the offering of advanced seminars in many fields of study. Since such
seminars presuppose prior course work in the appropriate field and
represent the most appropriate place for the demonstration of mature
ability, students are encouraged to reserve them so far as possible for the
senior year.

TUTORIAL SEMINARS. The possibility will be discussed of offering a dis-
tinct series of tutorial seminars, designed to provide an exchange among
advanced students with related interests suitable for independent study,
but for which provision does not exist in a regularly offered advanced
seminar course. Planning of such tutorial seminars would rest in the first
instance wholly with the interested and qualified students; the class and
its purpose would be conceived by them cooperatively and an appro-
priate instructor invited to participate. If the class appeared to have merit
and the requisite arrangements could be made, it would be scheduled
and opened to normal registration.

7. Concentrations

A student will normally be in a position to choose or design her concen-
tration toward the end of her sophomore year. Many Pitzer students will
wish to select a conventional "major" in a single field of study—one of
those listed in the Courses of Study section of this catalog. Such concen-
trations are designed by faculty members in each field and require
mastery of the field equivalent in depth to that wanted by a student
preparing for graduate work. The degree to which such concentration
in a single field will tend to preoccupy a student's four-year course of
undergraduate study is determined for each discipline in accordance
with the conditions commonly set for acceptance to the major graduate
schools and varies from the set course requirements in biological sciences
to the rather more permissive "six-course" requirements of some disci-
plines in the humanities and social sciences. Representative programs are
described below, but a student should depend upon the fuller descrip-
tions of concentration requirements prepared by the faculty in each
separate field. Concentrations offered at Pitzer currently include: an-
thropology, biological science, classics, English, foreign languages,
 geography, history, linguistics, philosophy, physical science, political
studies, psychology, and sociology. The student is not restricted to con-
centrations offered at Pitzer but may, under specified conditions, enroll
in fields offered at the other Claremont Colleges.

Following are representative concentration programs from the biological
sciences, the social sciences and the humanities:

CONCENTRATION IN BIOLOGY: Each concentrator will be required to com-
plete the following courses:

**Physical Sciences 21:** Principles of Physics-Chemistry I
**Physical Sciences 22:** Principles of Chemistry II
**Physical Sciences 32:** Principles of Physics II
**Biological Sciences 43-44:** Introductory Biology
**Physical Sciences 172:** Seminar, Physical Science
**Biological Sciences 190:** Research (Senior Thesis)

In addition, each student will select, in consultation with the biology
staff, seven other science electives.

Students who intend to do graduate work in the field will be expected
to study French, German, or Russian.
CONCENTRATION IN PSYCHOLOGY: The psychology concentration is intended to provide the student with the knowledge and critical thinking abilities which will enable her to examine and assess the current issues and problems of her society. This is intended to permit her to become a more effective, active, and intelligent participant in her world. Working from a general familiarity with the behavioral sciences, the student will progress to more specific areas and problems. The student will learn the techniques necessary for a rigorous examination of human behavior. The senior thesis will allow each concentrator to examine a problem relevant to her special interests, using techniques specific to the behavioral sciences.

Every student will complete the following courses:

- Psychology 10: Introduction to Psychology
- Psychology 91: Statistical Techniques for the Behavioral Sciences
- Psychology 112: History and Systems of Psychology
- Psychology 118: Human Learning and Problem Solving
- Psychology 124: Methods of Research in Social Science
- Psychology 185-6: Independent Study and Senior Thesis

Five additional courses, representing at least two of the following areas in psychology, are to be selected by the student:

- Child or Adolescent, Clinical Problems
- Comparative and Physiological
- Contemporary Social Issues & Problems
- Experimental, Language and Cognition
- Measurement and Statistics
- Motivation, Personality, and Social

Concentrators in psychology are also urged to complete an introductory course in biology.

Note: Transfer students and students who entered Pitzer in 1964-5 should consult with the major advisor regarding specific requirements at variance with the above.

CONCENTRATION IN CLASSICS: In the interest of providing a complete concentration in classics, a coordinated program is offered at Pitzer College, Pomona College, Scripps College, and Claremont Men's College.

A concentration in classics requires a student to take at least seven courses in Greek and Latin beyond the first-year college level. In addition, the student is asked to do further specified reading from Greek and Latin authors and works of classical scholarship. This work may be completed either in class or by independent study.

Work in one and preferably two modern European languages is strongly urged. Electives in history, art history, philosophy, and continental literature are also recommended.

INTER-DISCIPLINARY CONCENTRATIONS: Another type of concentration is encouraged for students who show special ability and wish to pursue interests which are not best served by a single-field program of study. The inter-disciplinary concentration is designed by the student herself in consultation with the appropriate faculty members in several fields of study. The idea of the inter-disciplinary concentration at Pitzer is to provide for the sanctioning and supervision of individual programs of study which are purposeful, promising, and suited to the persons who propose them but which under a narrower construction of the concentration requirement for a Bachelor of Arts degree would be treated as exceptional. The normal culmination of an inter-disciplinary concentration is a senior thesis reflecting the nature of the advanced studies undertaken and demonstrating their coherence as an inter-disciplinary field bridging conventional "department" or "divisional" boundaries.
8. Physical Education

Physical education at Pitzer is regarded as an important accompaniment to the academic curriculum and is required for two reasons: (a) The activities offered within the physical education program are considered to have therapeutic value and to contribute to the maintenance of excellent physical condition; and (b) systematic instruction is deemed an indispensable means to the attainment of excellence in bodily co-ordination and movement.

Instruction is focused upon the anatomical and kinesthetic aspects of movement as they bear upon individual differences in acquired skills, agility, and grace. Activities are such as to invite the development of individual talents commonly valued by undergraduate women. The program culminates in a special course to be undertaken in the junior or senior year, designed to prepare a young woman for the kind of recreational activities suited to a young family. Course descriptions will be found under Physical Education in the Courses of Study section of this catalog.

Freshman and Sophomore Years. One course-unit of physical education is to be completed each semester. The requirement should be met in one of the following ways:

A: by taking the Physical Education Survey course (1 unit) required of all students and normally taken in the freshman year;

B: by taking two ½-unit courses—that is, two activity classes, two individual programs, or one of each.

Individual programs are taken by permission of the physical education staff or upon the recommendation of a physician. Staff members give permission only to students who are able to demonstrate competence in the following five "basic areas": movement and fitness, self-testing, aquatics, rhythmic, and individual sports.

Grades are given in all freshman and sophomore classes and are recorded on the academic transcript although they are not included in the calculation of a student’s grade point average.

Junior and Senior Years. Satisfactory completion of the Recreation Program is accomplished by earning a "pass" grade in the course, Family Recreation (1 unit), in which only pass-fail grades are assigned. The requirement is normally to be satisfied not later than two weeks prior to graduation.

Options in Physical Education. A program is available within the framework of the Claremont Colleges for students with a pre-professional interest in physical education. Information may be secured from any member of the staff.

The Pitzer Athletic Association was formed by interested students and faculty in the College's first year. Activities correspond to the interests of the membership and range from special events and outings to intramural and intercollegiate sports competitions.
COURSES OF STUDY

FOLLOWING is a list of courses offered by the Pitzer College faculty in 1965-66. A Pitzer student may register in courses offered in the other Claremont Colleges with the approval of her adviser. However, she will not normally register outside of Pitzer for more than half of her program in any semester, except as special arrangements have been made, such as the joint programs in anthropology and classics and the intercollegiate courses offered by Claremont Graduate School.

Courses usually taken by freshmen and sophomores are numbered 1-99, those taken predominantly by juniors and seniors, 100-199. The days and hours when a course meets are noted. “MWF 9” means Monday, Wednesday, and Friday at 9:00 a.m.

Anthropology

55 THE STUDY OF MAN
An introduction to social anthropology through the study of original field reports. Descriptive and analytical approaches to the understanding of custom as a mirror of man's nature. Fall semester. MWF 9. 3 units. Mr. Park

56 THE IDEA OF CULTURE
The uses and limitations of the culture concept as an aid to the understanding of human behavior. Investigation of important cultural phenomena—language, technology, economics, daily routine, social organization, child rearing, religion, the life cycle—through analysis of published ethnographic works and original field notes. Class hours involve lectures, discussions of readings, and student presentations of materials prepared from field notes. Assignments consist of papers whose purpose is to enable the student to integrate the various course materials. Fall semester. MWF 8. 3 units. Mr. Munroe

102 CULTURAL ANTHROPOLOGY OF LATIN AMERICA
A survey of major socio-cultural types in Latin America, together with theoretical formulations concerning their origins and workings. Students are expected to undertake a research study related either to investigation of a problem in the Latin American culture area or to the testing of specific hypotheses about correlates or determinants of human behavior, using Latin American societies as sources of sample. Fall semester. MW 1-2:15. 3 units. Mr. Munroe
129 CULTURE AND CIVILIZATION
The rise of great civilizations in the Old World; theories of the rise, persistence, and fall of civilizations in the perspective of a comparative science of culture. Spring semester. MWF 9, 3 units. Mr. Park

130 CULTURES OF THE WORLD AND UNITED STATES CULTURE
Contemporary culture of the United States viewed as one case in the world sample of societies. Cross-cultural perspective is gained through study of modal and extreme patterns around the world and through location of United States culture in the world distribution. Consideration of culture patterns peculiar to Western Civilization, as, for example, mass culture. Consideration of possible culture universals, as, for example, sex and age statuses, incest taboos, marriage, family. Particular attention is given to cross-cultural generalizations and to attempts to apply these to the United States. Prerequisite: 1 semester in anthropology, psychology, or sociology, or consent of instructor. Spring semester. MWF 10, 3 units. Mr. Mauroe

131 PEASANT CIVILIZATIONS OF EUROPE AND ASIA
A comparative study of Old World village life as a background to the understanding of great traditions of Europe, South Asia, and the Orient. Prerequisite: 2 semesters in any of the social sciences. Spring semester. WF 1-2:15, 3 units. Mr. Park

140 FAMILY SYSTEMS
An approach to the study of interpersonal relations and character in the context of African and other primitive and peasant family systems. 3 units. Mr. Park (Not offered in 1964-65.)

179 SEMINAR IN CULTURE AND PERSONALITY
Examination of major theories and works on the relationship between cultural milieu and personality. Analysis of some central problems: early experience as a determinant of adult personality; universality of the Oedipus complex; the source of institutions—sociogenic or psychogenic; use of the concept of national character in the understanding of complex societies; the use and abuse of projective techniques in culture-and-personality studies. Prerequisite: Consent of instructor. Spring semester. MW 1-2:15, 3 units. Mr. Mauroe

269 TABOO AND LAW
An approach to the theory of order in human society through the study of the psychic and social roots of taboo and primitive law. Offered at the Claremont Graduate School but open to qualified undergraduates. Fall semester. Hours arranged. Mr. Park

See also: Classics 120, 121; Geography 178; Psychology 91; Freshman Seminars 9, 35; Sophomore Seminars 51, 52.

Courses available at Pomona College:
135 HUMAN AND CULTURAL EVOLUTION. Spring semester. MWF 8, 3 units. Staff
136 APPLIED ANTHROPOLOGY. Fall semester. TRThs 9, 3 units. Miss Bradd
140 SOUTH ASIAN COMMUNITY STRUCTURES. Spring semester. TRThs 8, 3 units. Miss Bradd

Biological Sciences
43 INTRODUCTORY BIOLOGY
A study of life on the molecular, cellular, species, and community levels. The development, evolution, genetics, physiology, and structure of plants, animals, and microorganisms are stressed. Laboratory includes dissection of selected animal types and experiments designed to illustrate basic biological principles. Fall semester. Lectures MWF 10 and 11; Laboratory MTWTh 1-5 every other week. Laboratory fee $6 per semester. 4 units. Miss Mathies and Mr. Guthrie

44 INTRODUCTORY BIOLOGY
Prerequisite: Introductory Biology 43. Spring semester. 4 units. Miss Mathies and Mr. Guthrie

Note: With the exception of science concentrators students are normally expected to fulfill their science requirement by the completion of Physical Science 50-51 or Introductory Biology 43-44. Requests for waivers or substitutions for this requirement must be approved by the Chairman of the Science Program and the Dean of the Faculty.

120 COMPARATIVE ANATOMY OF THE VERTEBRATES
Morphology and evolution of vertebrate organ systems. The laboratory includes dissection of representative vertebrate types. Prerequisite: Introductory Biology. Spring semester. Lectures MWF 8; Laboratory M 1-4. Laboratory fee $10, 4 units. Mr. Guthrie

125 MICROBIOLOGY
A discussion of microorganisms, with particular emphasis on the contributions made by research in microbiology to the understanding of basic biological principles. Laboratory deals primarily with techniques of handling and identifying bacteria and with studies of bacterial physiology. Prerequisite: Introductory Biology and an introductory course in chemistry or consent of instructor. Fall semester. Lectures MWF 8; Laboratory M 1-4, 4 units. Miss Mathies

145 ORGANIC EVOLUTION
A seminar on evolutionary theory. Assigned readings, student reports, and outside speakers dealing with current problems concerning evolutionary theory. Prerequisite: Introductory Biology. Fall semester. Hours arranged. 3 units. Mr. Guthrie
162 BIOLOGY OF VIRUSES
Assigned readings, student reports, and outside speakers dealing with topics of current research in virology. Prerequisite: Microbiology. Spring semester. Hours arranged; 3 units. Miss Mathies

174 SEMINAR IN THE NATURAL SCIENCES
Presentation of advanced topics by both students and staff as well as occasional outside speakers. Prerequisite: Consent of instructor; 3 units. Staff. (Not offered in 1965-6.)

