

# BULLETIN OF WELLESLEY COLLEGE

CATALOGUE NUMBER 1965-1966





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C A T A L O G U E N U M B E R  
BULLETIN OF WELLESLEY COLLEGE

JULY 1965

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Volume 55

Number 1

# CALENDAR

## ACADEMIC YEAR 1965-66

### *Term I*

- Registration of new students, 9:00 A.M. to 11:00 P.M. . . . . .  
Sunday, September 12
- Registration closes for all students, 11:00 P.M. . . . . .  
Tuesday, September 14
- Opening Convocation, 8:30 A.M. . . . . Wednesday, September 15
- Classes begin . . . . . Thursday, September 16
- Thanksgiving recess { after classes . . . . Wednesday, November 24  
                                  { to 1:00 A.M. . . . . Monday, November 29
- Examinations: { from . . . . . Tuesday, December 14  
                          { through . . . . . Saturday, December 18
- Christmas vacation begins after the student's last examination.

### *Term II*

- Registration closes for all students, 1:00 A.M. . . Tuesday, January 4  
(In the first week of Term II Monday classes will be held on  
Tuesday, Tuesday classes on Wednesday, and Wednesday  
classes on Saturday.)
- Examinations: { from . . . . . Wednesday, March 30  
                          { through . . . . . Monday, April 4
- Spring vacation begins after the student's last examination.

### *Term III*

- Registration closes for all students, 1:00 A.M. . . Monday, April 18
- Examinations: { from . . . . . Monday, May 30  
                          { through . . . . . Tuesday, May 31
- Commencement . . . . . Saturday, June 4

## ACADEMIC YEAR 1966-67

### *Opening dates:*

- Registration of new students, 9:00 A.M. to 11:00 P.M. . . . . .  
Sunday, September 11
- Registration closes for all other students, 11:00 P.M. . . . . .  
Tuesday, September 13
- Opening Convocation, 8:30 A.M. . . . . Wednesday, September 14
- Classes begin . . . . . Thursday, September 15

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## VISITORS

Visitors to the College are welcome and will find the administrative offices in Green Hall open Monday through Friday from 8:30 A.M. to 4:30 P.M. and during term-time by appointment on Saturday mornings. Alumnae and parents of students or prospective students may reserve guest bedrooms at the Wellesley College Club, the center on the campus for faculty and alumnae, by writing in advance to the Manager of the Club.

Secondary school students and their parents who wish an interview with an officer of the Board of Admission are advised to write well in advance to secure an appointment.

## CORRESPONDENCE

The post office address is Wellesley College, Wellesley, Massachusetts 02181. Inquiries should be addressed as follows:

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*Financial aid:* the FINANCIAL AID OFFICER

*Applications for readmission:* OFFICE OF THE DEANS

*Admission of graduate students:* OFFICE OF THE DEANS

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*Transcripts of records:* the RECORDER

*Catalogues and other bulletins:* the INFORMATION OFFICE

*Gifts and bequests:* the ADMINISTRATIVE VICE PRESIDENT

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- NAOMI JUNE DIAMOND, B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Washington  
*Assistant Professor of English*
- EMILY PITCHER DUDEK, B.A., Smith College; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Chemistry*



- DAVID G. FUNK, B.A., Amherst College; Ph.D., Harvard University  
*Assistant Professor of Economics*
- GERALDINE FLORENCE GAUTHIER, B.S., M.S., Massachusetts College of Pharmacy; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Biology*
- KATHERINE ALLSTON GEFFCKEN, B.A., Agnes Scott College; M.A., Ph.D., Bryn Mawr College  
*Assistant Professor of Latin and Greek*
- JANET ZOLLINGER GIELE, B.A., Earlham College; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Sociology*
- ARTHUR RALPH GOLD, B.A., Princeton University; M.A., Harvard University  
*Assistant Professor of English*
- VICTOR GOUREVITCH, B.A., University of Wisconsin; Ph.D., University of Chicago  
*Assistant Professor of Philosophy*
- BARBARA BUCKSTEIN GREEN, B.A., Wellesley College; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Political Science*
- ELLEN SILVER GREENBERGER,<sup>a</sup> B.A., Vassar College; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Psychology*
- JEAN BURCH HARRISON, B.A., M.A., Ph.D., Radcliffe College  
*Assistant Professor of Biology*
- WILLIAM A. HERRMANN, JR., B.A., M.A., Ph.D., Columbia University  
*Assistant Professor of Music; Director of the Choir*
- LAURA EVELYN HOURTIENNE, B.A., MacMurray College; M.A., University of Illinois; Ph.D., Bryn Mawr College  
*Assistant Professor of German*
- EVELYN BOLDRICK HOWARD, B.S., University of California (Los Angeles); M.S., Wellesley College  
*Assistant Professor of Physical Education*
- GABRIELE BERNHARD JACKSON, B.A., Bard College; M.A., Ph.D., Yale University  
*Assistant Professor of English*
- OWEN HUGHES JANDER, B.A., University of Virginia; M.A., Ph.D., Harvard University  
*Assistant Professor of Music*
- ROGER ALAN JOHNSON, B.A., Northwestern University; B.D., Yale University  
*Assistant Professor of Biblical History*
- KAY FRANCES KOCH, B.S., University of Illinois; Ph.D., University of California (Berkeley)  
*Assistant Professor of Chemistry*
- JOHN KENNETH KUNTZ, B.A., Grinnell College; B.S., Yale University; Th.D., Union Theological Seminary  
*Assistant Professor of Biblical History*
- MARY ROSENTHAL LEFKOWITZ, B.A., Wellesley College; M.A., Ph.D., Radcliffe College  
*Assistant Professor of Greek and Latin*
- PIERS INGERSOLL LEWIS, B.A., Amherst College; M.A., Ph.D., Harvard University  
*Assistant Professor of English*
- JOSEPH PETER MASCARENHAS, B.S., M.S., University of Poona; Ph.D., University of California (Berkeley)  
*Assistant Professor of Biology*

<sup>a</sup> Absent on leave.

- FLORENCE TURNER McCULLOCH, B.A., Vassar College; M.A.,  
Ph.D., University of North Carolina *Assistant Professor of French*
- VIRGINIA ROGERS MILLER, B.A., Wheaton College; M.A., Cor-  
nell University *Assistant Professor of Speech*
- JUDITH HIRSCHFELD OBERMAYER, B.S., Carnegie Institute of  
Technology; M.A., Radcliffe College; Ph.D., Harvard Uni-  
versity *Assistant Professor of Mathematics*
- ELLA PACALUYKO, B.A., Cornell University; M.A., Radcliffe  
College; Ph.D., Harvard University *Assistant Professor of Russian*
- HILDA DICKOFF PERLITSH, B.A., Brooklyn College; Ph.D., Duke  
University *Assistant Professor of Psychology*
- PHILIP MONFORD PHIBBS, B.A., Washington State University;  
M.A., Ph.D., University of Chicago  
*Assistant Professor of Political Science*
- RUTH ANNA PUTNAM, B.S., Ph.D., University of California (Los  
Angeles) *Assistant Professor of Philosophy*
- WAYNE GILBERT ROLLINS, B.A., Capital University; B.D., M.A.,  
Ph.D., Yale University *Assistant Professor of Biblical History*
- ALAN HENRY SCHECHTER, B.A., Amherst College; Ph.D., Colum-  
bia University *Assistant Professor of Political Science*
- ANNEMARIE ANROD SHIMONY,<sup>a2-3</sup> B.A., Northwestern Univer-  
sity; Ph.D., Yale University  
*Assistant Professor of Sociology and Anthropology*
- CLARENCE ROBERT SHOPP, B.A., Southern Illinois University;  
M.S., Ph.D., Tulane University *Assistant Professor of Biology*
- ADELE RUTH SPITZER, B.A., Barnard College; M.A., Ph.D.,  
Yale University *Assistant Professor of Philosophy*
- INGRID HESS STADLER, B.A., Vassar College; M.A., Ph.D., Rad-  
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- DOROTHEA JANE WIDMAYER, B.A., M.A., Wellesley College,  
Ph.D., Indiana University *Assistant Professor of Biology*
- MICHAEL DONALD ZEILER, B.A., Stanford University; M.A.,  
Ph.D., New School for Social Research  
*Assistant Professor of Psychology*

## INSTRUCTORS

- LILLIAN ARMSTRONG ANDERSON, B.A., Wellesley College; M.A.,  
Radcliffe College *Instructor in Art*
- BERNICE LIBERMAN AUSLANDER, B.S., Barnard College; M.S.,  
University of Chicago; Ph.D., University of Michigan  
*Instructor in Mathematics*
- ELIZABETH STANTON BLAKE, B.A., Barnard College; M.A.,  
Middlebury College *Instructor in French*
- JUDITH CLAIRE BROWN, B.A., Rice University; Ph.D., Univer-  
sity of California (Berkeley) *Instructor in Physics*

<sup>a2-3</sup> Absent on leave for Terms II and III.

- MARY MILLER CARSON, B.S.P.E., Woman's College, University  
of North Carolina *Instructor in Physical Education*
- JEAN ELIZABETH CARTER,<sup>2</sup> B.A., Stanford University  
*Instructor in Sociology*
- LYNN ROY CLAPHAM,<sup>4</sup> B.A., Western Michigan University;  
S.T.B., Harvard University *Instructor in Biblical History*
- BLYTHE McVIKER CLINCHY,<sup>4</sup> B.A., Smith College; M.A., New  
School for Social Research in New York City  
*Instructor in Psychology*
- ANN CONGLETON, B.A., Wellesley College; M.A., Ph.D., Yale  
University *Instructor in Philosophy*
- JOHN MILTON COOPER, JR., B.A., Princeton University; M.A.,  
Columbia University *Instructor in History*
- MONIQUE Y. CROCHET, Lic.-ès -Lettres, Dipl. E.S., University  
of Paris *Instructor in French*
- ANTHONY A. D'AMATO, B.A., Cornell University; LL.B., Har-  
vard University *Instructor in Political Science*
- ELIZABETH O'NEILL DEMPSTER,<sup>4</sup> B.A., Queen's University;  
M.A., Bryn Mawr College *Instructor in Biblical History*
- ELINOR L. DUFF,<sup>4</sup> B.Mus., M.Mus., New England Conservatory  
of Music; M.A., Radcliffe College *Instructor in Music*
- SARAH ELIZABETH EELES, B.S., M.S., University of Wisconsin  
*Instructor in Physical Education*
- MONIQUE ELIANE FOL, Lic. en Droit, University of Paris; M.A.,  
University of California (Berkeley) *Instructor in French*
- MARGY J. GERBER, B.A., University of Southern California;  
M.A., Stanford University *Instructor in German*
- GRETEL DECHERT GOLDRING, B.A., Cornell University; M.A.,  
Harvard University *Instructor in Art*
- EDWARD GONZALEZ, B.A., M.A., University of California (Los  
Angeles) *Instructor in Political Science*
- JOEN ELIZABETH GREENWOOD, B.S., M.A., University of Wis-  
consin *Instructor in Economics*
- NANCY L. HOWELL,<sup>4</sup> B.A., Brandeis University *Instructor in Sociology*
- GEORGIA MAY HULAC, B.S., University of Nebraska; M.Ed.,  
Woman's College, University of North Carolina  
*Instructor in Physical Education*
- ROSALIND EPSTEIN KRAUSS,<sup>4</sup> B.A., Wellesley College; M.A.,  
Harvard University *Instructor in Art*
- THOMAS ANDREW LEHRER,<sup>4</sup> B.A., Harvard College; M.A., Har-  
vard University *Instructor in Psychology*
- JOHN FISKE LOUD,<sup>4</sup> B.A., Bowdoin College; M.A., Harvard Uni-  
versity *Instructor in Russian Literature*
- MARTINE ASTIER LOUTFI, Dipl. E.S., University of Paris  
*Instructor in French*

<sup>2</sup> Appointed for Term II.

