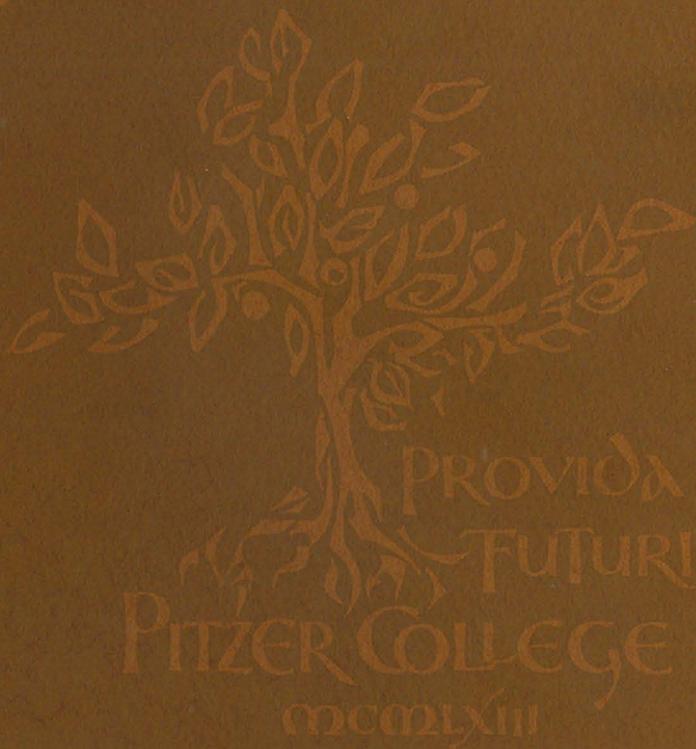


Pitzer College Bulletin: 1964-65 Catalog



Pitzer College, one of the Claremont Colleges, is a small, independent, residential, liberal arts college for women with curricular emphasis on the social and behavioral sciences. Inquiries about admission may be addressed to: Admission Office, Pitzer Hall, Claremont, California.

VOLUME II, NUMBER I, SEPTEMBER 1964

Published quarterly by Pitzer College, Claremont, California. Entered as second class matter on November 8, 1963, at the Post Office at Claremont, California, under Act of August 24, 1912.

Pitzer College Bulletin, 1964-65 Catalog



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THE FOUNDING



Life for the new college begins as the president and staff meet with the architect who is to design the campus . . .

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



. . . and trustees gather to lay plans for the future

While President Atherton and Board Chairman Bernard contemplate the tasks ahead, construction begins

study of man.' Of course, there was never any intention to depart from the fundamental principles of education in the liberal arts, principles to 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 facili-

ties, 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

As buildings take shape visits from faculty and administrators become frequent



founders, joined the Board of Trustees.

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 soon brought in William Frenaye to help him with development and general planning.

Was it possible to bring in the first entering class in the fall of 1964? The Trustees and the staff finally decided it was, and the Admission Office, which also serves Claremont Men's College and Harvey Mudd College, began its search for pioneering young women who might want to share in the excitement of founding a college.

It always seemed that there was not enough time, yet things got done. The first catalog was published. Temporary offices were established in Pitzer Hall North on the Claremont Men's College campus. Madeline Frishman and Ann Willcox joined the staff to bring a much-needed woman's touch. The college color was chosen, and finding just the right orange was not easy. President Atherton toured the country in his quest for Faculty. Plans were drawn for the first two buildings—Scott Hall, which will provide office and class room space, and Sanborn Hall, a residence hall for 200. First ideas on the curriculum pleased everyone, and a news-letter was prepared to describe them. The campus was graded, and ground was broken for the buildings.

The Trustees met frequently, bringing their ideas and spirit to the

plans. The appointment of several able teacher-scholars to the Faculty was announced in another news-letter. The Admission Office reported enthusiastic response to their description of the new College, and applications arrived in surprising numbers. There were numerous gifts from Trustees and others to support scholarships and similar necessities.

The pace got faster. The buildings rose to their two stories. The entering class was chosen. All the girls who were accepted were well qualified; they came from sixteen states and five foreign countries and had widely varied backgrounds. In June the Faculty, called in from all over the country, had its first meeting. They met the staff and each other; they explored the buildings; for four days they discussed and planned and made decisions that laid important guide-lines for the future.

Now—as this is written—it is July. Scott Hall and Sanborn Hall are nearly ready. Faculty are beginning to move to Claremont. The first entering group—the pioneers—will arrive in just two months. Pitzer College is about to come alive.

The president escorts a trustee through the courtyard of Sanborn Hall



By early summer the faculty have met for the first time to discuss academic matters

OPEN LETTER FROM THE PRESIDENT

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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; 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 ambitions — 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.

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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.

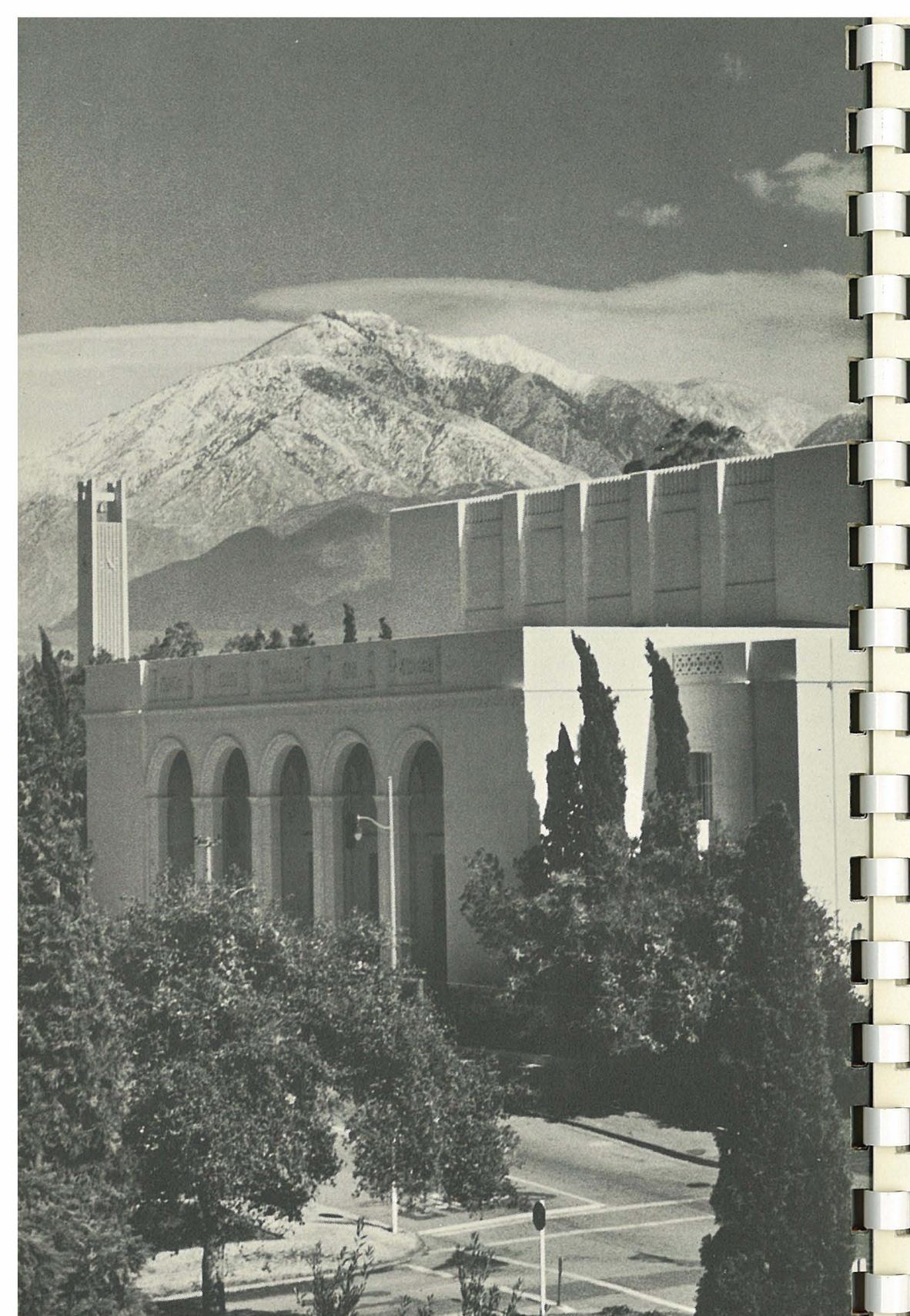
The region abounds in educational and cultural advantages. In addition to the Claremont and Pomona Public Libraries, the renowned Huntington Memorial Library is less than an hour away. Los Angeles, Pasadena, and Hollywood provide the best in music, drama, and the fine arts. The area is also noted for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

Recreational facilities are also close at hand. Students can participate in winter sports (usually from December through March) 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.

THE CLAREMONT COLLEGES

IN 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

Aerial view of Claremont



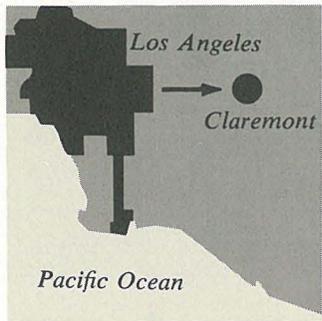
for women, emphasizing the humanities, Claremont Men's College, a liberal arts college specializing in economics and government, Harvey Mudd College, a coeducational college of engineering and physical sciences, and Pitzer College. Land is available, north of the present campuses, for the establishment 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 (over 400,000 volumes), the Baxter Science Laboratory, an infirmary and a dispensary, a 2500 seat auditorium, a central business office, a plant maintenance department, 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, 87 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.

The Claremont Colleges' Bridges Auditorium



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" (dotted line on the map), 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.