192-3 RESEARCH (SENIOR THESIS)
Original experimental and theoretical investigations carried out under the supervision of a member of the staff. It is expected that these investigations will be written and presented as a senior thesis. 2 hours both semesters of the senior year. Staff

Courses available at Pomona College:

Botany
12 GENERAL BOTANY. Fall semester. M 2:15-4:05; W 1:15-4:05. 4 units. Mr. Benson and Mr. Carlquist

Zoology
110 MICROBIOLOGY. Spring semester. TTh 8. 3 units. Mr. Amrein
111 MICROBIOLOGY LABORATORY. Spring semester. TTh 1:15-4:05. 1 unit. Mr. Amrein
112 GENETICS. Fall semester. MWF 8. Laboratory W 1:15-4:05. 4 units. Mr. Andrus
115 VERTEBRATE PHYLOGENY AND MORPHOLOGY. Fall semester. TTh 9. Laboratory TTh 1:15-4:05. 4 units. Mr. MacMillen
120 VERTEBRATE EMBRYOLOGY. Spring semester TTh 9. Laboratory Th 1:15-4:05. 4 units. Mr. Andrus
122 CELLULAR PHYSIOLOGY. Fall semester. MWF 10. Laboratory W 1:15-4:05. 4 units. Mr. Andrus
125 MICROTECHNIQUE. Fall semester. Th 1:15-4:05. 2 units. Mr. Ryerson
126 HISTOLOGY. Fall semester. TTh 9. Laboratory Th 1:15-4:05. 4 units. Mr. Ryerson
135 MAMMALIAN ANATOMY. Spring semester. TTh 10. Laboratory M 2:15-5:05; W 1:15-4:05. 4 units. Mr. Ryerson
157 ANIMAL ECOLOGY. Spring semester. MWF 11. Laboratory M 1:15-4:05. 4 units. Mr. MacMillen

Chemistry: See Physical Sciences

Classics
114.b INTERMEDIATE LATIN
For students with one or two years of secondary school Latin or one year of college Latin. A review of grammar and syntax, with readings from Ovid, Cicero, and Sallust. Offered at Pomona College and Claremont Men's College.

102 THE ROMAN LETTER
Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. Spring semester. MWF 2:15-3:05. 3 units. Mr. Glass

120 GREEK ART AND ARCHAEOLOGY
An introductory survey of Greek sculpture, architecture, and vase painting from 4000 to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. Fall semester. TTh 1-2:15. 3 units. Mr. Glass

121 GREEK MYTHOLOGY
A systematic examination of the traditional cycles of Greek myth and their survival and metamorphosis in Latin literature. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Spring semester. TTh 1-2:15. 3 units. Mr. Glass

175 ROMAN SATIRE
A study of satura and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. Fall semester. MWF 10. 3 units. Mr. Glass

190a-b SENIOR SEMINAR IN CLASSICS
A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of the field. Required of all concentrators. Both semesters. Hours arranged. 3 units per semester. Mr. Glass and Claremont College Staff

See also: History 20, 21.

Courses available at Claremont Men's College

Classics
175 INTERMEDIATE GREEK. Fall semester. Hours arranged. 3 units. Mr. Athanassakis

178 INTERMEDIATE LATIN. Spring semester. Hours arranged. 3 units. Mr. Athanassakis

Courses available at Pomona College:

Classics
518-b ELEMENTARY GREEK. Both semesters. MWF 11 and 1 hour arranged. 3 units per semester. Mr. Carroll
60

57 INTERMEDIATE LATIN. Fall semester. MWF 10. 3 units. Mr. Carroll
101 INTERMEDIATE GREEK. Spring semester. MWF 1:15. 3 units. Mr. Carroll
102 READINGS IN BIBLICAL HEBREW. Fall semester. Arranged. 3 units. Mr. McBride
181 LATIN READINGS AND COMPOSITION. Spring semester. MWF 10. 3 units. Mr. Carroll
182a,b GREEK READINGS AND COMPOSITION. Both semesters. Hours arranged. 3 units per semester. Mr. Carroll
195 READING AND RESEARCH. Both semesters. Hours arranged. 3 units per semester. Mr. Carroll

History
101 GREECE. Spring semester. MWF 9. 3 units. Mr. Carroll
142 THE ANCIENT NEAR EAST. Fall semester. MWF 9. 3 units. Mr. McBride

Courses available at Scripps College:

Classics
1-10 ELEMENTARY LATIN. Both semesters. MTWRThF 8. 3 units per semester. Mr. Palmer
1-101 THE LATIN LYRIC. Fall semester. MWF 2:30-3:05. 3 units. Mr. Palmer
1-101a,b GREEK TRAGEDY (in translation). Both semesters. T 7-10 p.m. 3 units per semester. Mr. Palmer
1-108 ADVANCED LATIN PROSE COMPOSITION. Spring semester. Hours arranged. 3 units. Mr. Palmer

English

ENGLISH TUTORIALS A-B
Both semesters. 1 unit per semester. Staff

125 REVOLUTIONARY IDEAS IN THE POETRY OF THE ENGLISH ROMantics
A study of the new ideas current in England at the end of the 18th century as seen principally in the poetry of Blake, Shelley, and Byron. Fall semester. MWF 8. 3 units. Mr. Macaulay

127 MODERN DRAMA
A survey of recent dramatic literature from Ibsen to Albee, with readings in the drama of France, Russia, Spain, Germany, England, and the United States. Fall semester. Ths 9. 3 units. Mrs. Levy

131 SURVEY OF 18TH CENTURY ENGLISH LITERATURE 1700-1745
Defoe, Swift, Gay, Pope, and others. Fall semester. MWF 11. 3 units. Mr. McGrail

132 SURVEY OF 18TH CENTURY ENGLISH LITERATURE 1745-1800
Johnson, Boswell, Sterne, and others. Spring semester. MW 1-2:15. 3 units. Mr. McGrail

134 THE NEGRO IN AMERICA LITERATURE
A study of the Negro as writer and subject of American literature, with readings of the works of Harriet Beecher Stowe, Richard Wright, Louis Lomax, Langston Hughes, James Baldwin, Ralph Ellison, and Le Roi Jones. Spring semester. MW 1-2:15. 3 units. Mrs. Levy

136 FICTION AS SOCIAL HISTORY
Readings in great novels and short fiction dealing with social and economic history. Writings are either critical studies or original work in such fiction, according to the student's choice. Spring semester. MWF 10. 3 units. Mrs. Wagner

138 MEDIEVAL ENGLISH LITERATURE FROM BEOWULF TO THE CANTERBURY TALES
A survey of Anglo-Saxon poetry from the earliest period to the Norman Conquest. The breakdown of the old literary conventions and the slow assimilation of French literary modes leading to Chaucer and the 14th century revival of alliterative poetry. Spring semester. MWF 9. 3 units. Mr. Macaulay

See also: Linguistics 105; Freshman Seminars 12, 13, 14, 15, 16, 17; Sophomore Seminars 54, 55, 56

Courses available at Claremont Men's College:

H 57 ENGLISH WRITERS. Fall semester. Thrs 9. 3 units. Mr. Quinones
ENGLISH WRITERS. Spring semester. MWF 10. 3 units. Mr. Elsbree
RENAISSANCE LITERATURE I. Spring semester. MWF 9. 3 units. Mr. Quinones
MEDIEVAL LITERATURE I. Spring semester. TThs 9. 3 units. Mr. Poynter
MODERN AMERICAN NOVEL. Spring semester. TThs 10. 3 units. Mr. Fossum
THE NOVEL AND SOCIETY. Fall semester. TTh 1. 3 units. Mr. Elsbree
AMERICAN NOVEL SINCE WORLD WAR II. Spring semester. WF I. 3 units. Mr. Elsbree
MAJOR AMERICAN POETS. Fall semester. WF I. 3 units. Mr. Fossum
THE NOVEL AND SOCIETY. Fall semester. MWF I I. 3 units. Mr. Harvey
SHAKESPEARE I. Spring semester. MWF 10. 3 units. Mr. Hoskins
SHAKESPEARE II. Fall semester. MWF 9. 3 units. Mr. Hoskins
DEVELOPMENT OF THEATER AND DRAMA I-II. Both semesters. MWF I I. 3 units per semester. Mr. Harvey
TRAGEDY AND COMEDY. Spring semester. WF I. 3 units. Mr. Quinones

Pitzer students are urged to consult the catalogs of Pomona College and Scripps College and courses in English which may be taken by Pitzer students with the advice of the Pitzer faculty in English.

Foreign Languages

FRENCH
CONTINUING FRENCH A-B
Tutorial for students who possess third-year level French competence. Meets once a week with the instructor. Involves no more than one hour's preparation. Prerequisite: Consent of the instructor. Both semesters. Hours arranged. 1 unit per semester. Miss Martin and Miss de Cherisey
CONTINUING FRENCH C
Grammar review with emphasis on oral composition; intensive practice in both speaking and writing; varied readings with emphasis on contemporary French prose. Designed to bring the student up to third-year level proficiency. Both semesters. Fall semester, MWF 8; Spring semester, TThs 8. 3 units per semester. Miss Martin

140 CONTEMPORARY WRITERS OF FRANCE I
Special emphasis on existentialist writers and their background. The language of instruction is French. Fall semester. MWF 11. 5 units. Miss Martin

141 CONTEMPORARY WRITERS OF FRANCE II
Spring semester. TThs 10. 3 units. Miss Martin

Courses available at Claremont Men's College:

110 FRENCH RENAISSANCE LITERATURE. Spring semester. MWF 11. 3 units. Mrs. Smith
111 INTRODUCTION TO MOLIERE. Fall semester. MWF 11. 3 units. Mrs. Smith

Courses available at Pomona College:

125 THEATER OF THE 19TH CENTURY. Fall semester. MWF 11. 3 units. Mr. Pronko
127 MODERN THEATER. Spring semester. MWF 11. 3 units. Mr. Pronko

Courses available at Scripps College:

1-1 ELEMENTARY AND INTERMEDIATE FRENCH. Both semesters. MWF 11 & 2:15 T; MWFTh 1:15. Laboratory 1:15 & 2:15 T. 3 units per semester. Mrs. McIntosh
1-93a,b ADVANCED FRENCH CONVERSATION AND COMPOSITION. Both semesters. MWF 2:30. 3 units per semester. Mrs. McIntosh
1-120 SURVEY OF FRENCH LITERATURE AND CIVILIZATION. Both semesters. MWF 2:15. 3 units per semester. Mr. Watson
1-121a,b FRENCH LITERATURE OF THE 17TH CENTURY. Both semesters. MWF 2:15. 3 units per semester. Mr. Watson

SPANISH
CONTINUING SPANISH A-B
Tutorial for students who possess third-year level Spanish competence. Meets once a week with the instructor. Involves no more than one hour's preparation. Prerequisite: Consent of instructor. Both semesters. Hours arranged. 1 unit per semester. Miss Gurza
CONTINUING SPANISH C
Extensive practice in spoken and written Spanish, designed to bring the student up to third-year level proficiency; varied readings with emphasis on dramatic literature. Both semesters. Fall semester, TThs 10; spring semester, MWF 11. 3 units per semester. Miss Gurza

10 BEGINNING SPANISH I
Fall semester. TThs 8. 3 units. Miss Gurza
11 BEGINNING SPANISH II
Spring semester. MWF 9. 3 units. Miss Gurza
Courses available at Claremont Men's College:

1115 SPANISH LITERATURE. Both semesters. MWF 9; TThs 8. 3 units per semester. Staff

Courses available at Pomona College:

120a,b SURVEY OF SPANISH LITERATURE. Both semesters. TTh 10. 3 units per semester. Mr. Ricapito

190a,b CONTEMPORARY SPANISH LITERATURE. Both semesters. TTh 1:15. 3 units per semester. Mr. Young

Courses available at Scripps College:

1-95a,b ADVANCED SPANISH COMPOSITION AND CONVERSATION. Both semesters. MWF 2:30. 3 units per semester. Mrs. Abramowitz

1-156 SPANISH AMERICAN NOVEL AND SHORT STORY. Both semesters. MWF 10. 3 units per semester. Mrs. Lamb

1-174 MODERN SPANISH-AMERICAN THEATER. Fall semester. MWF 11. 3 units. Mrs. Lamb

1-175 CONTEMPORARY SPANISH-AMERICAN POETRY. Spring semester. MWF 11. 3 units. Mrs. Lamb

GERMAN

CONTINUING GERMAN A-B
Tutorial for students who possess third-year level German competence. Meets once a week with the instructor. Involves no more than one hour's preparation. Prerequisite: Consent of instructor. Both semesters. Hours arranged. 1 unit per semester. Mrs. Makino

14 BEGINNING GERMAN I
Fall semester. 3 units. Mrs. Makino

15 BEGINNING GERMAN II
Spring semester. 3 units. Mrs. Makino

Courses available at Claremont Men's College:

1168-9 INTERMEDIATE GERMAN
Open only to Pitzer students who began German studies as freshmen in the preceding year. Both semesters. TTh 12, 8-11. 3 units per semester. Mr. Poynter

ITALIAN

CONTINUING ITALIAN A-B
Tutorial for students who possess third-year level Italian competence. Meets once a week with the instructor. Involves no more than one hour's preparation. Prerequisite: Consent of instructor. Both semesters. Hours arranged. 1 unit per semester. Staff

Courses available at Pomona College:

1a,b ELEMENTARY ITALIAN. Both semesters. TTh 1:15, 8-11. 3 units per semester. Mr. Ricapito

RUSSIAN

Courses available at Pomona College:

51a,b INTERMEDIATE RUSSIAN. Both semesters. MWF 11. 3 units per semester. Mr. Ulitin

81a,b ADVANCED RUSSIAN. Both semesters. MWF 1:15. 3 units per semester. Mr. Ulitin

See also: CLASSICS (for Latin and Greek); Freshman Seminars 12, 18, 19; Sophomore Seminars 60, 61
Geography

51 MAN AND HIS ENVIRONMENT: MAJOR GLOBAL PROBLEMS IN CONTEMPORARY SOCIETY
An introduction to the field of geography as an integrative study encompassing both the physical and social sciences; the geographic technique and viewpoint. Analysis of the geographic aspects of the elements of the natural environment and their integrated patterns of world distribution. A study of the cultural environment (biosphere and noosphere) and a survey of the critical issues of global dimensions: the era of "explosions"—biodegradation and sophidetonation; megalopolis and the synthetic environment; water and food problems; weather control and climate engineering; fusion power, industrialization, and underdevelopment; hydrosphere—the "inner space"; cybernation and the computerized society; the "geography" of outer space. Fall semester. TTh 2:30-4:00. 3 units. Mr. Stanley

54 MAN AND HIS ENVIRONMENT: MAJOR REGIONAL PROBLEMS IN CONTEMPORARY WORLD SOCIETY
Discussion of regional problems based on the selected topics outlined in the first semester (Geography 51). Los Angeles megalopolis and Southern California—their problems and the role of regional planning. The contrasts between Anglo-America and Latin America. The emerging new Europe-East and West. Soviet Union as a world power. The new China, India, and Japan—the choice of a model for developing countries. Emergence of Africa and the future of non-alignment. Prospects for peace or war; coexistence and the future of the human race. Spring semester. TTh 2:30-4:00. 3 units. Mr. Stanley

Note: Both Geography 51 and 54 are required of all Pitzer freshmen. Other Pitzer students (sophomores through seniors) need not follow the two-course sequence and may take either or both at their option.