<sup>4</sup> Part-time.

- JUDITH ELLEN MATTHEWS, B.Ed., University of Toronto  
*Instructor in Physical Education*
- ELEANOR COMMO McLAUGHLIN,<sup>4</sup> B.A., Wellesley College; M.A.,  
Radcliffe College *Instructor in History*
- MARYVONNE LEMOAL MENGET, Licence d'Anglais and Diplome  
d'Etudes Superieures, Université de Poitiers *Instructor in French*
- MARY RHINELANDER MORGAN,<sup>4</sup> B.A., Radcliffe College  
*Instructor in History*
- RODNEY MORRISON, B.S., M.A., Boston College; M.S., Univer-  
sity of Wisconsin *Instructor in Economics*
- ANNE PEPPER NEAL, B.S., Woman's College, University of  
North Carolina *Instructor in Physical Education*
- LUCY JOY NEWTON, B.A., University of Leeds; Ph.D., Univer-  
sity College (London) *Instructor in French*
- NORMAN RICHARD PETERSEN, Jr., B.F.A., Pratt Institute; S.T.B.,  
Harvard University *Instructor in Biblical History*
- BARRY PHILLIPS, B.A., Oberlin College; M.A., University of  
Connecticut *Instructor in English*
- ROBERT LESLIE PIERCE, B.A., Carleton College; M.A., Harvard  
University *Instructor in Mathematics*
- SUZANNE ROBINSON, B.A., Sarah Lawrence College; M.A., Co-  
lumbia University *Instructor in English*
- SYLVIA ANN CARLIER ROWBOTHAM, Dipl., Bedford College  
*Instructor in Physical Education*
- JOHN ROBERT SCHOTT, B.A., Haverford College; Ph.D., Har-  
vard University *Instructor in Political Science*
- JULIAN SCHREUR, B.A., Kalamazoo College *Instructor in Astronomy*
- PAUL SCHWABER, B.S., Wesleyan University; M.A., University  
of California at Berkeley *Instructor in English*
- MABEL L. SCAN, B.A., M.A., University of Hawaii; Ph.D.,  
Cornell University *Instructor in Psychology*
- MARY JANE SMALLEY, B.A., Southwestern at Memphis; M.A.,  
Radcliffe College *Instructor in French*
- GEORGE JOHN STAMBOLIAN, B.A., Dartmouth College; M.A.,  
University of Wisconsin *Instructor in French*
- MARGUERITE MOLONEY SUSSMAN, B.A., Emmanuel College;  
M.A., Ph.D., Yale University *Instructor in English*
- HAROLD YOUNG VANDERPOOL,<sup>4</sup> B.A., Harding College; M.A.,  
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*Instructor in Biblical History*
- POLLY HANSON VANEK, B.S., M.S., University of Arizona  
*Instructor in Astronomy*
- LINDA KENT VAUGHAN, B.S., M.A., Russell Sage College  
*Instructor in Physical Education*

<sup>4</sup> Part-time.

- SUSAN RAYMOND VOGEL,<sup>4</sup> B.A., Swarthmore College; M.A.,  
Ph.D., Clark University *Instructor in Psychology*
- RICHARD WILLIAM WALLACE, B.A., Williams College; M.F.A.,  
Princeton University *Instructor in Art*
- VICTORIA MAIDA WOSKOFF, B.A., Oberlin College; M.A., Co-  
lumbia Teachers College *Instructor in Physical Education*
- MARCIA WRIGHT,<sup>4</sup> B.A., Wellesley College; M.A., Yale Uni-  
versity *Instructor in History*

## LECTURERS

- PAUL ROGERS BARSTOW, B.A., Williams College; M.F.A., Yale  
University *Lecturer in Speech; Director of the Theatre*
- SYLVIA LEAH BERKMAN,<sup>2-3</sup> B.A., Brown University; M.A.,  
Ph.D., Radcliffe College *Lecturer in English*
- EARL R. FLANSBURGH,<sup>4</sup> B.Arch., Cornell University; M. Arch.,  
Massachusetts Institute of Technology *Lecturer in Art*
- MARTHA ELLIS FRANÇOIS, B.A., Wells College; M.A., Mount  
Holyoke College; Ph.D., Radcliffe College  
*Lecturer in History; Dean of Sophomores*
- EDOUARD GAÈDE, Lic.-ès-Lettres, Doctorat-ès-Lettres, Univer-  
sity of Paris *Lecturer in French*
- LOUIS ZELIG HAMMER, B.A., Yale College; M.A., Ph.D., Yale  
University *Lecturer in Philosophy*
- HOWARD FRANKLIN HIRT,<sup>4</sup> B.S., University of Pennsylvania;  
M.A., Ph.D., Syracuse University *Visiting Lecturer in Geography*
- HELEN MACGILL HUGHES,<sup>4</sup> B.A., University of British Colum-  
bia; M.A., Ph.D., University of Chicago  
*Visiting Lecturer in Sociology*
- ALICE WILLIAMSON JONES,<sup>4</sup> B.S., Douglass College; M.A.,  
Wellesley College; Ph.D., Washington University  
*Lecturer in Biology*
- LOUISE CATHERINE KELLER, B.A., Radcliffe College; Ed.M.,  
Boston University  
*Lecturer in Education; Director of the Page Memorial School*
- ANNA MODIGLIANI DE LYNCH,<sup>4</sup> B.A., Barnard College; M.A.,  
Columbia University *Director of the Language Laboratory*
- MARGARET BREED MARSH,<sup>4</sup> B.A., Smith College; M.A., Ph.D.,  
Radcliffe College *Lecturer in English*
- JEANETTE MCPHERRIN, B.A., Scripps College; M.A., Claremont  
College *Lecturer in French; Dean of Freshmen*
- ODDONE ORTOLANI, DOTT. in Giurisprudenza, University of  
Rome *Lecturer in Italian*

<sup>4</sup> Part-time.<sup>2-3</sup> Appointed for Terms II and III.

- ROBERTA G. SIMMONS,<sup>4</sup> B.A., Wellesley College; M.A., Ph.D.,  
Columbia University *Lecturer in Sociology*
- IRENE RITA PIERCE STIVER,<sup>4</sup> B.A., Brooklyn College; M.A.,  
Ph.D., Cornell University *Lecturer in Psychology*
- RUTH STONE,<sup>4</sup> B.A., University of Illinois *Lecturer in English*

RESIDENT ARTISTS

- SIGMUND MORTON ABELES, B.A., University of South Carolina;  
M.F.A., Columbia University
- JAMES WILSON RAYEN, B.A., B.F.A., M.F.A., Yale University  
*Assistant Director of the Museum*

PERFORMING MUSICIANS<sup>4</sup>

- RUTH POSSELT BURGIN *Instructor in Violin*
- ELEANOR MIRIAM DAVIS, B.Mus., M.Mus., New England Con-  
servatory of Music *Instructor in Voice*
- MARIE CLODES DHORITY *Instructor in Piano*
- KLAUS GOETZE *Instructor in Piano*
- EUGENE LEHNER *Instructor in Viola*
- LOUISE CAME PAPPOUTSAKIS *Instructor in Harp*
- ELINOR PREBLE, Mus.B., New England Conservatory of Music  
*Instructor in Flute*
- ROWLAND STURGES, B.A., Harvard University *Instructor in Piano*
- HARRY SHAPIRO *Instructor in Horn*
- LOUIS SPEYER *Instructor in Oboe and English Horn*
- FRANK COCHRAN TAYLOR II, B.A., Yale University *Instructor in Organ*
- FELIX ALFRED VISCUGLIA, Mus.B., New England Conservatory  
of Music *Instructor in Clarinet*
- MARY CROWLEY VIVIAN, B.A., Radcliffe College *Instructor in Organ*
- ALFRED ZIGHERA *Instructor in Cello*

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- CLARE ZIMMERMAN, Ph.D. *Dean of Seniors; Associate Professor of Psychology*
- ELEANOR MILTON TENNEY, B.A. *Director of Residence; Foreign Student Adviser*
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- JOAN FISS BISHOP, M.A. *Director of the Placement Office*
- BARBARA M. CLOUGH, M.A. *Director of Admission*

<sup>4</sup> Part-time.

ELINOR ANDERSON GILFILLAN, B.A. *Director of the Development Fund*  
 JEAN GLASSCOCK, M.A.