CLAREMONT GRADUATE SCHOOL & UNIVERSITY CENTER

- 1 Science Bldg. (H.M.C.)
- 2 Graduate Residence Halls
- 3 Baxter Science Laboratory
- 4 Harper Hall
- 5 Residence House
- 6 Dean's House
- 7 President's House
- 8 Harvey Mudd Quadrangle

AFFILIATED INSTITUTIONS

- a Francis Bacon Library
- b Western Personnel Institute
- c Blaisdell Institute
- d Rancho Santa Ana Botanical Garden

JOINT FACILITIES

- A Garrison Theater
- B McAlister Religious Center
- C Honnold Library
- D Pendleton Business Building
- E Faculty House
- F Baxter Medical Bldg.
- G Bridges Auditorium
- H Maintenance Shops and Campus Security
- J Memorial Infirmary

CLAREMONT MEN'S COLLEGE

- 1 President's House
- 2 Pitzer Hall
- 3 Pitzer Hall North
- 4 Pitzer Hall South
- 5 McKenna Coffee Shop
- 6 McKenna Auditorium
- 7 The Book Store
- 8 Wohlford Hall

- 9 Boswell Hall
- 10 Appleby Hall
- 11 Green Hall
- 12 Story House
- 13 Collins Hall
- 14 Claremont Hall
- 15 Beckett Hall
- 16 Berger Hall
- 17 Marks Hall
- 18 Benson Hall
- 19 Parents' Field
- 20 North Field
- 21 Voit Pool and Field House
- 22 Gymnasium
- 23 South Field

HARVEY MUDD COLLEGE

- 1 Thomas-Garrett Hall
- 2 Joseph B. Platt Campus Center
- 3 Kingston Hall
- 4 Swimming Pool
- 5, 6, 7 Dormitories
- 8 President's House

PITZER COLLEGE

- 1 Scott Hall
- 2 Sanborn Hall

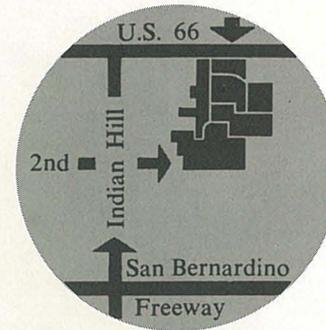
POMONA COLLEGE

- 1 Harwood Garden
- 2 Walker Hall
- 3 Smith Tower
- 4 Frary Hall
- 5 Clark Hall
- 6 Norton Hall
- 7 Athearn Field
- 8 Seaver Laboratory, Biology - Geology
- 9 Seaver Laboratory, Chemistry
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Pearsons Hall
- 14 Holmes Hall
- 15 Edmunds Hall

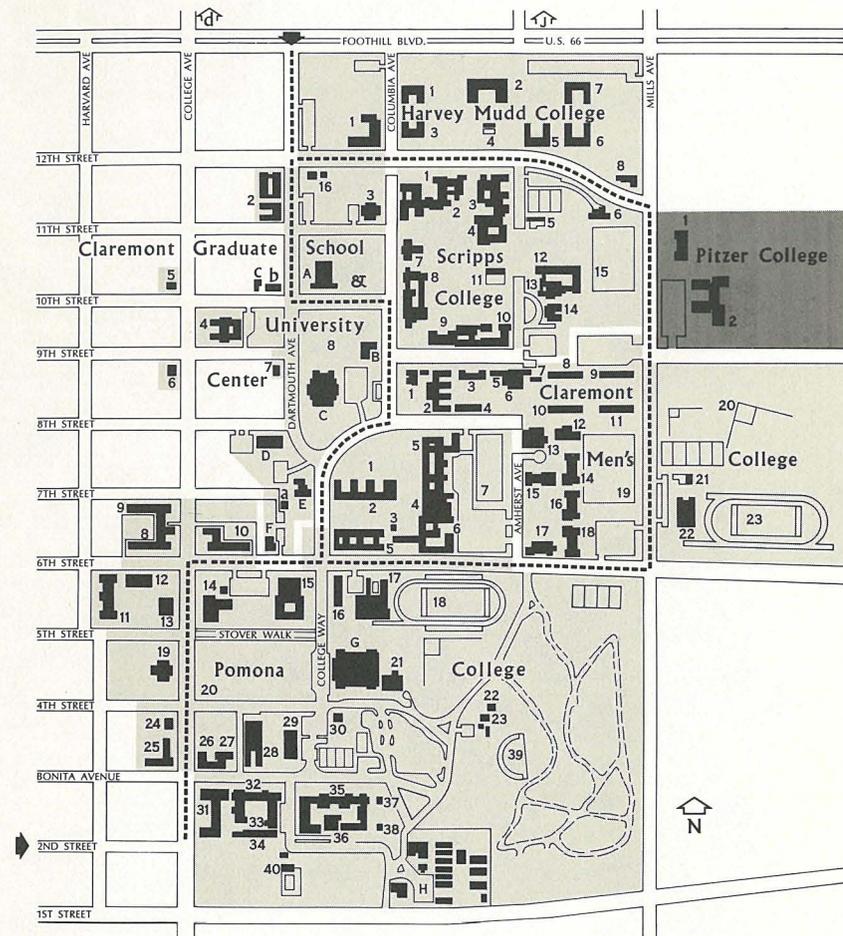
- 16 Smiley Hall
- 17 Memorial Pool and Gymnasium
- 18 Alumni Field
- 19 Carnegie Building
- 20 Marston Quadrangle
- 21 Renwick Gymnasium
- 22 Astronomy Laboratory
- 23 Brackett Observatory
- 24 President's House
- 25 Claremont Inn
- 26 Montgomery Art Bldg.
- 27 Rembrandt Hall
- 28 Bridges Hall of Music
- 29 Sumner Hall
- 30 Replica House
- 31 Wig Hall
- 32 Harwood Court
- 33 Harwood Dining Hall
- 34 Olney Dining Hall
- 35 Blaisdell Hall Mudd Hall
- 36 Gibson Dining Hall
- 37 Maison Francaise
- 38 Deutesch Haus
- 39 Greek Theater
- 40 Gladys Pendleton Swimming Pool

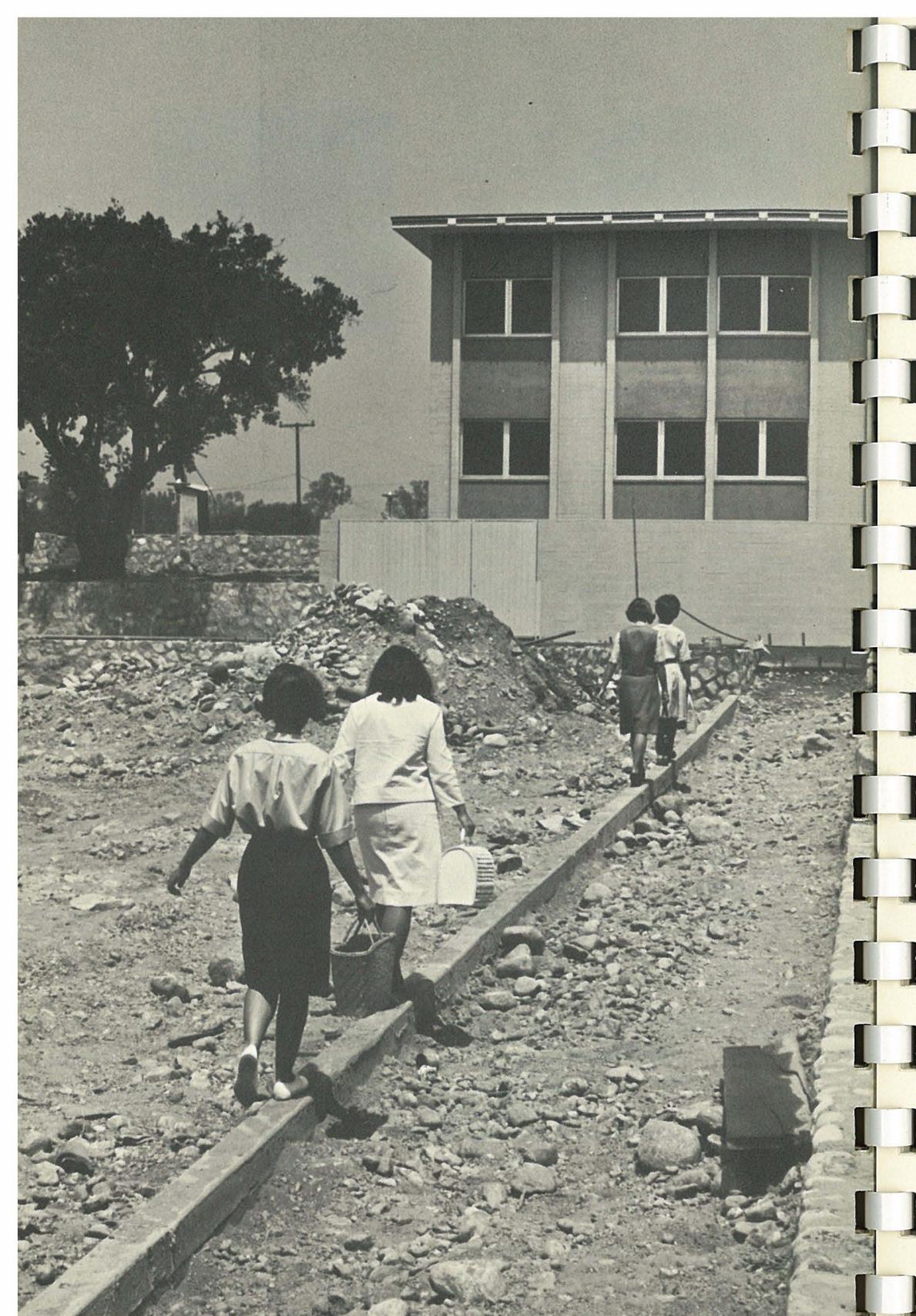
SCRIPPS COLLEGE

- 1 Grace Scripps Hall
- 2 Toll Hall
- 3 Browning Hall
- 4 Dorsey Hall
- 5 Swimming Pool
- 6 Service Building
- 7 Denison Library
- 8 Balch Hall
- 9 Lang Art Building
- 10 Music Building and Dance Studio
- 11 Margaret Fowler Garden
- 12 Kimberly Hall
- 13 Wilbur Hall
- 14 President's House
- 15 Alumnae Field
- 16 Eyre Nursery School



MAP OF THE COLLEGES





CAMPUS AND BUILDINGS

THE PITZER CAMPUS consists of twenty acres located across Mills Avenue east of the Scripps campus and just north of the Claremont Men's College-Harvey Mudd College playing fields. Tentative architectural plans for the entire plant have been drawn, including Scott Hall, for all Faculty and administrative offices, Sanborn Hall, a residence hall for 200, two additional residence halls, each for 200, a class-room center, a dining hall, and a student union with a small auditorium. Scott Hall, named in memory of the family of Ina Scott Pitzer, and Sanborn Hall, named in memory of Flora Sanborn Pitzer, will be ready for occupancy in September, 1964. At present it seems likely that the second residence hall will be completed by September, 1965.