177 THE CHANGING SOVIET WORLD
An area study of the evolving polycentric socialist camp of Eastern Europe and the Soviet Union. The interplay between the physical environment, natural resources, and industrialization in a command economy. Factors in the evolutionary process; major trends and developments in Soviet and East European culture, science, and education. The "New Socialist Man"—myth and reality of the Communist way of life. The future of coexistence. Prerequisite: Consent of instructor. Spring semester. MWF 2:30-3:45. 3 units. Mr. Stanley

178 EMERGING AFRICA
Political and economic development in contemporary Africa. Physical environment and resources and the future of urbanization and industrialization. Emphasis on the factors of underdevelopment: education, languages and communications, capital, transportation, Africa and the Cold War; principal problem areas; Pan-African and regional groupings in Africa today. Prerequisite: Consent of instructor. 3 units. Mr. Stanley. (Not offered in 1965-6.)

179 TENSION AREAS OF THE WORLD
Intensive investigation of economic and political geography of selected focal areas and problems associated with present-day world tensions actually or potentially dangerous to the peace of the world. Prerequisite: Consent of instructor. 3 units. Mr. Stanley. (Not offered in 1965-6.)

See also: Freshman Seminar 20, Sophomore Seminars 53, 62

Courses available at the Graduate School:

GOVT. 126G. COMMUNIST WORLD II. Spring semester. MWF 10. 3 units. Mr. Schumann

Germanic Languages: See Foreign Languages

Government: See Political Studies

History

20 THE ANCIENT NEAR EAST AND GREECE TO 350 B.C.
A careful examination of the birth of riparian societies in the Near East, the problems of the Aegean Bronze Age, and the evolution of Classical Greece to the rise of Alexander the Great. Special attention is given to the primary source material with extensive readings from Homer, Herodotus, Thucydides, the tragedians, Aristophanes, Xenophon, Plato, Aristotle, and Plutarch. Some time is devoted to the specialized strengths and inevitable weaknesses in historical investigation of classical antiquity. Fall semester. TTh 9. 3 units. Mr. Glass

21 THE HELLENISTIC WORLD AND ROME TO A.D. 465
A study of the spread of Hellenism under Alexander the Great and its eventual metamorphosis under Roman hegemony. An examination of the rise of Rome and the crystallization of its distinctive features from its enigmatic origins. Readings from Livy, Vergil, Horace, Pliny, Juvenal, and Suetonius. Some attention is given to the aesthetic productions of Rome and the problem of their often hypothetical reliance on Greek and Italic (Etruscan?) predecessors. Spring semester. MWF 10. 3 units. Mr. Glass

23 FOUNDATIONS OF THE MEDIEVAL WORLD
A cooperative inquiry by the instructor and student into the fundamental features of the Medieval European world. Economic, political, scientific,
philosophical, and religious thought are studied; their development and legacy are traced. Fall semester. MWF 11:3 units. Mr. Evans

24 THE REVOLUTIONARY EPOCH 1450-1750
A study in modern Western civilization seen as a series of scientific, religious, political, and economic revolutions from the innovation of movable type to the start of the Industrial Revolution. Spring semester. TThs 8. 3 units. Mr. Evans

25 THE RENAISSANCE (1300-1600)
Readings in the area of the Continental renaissance, with emphasis on the changes effected in the period and including both the literature and, more broadly, the influence of Humanism from 1400 to 1600. Includes Dante, Machiavelli, Castiglione, Petrarch, Boccaccio, Montaigne, Pico, and Leonardo da Vinci: their thoughts, their creative innovations, and their impact on Western society. Fall semester. MWF 10. 3 units. Mr. Ducali

26 REVOLUTION AND EMPIRE 1763-1815
A study of the period of the French and American Revolution and of the Napoleonic period, with emphasis on the thought of the Enlightenment and other elements contributing to the revolutionary upheavals of the end of the eighteenth century. Fall semester. TThs 10. 3 units. Mr. Warmbrunn

27 THE RISE AND FALL OF EUROPE 1815-1945
A historical study of the period of European preeminence with special emphasis on the intellectual tradition of the period. Spring semester. MWF 11. 3 units. Mr. Warmbrunn

28 THE ELIZABETHAN WORLD
The intellectual background of the period and a survey of the literature of the English “Golden Age.” Readings include poetry (from Wyatt to Donne), drama (especially Marlowe and Shakespeare), religion (the English Prayer Book and Bible), and science (particularly Bacon). The study points toward an awareness of the growth and formulation of the English language during this period as a significant instrument of thought. Spring semester. 3 units. Mr. Ducali

29 EAST ASIAN CIVILIZATION
An historical survey of pre-modern East Asia with special attention to the traditional cultures of China and Japan. Religious, philosophical, artistic, and social development are stressed. Fall semester. TThs 10. 3 units. Mrs. Israel

55 AMERICA FROM COLONIZATION TO 1860
A study of the major topics in the development of the United States before Civil War. Readings include a variety of source materials and historical analyses. Fall semester. TThs 11:30-1:45. 3 units. Mr. Everett

56 THE UNITED STATES FROM 1860 TO THE PRESENT
This course is concerned with major topics in the development of the United States since the Civil War. Readings include a variety of source material and historical analyses. Spring semester. TThs 2:30-3:45. 3 units. Mr. Everett

111 THE INDIVIDUAL IN HISTORY
An examination of the impact of individuals on the course of history, with special emphasis on Modern Europe. Members of the class examine the interplay of individual personality and social forces through reading, reports, and class discussions. Previous course work in Western civilization or European history is desirable. Spring semester. WF 11-12:15. 3 units. Mr. Warmbrunn

113 THE UNITED STATES IN THE TWENTIETH CENTURY 1890-1950's
A study of the economic, social, political, and intellectual developments which have fostered and shaped America's emergence as a world power. Spring semester. TThs 9. 3 units. Mr. Everett

135 MODERN CALIFORNIA
American civilization in California from 1848 to the present, with emphasis on the problems of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: A previous course in United States history. Fall semester. TThs 9. 3 units. Mr. Everett

See also: Freshman Seminars 21, 22, 24, 26; Sophomore Seminar 57

International Relations: See Political Studies

Linguistics

103 AN INTRODUCTION TO GENERAL LINGUISTICS

See also: Sophomore Seminar 64

Philosophy

10 INTRODUCTION TO PHILOSOPHICAL PROBLEMS
The purpose of this course is to introduce the student to the various branches of philosophy—metaphysics, theory of knowledge, ethics, philosophical psychology, religious philosophy, logic, esthetics—and to the leading problems in each. Spring semester. TThs 10. 3 units. Mr. Evans
INTRODUCTION TO SYMBOLIC LOGIC

A general introduction to logic. Among the topics covered are the nature of definition, classification, evidence, and arguments; common fallacies; the categorical syllogism; the elements of the propositional calculus; proofs in the propositional calculus; the elements of quantification theory; elementary set theory; the scientific method; statistical arguments; and probability. Fall semester. MWF 9. 3 units. Mr. Evans

See also: History 23, 24. Freshman Seminar 23, Sophomore Seminar 66

Three seniors graduate at Pitzer's first Commencement

Physical Education

SURVEY OF PHYSICAL EDUCATION

A history of physical education, its interdisciplinary foundations, the philosophy of physical education, health problems of the college woman, sports skill and strategy analysis, and sports appreciation. This is not a study in depth but an attempt to place physical education into its proper relation not only to the college curriculum but to the facets of daily existence. Activity classes consist of presentation, review, and competence testing of skills in the basic areas. Students skilled in a particular activity learn to analyze and teach that activity to the less skilled in the class. 1 lecture, 3 activity classes per week.

Activity Classes:

Fitness and movement: movement fundamentals, adapted movement
Self-testing: gymnastics, track and field, trampoline, riding*
Rhythms: modern dance, folk and square dance, social dance*
Aquatics: beginning, intermediate, and advanced swimming, diving, competitive water ballet
Individual sports: archery*, badminton*, tennis*, fencing*, golf*, bowling*
Team sports: (competence not required) basketball, volleyball, softball, hockey
*Varying nominal fees may be required

Family Recreation

This course instructs each student in basic recreational skill and, through varied and active participation, provides her with some knowledge of and skills in the recreational needs of a family—particularly those of the pre-school child. One part of the program, for example, includes hiking, biking, and camping. The local youth hostel groups, the Pitzer Athletic Association, and the physical education staff sponsors these and other kinds of activities from which to choose. Faculty families are encouraged to join the activities as are specialists in botany, marine biology, geologists, and others who can enrich the program. The other aspect of the program is a Family Recreation Series which includes a study of developmental and recreational needs of pre-school children. Practice in working with pre-school and primary school children in a familial situation is provided in varied settings. Recreational activities of mutual benefit and enjoyment to all members of a family are examined.

Physical Sciences

21 PRINCIPLES OF PHYSICS-CHEMISTRY I

A study of Newtonian mechanics and energetics, leading to the kinetic theory of matter, the development of the Bohr atomic model, atomic structure, periodicity of the elements, and the chemical bond. Prerequisite: Mathematics S16 (CMC), which may be taken concurrently. Fall semester. Lectures MWF 11. Laboratory W, Th, or F 1-4; Th 7-10. Laboratory fee: $6.4 units. Mr. Lowry

22 PRINCIPLES OF CHEMISTRY II

The properties of solutions, oxidation-reduction, kinetics, equilibrium, and electrochemistry are discussed. The laboratory covers aspects of qualitative and quantitative analysis. Prerequisite: Principles of Physics-Chemistry I. Spring semester. Lectures MWF 11. Laboratory Th or F 1-4; Th 7-10. Laboratory fee $6.4 units. Mr. Lowry

32 PRINCIPLES OF PHYSICS II

A continuation of Physics-Chemistry I dealing with electrical measurements, D.C. and A.C. circuits, electronics, the origin and properties of wave motion
including inertial, acoustic, and electromagnetic waves and their properties. Prerequisites: Principles of Physics-Chemistry I; Mathematics S65 (CMC), which may be taken concurrently. Spring semester. Lectures TThs 8. Laboratory w, Th, or F 1-4. Laboratory fee $5. 4 units. Mr. Dart.

50 PHYSICAL SCIENCE
An introduction to the physical sciences as an integrated and expanding field of knowledge. Lectures and laboratory exercises emphasize the general fields and interrelations of astronomy, chemistry, physics, and geology. Fall semester. Lectures MW 8; TThs 10. Laboratory M, T, or W 1-3; M, T, or W 3-5; T 7-9. 4 units. Mr. Jacob and Mr. Bovard.

51 PHYSICAL SCIENCE
Prerequisite: Physical Science 50. 4 units. Mr. Jacob and Mr. Bovard.

Note: With the exception of science concentrators students are normally expected to fulfill their science requirement by the completion of Physical Science 50 or Introductory Biology 43-44. Requests for waivers or substitutions for this requirement must be approved by the chairman of the Science Program and the Dean of the Faculty.

71 ORGANIC CHEMISTRY
The structure, synthesis, and mechanism of reaction of organic compounds. Prerequisite: Principles of Chemistry II. Fall semester. Lectures TThs 9. Laboratory w 1-4. Laboratory fee: $6. 4 units. Mr. Bovard.

72 ORGANIC CHEMISTRY
Prerequisite: Organic Chemistry 71. Spring semester. Laboratory fee: $6. 4 units. Mr. Bovard.

81 THEORETICAL MECHANICS
The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisites: Principles of Physics II; Mathematics S65, which may be taken concurrently. Fall semester. Lectures MW 10. Laboratory M or T 1-4. Laboratory fee: $5. 4 units. Mr. Dart.