*Director of Publicity; Coordinator of Special Events*

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MARION ELIZABETH KANALY, B.A., B.S., M.A. *Associate Librarian, Readers' Services*

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THERESE JEAN MUELLER, B.M., M.A.L.S. *Music Librarian*

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#### PHYSICIANS

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JAMES HIGH, M.D. *Associate Physician*

GERTRUDE E. MURRAY, M.D. *Associate Physician*

HAROLD DIXON STALVEY, M.D. *Consulting Psychiatrist*

JEANNETTE HATFIELD CORWIN, M.D. *Associate Consulting Psychiatrist*

LIONEL ABBOTT SCHWARTZ, M.D. *Associate Consulting Psychiatrist*

#### RESIDENT HEADS OF HOUSES

LOUISE REYNOLDS BRADNER, B.A. *Head of Tower Court*

SARAH K. ELLINWOOD *Head of Davis Hall*

HONORIA BROOKE GILLESPIE *Head of Bates Hall*

IRVA JONES, B.A. *Head of Cazenove Hall*

RUTH CULLENS MARTIN, B.A. *Head of McAfee Hall*

JEAN McCracken MILLIGAN	<i>Head of Claflin Hall</i>
CYNTHIA CROSMAN MOSES	<i>Head of Stone Hall</i>
EMMA C. RIDDLE	<i>Head of Freeman Hall</i>
JANET W. SHAW	<i>Head of Beebe Hall</i>
DOROTHY M. SLENSBY	<i>Head of Shafer Hall</i>
ELLEN H. THORN	<i>Head of Pomeroy Hall</i>
ELIZABETH S. THOMPSON, B.A.	<i>Head of Munger Hall</i>
CONSTANCE STANTON TURNER, B.A.	<i>Head of Severance Hall</i>

## ADMINISTRATIVE STAFF

WILLIAM L. BIGGART, JR.	<i>Manager, Duplicating Office</i>
CECILY BRANCH	<i>Placement Counselor</i>
MACY CARTER	<i>Secretary to the Director of Residence</i>
ANN HEATH CRAM	<i>Secretary to the Dean of the College</i>
DORIS ELSIE DRESCHER, B.S.	<i>Secretary to the President</i>
THELMA CUMMINGS HALL	<i>Assistant to the Recorder</i>
ESTHER BENTON JONAH	<i>Administrative Assistant to the Director of Admission</i>
ELFRIEDE CARTER MACLAURIN, B.A.	<i>Placement Counselor</i>
JOAN BATHOLT NATHANSON, B.A.	<i>Assistant to the Director of Admission</i>
VIRGINIA ROBINSON, B.A.	<i>Assistant Director of Publicity</i>
BEATRICE HELEN STRAND, B.A.	<i>Assistant to the Director of Admission</i>
HARRIET V. SULLIVAN, Ph.D.	<i>Financial Aid Officer</i>
BARBARA MAYNARD TWOMBLY, B.A.	<i>Manager, Information Bureau</i>
FRANCES JEAN WELLS, B.A.	<i>Program Director, Development Fund</i>
ERMA SOULTS WHIPP, B.A.	<i>Administrative Assistant to the Librarian</i>



## THE COLLEGE

Wellesley College is a liberal arts college for women situated in the township of Wellesley, Massachusetts, twelve miles west of Boston. Much of the five hundred acre campus was once the country estate of Henry Fowle Durant, a wealthy Boston lawyer. In the 1860s Mr. Durant and his wife, moved by religious convictions, decided to establish a residential college that would "offer to young women opportunities for education equivalent to those usually provided in colleges for young men." It was Mr. Durant's hope that in this college young women could prepare themselves "for great conflicts, for vast reforms in social life, for noblest usefulness." The decision was followed by years of preparation until the College received a charter on March 17, 1870 and in September 1875 was opened to three hundred and fourteen students.

The resources and size of the College grew steadily. The single building with which Wellesley started, College Hall, housed all students and faculty and contained the library, chapel, classrooms, and laboratories. As the number of students increased, other buildings were added, but College Hall remained the center of community life until it was destroyed by a great fire in 1914. Gradually Wellesley was rebuilt; in place of one enormous structure housing many activities, buildings for special uses were erected on the various hills on the campus.

Today more than forty buildings provide facilities for the intellectual and community life of the College. Thirteen of them are residence halls for undergraduate students. The halls are large, with the result that the student, who finds that academic instruction is usually given in small groups, forms a wide acquaintance in the course of her residence with people who come from many different regions.

Wellesley College believes that the study of the liberal arts develops perspective and intellectual strength for the endeavors of a lifetime. It seeks to give to the student broad knowledge of her cultural heritage and to develop her competence in and respect for disciplined, honest thinking. These purposes of the College have re-

mained constant since its founding, while the particulars of its programs are frequently revised under the influences of the changing contemporary world.

The faculty is composed of approximately 170 men and women, trained in many different universities here and abroad and chosen to maintain Wellesley's tradition of good teaching and sound scholarship. The student body includes approximately 1,700 young women who bring to the community the cultural, economic, and regional diversity of the United States, and also representation of many foreign countries. Because of the size and composition of the College the student meets a wide range of viewpoints and fields of special interest; yet she finds that the policies of today permit education to be an individual process as it was when the College began.

Most classes are small enough to make possible the exchange of ideas between student and teacher and to enable the faculty to know and plan for the needs of each individual. Variations from this pattern occur in large extradepartmental courses, some two of which the student is expected to elect; in occasional large classes in some departments; and in the requirement that each student, ordinarily as a junior, devote a portion of her time to studying independently a topic which she selects. Upperclass students may undertake further individual work within the regular program or in an honors program.

The entering student is invited to explore various fields in the liberal arts and sciences, particularly those of her probable special interests. When she decides on her area of concentration, she can then select courses in other fields to provide complementing or contrasting experiences. These, together with her major, will enable her to achieve a broadly liberal education.

Each student is expected to take the initiative in planning her program and in meeting her academic and residential obligations. At various times before reaching decisions she may need counsel or may wish to talk freely with an older person about her academic or personal life. At such times she can turn to her class dean who keeps in touch with her academic progress and her personal welfare, to her instructors, including the ordained ministers in the de-

partment of Biblical History, to the resident head of her house, or to the college physicians and psychiatrists. After she selects a major, she will also find helpful the chairman or her adviser in the major department. If she has financial difficulties, she may turn to the Financial Aid Officer or the Students' Aid Society. If she wishes paid work during the academic year or in vacations, or if as a graduating senior or an alumna she wishes employment, the Placement Office is prepared to help her. Because maturing independence is respected, advice is not thrust upon the student, but it is readily available from experts in various areas and from intelligent adults interested in each individual.

The learning situation created by student and teacher is strengthened by the quality of the physical facilities available for their use. At Wellesley the student of the biological or physical sciences finds laboratories unusually well equipped for undergraduate work and having in addition equipment for the work of graduate students and professors, whose research activities she may be invited to share. The student of art finds in the permanent collections on the campus a representative selection of monuments and extensive collections of books, slides, and photographs, as well as rotating loan exhibits. The student of music finds listening rooms where she has access to large libraries of records and practice rooms equipped with grand pianos. The student of language has a language laboratory available for her use, and for interested students of modern languages special residential corridors may be maintained. The student of statistics has an interdepartmental laboratory open to her. Any student interested in the young child may observe and work with boys and girls in the college laboratory school for three, four, and five year olds.

Every student benefits from the library collections which are unusual in size and quality for an undergraduate college. The working library contains approximately 375,000 volumes carefully selected to meet the needs of the faculty as well as the students. Subscriptions to more than 1,500 American and foreign periodicals and the deposit of certain government publications important to the student of the social sciences add to the usefulness of the library. Special collections, containing rare items as well as important collateral works, offer opportunities for research to the undergraduate student

and the advanced scholar. The College is fortunate in having distinguished collections in English poetry, Italian literature, Medieval European literature, and on the Far East. Except for the rare volumes in these and other special collections, books are kept on open shelves to which the student has immediate access.

A broad program of extracurricular activities, made possible by the size and residential character of the College, supplements the liberal arts curriculum. From them the student may choose those which will contribute most to her enjoyment and growth. She may attend lectures by visiting scholars and public figures, readings by poets, music concerts, and art, book, and scientific exhibits. Through participation in various organizations she may test and develop interests in such areas as music, theatre, dance, sports, journalism, social service, political and civic activity. Whatever her special interest, she finds opportunity to associate informally, to work cooperatively with others, and to maintain through sound habits of physical exercise the health which effective study requires.

Some of the student groups, such as choir and theatre, have professional direction; most are organized and conducted entirely by students. Two of them, the Chapel Organization and the College Government Association, are sponsored jointly by students and faculty. The Chapel Organization conducts student-sponsored religious activities, coordinates denominational and interfaith programs, and supports the chapel services sponsored by the College. Since its founding Wellesley has been a non-denominational Christian institution; it offers daily services led by members of the community and Sunday services led by well-known ministers, at all of which attendance is voluntary. The College Government Association, to which all students belong, has executive, legislative, and judicial branches with elected student and faculty representatives, in each of which student representatives form the majority. This Association supports the methods and spirit of responsible democracy; it charters all extracurricular organizations, establishes committees such as the Student Education Committee, and acts on various social and residential regulations. Outside of the College, enriching cultural and social opportunities exist in the Greater Boston area which can be reached during the day in about one hour by public transportation.

The present college is in marked contrast to the small faculty and student body, the one building, the collection of eight thousand books, and the restricted social life with which Wellesley started. Yet the serene beauty of the campus remains unchanged, and the student now as always finds opportunity and is encouraged to develop her standards of ethics and taste, of personal and civic responsibility, and her intellectual and creative gifts.

## PRESIDENTS

- ADA HOWARD (1875-1881)  
ALICE FREEMAN (1881-1887)  
HELEN SHAFER (1887-1894)  
JULIA IRVINE (1894-1899)  
CAROLINE HAZARD (1899-1910)  
ELLEN FITZ PENDLETON (1911-1936)  
MILDRED MCAFEE HORTON (1936-1949)  
MARGARET CLAPP (1949- )

## THE CURRICULUM

The curriculum provides a framework within which each student is invited to construct a program of studies, suited to her individual interests, which will enable her to achieve a sound liberal education. The ordered progression of studies and varieties in methods of learning are designed to help her build on her earlier studies in school without repetition and to develop mature intellectual independence during her four years in college.

By the time she receives the Bachelor of Arts degree she is expected to have demonstrated that she can use English, both in speaking and writing, in a clear, orderly, precise way, and that she can use at least one foreign language; that she has some acquaintance with the major strands of her intellectual and moral heritage, stemming from the Biblical and the Greek tradition and expressed in the history and in the great works of literature, art, music, and philosophy of the West; that she has some acquaintance with the objective study of human behavior and social institutions, and some understanding of the relationships among men in economic and political contexts; and that she has some understanding of the natural world in which she lives, of ways in which knowledge of the physical and biological environment is gained, and of the conceptual structures through which it is expressed. She will also have shown herself capable of learning not only through the small and informal classes which make up most of the curriculum but through two of the large extradepartmental lecture courses, and will have tested her interest in and readiness for independent learning in her area of concentration. Finally, she will have demonstrated that she has achieved some learning in depth by having taken a structured, sequential program in a discipline or related set of disciplines, and by passing at the end of her senior year an examination in her major.

### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Each candidate for the degree of Bachelor of Arts is required to complete 40 units of academic work. The normal period of time in which to earn the degree is four years and a normal program of study consists of ten units each year, four in Term I, four in Term II, and two in Term III.

## REQUIRED STUDIES

Unless exempted, each student elects:

English 100 (freshman year) 1 unit

Biblical History 104 (sophomore year) 2 units

Two units from courses in literature, either in English literature\* or in literature courses in a foreign language.\*

Two units from courses in art, music, and a literature other than the one chosen to meet the previous requirement.

Two units from courses in history or philosophy\*, either one in each or two in the same department.