Pitzer College students will have their meals in Collins Hall at Claremont Men's College until their own dining hall is constructed. They will have the use of the Claremont Men's College Student Union and McKenna Auditorium, which provide a lounge, offices for student organizations, a fountain, and a ballroom-auditorium (650 seats). 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 over 400,000 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 2500 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 Coloney 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.

STUDENT LIFE

BECAUSE the education of a student goes on every waking minute, the non-academic aspects of the College are important. Pitzer will do its best to provide comfortable and attractive living quarters and a full social and extra-curricular program for its students.

ORIENTATION WEEK. The program of Orientation Week, preceding the opening of college in September, includes orientation lectures, social

events, aptitude testing, placement examinations, and conferences about curriculum. Detailed instructions are mailed to every entering student during the summer.

HOUSING AND DINING FACILITIES. The first residence hall, Sanborn Hall, will accommodate 200 students. All rooms are double, with a bath between each pair of rooms. All students will live in the residence hall except, perhaps, those whose homes are in Claremont. All rooms will be furnished; each student will be provided with a bed, half of a double dresser, a desk, a desk chair, and a swing-arm wall lamp, and each room will have bookshelves, curtains, and ample closet space. The residence hall will be equipped so that it will be possible for any girl to hear without leaving her room lectures, language tapes, or music originating in some other part of the College. The building will include an attractive lounge for meetings, seminars, and social activities. The lounge will be fitted for closed-circuit television as an additional means for bringing instruction into the College's living quarters.

Until the dining hall is built, Pitzer students will have most of their meals in Collins Hall at Claremont Men's College, where food is prepared under the supervision of an expert dietician. Plans are under way for considerable interchange of students at meals not only with Claremont, but also with Scripps (mainly Wilbur Hall) and Harvey Mudd.

STUDENT COUNSELING. Pitzer plans to remain a small college; the President, the deans, and all Faculty members will be readily available to students for educational, vocational, or personal counseling. In addition, each student will be assigned, during Orientation Week, to a Faculty adviser to whom she will have ready access. Also the Claremont Colleges Psychological Clinic and Counseling Center offers the service of a full-time psychologist, a consulting psychiatrist, and a staff for testing and guidance.

EXTRA-CURRICULAR ACTIVITIES. *Student Government.* The College will encourage students to develop both independence and a sense of responsibility by delegating to them the management of many of their own affairs. Provision for an active Student Government will be made.

Religious Activities. Every student will be 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 will be welcome to attend and participate in chapel services held by Pomona College, vesper services at Scripps, and other religious activities at the McAlister Religious Center.

Newspaper. Pitzer students will be welcome to assist in the editing and publishing of *The Associate*, the weekly student newspaper serving Claremont, Scripps, Harvey Mudd, and now Pitzer.

Dramatics. Several dramatic productions are staged each year by Siddons Club, which is open to Claremont, Scripps, Harvey Mudd, and Pitzer students. Complete stage facilities are provided in the Garrison Theater.



*A Siddons Club production (left)
Garrison Theater (right)*



Other organizations. The very successful Forensic Society at Claremont Men's College will be open to Pitzer students, as will the excellent Pomona College orchestra, the Scripps College Glee Club, and other organizations on all of the Claremont campuses.



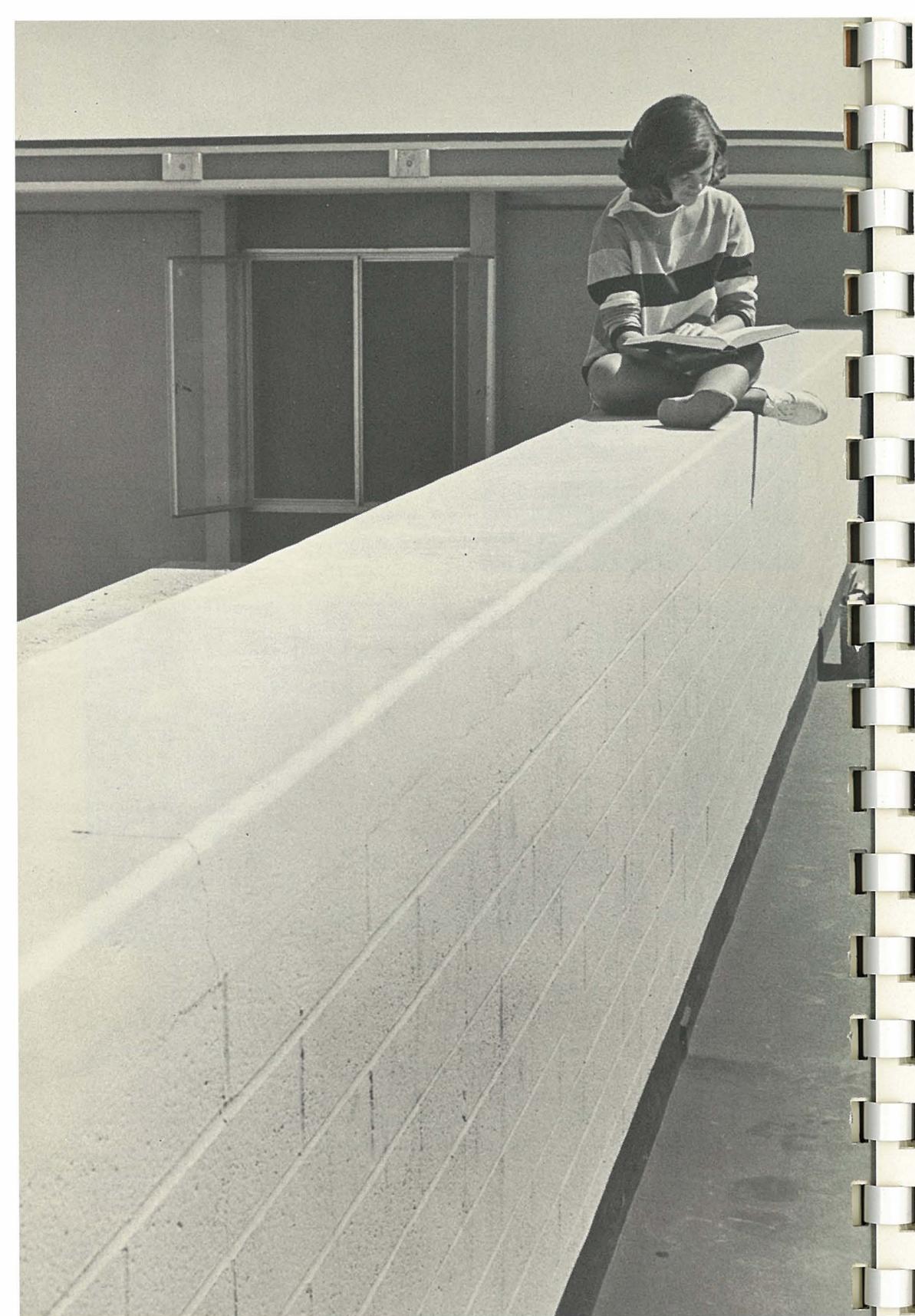
Leisure moments in McKenna lounge

Concert and Theatrical Series. Two series of personal appearances by notable artists are presented each year in Bridges Auditorium. Students are admitted free to one, the Artist Course, which offers in 1964-65 pianist Lee Luvisi, violinist Isaac Stern, the Vienna Boys Choir, and two concerts by the Los Angeles Philharmonic Orchestra.

The second series, Celebrity Events, open to students at special rates, presents this season the Stratford Festival Company's "H.M.S. Pinafore," Boris Goldovsky's Grand Opera Theater in Mozart's "Don Giovanni," and the Chicago Symphony Orchestra. In addition, the Garrison Theater presents the Allen Series, offering this year Cornelia Otis Skinner as "The Wives of Henry VIII," Basil Rathbone interpreting Shakespeare, and Emyln Williams as "Charles Dickens."

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.)

PSYCHOLOGICAL CLINIC. The Psychological Clinic and Counseling Center, located in the lower level of McAlister Religious Center, provides psychological services free of charge to the students of the Claremont Colleges. The Center helps students with personal problems, difficulties with reading or study habits, or career planning problems.



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 College expects to give 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.

The freshman class is limited to approximately 125 for the present. New students are admitted in September and February.

SUBJECT REQUIREMENTS. No set pattern in 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. Anyone who is in doubt about whether the Admission Office has every item is invited to inquire.

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.

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The credentials required are:

Application—Form 1. 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, De-



*Collins Dining Hall
(left)
A room in Sanborn
Hall (right)*

cember, or January and the Achievement Tests in January or March. However, the March Scholastic Aptitude Test is acceptable, as are Achievement Tests taken in December or January (or in the junior year). It should be emphasized that no candidate is at a disadvantage because she takes Achievement Tests earlier than March; 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 592, Princeton, New Jersey.

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Personal Interview. Every applicant from Southern California is required to schedule a personal interview at the College. A candidate from another area is welcome to visit the College for an interview but is not required to do so. It should be noted that there is no need to postpone an interview until all credentials are on file. A candidate may make her appointment at any time during the year by calling or writing the Ad-

mission Office. HOWEVER, NO INTERVIEW CAN BE SCHEDULED AFTER MARCH 1.

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. No one can be considered who has not done well at the institution from which she applies. Advanced standing for more than two years is rarely granted. 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). 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

AT PITZER COLLEGE the inclusive charge for tuition, room, and board is \$1250 per semester in 1964-65. (The charge will be \$1300 per semester in 1965-66, and it can probably be expected to rise at the rate of about \$50 per semester every other year, due to growing costs.) 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.