82 ELECTRICITY AND MAGNETISM
Fields, potential, D.C. and A.C. circuits, and applications of Maxwell’s equations. Prerequisites: Principles of Physics II; Mathematics S66 (CMC), which may be taken concurrently. Spring semester. Lectures MW 10. Laboratory M or T 1-4. Laboratory fee: $5. 4 units. Mr. Jacob.

122 PRINCIPLES OF PHYSICS-CHEMISTRY IV
Prerequisite: Principles of Physics-Chemistry III. Spring semester. Laboratory fee: $6. 4 units. Mr. Lowry.

172 SEMINAR, PHYSICAL SCIENCE
Presentation of advanced topics by both students and staff, as well as occasional outside speakers. Taken by both physics and chemistry majors. Fall semester. Hours arranged. 3 units. Mr. Dart.

192-3 RESEARCH (SENIOR THESIS)
Original experimentation and theoretical investigations carried out under the supervision of a member of the staff. It is expected that these investigations be reported in written form. 2 units each semester of the senior year. Hours arranged. Staff.

Courses available at Harvey Mudd College:

Chemistry
103-104 INORGANIC CHEMISTRY. Both semesters. MW 10. Laboratory W 1:15-5:15. 4 units per semester. Mr. Kubota.

114 ADVANCED ANALYTICAL CHEMISTRY. Spring semester. 4 units. Staff.

156 ADVANCED ORGANIC CHEMISTRY. Spring semester. 3 units. Staff.

Physics
62 ASTROPHYSICS. Spring semester. 3 units. Staff.

151-152 NUCLEAR PHYSICS. 3 units per semester. Staff.

153-154 FIELDS, WAVES, AND QUANTUM THEORY. TThs 9. 3 units per semester. Mr. Hellinwell.

Courses available at Pomona College:

Chemistry
115a-b BIOCHEMISTRY. Both semesters. MW 10. Laboratory W 1:15-5:15. 4 units per semester. Mr. Gally.

183 ADVANCED ANALYTICAL CHEMISTRY. Fall semester. MW 11 (first 10 weeks); laboratory arranged three periods per week (last 10 weeks). 4 units. Mr. Dart.

184 ADVANCED ORGANIC CHEMISTRY. Spring semester. TThs 8 and one lecture arranged. 4 units. Mr. Allen.

185 ADVANCED INORGANIC CHEMISTRY. Fall semester. TThs. 9. 4 units. Mr. Smith.

Physics
100 FIELDS, WAVES, AND PARTICLES. Fall semester. MW 10 and one hour arranged. 4 units. Mr. Fowler.
**Political Studies**

10 INTRODUCTION TO POLITICAL STUDIES
A systematic inquiry into the nature of "the political," the different levels of politics and forms of government, the major approaches useful in the study of politics, and some special problems of "political science." Fall semester. THFS 10, 3 units. Mr. Rodman

57 THE ENGLISH AND AMERICAN CONSTITUTIONAL TRADITIONS
An analysis of "constitutional government" as a distinct political form and of the common roots and divergent patterns of development of the English and American versions of constitutionalism. Spring semester. MWF II. 3 units. Mr. Rodman

127 SOCIALISM
An examination of some of the major types of socialist thought (Christian, Utopian, Marxist, and Fabian), together with selected case studies of socialist policies in practice, both democratic and totalitarian. Fall semester. THFS 8. 3 units. Mr. Rodman

154 THE IDEA OF FREEDOM IN POLITICAL THEORY
A study of the major conceptions of freedom that have developed in Western political thought, their interconnections, their political and social contexts, their relation to other basic ideas (such as authority and justice) and their relevance to some contemporary problems. Prerequisite: A course in Political Studies or consent of instructor. Spring semester. MWF II. 3 units. Mr. Rodman

See also: Geography 177, 178, 179; History 111; Freshman Seminars 20, 28, 29; Sophomore Seminars 62

**Psychology**

10 INTRODUCTION TO PSYCHOLOGY
The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Either semester. Fall semester, MWF II; Spring semester MWF 8 and MWF 10. 3 units. Mr. Albert and Mrs. Munroe

49 INTRODUCTION TO SOCIAL PSYCHOLOGY
A general survey of the field with an emphasis on social-psychological approaches to studying behavior (via language and cognition, person perception, interaction, influence, conformity and deviation, social motivation, socialization, attitude formation and change) and the contexts in which human social behavior occurs (the small group, the large scale organization, the community, and the larger culture and society). Prerequisite: Psychology 10 or consent of instructor. Fall semester. MWF II. 3 units. Mr. Sampson

55 CHILD DEVELOPMENT
Experimental evidence pertaining to the development of the child (pre-natal to pre-adolescent) is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognitive, social, emotional, and personality development are related to his physical maturation and to the role of the socializing agent(s). Prerequisite: Psychology 10 or consent of instructor. Fall semester. W-F 1-2:15. 3 units. Mrs. Munroe
56 ADOLESCENCE TO ADULTHOOD
An examination of the processes and areas of development past childhood.
Special attention is given to selected theories of personality development
(Freud, Sullivan, Erickson, and White) and to an examination of adolescence
and early adulthood as critical formative periods of development. Prerequisite:
Psychology 10 or consent of instructor. Spring semester. TTh 1-2:15. 3
units. Mr. Albert

84 HUMAN MOTIVATION
An examination of the theories, methods, and research findings involving the
motivation of behavior. Topics range from a discussion of needs, drives, and
tension reduction to a discussion ofNeo-Freudian ego psychology. The em-
phasis focuses on the more social (learned) motives; however, the biological
bases of human motivation are also examined. Prerequisite: Psychology 10 or
consent of instructor. Spring semester. MWF 8. 3 units. Mr. Sampson

91 STATISTICAL TECHNIQUES FOR THE BEHAVIORAL SCIENCES
Students are introduced to elementary statistical techniques typically applied
to human characteristics and behavior. Topics introduced include: analysis of
the frequency distribution; sampling theory and statistical inference; simple
regression analysis; non-parametric tests. Emphasis is placed upon calcu-
lation and interpretation. Fall semester. MWF 8. 3 units. Mrs. Munroe

107 HUMAN COMMUNICATION (JOINT OFFERING WITH SCRIPPS COLLEGE)
Verbal and non-verbal symbolic behavior of man. Theories and methods in
communication research. Prerequisite: Psychology 10 or consent of instructor.
Fall semester. W 3-5. 3 units. Miss Langland

108 THE PSYCHOLOGY OF CREATIVITY (JOINT OFFERING WITH SCRIPPS COLLEGE)
Analysis of theories of creativity in terms of perceptual, cognitive, and motiva-
tional processes. Research approaches to the study of creativity. Spring
semester. W 3-5. 3 units. Miss Langland

112 HISTORY AND SYSTEMS OF PSYCHOLOGY
Not offered in 1965-6

118 HUMAN LEARNING AND PROBLEM SOLVING
Not offered in 1965-6

124 METHODS OF RESEARCH IN SOCIAL SCIENCE
Not offered in 1965-6

131 THE PSYCHOLOGY OF MENTAL ILLNESS
An examination of the factors contributing to mental illness. Special attention
is given to the continuum of illness ranging from everyday psychopathology
to the major psychoses and the psychological meaning of each. Prerequisite:
Psychology 10 and one additional psychology course. Spring semester. TThs 9.
3 units. Mr. Albert

165 PSYCHOANALYTIC THEORIES OF PERSONALITY
A critical analysis of the major assumptions, concepts, and postulates of
psychoanalytic and neo-analytic theories of personality. Attention is focused
on the historical role of these theories and their contribution to an understand-
ing of human behavior. The major focus of the course centers about the ques-
tion of what each theory assumes human nature to be. Prerequisite: Psychology
10 and one additional psychology course. Fall semester. MWF 9. 3 units.
Mr. Albert

175 SMALL GROUP STRUCTURE AND PROCESS
This class is limited to an enrollment of less than 10 students. An intensive
examination of methods, theories, and research findings in the dynamics of
small groups. The class is expected to participate as members of a special
sensitivity-training group. Experimental or field studies of other groups are
also undertaken. Techniques in training groups forms an integral part of the
course content. Prerequisite: Consent of instructor. Spring semester. MW 2:30-
4:30. 3 units. Mr. Sampson.

195-6 INDEPENDENT STUDY AND SENIOR THESIS
Open to seniors only. Both semesters. Hours arranged. Staff
See also: Freshman Seminars 25, 30, 32; Sophomore Seminars 55, 59, 68, 70

Courses available at Claremont Men's College:

P141 EXPERIMENTAL PSYCHOLOGY. Spring semester. TTh 1. 3 units. Mr. Bruce
P142 LEARNING. Spring semester. TThs 9. 3 units. Mr. Bruce
P150 RESEARCH METHODS IN PSYCHOLOGY. Fall semester. TTh 1. 3 units. Mr. Bruce
P191 INDUSTRIAL PSYCHOLOGY. Fall semester. MWF 11. 3 units. Mr. Albrecht
P197 ORGANIZATION AND ADMINISTRATION. Spring semester. MWF 11. 3 units.
Mr. Albrecht

Courses available at Pomona College:

P107 EDUCATIONAL PSYCHOLOGY. Fall semester. MWF 9. 3 units. Mr. Faust
P158 EXPERIMENTAL PSYCHOLOGY: PERSONALITY MEASUREMENT AND TEST
CONSTRUCTION. Fall semester. MWF 10. Laboratory wTh 2:15. 3 units.
Mr. Bell
P159 PHYSIOLOGICAL PSYCHOLOGY. Spring semester. MWF 8. Laboratory T
2:15. 3 units. Mr. Trafton
160 EXPERIMENTAL PSYCHOLOGY: PERCEPTION AND COGNITION. Spring semester, TTh 2:15-4:05. 3 units. Mr. Trafton

161 EXPERIMENTAL PSYCHOLOGY: MOTIVATION AND EMOTION. Fall semester. MWF 11. Laboratory M 2:15-4:05. 3 units. Mr. Trafton

162 EXPERIMENTAL PSYCHOLOGY: LEARNING AND PROBLEM SOLVING. Spring semester, TTh 2:15-4:05. 3 units. Mr. Faust

Courses available at Scripps College:

IV-105 PERSONALITY DEVELOPMENT. Spring semester. MWF 10. 3 units. Mrs. Faust

IV-106 RESEARCH DESIGN-Psychology. Spring semester. T 1-3. 3 units. Mrs. Faust

IV-112 CHILD STUDY: NURSERY SCHOOL. Both semesters. MW 2:15 and 3 arranged hours in nursery school. Miss Jacobsen and Mrs. Westbrook

IV-114 NURSERY SCHOOL PROCEDURE. Both semesters. MW 3:15 and 3 arranged hours in nursery school. Miss Jacobsen and Mrs. Westbrook

Romance Languages: See Foreign Languages

Russian: See Foreign Languages

Sociology

10 PERSPECTIVES IN SOCIOLOGY
Examination of humanistic and scientific approaches to the study of human society with emphasis upon perspectives represented in contemporary sociological writings. The major concepts, concern, and methods of sociology are introduced in the context of a discussion of its aims and achievements. Either semester. Fall semester, MWF 8; spring semester, TTh 8. 3 units. Mr. Schwartz

45 AMERICAN SOCIETY: PERSISTENCE AND CHANGE
Analysis and interpretation of the institutions, structures, and value-orientation of American society. The course emphasizes the impact of science and technology upon the traditional forms of American social structure. Fall semester. MWF 9. 3 units. Mr. Schwartz

111 PREJUDICE: A SOCIOLOGICAL ANALYSIS
Study of racial and religious prejudice from the point of view of sociological theory and analysis. Prejudice is considered as an aspect of intergroup relations and its social consequences examined. Prerequisite: 1 course in sociology, psychology, or anthropology, or consent of instructor. Spring semester. MWF 1-2:15. 3 units. Mr. Carroll

123 COLLECTIVE BEHAVIOR
Examination of the dynamic social processes characteristic of mass society through an analysis of crowds, mobs, cults, public, and the genesis of ideological commitment. Prerequisite: 1 course in anthropology, psychology, or sociology, or consent of instructor. Fall semester. MWF 10. 3 units. Mr. Schwartz

125 THE URBAN ENVIRONMENT
A critical examination of the city as a social environment, with special attention to the conditions and problems of individual health and well-being in the modern metropolis. Prerequisite: 1 course in anthropology, psychology, or sociology, or consent of instructor. Fall semester. MWF 11. 3 units. Mr. Carroll

139 DEVIAN'T BEHAVIOR
Consideration of the social and social-psychological sources of deviant behavior, surveying the major pertinent theories of its origin and nature with special reference to characteristic forms of deviant behavior in the United States. Prerequisite: 2 courses in anthropology, psychology, or sociology, or consent of instructor. Spring semester. TTh 10. 3 units. Mr. Schwartz

149 SELF AND SOCIETY
A sociological approach to the sensitivity of human behavior to social influence; the symbolic nature of human interaction; the nature of groups and group leadership in various social settings; status and role as attributes of the self. Prerequisite: 2 courses in anthropology, psychology, or sociology, or consent of instructor. Spring semester. TTh 10. 3 units. Mr. Schwartz