Three units from courses in economics, political science\*, psychology, and sociology and anthropology\*. Two units are to be in the same department, the third in a different department.

Four units from courses in astronomy, biology, chemistry, geology, mathematics, physics, and the history of science. Two units are to be in one discipline, and two in one or in two other disciplines.

Two units, and not more than two, from special lecture courses (see Extradepartmental Courses), one of which is primarily for freshmen, and others primarily for upperclassmen.

Each student must show before the beginning of her senior year that she has some proficiency in the use of at least one foreign language, ancient or modern. This requirement may be met by passing one of the language tests of the College Entrance Examination Board, either the Achievement Test at a score of at least 610, or the Advanced Placement Examination at a score of at least 3, or by the completion at Wellesley of two units of language study at the second-year college level or higher. It may not be met by summer school courses.

Except for English 100 and Biblical History 104, required studies may be taken at any time in the four years. Students are urged to explore various areas in the first two years with a view to finding the one in which they wish to major. In their exploration they will elect courses which serve to meet some of the requirements. The remaining requirements may be met in the last two years with courses which will either complement the work chosen for the area of concentration or provide a useful contrast to it.

\* The "Directions for Election" of the department should be consulted, since some courses do not count in fulfilling the requirement.

## AREA OF CONCENTRATION

During the freshman year, with the assistance of the class dean, all students will give thought to the choice of their major subjects and some may reach a final decision. In the second term of the sophomore year each student, after consultation with the chairman or adviser in the appropriate department, elects a major subject and related courses and prepares for the Recorder a statement of the courses to be included in the area of concentration. If she wishes to make revisions later, her final plan for the area of concentration, after being approved by the chairman of the major department, should be presented to the Recorder not later than Term II of the junior year.

Some students wish to center their study upon an area, a period, or a subject which cuts across the lines of departmental organization. This can be done by meeting the minimum requirements for a major in one department, by careful selection of free electives, of courses related to the major, and of courses chosen to meet the general degree requirements. A student who is interested in a program of this kind should consult her class dean and the chairmen of the appropriate departments as soon as possible in her college course. Among the numerous possibilities for such study are programs centering on Asia, Russia, Latin America, the United States; the Middle Ages, the Renaissance; International Relations, Earth Sciences, Theatre Studies.

A minimum of 15 units is to be elected in the area of concentration. One unit of independent study (designated 290 in each department) normally taken in Term III of the junior year, and one unit (designated 340) in Term III of the senior year for concentrated preparation for the Senior Major Examination are to be elected. At least 8 units (in addition to 290 and 340) are to be elected in the major department, and at least 3 in related courses in other departments.

Courses are classified in grades I, II, and III, grade I indicating elementary courses and grade III the most advanced courses. Of the 15 units in the area of concentration at least 6 must be above grade I and at least 4 in addition to 340 must be grade III. At least 2 units of grade III in addition to 340 must be taken in the senior year.



English 100 may not be counted in the English major or for related work in any department. Course 100 in modern foreign languages need not be counted as part of the minimum required for the major and may not be counted as related work unless two additional units in the language are taken.

At the end of the senior year each candidate for the Bachelor of Arts degree must pass an examination in the major subject, unless as a candidate for honors she is asked to pass special examinations in place of the Senior Major Examination.

#### FURTHER REQUIREMENTS

*Physical Education* is required for two 50-minute periods a week in the freshman and sophomore years. No academic credit is given.

*Standard of Written and Spoken English.* Students are expected to use good English in their written work in all departments. A student in any class who fails to maintain acceptable standards may be referred to the Department of English for remedial work. Students are also expected to maintain good standards of spoken English. The Department of Speech offers courses, and also individual work without academic credit, for students who wish to improve the quality of their oral English.

Within the 40 units required for the degree the student is permitted to elect:

1. A maximum of 14 units in any one department (in addition to 290 and 340).
2. A maximum of two beginning courses in modern foreign languages.
3. A maximum of 4 units in studio art if balanced by the required amount of work in the history of art. (See department statement.)
4. A maximum of 6 units in education. Education 303 may not be counted within the 40 units required for the Bachelor of Arts degree.
5. A maximum of 2 units of grade I work in speech and not more than 4 of grade II.

The program of the senior year may not include more units of grade I than of grade III work.

To be recommended for the degree of Bachelor of Arts, a stu-

dent must complete 40 units of academic work at a C average or better and must receive a passing grade in 290 and a passing grade in the Senior Major Examination or in the special examinations for honors in the major subject. She must have resided in the College for at least two years unless she has had permission to commute from her parents' home, and she must have completed satisfactorily two years of study at Wellesley College, one of which must be the senior year unless as a married senior she has special permission to spend the senior year at one of five specified colleges.

#### EXEMPTION FROM REQUIRED STUDIES; ADVANCED PLACEMENT

A student may be exempted from any of the studies required for the degree, provided she can demonstrate to the department concerned, or in the case of extradepartmental courses to those in charge of the courses, that she has reasonable competence in the materials of the course.

Students who have taken the Advanced Placement Tests of the College Entrance Examination Board and achieved a score of 4 (Honors) or 5 (High Honors) are eligible for exemption. Other students who believe themselves qualified may apply through the class dean for an exemption examination. Permission to take the examination rests with the class dean and the chairman of the department concerned. (See Special Examinations below.) In addition to the evidence offered by the examination some departments may require the student to present a paper or an acceptable laboratory notebook.

Exemption, when granted, will permit the election of advanced courses.

Students are urged to enter the most advanced courses for which they are prepared by previous study.

#### CREDIT OUTSIDE THE REGULAR COURSE PROGRAM

Students who enter under the Advanced Placement Program of the College Entrance Examination Board and who have received scores of 4 or 5 may apply for college credit in all subjects. An eligible student who requests two units of credit will be awarded them provided she does not register in college for courses which cover substantially the same material as that in which she receives credit. Further credits for each other course will be awarded after

she has completed a course in the subject at Wellesley College at an appropriate level and has earned a grade of C or better. There is no limit to the number of units which the student may earn through the Advanced Placement Program, though not more than two will be credited in any one subject.

It is also possible for students to earn one or two units of credit towards the degree by independent study in the summer, tested and evaluated by a Wellesley department. Those wishing to undertake such independent study for credit should consult the appropriate department and the class dean.

#### COURSE AND SPECIAL EXAMINATIONS

An examination period occurs at the end of each term. Examinations for the removal of conditions and deficiencies may be taken during the examination periods at the end of Terms I and II and at other specified times.

Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit towards the degree for work done independently in the summer or for more than two units of summer school work should consult the appropriate department and the class dean, and should apply to the Recorder at least a month in advance for a special examination given at the beginning of the college year. The fee for a special examination for credit is stated on p. 144.

#### RESEARCH OR INDIVIDUAL STUDY

In addition to the unit of independent work taken by every student in her area of concentration, each department of the College which offers a major course of study provides the opportunity for certain students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research project or a program of reading in a particular field. The results of her work normally will be presented in a thesis or in a series of short essays. The conditions for admission to this work in each department are described under the

course designated 350. Further opportunities for research and individual study are described under the Honors program.

### ACADEMIC DISTINCTIONS AND HONORS

#### THE BACHELOR OF ARTS DEGREE WITH HONORS IN THE MAJOR SUBJECT 1965-1966

Students who have shown marked excellence and an unusual degree of independence in their work in the major subject may receive the Bachelor of Arts degree with Honors in the Major Subject. Under a program called Special Honors an eligible student may be invited to undertake a piece of independent investigation in which her work will be supervised by a member of the faculty; the successful completion of the independent work and of an honors examination leads to the award of Honors in the Major Subject. Under a plan called General Honors this same award may be made to students who have shown an unusual degree of independence or distinction in courses in the major subject, have elected a sound program in the field of concentration, and have written an excellent Senior Major Examination.

The intent behind both plans is to single out the most able scholars for this recognition. To be recommended the student, in addition to showing marked excellence in her major subject, must maintain a good general average in all her academic work.

#### THE BACHELOR OF ARTS DEGREE WITH DISTINCTION IN THE MAJOR SUBJECT 1966-1967 AND THEREAFTER

Students who have shown marked excellence and an unusual degree of independence in their work in the major and in the Senior Major Examination may receive the Bachelor of Arts degree with Distinction in the Major Subject. To be recommended the student must also maintain a good general average in all her academic work.

#### THE BACHELOR OF ARTS DEGREE WITH HONORS IN THE MAJOR SUBJECT 1966-1967 AND THEREAFTER

The honors program is open to students with a strong academic record who wish to undertake two or four units of independent work in their senior year. Each candidate for honors completes an indi-

vidually chosen research project, supervised by a member of the faculty and entered on her record as 370, Individual Research (2 units). In many departments she also completes two additional units of independent study, designated as 365, in areas or subjects related to her central project. All honors candidates are eligible in their junior year for honors seminars given in Term III. The successful completion of the independent work and of an oral honors examination leads to the award of Honors or High Honors in the Major Subject.

#### OTHER ACADEMIC DISTINCTIONS

Excellence in academic work is recognized by honorary titles which are open to all students and are awarded without reference to financial need.

The College names as Pendleton Scholars certain entering freshmen who submit outstanding credentials for admission. It confers Freshman Honors on the students who maintain high academic standing during the freshman year and names in convocation the juniors and seniors whose records after the freshman year are at the level of Wellesley College Scholars and Durant Scholars. Final honors, conferred at Commencement, are based on academic records after the freshman year and include the title Wellesley College Scholar for high academic standing and Durant Scholar for the highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts Chapter of Phi Beta Kappa on the basis of their total academic achievement in college, and seniors who are majoring in the sciences may be elected to associate membership in the Wellesley Chapter of Sigma Xi, national honorary scientific society.

On recommendation of the faculty the Trustees award to four seniors who intend to pursue graduate studies the title of Trustee Scholar. The awards are made on a competitive basis in two categories: two for graduate study without restriction as to subject; two for graduate study undertaken as preparation for college teaching. The title is honorary; in cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials are due in the President's Office by January 15.

Certain prizes have been established at the College for the recognition of merit in a particular field. They carry a small stipend or gift and usually bear the name of the donor or the person honored.

#### REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

A candidate for the degree of Master of Arts is required to complete 8 units of graduate work, which ordinarily includes a thesis embodying the results of original research. The program is arranged by the student's major department and is subject to the approval of the Committee on Graduate Instruction. A reading knowledge of French or German, to be tested by examination *at entrance*, is required. Individual departments may require a second language. At least one year in residence is required of all candidates.

Some departments, but not all, accept candidates for the Master of Arts degree. The College does not maintain a program of courses for graduate students separate from those offered for undergraduates. Properly qualified graduate students are admitted to grade III courses, to seminars, and to course 350, Research or Individual Study.