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 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 will be \$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, arrange-



Homold Library

ments 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 it is expected that financial aid will be available to very nearly all who are admitted and who need it.

SCHOLARSHIPS. There are scholarships as large as \$2500 per 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.

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. Academic distinction in incoming students is rewarded with Honors at Entrance, which are given each year to a small number of entering freshmen who have had outstanding secondary school records. The award of Honors at Entrance involves no stipend, although it may go to a student who also has a scholarship.

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.

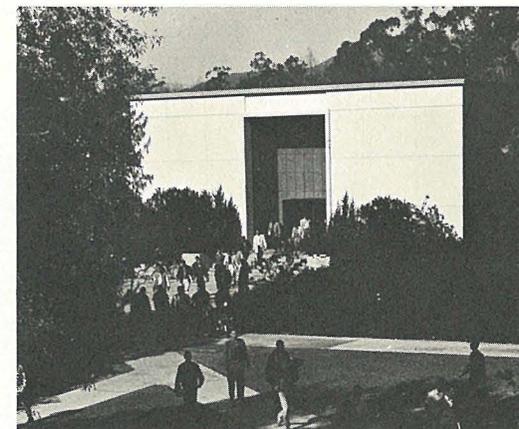
The Haynes Foundation Scholarship. The Haynes Foundation has provided a scholarship for a junior or senior who is majoring in the social sciences.

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

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

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

McKenna Auditorium



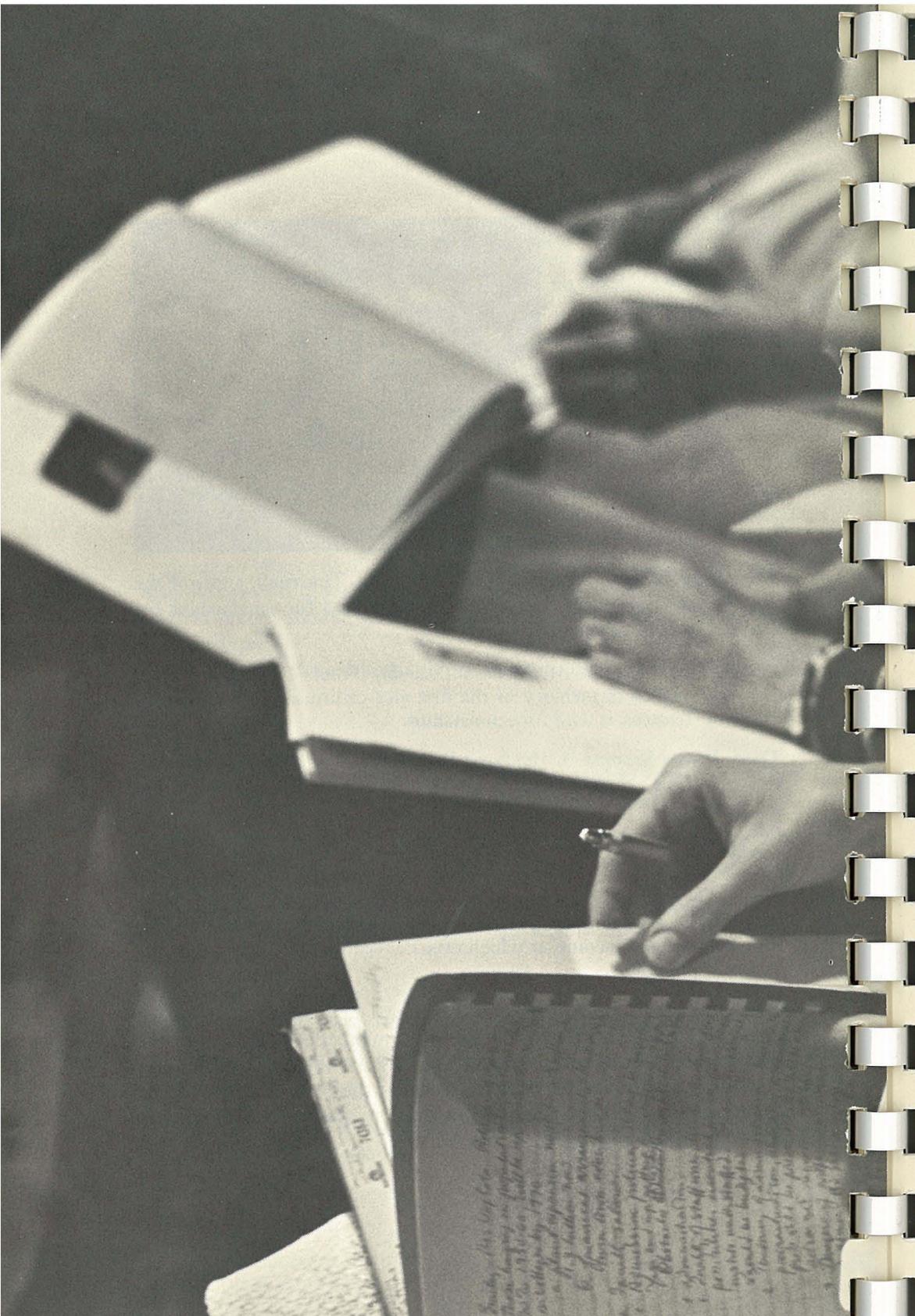
The Mabel Wilson Richards Scholarship Fund. This fund, a gift of the Mabel Wilson Richards Scholarship Fund, is used for scholarships for students from Los Angeles County.

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.

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. No repayment is expected until the student has an established income, at which time convenient quarterly payments may be arranged.

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.



CURRICULUM

THE EDUCATIONAL OBJECTIVE of Pitzer College is a graduate who is able to take her place in family, community, and professional life with wisdom, competence, and grace. The curriculum—a liberal arts curriculum—is designed to produce just such graduates. It requires that each student:

- attain fluency in the use of the English language.
- successfully complete a common core of studies in the social sciences in order that she may have some understanding of social, economic, and political institutions and problems.
- successfully complete a common core of studies in the humanities in order that she may have some knowledge of ethical and spiritual values and some appreciation for literature and the arts.
- become sufficiently skillful in the use of one foreign language that she may approach understanding another culture through its own literature.
- become intelligently aware of contemporary science and mathematics.
- attain some depth of understanding in one field of knowledge—her major. While many Pitzer students will probably major in psychology, sociology, or anthropology—the College's principal fields of emphasis—most other liberal arts areas of study will be open to them through cooperation with the other Claremont Colleges.

The curriculum takes four years to complete and leads to the degree of Bachelor of Arts.

FRESHMAN PROGRAM. The normal course of studies for a freshman consists of five three-unit courses each semester—English, humanities, a social science, a natural science, and “The Fifth Course.” Permission to modify this basic program may be granted by the Faculty upon the recommendation of the adviser. Foreign language, for example, may be substituted for the natural science.

“The Fifth Course,” as it is conceived at present, will be part of every Pitzer student's program throughout her four years. It is designed to

provide an opportunity for independent study and research, for the isolation and analysis of any of numerous problems related to human growth and behavior. While students in the Fifth Course will have Faculty supervision and will be expected to produce research papers, they will not have regular, conventional class meetings.

All freshmen will take one course in physical education each semester.

SOPHOMORE PROGRAM. While plans for the sophomore course of studies may change considerably before the first freshmen become sophomores, they now call for a second year of humanities, a second year of social science, mathematics, foreign language or a natural science or both, and the Fifth Course. Postponement of requirements will be permitted if it serves a student's educational objectives; Pitzer is determined to avoid the rigidity that often characterizes the first two years of college study. As a rule, a Pitzer student will not be required to choose her major field until the end of her sophomore year.

STUDY ABROAD. Students who wish to pursue a portion of their studies in a foreign college or university should make application to the Faculty early in the prior year. The request should contain a detailed plan for study or research and an indication of the student's competence in a foreign language, if necessary.

Not all students find study abroad in their undergraduate years a profitable experience. Any student who is interested should explore the question thoroughly with her Faculty adviser.



COURSES OF STUDY

FOLLOWING is a list of courses which will be offered by the Pitzer College Faculty in 1964-65. In the first year or two a Pitzer student will have a fairly free choice of courses offered in the other Claremont Colleges. 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.

The suffixes on course numbers indicate:

- g—an intercollegiate course offered by Claremont Graduate School.
- c—a course offered by Claremont Graduate School.
- m—a course offered by Claremont Men's College.
- h—a course offered by Harvey Mudd College.
- p—a course offered by Pomona College.
- s—a course offered by Scripps College.

Freshman and sophomore courses are numbered 1-99, junior and senior courses, 100-199.

Anthropology

55a INTRODUCTION TO ANTHROPOLOGY

An introduction to anthropology: the major fields. Theoretical and substantive foundations of the sub-disciplines of anthropology: cultural anthropology, physical anthropology, linguistics, and archeology. Interrelations among the sub-disciplines and the use of each in gaining an understanding of man. 3 units. *Mr. Munroe, Mr. Park*

55b INTRODUCTION TO ANTHROPOLOGY

An introduction to anthropology: fundamentals of cultural anthropology. The place of cultural anthropology among the behavioral sciences. Aspects of culture. Nature of culture. 3 units. *Mr. Munroe, Mr. Park*

102 CULTURAL ANTHROPOLOGY OF LATIN AMERICA 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. 3 units. *Mr. Park*

130 CULTURES OF THE WORLD AND THE UNITED STATES

Contemporary culture of the United States viewed as one case in the world sample of societies—an anthropological analysis. Individual ethnographic research on aspects of U.S. culture. 3 units. *Mr. Munroe*

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*

180 TUTORIAL SEMINAR 3 units. *Mr. Munroe*

269c 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 Claremont Graduate School but open to qualified undergraduates. 3 units. *Mr. Park*

38

Courses offered at Pomona College as part of the Joint Program in Anthropology

53 P HUMAN AND CULTURAL EVOLUTION. 3 units. *Mr. Leslie*

54 P THE HUMAN CONDITION. 3 units. *Mr. Leslie*

101 P CULTURAL ANTHROPOLOGY OF AFROASIA. 3 units. *Mr. Leslie*

121 P PRECOLUMBIAN CIVILIZATIONS OF LATIN AMERICA. 3 units. *Mr. Leslie*

Biology

43-44 GENERAL BIOLOGY

Functional mechanisms in microorganisms, plants, and animals; major biological concepts, including taxonomy and structure, physiology, genetics, evolution, and ecology. Lecture and laboratory. Laboratory fee: \$6 each semester. 4 units per semester. *Mr. Guthrie and Staff*