See also: Freshman Seminars 34, 46

Zoology: See Biological Sciences

Freshman Seminars

Fall Semester, 1965-66

10 INDIVIDUALS AND THE DEMANDS OF THE GROUP
The problem of the individual-group relationship arises in considering almost any area of existence. Students will analyze, through fiction and social science studies, some of the important questions pertaining to this relationship, such as pressures, priorities, benefits and disadvantages of certain courses of action, and the expectations of parents and peers. The variety of topics which will come under scrutiny in the seminar—topics such as love, baboons, adolescence, Everyhob, conformity, Utopia, politics, sex, and hair curlers in the dining hall—is illustrative of the central and pervasive nature of the individual-group problem. F 3-5. 3 units. Mr. Munroe
12 FRENCH AND ENGLISH LYRIC POETRY OF THE LAST CENTURY
Readings in Baudelaire, Yeats, Verlaine, Eliot, Apollinaire, Frost, and a number of living poets. Students registering for this course should know French well enough to read the French verse in the original, though this would probably require no more than two years of high school French. Each student will study in depth the work of two poets, one English or American and the other French. This course will satisfy a student's requirement in a Continuing French course for the year in which she registers; if she wishes to do extra writing for the course, in French, she may receive an extra unit of academic credit. T 7-10. 3 units. Mrs. Wagner

Siddons Club productions such as the one at the right are held at the new Garrison Theater (below)

14 LITERARY BIOGRAPHY
The seminar will investigate the principles and problems characteristic of literary biography. The group will discuss one or two examples of these works before each student begins her independent work on biographies of a particular writer. Each student will be urged not only to examine several biographies with a view to comparison, but also to familiarize herself with certain sources such as personal letters and interviews and to explore a variety of approaches to source material relevant to a biographer. T 7-10. 3 units. Mrs. Palmer

16 THE POET IN AMERICA
This exploration of American poetic literature will include Taylor, Emerson, Poe, Whitman, Dickinson, Frost, Pound, Eliot, Lowell, and contemporary poets. The purpose of the seminar will be—through readings and discussion—to develop an understanding of the poetry both esthetic and social. Students will prepare brief reports and papers investigating and interpreting the intellectual background out of which the literature was written. Throughout, the course will consider the problem of the recurrent sense of the poet’s alienation from American society. In addition to the reports, short papers will be required from time to time bringing into critical focus a single work or a group of poems. General criticism of poetics will be discussed in the seminar meetings. W 7-10. 3 units. Mr. Duvall

18 CONTEMPORARY WRITERS OF FRANCE I
For description, see Sophomore Seminar 60. This course, also offered as French 140, may be taken by qualified freshmen as a Freshman Seminar with the permission of the instructor and the Dean of the Faculty. MWF 11. 3 units. Miss Martin

20 MODEL UNITED NATIONS SEMINAR
For description, see Sophomore Seminar 62.

22 IMMIGRANTS AND IMAGES
This seminar will consider several American immigrant groups and explore their views of themselves as well as outside attitudes toward them. Methods of approach will include readings, surveys of communications media, and interviews. T 7-10. 3 units. Mrs. Israel

24 DID HITLER WANT WAR?
In the minds of most of Hitler’s contemporaries and of historians of the Nazi period, the Nazis were determined to acquire complete domination of the European continent by force. However, a recent school of historians has claimed that the German attack on Poland in 1939 was the inevitable outcome of the weakness of the policy of Great Britain and France and that Hitler bore no more responsibility for the outbreak of the Second World War than the governments of the Western Powers. This scholarly debate, which touches on the problem of German responsibility for the war, has significance in view of the current role of Germany as the key continental power in the NATO alliance. In order to define the basic questions to be studied, students will read A. J. P. Taylor’s The Origins of the Second World War and John L. Snell’s The Outbreak of the Second World War. Subsequently each student will select a topic to be studied and summarized in a seminar paper. These
Students will be based on government documents, biographies and autobiographies, secondary works, articles in newspapers, magazines and scholarly journals, and other sources relevant to the topic. Students also will be expected to prepare shorter papers such as book reports and critiques of documents throughout the course. Students who have a reading knowledge of French or German will have an opportunity to study materials in these languages. 7-10. 3 units. Mr. Warnbrunn

26 THE REMOVAL OF JAPANESE-AMERICANS FROM THE PACIFIC COAST IN 1941
Students will examine the historical origins of anti-Japanese sentiment; the source of the pressure applied to the military and the manner in which these pressure groups operated; the doctrine of military necessity versus the guarantees of the United States Constitution; the effect of the removal on the Japanese-Americans; the reaction of the public to the removal. The exploration of the seminar group will be based on contemporary documents including newspapers, secondary readings, and recent reinterpretations including post-war Supreme Court rulings. Students will undertake individual research projects to discover how and why the decision to evacuate the Japanese-Americans was reached and to explore their experiences during and after the evacuation. W 7-10. 3 units. Mr. Everett

28 PLATO, OUR CONTEMPORARY
Political theory first took shape with Plato: the questions, categories of analysis, and arguments of Plato, together with the positions he defined, comprise an intellectual pattern that has been repeated, with variations, over many centuries to our own time. Even modern writers who rebel against the Platonic legacy have been strongly shaped by it, and political theory in the 20th century is often formulated in the guise of reinterpreting Plato.

The core of the seminar is a close study of selected dialogues of Plato, their historical and biographical context, and the still-relevant questions which they raise: the relationship between ethics and politics; the requirements of a just political order; the rule of law versus discretionary wisdom; the role of elites and of ordinary people; the concept of Ideal Types; the problem of the philosophical justification of political positions; the relation between political structure and personality structure, and between these and social structure; the role of myth in politics; the position of women; and the problem of means and ends in the creation of utopias.

Readings will include Plato's Apology, Crito, Phaedo, Phaedrus, Symposium, Republic, Timaeus, and Philebus. Also offered in the spring semester. W 7-10. 3 units. Mr. Warnbrunn

30 THE PSYCHOLOGY OF THE YOUNG ADULT
An introduction to the use of psychological principles in problems and circumstances observed in the lives of young adults as they progress from late adolescence into adult independence. Exploration of the ways in which they accomplish the developmental tasks which confront them will be a major part of the study which will provide for review of their many problems—finding a set of meaningful values, preparing for the world of work, establishing their own families, participating in higher education, etc. Particular attention will be given to the problems of women in fulfilling their multiple roles of student, wife, mother, professional woman, and citizen. W 2-5. 3 units. Mrs. Elmott

32 UNDERSTANDING HUMAN BEHAVIOR: PSYCHOANALYSIS OR SOCIOANALYSIS?
The history of man's efforts to understand his behavior is marked by distinctive shifts in the focus of his concepts and the approaches he has employed.

On the one hand, he has sought answers in the life history, style, and character of the individual. On the other, he has examined the larger environmental, historical, social, and situational context in which most behavior occurs. Although both approaches to understanding the determinants of human action have much to offer and must be jointly considered, the seminar will explore the effects of the situation on the behavior of the individual. Field study and observation will form an integral part of the semester's work. An attempt will be made to define important dimensions of the situation, using, for example, the works of Kurt Lewin as a major reference. W 2-5. 3 units. Ms. Sampson

34 AGE OF REVOLUTION
Analysis of the major forces which underly the transformation of the modern world. Emphasis on the five ideas that changed the modern world, the revolution of rising expectations, the knowledge explosion, and the population explosion. Special attention to the problems of the underdeveloped areas of the world. Contrast between static modes of social thought and perception and the dynamics of technology. W 7-10. 3 units. Mr. Carroll

36 EXPLORING UNCOMMON SOCIAL WORLDS
Sociological exploration of some non-criminal, non-deviant, but uncommon forms of group life in American society, e.g., cults, the jazz world, senior citizen communities, uni-sexual life, the very rich, the very poor, the beach set, etc. Also offered in the spring semester. W 7-10. 3 units. Mr. Schwartz
Freshman Seminars

Spring Semester, 1965-66

11 BRAVE NEW WORLDS WE LIVE IN (UTOPIAN LITERATURE)
Students will read and discuss several works of "utopian" literature, particularly Plato's Republic; St. Augustine's The City of God; More's Utopia; Bacon's New Atlantis; Orwell's Animal Farm and 1984; and Huxley's Brave New World. Discussion and written reports will relate each piece to its historical context. An effort will be made to discern common aspects of this mode of writing, its social criticism, and its expression of philosophical problems. A paper dealing with the view of the nature of man offered by one of the works will be required. At the conclusion of the semester each student will prepare an "imaginary" utopian document of her own. w 7-10. 3 units. Mr. Duvall

13 ORIGINAL WRITING: BIOGRAPHY AND AUTOBIOGRAPHY
Readings: Notable performances in long and short biography, British and American—subjects from medieval, Renaissance, and Victorian history, from contemporary life, from the world's gallery of great eccentrics. Readings in autobiography all deal with British, French, or American life of the last 30 years. Each student will prepare one long biographical sketch and one piece of autobiographical reminiscence or analysis. t 7-10. 3 units. Mrs. Wagner

15 PROBLEMS OF IDENTITY IN THE NOVELS AND TALES OF JOSEPH CONRAD
For description, see Sophomore Seminar 56. w 7-10. 3 units. Mr. McGrail

17 MYTH IN LITERATURE: THE DESCENT INTO HELL
For description, see Sophomore Seminar 54. w 7-10. 3 units. Mrs. Levy

19 CONTEMPORARY WRITERS OF FRANCE II
For description, see Sophomore Seminar 61. This course, also offered as French 141, may be taken by qualified freshmen as a Freshman Seminar with the permission of the instructor and the Dean of the Faculty. tthis 10. 3 units. Miss Martin

21 "LIKE SHEEP TO THE SLAUGHTER"—MASS EXTERMINATION IN A MASS SOCIETY
During the Second World War, the Germans exterminated an estimated five to six million Jews. Most of the extermination program was organized by small numbers of policemen distributed over the continent. It was executed in Eastern Europe by a few thousand police and S.S. As the facts gradually became known after the end of the war, inevitably the question was asked why millions of people would submit to extermination administered by only a handful of police. This problem received world-wide attention with the publication of Hannah Arendt's controversial Eichmann in Jerusalem (New York, Viking 1963), which dealt with the trial of Adolf Eichmann, chief administrator of the extermination program.

The Seminar will investigate this problem against the background of the larger question: to what extent can the individual in a mass society affect his own fate and that of those around him? Students will examine critically the facts presented by Arendt. They will explore the validity of her thesis that responsibility must be shared by killer and killed, since both were victims of the same social forces. The exploration of facts and interpretations will be based on such materials as government documents including those provided for the Nuremberg Trials of war criminals; diaries and interviews; articles reflecting the controversy around the Arendt publication and secondary studies by historians and other social scientists.

Students will be expected to prepare book reviews, critiques of documents and short papers dealing with specific aspects of the Seminar topic. In addition, each student will present a longer paper which may become a section of a collaborative Seminar Report. w 7-10. 3 units. Mr. Warmbrunn

23 SEMINAR IN RELIGIOUS PHILOSOPHY
A seminar in some of the more important issues in the philosophy of religion. Students will perform individual research, which will be presented and discussed in class. Among the topics to be discussed will be: the problem of human freedom, immortality, the nature and existence of a deity, the problem of evil, the nature and function of religious faith, and religious moral codes. t 7-10. 3 units. Mr. Evans
25 CUSTOMS AND RITUALS OF BIRTH
Anthropological, psychological, historical, and imaginative accounts will be used to study various beliefs concerning pre-natal and birth customs and rituals which are performed during the pre-natal period and during the process of birth. Following this examination, participants will focus upon contemporary American variations in beliefs and practices, medical evidence, and innovations in procedure. MWF 11:15-12:15, 3 units. Mrs. Munroe

27 MASS LEISURE AND MASS CULTURE
This Seminar will examine the causes, characteristics, and consequences of mass leisure, using the conceptualization provided by sociology and the behavioral sciences. W 7-10, 3 units. Mr. Carroll

29 PLATO: OUR CONTEMPORARY
For description, see Freshman Seminar 28. T 7-10, 3 units. Mr. Rodman

31 EXPLORING UNCOMMON SOCIAL WORLDS
For description, see Freshman Seminar 26. T 7-10, 3 units. Mr. Schwartz

33 DEMOCRACY TODAY: MYTHS OR REALITY?
The traditional democratic expectation is that citizens will exercise some direct influence on the major political decisions affecting their lives. Yet, in actuality, are power and influence widely dispersed and shared, or does a small group of leaders run things? Do citizens actually participate in and make rational judgments about political affairs? On the assumption that the community is a useful and convenient point to investigate the realities of democracy, the Seminar will survey the major behavioral research devoted to community power, patterns of influence, political participation, and voting behavior. In addition, the Seminar will select an aspect of political behavior to be tested empirically, using Claremont or one of the surrounding communities as a laboratory. A student may select to work on this group project or individually on a topic of her own choice. W 7-10, 3 units. Mr. Jamieson

35 SEX ROLE AND BEHAVIORAL VARIANCE: HOMOSEXUALITY IN CULTURAL CONTEXT
Exploration of the forms, causes, and consequences of homosexual behavior. Forms: male homosexuality; lesbianism; historical manifestations—love among the Greeks; spatial distribution—love among the primitives; transvestism; the homosexual in American literature. A consideration of causes: biological or psychological? Consequences: psychological, social. F 2:30-5:30, 3 units. Mr. Munroe

37 THE INFLUENCE OF EARLY EXPERIENCE IN HUMAN BEHAVIOR
This Seminar will center around an examination of the nature of early influences which have "long-term" effects on human behavior. The Seminar will study the mechanisms through which these early experiences might operate on the developing organism. A secondary interest will be the question of plasticity of human behavior after the early years of life. Where possible, experimental data will be brought to bear on these questions. W 7-10, 3 units. Mr. Albert