Information regarding admission, living arrangements, graduate assistantships and scholarships will be found in the bulletin, *Graduate Work at Wellesley College*, which will be sent upon application to the Secretary of the Committee on Graduate Instruction.

## SPECIAL PROGRAMS AND PREPARATION FOR CAREERS

### SPECIAL PROGRAMS

#### USE OF THE SUMMER VACATION

Students are encouraged to make constructive use of the long summer vacation, supplementing through it the work and activities of the academic year. Several possibilities are recognized, for example, field or laboratory work at the College or elsewhere, travel, vocational experience, and serious and ordered reading. Regardless of their specific activities, all students are expected to undertake some serious reading each summer. To assist them, each of the departments makes available a reading list designed to enrich the student's knowledge of her major subject.

The College joins with Vassar College in sponsoring a Summer Internship in Government that enables students from various departments to learn at first hand of the operations of the Federal Government. Students who are accepted for the program spend six weeks in Washington during the summer preceding their senior year. A director arranges assignments in various government bureaus, Congressional offices, and headquarters of the Democratic and Republican National Committees, and meets regularly with the interns during the six weeks.

The College participates in the Internship Program in Economics, sponsored by the National Association of Business Economists and initiated at Wellesley College. Economics majors who meet the high standards set for candidates in this program may be placed in salaried positions in private or public agencies in all parts of the country, during the summer following the junior year, to carry out applied economic research under the direction of senior economists.

#### THE JUNIOR YEAR ABROAD

Qualified students may apply for admission to the various groups spending the junior year in Europe. Wellesley students may study in Paris under the plan sponsored by Sweet Briar College, or in Munich under the auspices of Wayne University, or in Florence, Geneva, Madrid, or Paris with groups organized by Smith College. A student who wishes to join one of these groups must have

a good academic record and competence in the language of the country in which she plans to study; in general two years of study of the language at the college level are necessary to provide adequate preparation. In advance of making application, a student must have the approval of the chairman of her major department and of her class dean.

#### PREPARATION FOR CAREERS

For information about graduate fellowships see pp. 133-134.

#### COLLEGE TEACHING AND RESEARCH

A student who wishes to enter college teaching and research will find that the undergraduate work of the College provides preparation for graduate study leading to advanced degrees in the arts and sciences. She should consult as early as possible the chairman of her major department, or of the department in which she hopes to pursue graduate study, to learn which courses in her field of special interest and which foreign languages will be most useful to her. It should be noted that for graduate study in many fields a reading knowledge of two specified languages is required. The student will find her class dean, her faculty adviser, the chairmen of departments, and the Placement Office helpful in locating information about graduate schools.

#### PREPARATION FOR SECONDARY SCHOOL TEACHING

Some teaching positions in public as well as in private schools are open to college graduates without further study. Students who complete the course in practice teaching and two other units of study in education and two in psychology are able to fulfill the minimum requirements for a teaching license in many states.

Wellesley is one of a group of colleges affiliated with the Harvard Graduate School of Education in a program which affords graduates of the cooperating colleges special opportunities for practice teaching in the summer, for paid teaching internships during the regular school year, and for graduate study at Harvard.

A student who intends to teach should consult the chairman of the Department of Education about requirements for certification and ways of preparing to meet them.



### MEDICAL SCHOOL

In general, the minimum requirements for admission to recognized medical schools can be met by four units in chemistry (which must include two units in organic chemistry), two units in physics, and two units in biology. Because there is some variation in the minimum requirements, a student should consult the most recent catalogues of the particular medical schools in which she is interested.

Many students planning to study medicine elect two pre-medical sciences in the freshman year and major in one of them. Many medical schools stress the importance of a liberal education as a preparation for medical studies and accept applicants regardless of their major provided they have fulfilled the minimum requirements for admission. A student, therefore, is advised to major in the field of her greatest interest. Students wishing to prepare for medical school should consult Professor Louise P. Wilson, Department of Biological Sciences.

### THE CIVIL SERVICE

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult her major department and the Placement Office about current requirements. For many positions some work in statistics and public administration is desirable; graduate study is a qualification for many of the more important posts.

### OTHER PROFESSIONS

In her undergraduate work a student may meet the requirements for the degree of Bachelor of Arts and at the same time prepare to enter professional schools, for example, architecture, law, medicine, social service administration, teaching. A sound education in the liberal arts is considered the best preparation for admission to most professional schools, but a student who is interested in any one of the professions should consult her class dean to discuss the particular emphasis which she should make in her undergraduate program. She should also consult as soon as possible the catalogue of the graduate school which she has chosen.

## COURSES OF INSTRUCTION

1965-1966

The following courses of instruction are offered by the several departments. The College reserves the right to withdraw any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I indicates elementary courses and grade III the most advanced courses. Grade I courses are numbered 100, etc.; grade II courses 200, etc.; grade III courses 300, etc.

The first term is indicated by (1) following the course number, the second term by (2), the third term by (3). The number of units of credit appears in parentheses following the course title. A term course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon.

### ART

PROFESSORS McANDREW<sup>a</sup> FRISCH, SHELL (*Chairman*), VERMEULE; ASSOCIATE PROFESSOR FRISCH; INSTRUCTORS: MR. WALLACE, MRS. ANDERSON, MRS. KRAUSS, MRS. GOLDRING; LECTURER: MR. FLANSBURGH; RESIDENT ARTISTS: MR. RAYEN, MR. ABELES.

### HISTORY OF ART

Many of the courses in art include some laboratory work in the one or more mediums with which the course is concerned. The department believes that laboratory training has great value in developing observation and understanding of artistic problems, and for this reason requires it of majoring students. It should be stated, however, that no particular aptitude is required and that the work is adjusted to the student's ability.

<sup>a</sup> Absent on leave.

## 100 (1-2). INTRODUCTORY COURSE (2 units)

The major styles in Western architecture, sculpture, and painting from ancient Greece to c. 1800. A foundation for further study of the history of art. Simple laboratory work (requiring no previous training or artistic skill) planned to give the student a greater understanding of artistic problems. Open only to freshmen and sophomores. *The Staff*

## 201 (2). GREEK SCULPTURE (1 unit)

The development of Greek sculpture from its origins through the Hellenistic age. Study of focal monuments and artists in each successive period. Laboratory work consisting largely of modeling and carving. Open to freshmen and sophomores who have taken or are taking 100, and to juniors and seniors without prerequisite. *Mrs. Vermeule, Mr. Abeles*

## 202 (1). MEDIEVAL SCULPTURE (1 unit)

Western European sculpture of the Romanesque and Gothic periods, introduced by a brief study of pre-Romanesque art. Laboratory work consisting largely of modeling and carving. Open to sophomores who have taken 100, and to juniors and seniors without prerequisite.

*Miss Frisch, Mrs. Frisch*

## 203 (2). MEDIEVAL ARCHITECTURE (1 unit)

The architecture of Western Europe from the fall of Rome to the beginning of the Renaissance, with particular concentration on the great Romanesque and Gothic monuments. Occasional laboratory work. Prerequisite, same as for 201.

*Mrs. Goldring, Mr. Flansburgh*

## 207 (2). CHINESE ART (1 unit)

A survey of Chinese art from the Shang dynasty through the Yüan dynasty. Open to juniors and seniors without prerequisite. *Miss Frisch*

## 209 (1). ROMAN ART (1 unit)

A study of Roman sculpture and pictorial tradition from early times to the Late Antique, with emphasis on the late Republic and early Empire as a critical formative period. Prerequisite, same as for 202.

*Mrs. Vermeule*

## 215 (1). EUROPEAN ART THROUGH THE RENAISSANCE (1 unit)

The major movements in architecture, sculpture, and especially painting from classical antiquity to c. 1550. Open to sophomores who have taken History 100 or its equivalent, or Italian 100 or its equivalent, and to juniors and seniors without prerequisite. Not open to students who have taken Art 100.

*Mrs. Anderson*

## 216 (2). POST-RENAISSANCE AND MODERN ART (1 unit)

Western art from the beginning of the 17th century to the present. Open to sophomores who have taken 215, and to juniors and seniors without prerequisite. Not open to students who have taken 100 or 219.

*Mrs. Goldring*

## 219 (3). PAINTING AND SCULPTURE OF THE NINETEENTH AND EARLY TWENTIETH CENTURIES (1 unit)

A study of painting and sculpture of the 19th century and early 20th century in Europe and America with emphasis on France. Open to freshmen and sophomores who have taken 100, and to juniors and seniors without prerequisite.

*Mrs. Krauss*

## 220 (1). PAINTING AND SCULPTURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES IN SOUTHERN EUROPE (1 unit)

A study of Italian and Spanish painting and sculpture with special emphasis on Caravaggio and Bernini, and on El Greco and Velasquez. Open to sophomores who have taken 100, and to juniors and seniors without prerequisite.

*Mr. Wallace*

## 221 (2). PAINTING AND SCULPTURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES IN NORTHERN EUROPE (1 unit)

Flemish, Dutch, and French painting of the 17th century. French and English painting of the 18th century. Significant sculpture included. Prerequisite, same as for 220.

*Mr. Wallace*

## 224 (1-2). MODERN ART (2 units)

The major developments in painting, sculpture, and architecture from early in this century to the present. Laboratory work in the first term. Prerequisite, 100, 216, or 219.

*Mrs. Krauss*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 302 (1). ITALIAN PAINTING: THE FOURTEENTH AND FIFTEENTH CENTURIES (1 unit)

A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles. Particular attention to Florentine masters. Laboratory work. Open to juniors and seniors who have taken or are taking a grade II course in the department, and by permission to qualified students. *Mr. Shell, Mr. Abeles*

## 303 (2). ITALIAN PAINTING: THE SIXTEENTH CENTURY (1 unit)

Studies of the major masters of the High Renaissance, followed by the examination of some selected Mannerist painters, and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters. Laboratory work. Prerequisite, same as for 302. *Mr. Shell, Mrs. Frisch*

## 304 (1). LATE MEDIEVAL AND RENAISSANCE SCULPTURE (1 unit)

A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo. Open to students who have taken 100 or 215, and by permission to qualified students. *Mrs. Anderson*

306 (3).<sup>\*</sup> THE GRAPHIC ARTS FROM THE RENAISSANCE TO THE PRESENT (1 unit)

Emphasis on the styles of Dürer, Rembrandt, Goya, Picasso. Special attention to the influence of technique upon style. Laboratory instruction in the processes of woodcut, engraving, etching, lithography. Visits to collections. Open by permission to juniors and seniors who have taken a grade II course in the department. *Mrs. Anderson, Mr. Abeles*

308 (1).<sup>\*</sup> RENAISSANCE AND BAROQUE ARCHITECTURE (1 unit)

The early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy. Prerequisite, same as for 304. (Not offered in 1965-66.) *Mr. Wallace*

## 309 (3). MODERN ARCHITECTURE (1 unit)

Theory, criticism, and practice of modern architecture. Lectures, laboratory work, and field trips. Prerequisite, 224. *Mr. Flansburgh*

## 311 (2). PAINTING OF NORTHERN EUROPE (1 unit)

The period from the late 14th century to the mid-16th century in France, Germany, and the Low Countries. Prerequisite, same as for 304. (Not offered in 1965-66.)