Classics

120 GREEK ART AND ARCHAEOLOGY

An introductory survey of Greek sculpture, architecture, and vase painting from 400 to 300 B.C. Considerable attention is given to the major archaeological sites and their historical significance. Discussion of archaeological methods. 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 problem of comparative mythology and the related areas of archaeology and history. 3 units. *Mr. Glass*

Courses offered at Pomona College and Scripps College as part of the Joint Program in Classics

51 a-b P ELEMENTARY GREEK. 3 units. *Mr. Carroll*

57 P INTERMEDIATE LATIN. 3 units. *Mr. Carroll*

101 P INTERMEDIATE GREEK. 3 units. *Mr. Carroll*

181 a-b P LATIN READINGS AND COMPOSITION. 3 units. *Mr. Carroll*

1104 S THE ROMAN DRAMA. 3 units. *Mr. Palmer*

1105 S LUCRETIUS. 3 units. *Mr. Palmer*

1106 S GREEK AND ROMAN COMEDY. 3 units. *Mr. Palmer*

1178 S THE ROMAN ELEGY. 3 units. *Mr. Palmer*

English

10-11 COMPOSITION AND LITERATURE

It is the purpose of English 10-11 to teach students to read critically, think logically, and write clear, precise, coherent expository and argumentative papers; considerable attention is also given to oral communication. 3 units per semester. Required for freshmen. *Staff*

50 CONTEMPORARY DRAMA

A survey of recent dramatic literature from Ibsen to Albee, with readings in the drama of France, Germany, Russia, Spain, England, and the United States. 3 units. *Mrs. Levy*

110 THE NEGRO IN AMERICAN LITERATURE

A study of Negro writers, including Wright, Hughes, Lomax, Baldwin, and others, and a study of the Negro in American Literature from Harriet Beecher Stowe to William Faulkner. 3 units. *Mrs. Levy*

139 JAPANESE LITERATURE AND CULTURE

A study of Japanese culture seen through the literature of significant periods in Japanese history. Works of the Heian, the Tokugawa, and modern periods are read and discussed. 3 units. *Mr. Atherton*

39

Geography

10 PHYSICAL GEOGRAPHY

An introduction to the field of geography as an integrative study encompassing both the physical and social sciences; the geographic technique and viewpoint. A study of the earth in space (the earth as a planet) and analysis of the geographic aspects of the elements of the natural environment (especially weather and climate; natural vegetation and soils; landforms and water bodies) and their integrated patterns of world distribution. 3 units. *Mr. Stanley*

11 CULTURAL GEOGRAPHY

A continuation of Geography 10. A study and analysis of the cultural elements of geography (especially population distribution, growth, and pressure; agriculture and water resources; distribution of minerals and energy resources; world-wide patterns of industrialization and urbanization and the concept of megalopolis). A survey of the critical issues confronting the industrialized nations and the under-developed world and the problem of the distribution and conservation of earth's raw materials and natural resources. 3 units. *Mr. Stanley*

120 POLITICAL GEOGRAPHY

The principles of political geography analyzed through the study of selected focal areas, actually or potentially dangerous to the peace of the world, and the problems associated with present-day world tension. Intensive investigation of the primary factors in political geography (spatial, human, cultural, and economic factors; war and the dynamic impact of technology; peace and disarmament). 3 units. *Mr. Stanley*

140 GEOGRAPHY OF AFRICA

The broad physical and human patterns of Africa as a background to selected regional problems of economic and political development. The place of Africa in contemporary world affairs. 3 units. *Mr. Stanley*

258c GEOGRAPHY OF EASTERN EUROPE

A geographic analysis of the political, economic, and social structure of the Communist countries of Eastern Europe, interpreted in the light of physical and historical conditions. Studies of the principal regions (with emphasis on Yugoslavia and Poland) and the role of geographic factors in current Eastern European issues and problems. Offered at Claremont Graduate School but open to qualified undergraduates. 3 units. *Mr. Stanley*

History

1-2 WESTERN CIVILIZATION

A year course designed to acquaint the student with a view of man's achievements in religion, philosophy, literature, history, and the fine arts. Reading and class discussion includes representative masterpieces from ancient Greece to the twentieth century. 3 units per semester. *Staff*

150 THE INDIVIDUAL IN HISTORY

An examination of the impact of individuals such as Hitler, Churchill, Mme. Curie, and Freud on the course of history, with special emphasis on modern Europe. Members of the class will examine the interplay of individual personality and social forces through reading, reports, and class discussions. Previous course work in modern European history is desirable but not required. 3 units. *Mr. Warmbrunn*

Physical Science

21 PRINCIPLES OF PHYSICS AND CHEMISTRY

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: Calculus preceding or accompanying the course. Lectures and laboratory. Laboratory fee: \$6. Breakage deposit: \$10. 4 units. *Mr. Lowry*

22 PRINCIPLES OF CHEMISTRY

The properties of solutions, oxidation-reduction, kinetics, equilibrium, and electrochemistry are discussed. The laboratory covers aspects of qualitative and quantitative analysis. Prerequisite: S21. Lectures and laboratory. Laboratory fee: \$6. Breakage deposit: \$5. 4 units. *Mr. Lowry*

32 PRINCIPLES OF PHYSICS

A continuation of Physical Science 21, 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: Physical Science 21; advanced calculus preceding or accompanying the course. Lectures and laboratory. Fee: \$5. 4 units. *Mr. Dart*

50-51 PHYSICAL SCIENCE

An introduction to the physical sciences as an integrated and expanding field of knowledge. Lectures and laboratory exercises emphasize the general fields of astronomy, chemistry, physics, and geology and their interrelations. 4 units per semester. *Staff*

71 ORGANIC CHEMISTRY

The structure, synthesis, and mechanism of reaction of organic compounds. Prerequisite: Physical Science 22. Lecture and laboratory. Laboratory fee: \$6 each semester. Breakage deposit: \$10. 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: Physical Science 32; advanced calculus preceding or accompanying the course. Lectures and laboratory. Laboratory fee: \$5. 4 units. *Mr. Dart*

Psychology

10 PSYCHOLOGY OF THE POST-ADOLESCENT

Orientation to the use of psychological principles in problems and circumstances observed in college life and in later life. Particular attention is given to the problems of women in fulfilling their multiple roles of student, wife, mother, professional woman, and citizen. 3 units. *Mrs. Elmott*

53 PSYCHOLOGY AS A BEHAVIORAL SCIENCE

As introduction to basic psychological concepts, methods, and findings in human development, motivation, emotion, perception, cognition, and personality. Emphasizes understanding man's individual and social behavior. 3 units. Mrs. Munroe

130 THE EXCEPTIONAL PERSON AND SOCIETY

The growth and development of the exceptional personality in contemporary society. Methods of identification and testing, experimental teaching, and guidance. Problems in the interaction of unusual persons with family and social conventions and mores. 3 units. Mrs. Elmott

Sociology

54 SOCIOLOGY AS A BEHAVIORAL SCIENCE

An introduction to basic constructs and techniques in sociological analysis (social organization, cultural socialization, stratification, primary group). Emphasizes understanding of man's behavior in institutional situations (family, city, industry, politics, minorities). 3 units. Mr. Fowler

Intercollegiate Courses

The following courses are offered by Claremont Graduate School but are freely open to undergraduates in any of the Claremont Colleges, assuming any prerequisites have been met.

ECONOMICS 102 G Corporation Finance. Mr. Friedland
111 G Labor Economics. Mr. Sultan

ENGLISH 165 G Folksong and Balladry. Mr. Friedman

GOVERNMENT 126 G The Communist World I: USSR and Eastern Europe.
Mr. Neal

127 G The Communist World II: International Communism.
Mr. Neal

140 G Public Administration. Mr. Blair

175 G Behavioral Theory. Mr. Jordan

HISTORY 115 G Colonial America 1607-1763. Mr. Adair

123 G The American Nation 1763-1815. Mr. Adair

124 G The United States in the Twentieth Century.
Mr. Niven

PSYCHOLOGY 131 G Abnormal Psychology. Mr. Oskamp

RELIGION 107 G Western Religious Heritage. Mr. Hutchison

Fields in which other courses are available at Claremont Men's College, Harvey Mudd College, Pomona College, and Scripps College are:

ART: Pomona College, Scripps College

AMERICAN STUDIES: Pomona College

ANTHROPOLOGY: Pomona College

ASIAN STUDIES: Pomona College

ASTRONOMY: Pomona College

BIOLOGY: Claremont Men's College, Pomona College

BOTANY: Pomona College

CHEMISTRY: Claremont Men's College, Harvey Mudd College, Pomona College

CHINESE: Pomona College

CLASSICS: Pomona College, Scripps College

ECONOMICS: Claremont Men's College, Pomona College

ENGLISH: Claremont Men's College, Harvey Mudd College, Scripps College

FRENCH: Claremont Men's College, Pomona College, Scripps College

GEOLOGY: Pomona College

GERMAN: Harvey Mudd College, Pomona College

GOVERNMENT: Claremont Men's College, Pomona College

GREEK: Pomona College, Scripps College

HISTORY: Claremont Men's College, Harvey Mudd College, Pomona College, Scripps College

INTERNATIONAL RELATIONS: Claremont Men's College, Pomona College

ITALIAN: Pomona College

LATIN: Pomona College, Scripps College

MATHEMATICS: Claremont Men's College, Harvey Mudd College, Pomona College

MUSIC: Pomona College, Scripps College

PHILOSOPHY: Claremont Men's College, Harvey Mudd College, Pomona College, Scripps College