Sophomore Seminars

Fall Semester, 1965-66

52 ANTHROPOLOGICAL APPROACHES TO THE CIVILIZATIONS OF EUROPE
The study of European folk cultures through literary, historical, and anthropological sources; approaches to the characterization of some distinct styles of life represented in Europe through attention to the character of interpersonal relations and the pattern of the social life rather than the artistic and literary traditions fostered by national elites. Students may concentrate upon one or two European cultures, contemporary or historically known, in accordance with their interests. An object of the course will be to deepen and broaden the more conventional approach to European civilizations; novels, for example, will be chosen for the insights they provide into the national culture rather than for their stylistic merits. The course is conceived as an exploration of the common ground between humanistic and scientific studies of civilization. T 7-10, 3 units. Mr. Park

54 MYTH IN LITERATURE: THE DESCENT INTO HELL
This course involves an intensive study of one myth and its treatment in ancient, medieval, and modern literature. Readings from Homer, Vergil, Euripides, Dante, Shakespeare, Eliot, Conrad, Yeats, Joyce, and various contemporary writers. T 7-10, 3 units. Mrs. Levy

56 PROBLEMS OF IDENTITY IN THE NOVELS AND TALES OF JOSEPH CONRAD
An examination of various definitions of the individual with particular attention to the identities of Conrad's narrators: Aimeyer's Folly, Lord Jim, Heart of Darkness, Chance, and others. M 2:30-5:30, 3 units. Mr. McGrail

58 ORIGINAL WRITING: CONTEMPORARY SHORT FICTION
Readings: British and American short stories and novellas: Lawrence, Maugham, Joyce, Bowen, Warner, Heningway, McCarthy, Stafford, Updike, Salinger, Cheever, and others. Students may choose between assignments in the writing of their own fiction and certain types of critical writing. The research type of paper and the routine critical analysis will, however, be avoided. T 7-10, 3 units. Mrs. Wagner

60 CONTEMPORARY WRITERS OF FRANCE I
Special emphasis on existentialist writers and their background. The language of instruction is French. Also listed as French 140: see FOREIGN LANGUAGES. MWF 11, 3 units. Miss Martin. (Also carries Freshman Seminar credit.)
62 MODEL UNITED NATIONS SEMINAR
Pitzer College will represent Morocco at the Model United Nations of the Far West to be held in the spring of 1966 at Stanford University. This Seminar will be an intensive study of Morocco and its physical and cultural environment, economic resources, and population. The historical setting of Morocco within the Maghreb and the Arab World. Discussion and analysis of the foreign policy of the contemporary Moroccan government and its international relations with the non-aligned world, the communist blocks, Western Europe, and the United States. Morocco at the United Nations: positions taken in U.N. political bodies and relations with specialized U.N. agencies. 

7-10. 3 units. Mr. Stanley. (Also carries Freshman Seminar credit.)

64 THE THEORY OF LANGUAGE
The aim of linguistic theory. Levels and meaning of language. Form and content. The phoneme and the morpheme. Transformational grammar. The study of semantics. Language and its relation to culture. F 2:30-5:30. 3 units. Mr. Macaulay. (Also offered in the spring semester.)

66 PHILOSOPHICAL ISSUES IN LITERARY WORKS
A seminar in which outstanding books, plays, and poems will be discussed in terms of their philosophical implications. Authors will be drawn from Sophocles to Sartre; the instructor and students will decide together the final list of works to be discussed. F 2:30-5:30. 3 units. Mr. Evans

68 THE PSYCHOLOGY OF CONTROL
Consideration of the various types of controls involved in human behavior. Special attention will be given to social and psychological factors underlying various conditions of control. The course will focus on the problem of the psychological meaning of "freedom" and decision-making. F 2:30-5:30. 3 units. Mr. Albert

70 THE NURSERY SCHOOL
Students will examine the philosophy of nursery education, will gather information about specific programs and policies, and will, as a group, design an "ideal" nursery school. F 2:30-5:30. 3 units. Mrs. Munroe

Sophomore Seminars
Spring Semester, 1965-66

51 SOCIAL INVENTIONS OF PRIMITIVE MAN
An exploration of a broad range of phenomena characteristic of the primitive world but "exotic" from the point of view of our own literate and urbanized culture. The field of inquiry will include magic and religion, the handling and exploitation of sex and aggression, and expressive styles of behavior in dance, ceremony, art, and philosophy. An object of the course will be to examine some of the major premises of what we may call the contemporary Western philosophy of man and the human condition. It is assumed that the study of what used to be called "exotic customs" can provide a unique basis, unavailable to the philosopher, psychologist, or observer of our own society, for inquiry into the resources of human experience. W 7-10. 3 units. Mr. Park

53 MAJOR TREND IN THE CONTEMPORARY WORLD
Research methods and continuing analysis in the broad field of world affairs with special emphasis on the political, economic, cultural, and scientific developments. Interpretation of the current situations in selected controversial issues, such as the war in Vietnam, rebel campaigns in Africa (Congo, Angola, Mozambique), civil rights struggle in the United States, student revolts on American campuses. Criticism and evaluation of the current reports in the representative news media (international daily newspapers, weekly news magazines, monthly opinion periodicals, educational and commercial rele...
vision news reporting and analysis, radio news coverage). W 7-10. 3 units. Mr. Stanley

55 CRIME AND DELINQUENCY IN THE UNITED STATES
An exploration of the changing problems and programs in the field of delinquency control and prevention. Opportunities will be provided for a study of the role of law enforcement, probation, corrections, and parole, with visits to offices and institutions in the area. The possibilities of field work and consultation with professionals will be included as part of the program. Pressures toward delinquent or criminal behavior—personal, social, cultural—will be analyzed. Controversies over causation will be discussed. Individual projects and research will be encouraged. F 2-5. 3 units. Mrs. Elmott

57 AGRICULTURE AND LABOR IN CALIFORNIA
A study of the reasons for California farmers' traditional reliance on migratory labor, of the people who have supplied this labor, and of the kind of livelihood offered workers on California farms. Students will deal with the many attempts to organize agricultural labor, with the efforts to prevent organization, and with the federal government's program to supply Mexican and Oriental workers for the fields of California. In addition to the reports of government agencies, the testimony of farmers and workers, newspaper accounts, and the findings of social scientists, students will use the fiction of John Steinbeck, Wallace Stegner, John Dos Passos, and others, to enhance their appreciation of the predicament and attitudes of the people involved. Students will be expected to prepare reports for the class on selected aspects of the problem and finally to outline a practical proposal for supplying farmers with the labor they need and providing farm workers with a decent livelihood. T 7-10. 3 units. Mr. Everett

59 CONTEMPORARY SOCIAL ISSUES AND SOCIAL PROBLEMS
The class will select for examination specific contemporary social issues and problems and subject these to a rather intensive analysis and discussion utilizing material from the social sciences, the humanities, and other relevant disciplines. The emphasis in the seminar will be on the application of systematic principles from various fields to the understanding of contemporary problems. A single problem area will be selected by the seminar and will be examined from these various perspectives. Prerequisite: Psychology 10 or consent of the instructor. W 7-10. 3 units. Mr. Sampson

61 CONTEMPORARY WRITERS OF FRANCE II
Special emphasis on existentialist writers and their background. The language of instruction is French. Also listed as French 141: see FOREIGN LANGUAGES. Thurs 10. 3 units. Miss Martin. (Also carries Freshman Seminar credit.)

64 THE THEORY OF LANGUAGE
See Fall semester listing. 3 units. W 7-10.

Intercollegiate Courses

The following courses are offered by the Claremont Graduate School, but are freely open to enrollment from all undergraduate colleges, assuming prerequisites have been met.

Fall Semester
History 123G THE AMERICAN NATION. MWF 11, Adair

Spring Semester
English 156G, MILTON. MWF 10, Fogle
Government 126G COMMUNIST WORLD II. MWF 10, Schuman
Government 140G PUBLIC ADMINISTRATION. MWF 11, Blair
History 109G EARLY ENGLISH COMMERCIAL HISTORY. Th 1, Bindhoff
History 122G UNITED STATES, 1815-1865. MWF 11, Niven
Philosophy 132G ORIENTAL PHILOSOPHY. MWF 9, Hutchison
Psychology 131G ABNORMAL PSYCHOLOGY. MW 2:15-3:30, Oskamp
Religion 125G EASTERN RELIGIOUS TRADITIONS. MWF 11, Ross
ACADEMIC REGULATIONS

Units. One hundred and twenty units (semester hours) of academic work, in addition to the required work in physical education, are required for graduation. A "unit" normally represents one recitation or lecture period per week for one semester, and, unless otherwise noted in the course description, every course is assigned three units each semester. To be eligible for graduation in eight semesters, the student must complete an average of fifteen units of work per semester exclusive of physical education.

Grading system. The final grade of a student in each course is determined by the instructor and is based on class recitations, written work, and final examinations. The grade of "Incomplete" is given only when illness or other extenuating circumstances legitimately prevent the completion of required work by the due date and may be removed if all work is completed within seven weeks of the first day of classes of the following semester. An incomplete not made up becomes a failure.

Quality of academic work. In order to graduate, a student must have at least a C average based on grades received in courses taken at the Claremont Colleges. Grades in courses taken elsewhere are excluded from the computation of grade averages although they may be accepted for transfer credit toward the 120 units of work required for graduation.

Class attendance. Students are expected to attend classes regularly. Each instructor has the privilege of establishing attendance requirements.

Enrollment in courses offered by other Claremont Colleges. A student at Pitzer College may register for such courses with the approval of her faculty adviser, provided they are not available at Pitzer. A student normally may not enroll outside of the College for more than half of her courses in any semester. Exemptions from this regulation must be approved by the Dean of the Faculty.

Residence. Normally a student must spend at least two of her college years in residence at Pitzer. Permission to take a course outside the Claremont Colleges for credit at Pitzer must be obtained in advance from the faculty.

Examinations and written reports. A student's academic performance is evaluated in part on the basis of periodic tests and written reports during the year. Examinations may be given at the discretion of the instructor with or without previous announcement. It is the student's responsibility to be present at all examinations and to submit reports as scheduled, unless ex-
cused by the instructor in advance. Unexcused absences from examinations are made up only with the permission of the instructor. No changes may be made in the final examination schedule, except in cases of serious illness or other extenuating circumstances. The fee for any special examination is $25.

Pre-registration and registration. Pre-registration for the following semester occurs toward the end of each semester, subject to review during registration for the following semester. A student should see her faculty adviser during pre-registration and registration periods. Registration is not complete until the student has filled out the necessary registration material, including her study list, and has paid her tuition and other fees.

Changing courses. All requests to change or drop courses must be made in writing to the Registrar and must be counter-signed by the faculty adviser. A student may drop a course within the first six weeks of the semester with the written approval of the instructor and her faculty adviser. Students may not enroll in substitute courses after the first two weeks, except with the permission of the faculty.

Leave of absence and withdrawal. A regularly enrolled student who finds it necessary to withdraw or who wishes to delay her education for one or more semesters must submit a written request to the Dean of the College or a designated member of the Dean's staff stating reasons for the proposed action. Re-admission to the College requires the approval of the Dean acting on the advice of the faculty.

Auditing. Regularly enrolled students carrying full programs in the Claremont Colleges may audit courses without fee. The fee for all others is $25 per course hour. Permission of the instructor must be obtained in advance and no permanent record is made of courses audited.

Classification. Classification is determined at the beginning of each semester according to the following plan: a student who has successfully completed 27 units is classified as a sophomore; 57 units, as a junior; 87 units, as a senior.

Inadequate academic performance. Students who do not maintain a grade average of sufficient quality to insure eventual graduation are subject to dismissal. The faculty normally recommends the dismissal of any student whose record indicates that she will be unable to regain within a reasonable length of time a grade average which will qualify her for graduation. Students whose academic records are otherwise less than satisfactory may receive warnings from the Dean of the College acting on behalf of the faculty.

Fees and refunds. In addition to the tuition, student body, room, board, and medical fees, the following fees are charged, and in each case the payment of the fee must be made to the Registrar prior to the service:

LATE FEE. A student who is late in registering in charged a fee of $10.

TRANSCRIPT FEE. The first transcript a student requests is provided free of charge. Thereafter, a fee of $1 is charged for each additional transcript.

LABORATORY FEES. See course description for applicable fees.

REINSTATEMENT SERVICE FEE. Every student is responsible for meeting promptly any payment due the College. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes her payment, she is charged a $10 reinstatement fee. Any student leaving college with unpaid financial obligations cannot be given a transcript until settlement is made.

The $50 commitment deposit paid at the time of admission is retained until after the student's graduation or withdrawal, when it is refunded. If the student withdraws from the entering class before registration and notifies the Admission Office, she receives a refund of $10. A student in college who withdraws is entitled to a refund of the entire $50 (after any proper charges have been deducted) if she notifies the College in writing of her withdrawal by July 15 (for the fall semester) or by November 15 (for the spring semester).

Students dropped from the College for disciplinary reasons during the semester receive no refunds. Anyone withdrawing with permission and for good cause before the mid-point of any semester receives a refund of one-half the tuition and a pro-rata refund of the board charge (less a pro-rata deduction of any scholarship she holds). No refund of the room charge is made. No refunds are made for withdrawals after the mid-point of a semester, regardless of cause.
FACULTY

ROBERT S. ALBERT, Associate Professor of Psychology, 1965.
B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University; Assistant Professor, Boston University; Assistant Professor, Emory University; Assistant Professor, Skidmore College; Associate Professor, University of Connecticut; Consultant, Boston State Hospital; Research Associate in Psychology, Harvard Medical School and Massachusetts Mental Health Center.