330 (2).<sup>\*</sup> SEMINAR. ITALIAN PAINTING (1 unit)

Intensive study of one or more of the fundamental problems in the history of Italian painting. Open by permission to juniors and seniors who have taken 302 or 303. (Not offered in 1965-66.) *Mr. Shell*

331 (2).<sup>\*</sup> SEMINAR. PRINCIPLES AND METHODS OF ART HISTORY (1 unit)

A critical consideration of selected writings by art historians of the past and present who have significantly contributed to the development,

<sup>\*</sup> Offered in alternate years.

methods, and principles of art history. Open by permission to seniors who have taken or are taking 2 additional units of grade III. Reading knowledge of French and/or German highly desirable. *Mr. Shell*

332 (2).° SEMINAR. MEDIEVAL ART (1 unit)

Intensive study of one or a series of related problems in medieval painting or sculpture. Open by permission to juniors and seniors who have taken 202 or 203. (Not offered in 1965-66.)

333 (1).° SEMINAR. BAROQUE ART (1 unit)

Problems of style, connoisseurship, and iconology in 17th century art, concentrating on major Italian or northern Baroque masters. Open by permission to juniors and seniors who have taken 220 or 221.

*Mr. Wallace*

334 (1).° SEMINAR. ANCIENT ART (1 unit)

Intensive study of one or more of the fundamental problems in the history of ancient art. Open to juniors and seniors who have taken 201 or 209.

*Mrs. Vermeule*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors who have taken or are taking a grade III course.

#### STUDIO COURSES

As many as 4 units of studio work may be counted toward the degree provided an equal number of units in the history of art is counted. Studio work should ordinarily follow or be concurrent with work in the history of art; not more than 1 unit of studio work may be elected in advance of election of work in the history of art.

104 (2).° INTRODUCTORY SCULPTURE (1 unit)

Basic modeling with emphasis on intensive observation of natural forms to develop the ability to translate volume and space into sculptural terms. Some work in terra cotta, direct plaster, and casting. Open to sophomores, juniors, and seniors, and by permission to freshmen who have studied art before entering college. Four periods of class instruction and four periods of studio practice.

*Mr. Abeles*

° Offered in alternate years.

## 105 (1). INTRODUCTORY DRAWING (1 unit)

Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of mediums. Prerequisite, same as for 104. Four periods of class instruction and four periods of studio practice. *Mr. Rayen*

## 106 (2). INTRODUCTORY PAINTING AND DESIGN (1 unit)

Spatial and tonal problems partly abstract, partly representational, worked out in a variety of mediums and materials. Prerequisite, same as for 104. Five periods of class instruction and three of studio practice. *Mrs. Frisch, Mr. Rayen*

## 206 (1). WATERCOLOR AND OIL PAINTING (1 unit)

Landscape, still life, and painting from model. Open to sophomores, juniors, and seniors who have taken 100, 105, or 106. Five periods of class instruction and three of studio practice. *Mrs. Frisch, Mr. Abeles*

208. (2).<sup>\*</sup> DESIGN (1 unit)

The elements of visual communication, line, form, color, studied in relation to the special function or purpose which the work of art may be called upon to fulfill. Exploration of the potentialities and restrictions of the particular process or material. Open to sophomores, juniors, and seniors who have taken 105, 106, or 206. Five periods of class instruction and three of studio practice. (Not offered in 1965-66.) *Mr. Abeles*

## DIRECTIONS FOR ELECTION

A major in art must include 100 (unless an exemption examination is passed) and at least 6 further units in the history of art, chosen to make adequate distribution in the different arts and different periods.

A reading knowledge of French, German, or Italian, though not required, is strongly recommended.

By careful choice of related courses, a student majoring in art may plan a field of concentration emphasizing one century or period such as Ancient, Medieval, Renaissance, or Modern. Students interested in such a plan should consult the chairman of the department as early as possible.

The attention of students is called to the interdepartmental major in classical archaeology.

<sup>\*</sup> Offered in alternate years.

## ASTRONOMY

PROFESSOR HILL<sup>a</sup>; INSTRUCTORS: MRS. VANEK (*Acting Chairman*), MR. SCHREUR.

100-103 (1-2). INTRODUCTION TO ASTRONOMY (2 units)

First term: basic physical concepts; forces, fields, conservation laws, waves, the structure of matter. Second term: relationships of earth and sky; the solar system, stars, and galaxies. Open to students who are not eligible for 105. Two periods of lecture and discussion weekly with a third period every other week in Term I, two periods weekly in Term II; laboratory; some evening work at the Observatory in Term II, unscheduled, for observation and for use of the telescopes.

*Miss Fleming (1), Mrs. Vanek (2)*

105 (1-2). PRINCIPLES OF ASTRONOMY (2 units)

The nature and organization of the astronomical universe; the sun and stars, solar system, stellar groups, nebulae, galaxies. Stress on observational evidence for astronomical concepts. Open to students who offer physics for admission, or who have taken Physics 100-102 or 105, or Chemistry 100-103 or 100-106, or Geology 100-102, and who are taking or have taken Mathematics 109. Two periods weekly with a third period every other week; laboratory; some evening work at the Observatory, unscheduled, for observation and for use of the telescopes. *Mr. Schreur*

200 (2). MODERN PHYSICS (1 unit)

For description and prerequisite, see Physics 200.

202 (3). OPTICS (1 unit)

For description and prerequisite, see Physics 202.

203 (3). RECENT DEVELOPMENTS IN ASTRONOMY (1 unit)

Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere, the evolution of stars, the universe of galaxies. Prerequisite, 100-103, [101]†, [102], or 105. *Mrs. Vanek*

206 (3). THE ANALYSIS OF OBSERVATIONAL MATERIAL (1 unit)

Measurement and reduction of photographic plates. Theory of least squares. Numerical and approximate methods. Prerequisite, Mathematics 109. *Mr. Schreur*

<sup>a</sup> Absent on leave.

† Numbers in brackets refer to courses listed only in earlier catalogues.



## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 302 (1). GALACTIC STRUCTURE (1 unit)

The methods used in studying the dynamics and constitution of the Milky Way Galaxy. Examination of the basic data, photometry, galactic rotation. Prerequisite, 100-103, [101]†, [102], or 105, and Mathematics 200, [202], or 204. *Mrs. Vanek*

## 303 (3). DIFFERENTIAL EQUATIONS (1 unit)

For description and prerequisite, see Mathematics 303.

## 304 (2).° INTRODUCTION TO ASTROPHYSICS (1 unit)

The physical nature of the sun and stars derived from analysis of their spectra. Prerequisite, same as for 302. *Mr. Schreuer*

## 305 (3).° SELECTED TOPICS (1 unit)

Intensive study of a specific field. Prerequisite, same as for 302. (Not offered in 1965-66.)

## 306 (1). MECHANICS (1 unit)

For description and prerequisite, see Physics 306.

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to seniors by permission.

## DIRECTIONS FOR ELECTION

The following courses form the basis of the major: Astronomy 105, 206, 290, 302, and 340; Physics 200, 202, and 306; Mathematics 303. Additional courses in these three departments are highly recommended, especially for students who plan to enter graduate school. Extradepartmental 218 may be taken as related work. Students considering graduate work in astronomy are urged to acquire a reading knowledge of French, and Russian or German.

° Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

### BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION

PROFESSORS LACHEMAN, GALE (*Chairman*), DENBEAUX, MOWRY<sup>a3</sup>; ASSISTANT PROFESSORS ROLLINS, JOHNSON, KUNTZ; INSTRUCTORS: MR. PETERSEN, MRS. DEMPSTER, MR. VANDERPOOL, MR. CLAPHAM.

The requirement in Biblical history is met by course 104. Students with a knowledge of Greek may substitute 210 for the second term of 104.

#### 104 (1-2). STUDIES IN THE OLD AND NEW TESTAMENTS (2 units)

A study of historical, prophetic, legal, wisdom, and apocalyptic writings of the Old Testament, and selected New Testament writings with emphasis upon the Synoptic Gospels. Introduction to the method of literary and historical criticism. The relevance of the Biblical tradition to the individual and society. Required of sophomores except as indicated above.

*The Staff*

#### 203 (1-2). ELEMENTARY HEBREW (2 units)

The elements of Biblical Hebrew grammar, syntax, and vocabulary. Readings of selections from the Old Testament. Open to juniors and seniors by permission. (Not offered in 1965-66.)

#### 204 (1) (3). THE BEGINNINGS OF CHRISTIANITY (1 unit)

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of the thought of the Apostle Paul. Some study of other New Testament documents, especially the *Gospel of John*, and of non-canonical materials pertaining to the Christian Church of the first and second centuries. Prerequisite, 104 or 210. *Mr. Gale*

#### 206 (2). ISRAEL AFTER THE EXILE (1 unit)

An examination of major literary and theological trends. Studies in both canonical and non-canonical materials with an emphasis upon *Ezekiel*, *Ezra-Nehemiah*, *Psalms*, *Proverbs*, and selections from the *Apocrypha*, *Pseudepigrapha*, and the Dead Sea Scrolls. Prerequisite, 104 or 210.

*Mr. Kuntz*

#### 208 (3). CHRISTIAN ETHICS (1 unit)

A study of the theological resources of the Christian heritage in relation to ethical problems in modern society. Readings in selected classical and contemporary theologians from Augustine through Bonhoeffer. An inquiry into the ethical meaning of phenomena such as conscience, race, sexuality, technology, and church. Prerequisite, 104 or 210. *Mr. Johnson*

<sup>a3</sup> Absent on leave in Term III.

## 210 (3). THE FIRST THREE GOSPELS IN GREEK (1 unit)

The second term of 104 for those students who prefer to study the Gospels in Greek. Open to students who have taken the first term of 104 and who have taken or are taking a grade II Greek course. Students choosing this way of fulfilling the requirement in Biblical history may postpone the work until their junior year without special permission.

*Mr. Rollins*

213 (3).<sup>o</sup> JUDAISM FROM PHILO TO SPINOZA (1 unit)

The history of Judaism in its relation to the Graeco-Roman world, Christendom, and Islam. Reading (in translation) of significant portions of Talmudic, Midrashic, poetic, and speculative literatures. Prerequisite, 104 or 210.