PHYSICS: Claremont Men's College, Harvey Mudd College, Pomona College

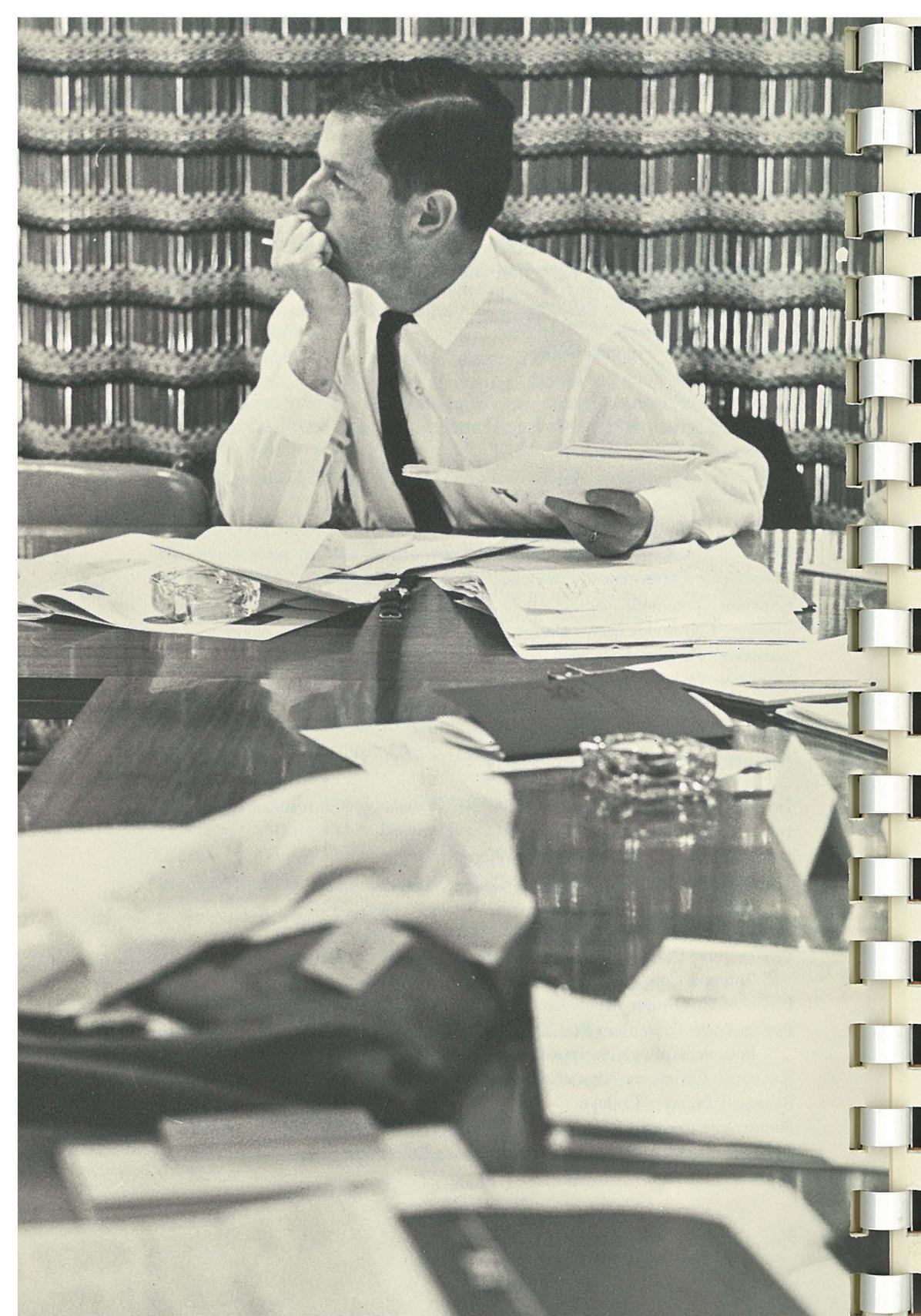
PSYCHOLOGY: Claremont Men's College, Harvey Mudd College, Pomona College, Scripps College

RELIGION: Claremont Men's College, Pomona College, Scripps College

RUSSIAN: Pomona College

SOCIOLOGY: Pomona College

SPANISH: Claremont Men's College, Pomona College, Scripps College



FACULTY

JOHN W. ATHERTON, *President and Professor of English, 1963*
(See under Administration.)

FREEMAN C. BOVARD, *Professor of Chemistry, 1964*
A.B., Pomona College; Ph.D., Iowa State College; was chemist for Shell Development, Stine Laboratory, and DuPont; did research under a National Institutes of Health Fellowship; has taught at the University of Washington School of Medicine and teaches also at Claremont Men's College.

S. LEONARD DART, *Professor of Physics, 1964*
B.A. Oberlin College; M.A., Ph.D., University of Notre Dame; taught at Notre Dame; was consulting or research physicist for Armstrong Cork, General Tire and Rubber, Rubber Reserve Co., American Viscose, Dow, and the Los Angeles County Cardiovascular Research Laboratory at the U.C.L.A. Medical Center; also teaches at Claremont Men's College.

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

C. RAYMOND FOWLER, *Instructor in Sociology, 1964*
B.A., Pomona College; B.D., Pacific School of Religion; Doctoral candidate, University of Southern California; was Assistant Minister at the Claremont Congregational Church; taught at the American Collegiate Institute in Turkey and at Southern California; was a marriage counselor at the Los Angeles Planned Parenthood Center.

STEPHEN L. GLASS, *Instructor in Classics, 1964*
B.A., Pomona College; M.A. and doctoral candidate, University of Pennsylvania; has held Woodrow Wilson and Harrison Fellowships; taught at the University of Kansas.

DANIEL A. GUTHRIE, *Assistant Professor of Biology, 1964*
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Massachusetts; taught at Harvard and Amherst; also teaches at Claremont Men's College.

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; taught at Stanford and did research for the Stanford Research Institute and for Dow; also teaches at Claremont Men's College.

Date denotes year of appointment.

R. LEE MUNROE, *Assistant Professor of Cultural Anthropology, 1964*
B.A., University of California (Berkeley); Ph.D., Harvard University; has done anthropological field work in British Honduras and the American Southwest; has done research at the Laboratory of Human Development at Harvard.

RUTH H. MUNROE, *Instructor in Social Psychology, 1964*
A.B., Antioch College; Ed. M., Ph.D., Harvard University; has done anthropological field work in British Honduras; has done research at the Boston Children's Hospital and has taught at Harvard.

GEORGE K. PARK, *Associate Professor of Sociology, 1964*
A.B., Yale University; M.A., Ph.D., University of Chicago; has done research at the University of Cambridge, in Oslo, at the East African Institute in Uganda, and at the University of Pittsburgh; taught at Ohio State University and at Ohio University.

EMILIO J. STANLEY, *Assistant Professor of Political Geography, 1964*
B.A., M.A., doctoral candidate, University of Michigan; studied at the University of Paris and Wayne University; has done research under grants from the Free Europe Committee, the Ford Foundation, and the National Science Foundation; taught at Beloit College and Rockford College.



ESTHER WAGNER, *Visiting Lecturer in French, 1964*
A.B., M.A., Ph.D., Bryn Mawr College; taught at Lake Forest College, Bryn Mawr, the University of Puget Sound, and Claremont High School.

MARSHALL WAINGROW, *Visiting Professor of English, 1964*
A.B., Harvard University; A.M., Ph.D., Yale University; taught at Yale and the Claremont Graduate School.

WERNER WARMBRUNN, *Associate Professor of History and Academic Assistant to the President, 1964*
B.A., Cornell University; M.A., Ph.D., Stanford University; taught at the Putney School and was Director of the Peninsula School; was Foreign Student Adviser and Director of the International Center at Stanford University and was President of the National Association for Foreign Student Affairs.



Faculty meets to plan for the opening of college (facing page), and students chat with a professor in his laboratory (above)

ADMINISTRATION

JOHN W. ATHERTON, *President and Professor of English, 1963*
B.A., Amherst College; M.A., Ph.D., University of Chicago; has held Robert Frost and John Woodruff Simpson Fellowships; studied at Bread Loaf School of English; has taught at Iowa State College, Tokyo University of Foreign Studies, Amherst, Claremont Men's College, and Claremont Graduate School; was Dean of the Faculty at Claremont Men's College.

VELMA O. ABBOTT, *Head Resident, 1964*
Pacific Union College; Head Resident, Kappa Kappa Gamma, University of Southern California; Housemother, Westlake School for Girls.

CHARLOTTE D. ELMOTT, *Dean of the College and Professor of Educational Psychology, 1964*

B.A., LL.D., Pomona College; M.A., Radcliffe College; M.A., Claremont Graduate School; Ed. D., Stanford University; taught at the University of Southern California, Stanford, Claremont Graduate School, and Marlborough School; was Director of Guidance and Counseling for the Santa Barbara Schools and Director of the Institute for Research and Training of the Devereux Schools; has served on several national and state commissions on youth and education.

WILLIAM E. FRENAYE, *Assistant to the President for Development, 1963*

B.A., Kenyon College; was a cost analyst for Bankers Trust Company; taught at Newark Academy; was Alumni Secretary and Placement Director at Kenyon, Assistant Director of Development at Smith College, and Director of Development at Lake Erie College.

DAVID R. HOOKER, *Administrative Assistant to the President, 1964*

California Institute of Technology; was an engineer for Adel Precision Products, Boller and Chivens, Superweld Corporation, and Consolidated Electrodynamics Corporation, and was chief of the Management Information Center for the Jet Propulsion Laboratory.

ANN MABERRY, *Recorder, 1964*

Was Assistant to the Registrar at Claremont Men's College.

WERNER WARMBRUNN, *Associate Professor of History and Academic Assistant to the President, 1964*

(See under Faculty.)

ANN WILLCOX, *Assistant in Development, 1964*

B.A., Colorado College; worked in the Public Information office at Colorado College.

ANNE W. JONES, *Dining Hall Director, 1964*

B.S., Iowa State College; was Director of Dining Rooms at Ohio University and the Hockaday School; taught and was Food Superintendent at the University of Hawaii; is also Dining Hall Director for Claremont Men's College.

HAL B. PAINTER, *Graduate Studies Advisor and Lecturer in English, 1963*

A.B. and doctoral candidate, Stanford University; taught at Stanford; also teaches at Claremont Men's College.