JOHN W. AHERTON, President and Professor of English, 1963.
B.A., Amherst College; M.A., University of Chicago; Instructor, Iowa State College; Fulbright Lecturer in American Literature, Tokyo University of Foreign Studies; Professor, Clarendon Men's College, Clarenmont Graduate School; Dean of the Faculty, Clarenmont Men's College; Robert Frost Fellow, Bread Loaf School of English; also taught at Amherst College.

*FREEMAN C. BOVARD, Professor of Chemistry, 1964.
A.B., Pomona College; Ph.D., Iowa State College; Chemist, Shell Development; Research Biochemist, Stine Laboratory, E. I. duPont de Nemours and Company; Visiting Associate Professor, School of Medicine, University of Washington; National Institutes of Health Fellowship.

THOMAS E. CARROLL, Assistant Professor of Sociology, 1965.
B.A., Indiana University; M.A., Ph.D., University of Minnesota; Instructor, University of Miami; Weatherly Prize in Sociology, Indiana University.

*S. LEONARD DART, Professor of Physics, 1964.
B.A., Oberlin College; M.A., Ph.D., University of Notre Dame; Instructor and Research Associate, University of Notre Dame; Research, Armstrong Cork Co., General Tire and Rubber Co., Rubber Reserve Co.; Senior Research Physicist, American Viscose Corporation; Research Physicist, Dow Chemical Co. and Los Angeles County Cardiovascular Research Laboratory, University of California, Los Angeles Medical Center.

CLAUDE DE CHÉRISAY, Instructor in French and Dormitory Resident, 1965.
Brevet d’aptitude à l’Enseignement du Français hors de France; Certificado de Aptitude, Instituto de Idiomas, University of Madrid; Institute Le Clos des Abeilles, Chateau d’Oex, Switzerland.

Date denotes year of first appointment.
ROBERT F. DUVAL, **Instructor in Humanities, 1965.**
B.A., Whitworth College; M.A., Claremont Graduate School. I.B.G.S. Fellow, Claremont Graduate School.

CHARLOTTE D. ELMOTT, **Dean of the College and Professor of Educational Psychology, 1964.**
B.A., Pomona College, M.A., Claremont Graduate School; Ed.D., Stanford University; Head of the English Department, Marlborough School; Instructor, Claremont Graduate School, University of Southern California, Stanford University; Psychologist, California Bureau of Juvenile Research; Director, Child Guidance, Santa Barbara City Schools; Director, California Branch, Devereux Research and Training Institute, Santa Barbara; California delegate, White House Conference on Children and Youth; California Governor’s Advisory Committee on Children and Youth.

JOHN P. EVANS, **Assistant Professor of Humanities, 1965.**
B.A., St. Anselm’s College; Doctoral candidate, University of Pittsburgh Graduate School; Honorary Associate Member, Boston Museum of Science; Honorary Member, New Hampshire Academy of Sciences; Vice-President, International Samovar Club, Pittsburgh.

MILES C. EVERETT, **Assistant Professor of History, 1965.**
B.A., University of California, Davis, M.A., doctoral candidate, University of California, Berkeley; Instructor, Fresno State College, California State College at Hayward, University of California, Davis.

ARTHUR FERARU, **Dean of the Faculty and Associate Professor of Political Studies, 1965.**
B.A., Long Island University; M.A., Columbia University; Docteur en Droit de l’Université, Université de Lyon, France; Consultant on Education in Korea, UNESCO; Member, UNESCO/UNKRA Educational Planning Mission to Korea; Special Assistant to the Executive Vice President, Institute of International Education; Dean of the College, Adelphi Suffolk College; Director, Exchange of Persons Programs, Institute of Advanced Projects, Center for Cultural and Technical Interchange Between East and West, University of Hawaii.

STEPHEN L. GLASS, **Instructor in Classics, 1964.**
B.A., Pomona College; M.A., doctoral candidate, University of Pennsylvania; Curator, Wilcox Museum of Classical Antiquities; Instructor, University of Kansas; Student Fellowship, United States Educational Foundation in Greece (Fulbright); Woodrow Wilson and Harrisons Fellowships.

ESPFRANZA GURZA, **Instructor in Romance Languages, 1965.**
B.A., University of Puget Sound; M.A., University of Oregon; Instructor, University of Oregon; FLES Foreign Language Specialist, Tacoma Schools; Demonstration Teacher, Tacoma Public Schools; Instructor, NDEA Spanish Summer Institute, University of Puget Sound.

*DANIEL A. GUTHERIE, Assistant Professor of Biology, 1964.**
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Massachusetts; Teaching Fellow, Harvard University; Laboratory Assistant, Amherst College.

MARY H. ISRAEL, **Instructor in Asian Studies, 1965.**
B.A., Stanford University; M.A., Claremont Graduate School; Graduate studies, Radcliffe College; Research Assistant, Hoover Institution, Stanford University; Instructor, Taipe American School, Taiwan and Academia Sinica.

*RICHARD L. JACOB, Associate Professor of Physics, 1965.**
B.S., Stanford University; M.S. and Ph.D., University of Wisconsin; Research Assistant, University of Wisconsin; Assistant Professor, Tufts University.

JAMES B. JAMIESON, **Assistant to the President for Administration and Finance and Assistant Professor of Political Studies, 1965.**
B.A., Claremont Men’s College; M.A., Claremont Graduate School; Doctoral candidate, Brown University; President, Creative Capers, Inc.; Teaching assistant, Brown University; Assistant Research Political Scientist, University of California, Los Angeles; Research Assistant, United States Department of Commerce.

**LOIS LANGLEND, Director of Career Counseling and Professor of Psychology, 1965.**
B.S., Northwest Missouri State College; M.A., Smith College; M.A., Ph.D., University of California, Los Angeles; Lecturer, Department of Psychology and Counselor, Counseling Psychologist, and Associate Manager, Student Counseling Center, University of California, Los Angeles.

VALERIE BRUSSEL LEVY, **Instructor in English, 1964.**
A.B., Barnard College; M.A., University of Pennsylvania; taught at Pennsylvania.

*GEORGE G. LOWRY, Assistant Professor of Chemistry, 1964.**
B.A., Chico State College; M.S., Stanford University; Ph.D., Michigan State University; Teaching Assistant, Stanford University; Research, Dow Chemical Co., Stanford Research Institute.

RONALD K. S. MACAULAY, **Assistant Professor of Linguistics, 1965.**
Scottish Higher Learning Certificate, Ardrossan Academy; M.A., University of St. Andrews; Graduate studies, University College of North Wales; Instructor, British Council; Lecturer, British Institute, Lisbon and Asociacion Argentina de Cultura Inglesa, Buenos Aires.
ERIKA KOENIG MAKINO, Instructor in German, 1965.
Leaving certificate (abitur) Basel; diploma of the Universities and Zürich, Switzerland; M.A., University of California, Los Angeles; Instructor, School for Exceptional Children, Riehen, Switzerland; Secretary, Swiss Embassy, Lima, Peru.

JACQUELINE MARTIN, Assistant Professor of Romance Languages, 1965.
Breuer, Ecole Superieure, Lunéville, France; B.A., University of Washington; M.A., Boston University; Graduate studies, University of Washington and University of Oregon; Danforth Foundation Fellow; Teaching Fellow, University of Washington; Instructor, Central Washington College; Associate Professor, University of Puget Sound.

*Margaret J. Mathies, Assistant Professor of Biology, 1965.
B.A., Colorado College; Ph.D., Western Reserve University; Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College.

DAVID McGRAIL, Instructor in English, 1965.
B.A., Gettysburg College; M.A., Pennsylvania State University; Doctoral candidate, University of Pennsylvania; Instructor, University of Pennsylvania, Ohio University.

ROBERT L. MUNROE, Assistant Professor of Cultural Anthropology, 1964.
B.A., University of California, Berkeley; Ph.D., Harvard University; Field Work in British Honduras.

RUTH H. MUNROE, Assistant Professor of Developmental Psychology, 1964.
A.B., Antioch College; Ed.M., Ph.D., Harvard University; Research Fellow and Teaching Fellow, Laboratory of Human Development, Harvard University; Research, British Honduras.

B.S., M.S., University of California, Los Angeles; Instructor, California Western University.

BEVERLY W. PALMER, Instructor in English, 1964.
B.A., William and Mary; M.A., University of California, Berkeley; Writer, radio, television KBTV, Denver; Instructor, Fullerton Junior College.

GEORGE K. PARK, Associate Professor of Social Anthropology, 1964.
Undergraduate studies, Yale University; M.A., Ph.D., University of Chicago; Post-doctoral studies, Cambridge University; Assistant Professor, Ohio University; Visiting Lecturer, Makerere University College, Uganda; National Science Foundation and Mellon Post-doctoral Fellowships.

JOHN R. RODMAN, Assistant Professor of Political Studies, 1965.
B.A., M.A., Ph.D., Harvard University; Assistant Professor, Harvard College; Research Fellowships, Social Science Research Council and Rockefeller Foundation.

EDWARD E. SAMPSON, Associate Professor of Social Psychology, 1965.
B.A., University of California, Los Angeles; Ph.D., University of Michigan; Research Assistant, University of California, Los Angeles; Research Assistant and Teaching Fellow, University of Michigan; Assistant Professor, University of California, Berkeley; Research Grants, Office of Naval Research, University of California Institute for Social Sciences, and National Institutes of Health.

B.A., Hunter College; M.A., Doctoral candidate, Ohio State University; Teaching and research assistant, Ohio State University; Alvin Johnson Scholarship, Hunter College.

EMILIO J. STANLEY, Assistant Professor of Political Geography, 1964.
B.A., M.A., Ph.D., University of Michigan; Teaching Fellow, University of Michigan; Instructor, San Diego State College; Assistant Professor, Beloit College; Visiting Professor, Rockford College; Research consultant, U.S. Department of Commerce, Bureau of the Census, Foreign Demographic Analysis Division; Faculty, Claremont Graduate School, Ford Foundation grants.

LOIS A. TIDEWELL, Assistant Professor of Physical Education, 1965.
B.A., Pomona College; M.S., Indiana University; Camp Assistant, Relief and Service Program of the Mennonite Central Committee, Germany; Director, Women's Physical Education, Taylor University; Instructor, Pomona College; Girls Physical Education Director, American School in Japan, Tokyo.

ESTHER WAGNER, Assistant Professor of English, 1964.
A.B., M.A., Ph.D., Bryn Mawr College; Associate Professor, Lake Forest College; Visiting Lecturer, Bryn Mawr; Assistant Professor, University of Puget Sound.

WERNER WARMBRUNN, Associate Professor of History, 1964.
B.A., Cornell University; M.A., Ph.D., Stanford University; Instructor, Putney School; Director, Peninsular School; Foreign Student Adviser, Director of International Center, Stanford University; Academic Assistant to the President, Pitzer College; Abraham Rosenberg Fellowship, Stanford University; Study grants, Federal Republic of Germany and Asia Foundation; Past President, National Association for Foreign Student Affairs.
ADMINISTRATION

EVA D. ABBOTT, Head Resident, Sanborn Hall, 1965.
R.N., St. Helena Hospital and Sanitarium; Assistant Night Supervisor, O'Connors Hospital.

VELMA O. ABBOTT, Director of Housing and Head Resident, Holden Hall, 1964.
Pacific Union College; Head Resident, Kappa Kappa Gamma, University of Southern California; House Mother, Westlake School for Girls.

JOHN W. ATHERTON, President and Professor of English, 1963.
(See Faculty)

THOMAS R. BRIGANTE, Director of the Claremont Colleges Psychological Clinic and Counseling Center, 1964.
B.A., University of Buffalo; M.S., Harvard University; M.A., Ph.D., Boston University; Research School of Public Health.

MARY ANN CALLAN, Special Assistant to the President, 1965.
B.A., M.A., University of Southern California; Reporter, Los Angeles Times.

Ph.B., B.S., M.D., University of Chicago.

B.A., University of California, Los Angeles; Certificate of Librarianship, University of California; M.A., University of California; Ph.D., University of Chicago.

ROBERT W. EDWARDS, Associate Physician, 1964.
B.A., Dartmouth College; M.D., University of Kansas.

CHARLOTTE D. ELMOTT, Dean of the College and Professor of Educational Psychology, 1964.
(See Faculty)

ZANER FAUST, Coordinator, Office of Public Information, 1965.
Journalist, Radio writer, editor; Associate Editor, Newton (Conn.) Bee.

ARTHUR FERARU, Dean of the Faculty and Associate Professor of Political Studies, 1965.
(See Faculty)
WILLIAM E. FRENAYE, Assistant to the President for Development, 1963.
B.A., Kenyon College; Graduate studies, Teachers' College, Columbia University; Cost Analyst, Bankers Trust Co.; Instructor, Newark Academy; Alumni Secretary and Placement Director, Kenyon College; Assistant Director of Development and Public Relations, Smith College.

DAVID R. GOODSELL, Assistant to the Dean of Admission, 1964.
B.S., Harvey Mudd College; M.A.T., Harvard University; Teacher, Wayland (Mass.) High School and Tustin (Calif.) High School.

JOHN W. HARTLEY, Controller, 1963.

DAVID R. HOOKER, Assistant to the President for Educational Resources and Planning, 1964.
California Institute of Technology; Designer, Boller and Chivens; Engineer, Superweld Corporation and Consolidated Electrodyamics; Chief, Management Information Center, Jet Propulsion Laboratory.