*Mr. Lacheman*

## 216 (1). HISTORY OF CHRISTIAN THOUGHT THROUGH THE REFORMATION (1 unit)

The interaction of the Biblical world view with classical culture and the consequent emergence of specifically Christian thought. The Church Fathers, the theology of the Creeds, Augustine, medieval theology, and the Reformation. Prerequisite, 104 or 210.

*Mr. Denbeaux*

## 217 (2). HISTORY OF CHRISTIAN THOUGHT IN THE NINETEENTH CENTURY (1 unit)

The romantic and existentialist response to philosophical idealism and critical historiography. Concentration upon the theological work of Schleiermacher, Hegel, Kierkegaard, D. F. Strauss, and Harnack. Prerequisite, 104 or 210.

*Mr. Denbeaux*

## 219 (2) (3). HISTORY OF CHRISTIAN THOUGHT IN THE TWENTIETH CENTURY (1 unit)

An examination of crucial developments in contemporary theology, emphasizing the relevance of such theologians as Barth, Buber, and Tillich to an understanding of God and man. Prerequisite, 104 or 210.

*Mr. Denbeaux*

## 251 (1). THE RELIGIONS OF INDIA AND THE FAR EAST (1 unit)

The history and development of scriptures, theologies, institutions, and cultic practices of Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Prerequisite, 104 or 210.

*Miss Mowry*

## 252 (2). THE RELIGIONS OF THE MIDDLE EAST (1 unit)

Judaism, Christianity, and Islam within the cultural context of the

<sup>o</sup> Offered in alternate years.

Middle East. Some consideration of earlier religious movements which influenced these traditions, *e.g.*, Zoroastrianism. Prerequisite, 104 or 210. *Miss Mowry*

254. MODERN RELIGIOUS MOVEMENTS (1 unit)

An examination of Protestantism, Catholicism, and Judaism in the modern world, and the responses of these movements to their Biblical and classical traditions, to social and political crises, and to each other. Prerequisite, 104 or 210. (Not offered in 1965-66.)

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

306 (1). SEMINAR. THE OLD TESTAMENT (1 unit)

A systematic study of important religious ideas of the Old Testament. Prerequisite, 206. *Mr. Lacheman*

307 (2). SEMINAR. THE NEW TESTAMENT (1 unit)

An intensive study of selected New Testament issues. Prerequisite, 204. *Miss Mowry*

311 (2). THEOLOGY AND ITS EXPRESSION IN LITERATURE (1 unit)

An examination of the relationships between poetic imagination and theological development. The writings of a major theological figure to be read in connection with works selected from the field of literature and drama. Prerequisite, 216. *Mr. Denbeaux*

315. (3). SEMINAR. THE HISTORY OF CHRISTIAN THOUGHT (1 unit)

An intensive study of a major doctrine emphasizing the thought of one theologian. Prerequisite, 216. *Mr. Denbeaux*

316 (1). SEMINAR. CHRISTIAN ETHICS (1 unit)

An intensive study of one ethical problem or set of related problems with readings in relevant theological sources. Prerequisite, 208. *Mr. Johnson*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to seniors by permission.

## DIRECTIONS FOR ELECTION

Students majoring in Biblical history are required to take 104, 204, and either 206 or 216, and are advised to elect at least two seminars, 306 or 307, and 315 or 316.

Students interested in the original language of the New Testament are encouraged to confer with the Department of Greek.

## BIOLOGICAL SCIENCES

PROFESSORS CREIGHTON, WILSON, WYCKOFF, FISKE (*Chairman*), PADYKULA; ASSISTANT PROFESSORS WIDMAYER, SHOOP, MASCARENHAS, GAUTHIER, HARRISON, BABBOTT; LECTURER: MRS. JONES.

Unless otherwise noted all courses meet for five periods of lecture, discussion, and laboratory weekly in Terms I and II, and for ten periods weekly in Term III.

101 (1) (2) (3). BIOLOGY I (1 unit)

Investigations of cells and organisms through experiments and analyses, and study of the unifying concepts of biology. Open to all undergraduates. *The Staff*

102 (2) (3). BIOLOGY II (1 unit)

Investigations of animals, plants, and microorganisms through observations and experiments studying their likenesses and differences. Prerequisite, 101. *The Staff*

201 (3). ENVIRONMENTAL BIOLOGY (1 unit)

Limiting factors of the environment, human populations, pollution, pesticides, parasites, and biological control. Major habitats, biogeography, and succession. Studies in field and laboratory. Open to freshmen and sophomores who have taken 101 (1964-65), or 102 (1965-66 and thereafter), or the equivalent, and to juniors and seniors without prerequisite. *Mr. Shoop*

202 (1). COMPARATIVE ANATOMY (1 unit)

Comparative anatomy of the chordates with emphasis on evolutionary trends within the vertebrate group. Dissection of representative forms including a thorough dissection of the cat. Prerequisite, same as for 201. *Miss Babbott*

203 (1). BOTANY (1 unit)

Plant biology emphasizing the structure and evolution of seed plants, ferns, mosses, algae, and fungi. Prerequisite, same as for 201. *Miss Creighton*

## 204 (3). MICROBIOLOGY (1 unit)

Structure, growth, reproduction, and activities of microorganisms, their interactions with the environment, and their economic uses. Open to freshmen and sophomores who have completed 1 unit in science, and to juniors and seniors without prerequisite. Four periods of lecture with five periods of laboratory a week, or with papers in place of laboratory.

*Mrs. Wyckoff*

## 205 (1). GENETICS (1 unit)

Principles of inheritance and their applications to other biological problems. Prerequisite, same as for 201. Two periods of lecture and demonstrations and one period of discussion.

*Miss Creighton*

## 206 (2). HISTOLOGY-CYTOLOGY I: ANIMAL TISSUES (1 unit)

The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques. Prerequisite, same as for 201.

*Miss Padykula, Miss Gauthier*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 301 (1) (2). CELL PHYSIOLOGY (1 unit)

Chemical and physical phenomena of life processes and molecular mechanisms underlying structure and function of cells. Prerequisite, 102 and Chemistry [104]† or 107 or [108], or by permission. Chemistry 201 or 205 is recommended.

*Mr. Mascarenhas (1), Mrs. Wilson (2)*

## 302 (2) (3). ANIMAL PHYSIOLOGY (1 unit)

Factors affecting the operation of the circulatory, excretory, respiratory, nervous and contractile systems in animals. Emphasis on the vertebrates. Prerequisite, 301.

*Mrs. Harrison (2), Mrs. Wilson (3)*

303 (2).<sup>\*</sup> PLANT PHYSIOLOGY (1 unit)

Hormonal and other aspects of plant growth and development, physiology of reproduction, mineral nutrition, water relations, photosynthesis, and selected topics. Prerequisite, 301.

*Mr. Mascarenhas*

## 304 (3). HISTOLOGY-CYTOLOGY II: ANIMAL ORGAN SYSTEMS (1 unit)

Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells;

<sup>\*</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

the relationship of ultrastructural and cytochemical features to characteristic physiological processes. Prerequisite, 206.

*Miss Padykula, Miss Gauthier*

305 (2).° ADVANCED GENETICS (1 unit)

Principles of heredity and cytological and biochemical aspects of gene structure and function. Prerequisite, 205 and 301. Four periods of lecture, discussion, and laboratory.

*Miss Widmayer*

306 (2). EMBRYOLOGY (1 unit)

Development of the vertebrate organism from its origin as a fertilized egg through the formation of principal organs and systems. Study of the dynamics of basic developmental processes, complemented by an introduction to areas of specialization in current research. Prerequisite, 202.

*Mrs. Jones*

307 (1).° POPULATION AND COMMUNITY ECOLOGY (1 unit)

Species population dynamics and structure; interspecific competition and speciation; community structure and metabolism. Extensive readings in primary source material. Laboratory and field studies. Prerequisite, 201 and 205; prerequisite or corequisite, 301. (Not offered in 1965-66.)

308 (1).° PLANT MORPHOGENESIS (1 unit)

Development of form in plants and the external factors affecting morphogenesis. Preparation of tissues for microscopic study. Prerequisite, 203 and 301. 303 is recommended. (Not offered in 1965-66.)

309 (1). GENERAL BACTERIOLOGY (1 unit)

Structure of bacteria, their physiological processes, and their environmental and biological interrelationships. Emphasis on current bacteriological techniques. Prerequisite in 1965-66, Chemistry [104]† or [108], and either 2 units in biology or an additional course in chemistry; in 1966-67 and thereafter, 2 units in chemistry and 2 units in biology, or 3 units in chemistry.

*Mrs. Wyckoff*

310 (2).° ADVANCED BACTERIOLOGY AND IMMUNOLOGY (1 unit)

Systematic study of bacteria, including serological relationships and roles in disease and immunity. Consideration of recent developments including bacterial genetics. Prerequisite, 309, or permission of the instructor.

*Mrs. Wyckoff*

311 (1).° VIROLOGY (1 unit)

Nature of viruses and their interaction with plant, animal, and bac-

° Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

terial hosts. Experiments with bacterial viruses. Prerequisite, 309 or 310, or permission of the instructor. Three periods. (Not offered in 1965-66.)

312 (1).<sup>o</sup> ENDOCRINOLOGY (1 unit)

Intrinsic chemical control through hormones produced by endocrine glands and neurosecretory centers. Individual problems. Prerequisite, 302. *Mrs. Fiske*

313.<sup>o</sup> METABOLISM AND NUTRITION (1 unit)

Physiological processes by which foods are utilized for growth, repair, and maintenance. Metabolism of vertebrates under normal and experimental conditions. Individual problems. Prerequisite or corequisite, 302, and Chemistry 201 or 205. Four periods of lecture, discussion, and laboratory. (Not offered in 1965-66.)

316 (2). CYTOCHEMISTRY (1 unit)

Principles of cytochemistry and their application to the study of biological problems. Laboratory work includes localization and *in situ* analysis of chemical constituents of cells, including ultrastructural aspects. Prerequisite, 206, Chemistry 201 or 205, and a knowledge of the basic principles of biochemistry. Biology 304 is recommended. (Not given in 1965-66.) *Miss Padykula*

317 (2). SEMINAR. VERTEBRATE REPRODUCTION (1 unit)

The reproductive biology of vertebrates with emphasis on mammals. Morphological, developmental, and ecological factors which influence the reproductive physiology of various vertebrate groups. Prerequisite, 202, 302, and 306, or permission of the instructor. 307 and 312 are recommended. Three hours weekly. (Not given in 1965-66.)

318. (3). ULTRASTRUCTURE OF THE ANIMAL CELL (1 unit)

Interpretation of biological ultrastructure with emphasis on the molecular organization of cellular components. An introduction to the principles of electron microscopy and the major procedures involved. Critical analysis of the photographic image yielded by the electron microscope. Prerequisite, 304 or its equivalent. *Miss Gauthier*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

<sup>o</sup> Offered in alternate years.