DAVID R. GOODSSELL, *Admission Officer, 1964*

B.S., Harvey Mudd College; M.A.T., Harvard University; taught at Wayland (Mass.) High School and Tustin High School; is also Admission Officer for Claremont Men's College and Harvey Mudd College.

ROBERT G. ROGERS, *Assistant Dean of Admission, 1963*

B.A., Claremont Men's College; M.A., Claremont Graduate School; taught in the Claremont School System; Chairman, School-College Relations Committee, College

Board Western Regional Membership; is also Assistant Dean of Admission for Claremont Men's College and Harvey Mudd College.

EMERY R. WALKER, JR., *Dean of Admission, 1963*

A.B., A.M., Brown University; was an agent for Equitable Life; was Admission Officer, Assistant Dean of Students, and Dean of Admission at Brown; taught at Brown; has served on several committees of the College Entrance Examination Board and is a Past President of the Association of College Admissions Counselors; is also Dean of Admission for Claremont Men's College and Harvey Mudd College.

DAVID W. DAVIES, *Librarian for the Claremont Colleges, 1964*

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

MYRON G. CHAPMAN, *Physician of the Claremont Colleges, 1964*

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

ROBERT W. EDWARDS, *Associate Physician of the Claremont Colleges, 1964*

B.A., Dartmouth College; M.D., University of Kansas.

JOHN W. HARTLEY, *Controller of the Claremont Colleges, 1963*

B.A., M.B.A., Stanford University.

EDGAR C. RECKARD, JR., *Chaplain of the Claremont Colleges, 1964*

B.A., Yale University; B.D., Yale Divinity School; did graduate study at the University of Edinburgh and the University of Cambridge; was Chaplain and Adviser to Overseas Students at Edinburgh; taught and was Chaplain at Westminster College and at Brown University. (On leave, 1964-65.)

J. ROBERT MEYERS, *Acting Chaplain of the Claremont Colleges, 1964*

B.D., University of Chicago and Chicago Theological Seminary; Th.D., Union Theological Seminary; served as a co-pastor at the Fellowship Church in San Francisco; has done research at the University of Cambridge and the University of Hamburg; has taught at Cornell College and Claremont Graduate School.

ZANER FAUST, *Coordinator, Office of Public Information of the Claremont Colleges, 1963*

Journalist, radio writer, and editor; was Associate Editor of the Newton (Conn.) Bee.

WILLIAM V. SHANNON, *Treasurer of the Claremont Colleges, 1963*

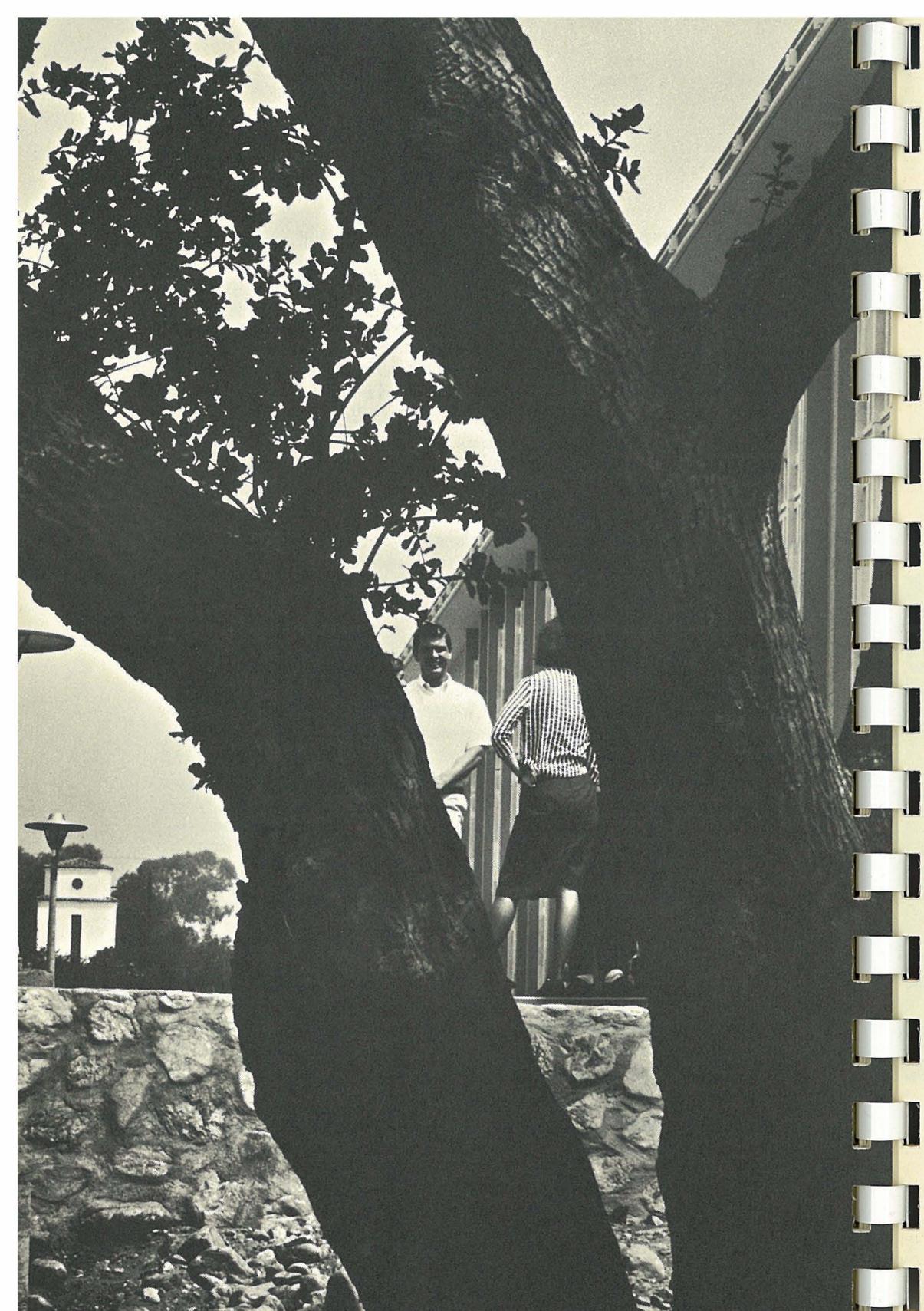
B.S., Virginia Military Institute.

THOMAS R. BRIGANTE, *Director of the Claremont Colleges Counseling Center, 1964*

B.A., University of Buffalo; M.S., Harvard University; M.A., Ph.D., Boston University; did research at the Harvard School of Public Health.

JOHN M. VAIL, *Bursar of the Claremont Colleges, 1964*

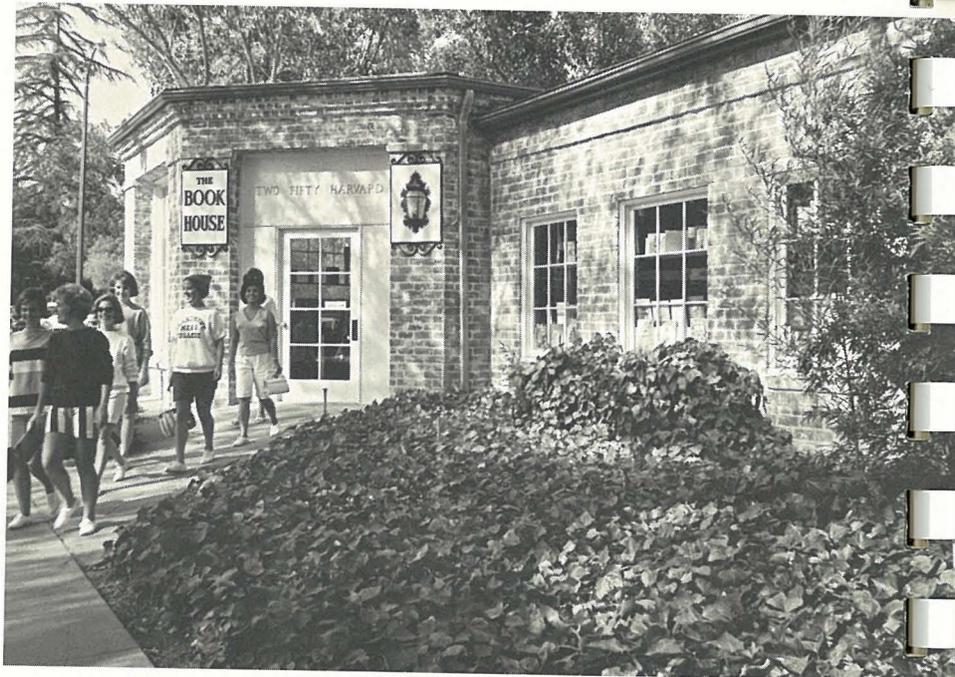
B.S., Oregon State University.



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A shop in Claremont village

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, all courses are 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 by one week before the date on which mid-term grades are due in the subsequent semester. An "Incomplete" not made up becomes a failure.

Grades for any student below the age of twenty-one years at the time of admission are mailed to her parents.

Grade points. To graduate, a student must not only earn 120 units of credit but also maintain a final grade average, based on all grades received in units she registers for at Pitzer College, that is satisfactory to the Faculty.

Class attendance. Students are expected to attend regularly all classes in which they are enrolled. However, there is no specific College requirement. Each instructor has the privilege of establishing regulations regarding attendance in the classes he teaches.

Registration in courses in other Claremont Colleges. Students at Pitzer College are quite free to enroll in courses in other Claremont Colleges, provided they are not available at Pitzer. Also a student may not, normally, register outside the College for more than half her courses in any semester.

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. On scheduled days after spring vacation pre-registration for the following year for all students is conducted. New and returning students register on announced days at the opening of each semester. Registration is not complete until the student has filled out the necessary registration and class cards and has paid her tuition and other fees. Students are admitted only to those courses for which they are formally registered.

Changing courses. All requests to change or drop courses must be made in writing to the Recorder. A student may drop a course within the first six weeks of the semester with the written approval of the instructor and her Faculty advisor. Students may not enroll in substitute courses after the first two weeks, except with the permission of the Faculty. (Deficiencies must be made up at a later date, if substitute courses are not taken.)