JAMES B. JAMIESON, Administrative Assistant to the President and Assistant Professor of Political Studies, 1965.
(See Faculty)

LOIS LANGLEND, Director of Career Counseling and Professor of Psychology, 1965.
(See Faculty)

MARGARET LEAHY, Admission Assistant, 1964.
Studied at the University of Nevada, Woodbury College; Executive Secretary, Girls' Collegiate School.

ANN MABERRY, Registrar, 1964.
Assistant to Registrar, Claremont Men's College.

EDGAR C. RECKARD, Jr., Chaplain, 1964.
B.A., Yale University; B.D., Yale Divinity School; Graduate study, University of Edinburgh and University of Cambridge; Chaplain and Adviser, Overseas Students at Edinburgh; Instructor, Chaplain, Westminster College and Brown University.

ROBERT G. RYDERS, Associate Dean of Admission, 1965.
B.A., Claremont Men's College; M.A., Claremont Graduate School; Teacher, Claremont School System; Chairman, School-College Relations Committee and Member, Executive Committee, College Board Western Regional Membership.

Sylvia M. Salvadore, Assistant Resident, Sanborn Hall, 1965.
Great Falls Business College; Housemother, St. Vincent's Hospital.

B.S., Virginia Military Institute.

B.S., Oregon State University.

Emery R. Walker, Jr., Dean of Admission, 1963.
A.B., A.M., Brown University; Agent, Equitable Life Assurance Society; Admission Officer, Assistant Dean of Students, and Dean of Admission, Brown University; Member, various committees, College Entrance Examination Board; Past President, Association of College Admissions Counselors.

B.S., University of Southern California; Head Resident, Delta Gamma Sorority, University of Southern California.

*Joint appointment with Claremont Men's College and Harvey Mudd College.
**Joint appointment with Scripps College.
***Joint appointment with Claremont Men's College and Harvey Mudd College.
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Mr. Pitzer with author, Upton Sinclair
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Nicole L. Scheel, Waukesha, Wis.

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Jill Ford, Pebble Beach
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Frances M. Sibal, Woodland Hills
Patricia D. Silver, Akron, Ohio
Susan J. Stein, Glencoe, Ill.
Kassandra B. Stephani, Barrington, Ill.
Fusako Takemasa, Tokyo, Japan

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Christine Campbell, Claremont
Carole A. Cromwell, San Diego
Susan Du Boisson, Woodside
Paula G. Linder, Denver
Sharon Saltzman, Claremont
Stephanie Squires, Idaho Falls, Idaho
Joan Ziefert, Fresno

**Class of 1968**
Kathy G. Anderson, Bakersfield
Sara E. Armstrong, Corona del Mar
Sarah C. Baker, Portland
Betsy Bamford, Portland
Carolyn Banker, Piedmont
Betsy J. Barrett, Palos Verdes Estates
Anni Batteen, San Bernadino
Louise Beaudette, Santa Barbara
Printha Berry, Sacramento
Lynn Black, Bainbridge Island, Wash.
Jane Booth, La Jolla
Carrie Bostrom, Pacific Palisades
Leanne Bovet, Hillsborough
Barbara Bowen, Oxnard
Robert Brett, Tustin

Nicola C. Burr, Los Angeles
Wilma Butler, Compton
Edith Carlsmith, Honolulu
Linda E. Carmona, Lancaster
Kathleen R. Chernus, Los Angeles
Catherine Christopherson, Stockholm, Sweden
Ann M. Clary, Pasadena
Judi Clishborn, Seattle
Janet K. Clove, Lancaster
Valerie A. Cohee, Sherman Oaks
Carol L. Corden, Riverside
Caroline Cozor, Detroit
Carol Cozzens, Palo Alto
Susan Crawford, Denver
Harriet Crosby, New York
Susan Culver, Menlo Park
Karen S. Cummings, Pasadena
Deborah A. Deutsch, Beverly Hills
Suzanne A. Du Pree, Asherton
Nancy Dutton, St. Joseph, Mo.
Mardell Ehmke, Escondido
Mistie Erickson, Seattle
Judith Evans, Denver
Robyn Fitcherry, Saratoga
Nancy Foote, Berkeley
Linda Ford, San Diego
Louisa Francis, Denver
Kay Gerard, Alameda
Catherine Gillen, Ann Arbor, Mich.
Betty Greenwood, San Diego
Margaret A. Habecker, Redlands
Sarah Harrison, Winnetka, Ill.
Cynthia Hatcher, San Marino
Lane Haywood, San Marino
Carol Heller, San Diego
Melinda Henning, Seattle
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Marsha Hodkow, Santa Barbara
Marcia Hunt, San Marino
Laurie Johnson, San Mateo
Claudia Kendrew, Colton
Ruth Kennedy, Phoenix
Jennifer Kiddie, Denver
Karen Kilian, La Habra
Linda Kugler, Quartz Hill
Iris B. Levine, Los Angeles
Cathy Lewis, South Gate
Janet Lister, San Diego
Kerstin B. Lovgren, Sollentuna, Sweden
Carole Lucan, Arcadia
Jyotsna Madhvani, Jinja Uganda
Rose Maldonado, Los Angeles
Victoria Marlow, Pacific Palisades
Jeanne M. McCudden, Arcadia
Elizabeth McQuire, Brea
Margaret McKenzie, Long Beach
Kit McKeercher, Covina
Judith L. Meyerhoff, Rancho Santa Fe
Sarah Michael, San Francisco
Eunice Miles, Santa Ana
Diane Mooney, West Covina
Frances More, La Canada
Raquel Moscoire, Panama City, Panama
María Mulira, Kampala, Uganda
Marsha Murrell, Los Angeles
Colette Nance, Los Angeles
Mary B. Nesl, San Jose
Patricia Nelson, Palos Verdes Estates
Secret Nelson, Seward, Alaska
Patricia Noonan, Seattle
Susan Norwick, San Lorenzo
Sarah Oakie, Pasadena
Tamara O'Connor, Pasadena
Barbara O'Gorman, Concord
Jill Olmsted, Lincoln, Mass.
Roberta D. Olsen, Whittier
Roberta J. Olsen, La Mesa
Kathryn Osuch, Altadena
Pamela Pattison, Los Angeles
Nikiti Peters, Seattle
Susan Perelli-Minetti, Delano
June Reed, San Marino
Caroline Reid, Hillborough
Susan Ross, San Jose
Irma Ruiz, Fremont
Jonnie Russell, Auburn, Wash.

Carol Ryerson, Claremont
Linda Schell, San Diego
Mary Schenck, Whittier
Heidi Scheuber, Pleasant Hill
Claudia Schneider, Fullerton
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Barbara Sher, Houston
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Sara Smith, San Marino
Leah Soltra, Sacramento
Sherry Spriggs, Los Angeles
Ami Stanton, Socorro, New Mex.
Phyllis Steinhaus, Scottsdale, New York
Joan Surphen, Santa Barbara
Penny S. Sutton, Long Beach
Marsha Tadano, Phoenix
Noel Thomas, Guatemala, C.A.
Linda J. Tremelling, San Jose
Christine Tubbs, Fullerton

Charlotte Vandeweghe, Oceanside, N.Y.
Nancy Veronda, San Marino
Sarah Wiley, Seattle
Joan Wilson, La Canada
Lynn Wilson, Denver
Margaret Winslip, South Lincoln, Mass.
Laurel Wisner, San Mateo
Elizabeth Witte, Glencoe, Ill.
Martha Wolfinger, Prescott, Ariz.
Margaret Wollen, Wernhister
Lyndaruth Wray, Big Bear Lake
Jamie Young, Santa Monica
Robert Zeifert, Fresno

Special Students
Janet Sue Goodell, Claremont
Marilynne B. Hampton, Riverside
GENERAL REGULATIONS

Conduct. The standards of constraint that students are expected to apply to themselves are the usual ethical standards that young women of college age are assumed to have acquired. When an individual fails to exercise discretion in her personal affairs or fails to respect the rights of others and live up to her community obligations, she is advised, privately and sympathetically, of such failure. If she declines persistently to adjust herself, it is presumed that she is unable or unwilling to benefit from the College, and appropriate action is taken. The College reserves the right to dismiss a student for cause at any time.

Marriage. Any student who plans to be married while she is enrolled in the College must inform the Dean of the College well in advance of her marriage.

Residence halls. Semester rental charges are only for the period when classes and examinations are scheduled. Students may not occupy rooms during vacations without special permission.

Automobiles. Freshmen normally are not permitted to bring cars to college. Freshmen who believe that they have a legitimate need for an automobile may apply to the Dean for an exemption from this regulation. Students maintaining motor vehicles in Claremont are subject to the following regulations:

Ownership of the car, together with its license number, must be registered with the Campus Security Department during college registration or within three days after the car is driven in Claremont. The student is responsible for displaying on her automobile the Claremont Colleges sticker affixed at the time of registering the car. At that time the student must also furnish evidence of having liability insurance. For temporary use of two weeks or less the student is obligated to obtain a temporary permit from the Campus Security Department within three days after the car is driven in Claremont, or she will be subject to penalty. A temporary sticker may be secured only once a semester. In this instance no fee is charged.

A student's car is assigned to a particular campus parking lot at the time of registration, and it may not be parked without penalty on public or private streets in the campus area or other parking lots of the College from 2:00 a.m. to 6:00 p.m. Likewise the student residing off campus may use only the parking lot to which her car is assigned. Campus curb parking is reserved for visitors and maintenance vehicles during the day.

A student registering a vehicle receives a booklet of information and regulations for which she is responsible. A driver must at all times, both on and off the campus, exercise particular care and consideration for the safety
of herself and others and must acquaint herself with the state and local traffic laws and comply with them.

No campus resident student may use or park a motorcycle or a motor scooter anywhere on the campuses, grounds, or streets of the Claremont Colleges.

Failure to comply with the regulations stated above and in the booklet of information issued to the student when she registers her vehicle shall constitute an offense against the College.

The penalty for violation of motor vehicle regulations of the Claremont Colleges may be a fine, temporary sequestration and storage of the vehicle at the student's risk and expense, loss of campus driving privileges, or suspension. Regulations are systematically enforced.

A fine is assessed for failure to register a motor vehicle within the time limit stated above or for failure to display the authorized registration sticker.

Any out-of-state or foreign student attending one of the Claremont Colleges who is under 21 years of age and who wishes to drive in California MUST within ten days after entering the State contact the California State Motor Vehicle Department, 211 Erie St., Pomona, California, to verify the validity of her driver's license and the adequacy of her insurance.

Health Service. The Claremont Colleges maintain a Health Service for students while they are on campus. Two full-time physicians and a staff of nurses provide office care at Baxter Medical Building and in-patient and emergency care at the Memorial Infirmary. Consultation and treatment in the Health Service is available to students without charge. A charge is made for medicines, laboratory tests, and special supplies. Ten days in the Infirmary are provided each year without charge for room or meals; a charge of $7.50 per day is made thereafter. Consultation and treatment by specialists in all fields can be arranged when needed. Excellent hospital facilities are available. Outside consultation, hospitalization, and surgery are arranged by the Health Service, but are not financed by the College and payment for them is a responsibility of the individual student. Health Service care is available throughout the school year with the exception of scheduled Christmas and Spring vacations.

The College does not assume responsibility for the complete medical care of its students, but only insofar as its present facilities will afford. Preventive medicine and campus health functions are stressed in the college medical program.

An accident and sickness medical expense insurance policy is available to all full-time students to protect against major costs. It is designed to supplement the care provided by the Health Service. It includes benefits for accidental injuries, hospitalization, surgery, doctor's visits in the hospital, emergency care, and ambulance. The premium is $28 for the school year; summer coverage is available for $6. Detailed information is mailed to each student, usually during August. Information is also available from the Health Service.
### Fall Semester

- **September 16, Thursday**
  - Student sponsors and officers arrive
  - Residence halls open for new students

- **September 17, Friday**
  - Residence halls open for returning students
  - Registration for returning students

- **September 22, Wednesday**
  - Classes begin at 8:00 a.m.

- **September 23, Thursday**
  - Last day for entering classes
  - Final day for withdrawal from courses without penalty

- **October 4, Monday**
  - Low grade reports due Registrar

- **October 28, Thursday**
  - Thanksgiving recess begins after last class

- **November 12, Friday**
  - Thanksgiving Day

- **November 24, Wednesday**
  - Thanksgiving recess ends at 8:00 a.m.

- **November 25, Thursday**
  - Christmas vacation begins at noon

- **November 29, Monday**
  - Christmas vacation ends at 8:00 a.m.

- **December 18, Saturday**
  - Last day of classes for the first semester

- **January 3, Monday**
  - Final examination period begins

- **January 20, Thursday**
  - Final examination period ends

- **January 24, Monday**
  - First semester ends

### Spring Semester

- **February 7, Monday**
  - Registration for all students

- **February 17, Thursday**
  - Classes begin at 8:00 a.m.

- **March 14, Monday**
  - Last day for entering classes

- **March 28, Monday**
  - Final day for withdrawal from courses without penalty

- **April 4, Saturday**
  - Low grade reports due Registrar

- **April 10, Sunday**
  - Spring vacation begins at noon

- **April 11, Monday**
  - Easter

- **May 25, Wednesday**
  - Spring vacation ends at 8:00 a.m.

- **May 27, Friday**
  - Last day of classes

- **June 4, Saturday**
  - Final examination period begins

- **June 5, Sunday**
  - Final examination period ends

- **September 15, Friday**
  - Commencement 1966-67

- **September 19, Tuesday**
  - Residence halls open for new students

- **September 22, Wednesday**
  - Residence halls open for returning students
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