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 Recorder, stating the reasons. Students who withdraw without permission forfeit all fees. Readmission is not automatic but requires prior approval 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.

Warning, probation, and dismissal. Students who do not maintain a grade average of sufficient quality to insure eventual graduation may be subject to warning, probation, or dismissal. Warning usually indicates that the student's grade average is less than that required for graduation and must improve, although now and then a student may be warned simply because her record has shown a sharp decline. Probation indicates that the student must improve substantially or face the possibility of dismissal. The College dismisses any student whose record indicates that she will be unable to regain a grade average which will qualify her for graduation.

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.

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 Recorder prior to the service:

LATE FEE. A student who is late in pre-registering or registering is 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 can not 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 after any proper charges have been deducted. 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.

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 and payment of an additional charge.

Automobiles. Freshmen are not permitted to bring cars to college. For others there are certain rules governing the use of motor vehicles which are determined and administered by the Claremont Colleges. 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 heavy 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.

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

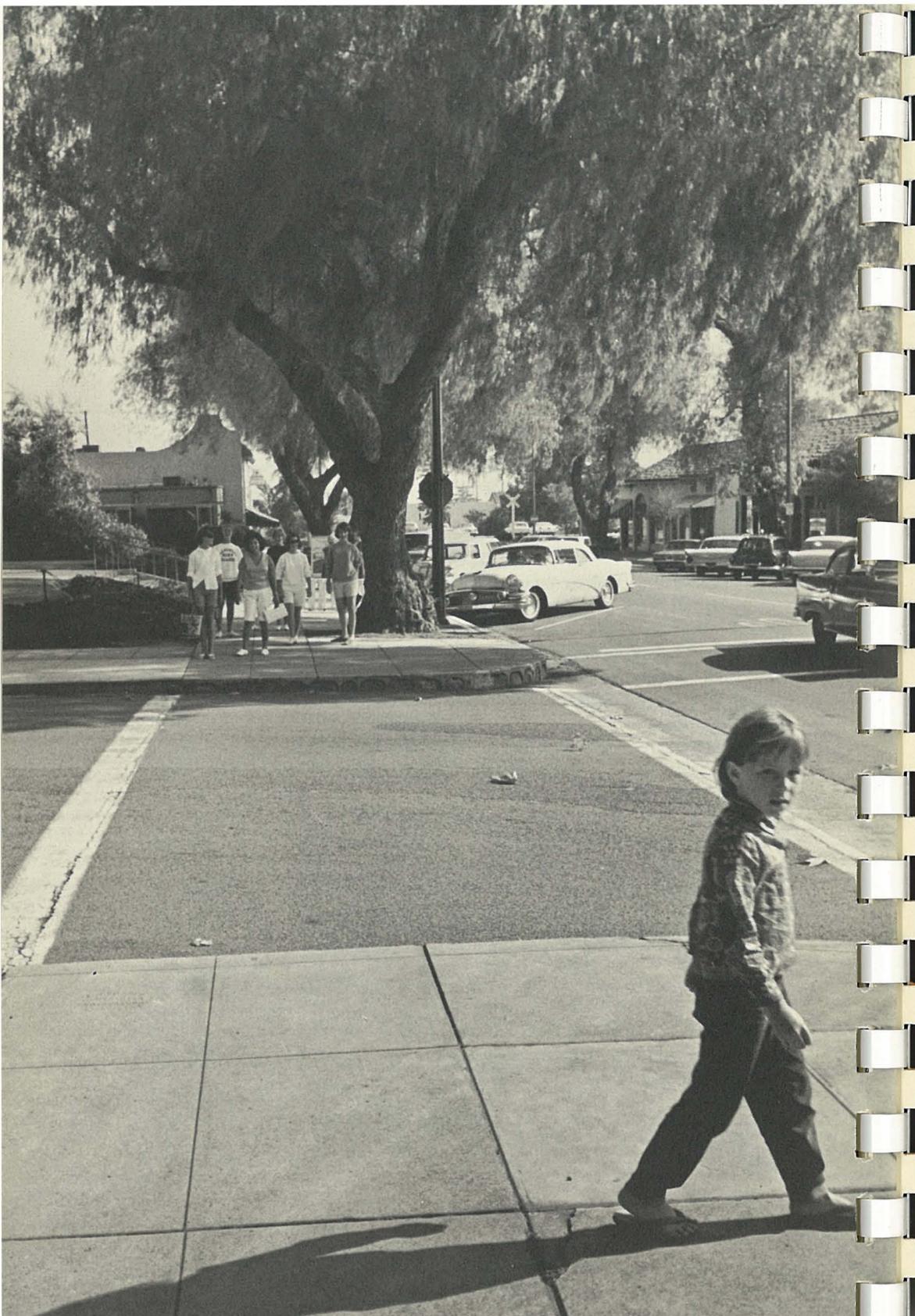
The medical advice of the College Physician is ordinarily available, free of charge, to all students in the College, although certain reasonable limitations in connection with hours and location of calls are in force. Surgical dressings and medicine, medical service in chronic or prolonged illness, and medical service for accidents or acute illnesses which require more than ordinary first-aid emergency treatment involve extra fees to be paid by the student. Fees for specialists, consultants, or a special nurse are, of course, also met by the student. In any illness the student is entirely free to choose her own physician on a private fee basis. The student is entitled to ten days each year at the College Infirmary without charge for rooms or meals. If illness requires hospitalization for additional days, the charge is \$7.50 per day. (The College reserves the right to discontinue any part, or all, of this individual medical service at any time, without previous notice.)

All students are urged to carry accident and sickness insurance offered at low rates through an arrangement the College has made with a local firm.

The medical certificate required of all students prior to entrance includes a certificate of recent successful smallpox vaccination, a certificate of a satisfactory tuberculin test or an X-ray of the chest, performed within the preceding six months, and active immunization against tetanus. Failure to meet this requirement within the announced time limit results in the temporary withdrawal of the student's privileges of registration and class attendance until the requirement is met.

Each academic year a student is in residence, she is required to complete a tuberculin skin test or a chest X-ray by November 1. During the registration period, skin tests are given by the health service staff to previously negative reactors. All positive reactors must be X-rayed yearly. Failure to meet this requirement results in the suspension of privileges of registration and class attendance until the requirement has been met.

If a student requires emergency surgical treatment, the Dean makes every effort to communicate with her parents or guardian. Failing in this, the Dean authorizes whatever action appears to be necessary in the student's interest.



1964-1965 COLLEGE CALENDAR

Fall Semester

SEPTEMBER 20, SUNDAY	<i>Residence halls open. Orientation Period begins.</i>
SEPTEMBER 21 AND 22, MONDAY AND TUESDAY	<i>Registration.</i>
SEPTEMBER 24, THURSDAY	<i>Classes begin.</i>
OCTOBER 5, MONDAY	<i>Last day for entering classes.</i>
OCTOBER 29, THURSDAY	<i>Last day for withdrawal from classes without penalty.</i>
NOVEMBER 13, FRIDAY	<i>Mid-term grade reports due to Recorder.</i>
NOVEMBER 25, WEDNESDAY	<i>Thanksgiving recess begins after last class.</i>
NOVEMBER 30, MONDAY	<i>Thanksgiving recess ends at 8:00 a.m.</i>
DECEMBER 19, SATURDAY	<i>Christmas vacation begins at noon.</i>
JANUARY 4, MONDAY	<i>Christmas vacation ends at 8:00 a.m.</i>
JANUARY 21, THURSDAY	<i>Last day of first semester classes.</i>
JANUARY 25, MONDAY	<i>Final examinations begin.</i>
FEBRUARY 3, WEDNESDAY	<i>Final examinations end.</i>
FEBRUARY 6, SATURDAY	<i>First semester ends.</i>

Spring Semester

FEBRUARY 8, MONDAY	<i>Registration. Second semester classes begin at 8:00 a.m.</i>
FEBRUARY 9, TUESDAY	<i>Registration.</i>
FEBRUARY 18, THURSDAY	<i>Last day for entering classes.</i>
MARCH 15, MONDAY	<i>Last day for withdrawal from classes without penalty.</i>
MARCH 29, MONDAY	<i>Mid-term grade reports due to Recorder.</i>
APRIL 3, SATURDAY	<i>Spring vacation begins at noon.</i>
APRIL 12, MONDAY	<i>Spring vacation ends at 8:00 a.m.</i>
MAY 26, WEDNESDAY	<i>Last day of classes.</i>
MAY 28, FRIDAY	<i>Final examinations begin.</i>
JUNE 5, SATURDAY	<i>Final examinations end.</i>

1965-66

SEPTEMBER 19, SUNDAY THROUGH SEPTEMBER 22, WEDNESDAY	<i>Orientation period and registration.</i>
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The most important aspect of college life is the cultivation of God-given intellectual talents and faculties which men naturally possess and other creatures do not. The highest adventure, the most profitable business, of college life comes from the exercise of these unique human powers. Colleges, in fact, were invented to develop these powers. In respect to the commendable features of play, recreation, physical exercise, and contests of strength and speed, the utmost capacities of men are often equalled or excelled by the native capacities of animals. The Olympic runner would be a sorry spectacle in competition with the whippet. No swimming team could watch a school of porpoises with other than a sense of humility. Furthermore, the native capacities of animals can be enlarged by training. The seal can be taught to play ball, the chimpanzee to ride a bicycle, but neither seal nor chimpanzee nor whippet nor porpoise can distinguish between "Paradise Lost" and "Mother Goose."

Joy, fear, hate, jealousy, loyalty, courage, affection are not peculiar to mankind, but no creature except man can be taught to cultivate tulip or rose, or field of wheat; to extract from books the experience of beings in other countries through a period of 10,000 years; to predict an eclipse; to construct mental images of castles and suspension bridges, atoms and electrons, continents floating like icebergs; to experience vicariously the thrills that came to Martin Luther, Bach, and Columbus, or to feel the "surge and thunder of the Odyssey." No creature but man can use these building stones of trained imagination to construct a career according to his own architectural design. None other can experience the human insights that immortalized Socrates, Confucius, and Shakespeare or evaluate good and evil or discern by philosophical reflection the inner meaning of things. These are accomplishments exclusive to man, and their development is the only true business of education.

A. D. MEAD

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