## 350. RESEARCH OR INDIVIDUAL STUDY

(1 or 2 units)

Open to juniors and seniors by permission.

## DIRECTIONS FOR ELECTION

For the Class of 1966 a major must include a course in genetics; for succeeding classes the courses required for the major are 101-102 (unless exempted), 205, and Chemistry 100-103 or 100-106 or their equivalents. Chemistry 107 or [108] and 201 or 205 are strongly recommended for all majors, and at least one of these courses is required of students taking advanced work in physiology, genetics, or cytochemistry. (See course prerequisites.) Majors are also urged to take Physics 102 or a grade II course in physics, and are advised that a reading knowledge of one or more of the following languages is required (in general) for admission to graduate work: French, German, Russian.

Within the major students may design a program in general biology or one which emphasizes subjects dealing with animals or plants or microorganisms. A broad training in the various aspects of biology is recommended.

Premedical students are referred to the requirements given on p. 37.

## CHEMISTRY

PROFESSOR CRAWFORD<sup>a</sup>; ASSOCIATE PROFESSORS WEBSTER (Chairman), ROCK, WANG; ASSISTANT PROFESSORS KOCH, BLACKBURN, DUDEK.

Unless otherwise noted all chemistry courses meet for two periods of lecture and one three and one-half hour laboratory appointment weekly in Terms I and II, and for four periods of lecture and two three and one-half hour laboratory appointments weekly in Term III.

## 100-103 (1-2). INTRODUCTION TO CHEMISTRY AND CHEMICAL STRUCTURE (2 units)

First term: basic physical concepts; forces, fields, conservation laws, waves, structure of matter. Second term: properties of matter, atomic structure, bonding, and stereochemistry, stressing the relationship between structure and properties. Open to students who do not present chemistry for admission. Physics 105 may be substituted for the first term. Two periods of lecture and discussion with a third period every other week in Term I, and three periods weekly in Term II; laboratory. *The Staff*

<sup>a</sup> Absent on leave.

## 100-106 (1-2). CHEMICAL STRUCTURE (2 units)

Same topics as in 100-103. Open to students with one admission unit in chemistry. Physics 105 may be substituted for the first term. Two periods of lecture and discussion with a third period every other week in Term I, and two periods weekly in Term II; laboratory. *The Staff*

## 107 (1) (3). EQUILIBRIUM (1 unit)

Acid-base, complex-ion, solubility, redox, and solvent-distribution equilibria. Laboratory: quantitative study of selected equilibria. Prerequisite, 100-103 or 100-106. (Not offered in Term I of 1965-66.) *Mr. Blackburn*

## 200 (1-2). CONTEMPORARY PROBLEMS IN CHEMICAL STRUCTURE (2 units)

A consideration of some fundamental chemical problems encountered in the determination of the structure of a selected complex chemical compound. Open without prerequisite to juniors and seniors who do not have college credit in chemistry. Not to be counted toward the major. Two periods of lecture; laboratory. (Not offered in 1965-66.)

## 201 (1). ORGANIC CHEMISTRY (1 unit)

A study of the synthesis and reactions of typical organic compounds. Prerequisite, [104]†, [108], or [203]; or prerequisite or corequisite, 107; or Advanced Placement credit in chemistry. An additional period required for Advanced Placement students. (Not offered in 1965-66.)

## 202 (2). CHEMICAL THERMODYNAMICS (1 unit)

Elementary thermodynamics; enthalpy and free energy of chemical systems; a statistical approach to the third law. Open to students who have taken 201 or 205, a year of secondary school physics or a term of physics in college, and who have taken or are taking Mathematics 109 or its equivalent. An additional period required for students having only secondary school physics. *Miss Rock*

## 205 (1). ORGANIC CHEMISTRY (1 unit)

Systematic study of the fundamental classes of organic compounds with emphasis on their interconversion. Prerequisite, [104]†, [108], [203], or Advanced Placement credit in chemistry. An additional period required for Advanced Placement students. (Offered only in 1965-66.)

*Mr. Wang*

## 210 (2). ORGANIC CHEMISTRY (1 unit)

Continuation of Chemistry 201. Prerequisite, 201. Not to be counted toward the major. (Not offered in 1965-66.)

† Numbers in brackets refer to courses listed only in earlier catalogues.

- 290 (3). INDEPENDENT STUDY (1 unit)  
Required of all students in the area of concentration, ordinarily in Term III of the junior year.
- 300 (2). ORGANIC CHEMISTRY (1 unit)  
Mechanisms of organic reactions. Laboratory work: synthesis and identification of organic compounds. Prerequisite, 205. (Offered only in 1965-66.) *Mr. Wang*
- 301 (1-2). KINETICS AND MECHANISM (2 units)  
Fundamentals of chemical kinetics as related to inorganic and organic reactions. Prerequisite, 202. The first term may be elected independently. (Not offered in 1965-66.)
- 302 (1). STRUCTURAL CHEMISTRY I (1 unit)  
A theoretical and experimental study of molecular structure; spectroscopy, elementary quantum theory, symmetry properties. Open to students who have taken Mathematics 200 or 204, and who have taken or are taking Chemistry 301. (To be offered in 1967-68 and thereafter.)
- 303 (2). STRUCTURAL CHEMISTRY II (1 unit)  
Continuation of 302. Prerequisite, 302 and a second unit of college physics. (To be offered in 1967-68 and thereafter.)
- 304 (1). GENERAL QUANTITATIVE ANALYSIS (1 unit)  
The fundamental theory and practice of quantitative analysis applied to both inorganic and organic compounds. Prerequisite, 205. Two periods of lecture and two three-hour laboratory appointments. (Offered only in 1965-66.) *Mr. Blackburn*
- 305 (1-2). PHYSICAL CHEMISTRY (2 units)  
The laws and theories of matter in their various states of aggregation, chemical thermodynamics, chemical equilibrium, reaction velocity, electrochemistry, and theories of atomic and molecular structure. Open to students who have taken [204]† and 205, or 304; the equivalent of Physics [101]; and Mathematics 200, [202], or 204, or by special arrangement, Mathematics 109. The first term may be elected independently. *Miss Rock (1), Mr. Blackburn (2)*
- 307 (3). INORGANIC CHEMISTRY (1 unit)  
Advanced study of a variety of inorganic substances and interpretation of their properties in the light of recent theories of atomic and molecular structure. Prerequisite, 305. No laboratory. *Mrs. Dudek*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 313 (2). ADVANCED ORGANIC CHEMISTRY (1 unit)

A study of an advanced topic in organic chemistry such as stereochemistry, heterocyclic chemistry, reaction mechanisms, or the chemistry of natural products. Ordinarily a different subject each year. Prerequisite, 300, and either [204]† or 304. No laboratory. *Miss Koch*

## 314 (2). INSTRUMENTAL ANALYSIS (1 unit)

Principles and practice of instrumental methods such as absorption and emission spectrometry, electroanalysis, and chromatography. Prerequisite, either [204]† and 205, or 304; prerequisite or corequisite, 2 units of college physics. One period of lecture and two laboratory appointments. *Mrs. Dudek*

## 315 (3). ADVANCED ORGANIC LABORATORY (1 unit)

Synthesis and characterization of organic compounds: use of vacuum, chromatographic and spectral techniques. Prerequisite, either [204]† or 304, and 300. Two periods of lecture and four laboratory appointments. *Miss Koch*

## 316 (1). CHEMICAL THEORY (1 unit)

Selected topics in the development of modern chemistry chosen to illustrate major conceptual advances in one or more branches of the field. Subject to be announced. Open by permission to juniors and seniors. No laboratory. *Mrs. Dudek*

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to students who have taken at least 5 units in chemistry.

## DIRECTIONS FOR ELECTION

In addition to 8 units in chemistry, the chemistry major requires 2 units of college physics and Mathematics 200, [202]†, or 204. It is strongly recommended that 1 unit of physics be 201, and that Mathematics 303 be elected.

Majors in the Class of 1968 and thereafter are required to complete 201 (or 205), 202, 301, 302, and 303.

Majors in the Classes of 1966 and 1967 must consult the chairman.

† Numbers in brackets refer to courses listed only in earlier catalogues.

Students are advised to acquire a reading knowledge of German and of either French or Russian.

Premedical students are referred to the requirements given on p. 12.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Department of Chemistry.

#### PLACEMENT AND EXEMPTION EXAMINATIONS

Students entering with scores of 4 or 5 on the Advanced Placement Examination of the College Entrance Examination Board will be placed in Chemistry 201 (or 205). Other students who have had Advanced Placement courses or two years of secondary school chemistry or other unusually good preparation should apply for an examination covering the work in Chemistry 106 and 107. Such students will be expected to submit laboratory notebooks or reports.

### CLASSICAL ARCHAEOLOGY

*Director:* MISS McCARTHY

An interdepartmental major in classical archaeology gives opportunity for a study of classical civilization through its art, literature, and history with emphasis on either the Greek or Roman period.

The field of concentration should normally include ancient history (2 units), art (4 or 5 units), Greek or Latin language and literature (6 or 7 units); independent study of an archaeological topic correlating work in art and literature (1 or 2 units). In addition to the work elected in either Greek or Latin the candidate must give evidence of a working knowledge of the second language.

### ECONOMICS

PROFESSORS CLEMENCE (*Chairman*), BELL; ASSOCIATE PROFESSOR GOLDMAN; ASSISTANT PROFESSOR FUNK; INSTRUCTORS: MISS GREENWOOD, MR. MORRISON.

101 (1-2) (2-3) (1 and 3). SURVEY OF ECONOMICS (2 units)

The study of the ways people make a living; analysis of economic problems and policies with special reference to the United States today. Economic growth and development; prosperity and depression; money and banking; inflation and unemployment; labor and management; national income and its distribution; organization and operation of business

and industry; foreign aid and foreign trade; government spending and taxing; comparisons of the American economy with others. Open to all undergraduates. Weekly tutorials (Economics 360) for freshmen.

*The Staff*

201 (1). ECONOMIC ANALYSIS (1 unit)

Micro-economic theory; analysis of the individual household, firm, and industry. Prerequisite, 101. *Mr. Clemence*

202 (2). ECONOMIC ANALYSIS (1 unit)

Macro-economic theory; aggregate analysis of income, output, and employment. Prerequisite, 101. *Miss Greenwood*

203 (3).<sup>\*</sup> ECONOMIC HISTORY (1 unit)

Development of modern economic society; the emergence of capitalism, the market system and organized economic activity. Open to students who have taken or are taking 101. *Mr. Morrison*

204 (3).<sup>\*</sup> AMERICAN ECONOMIC HISTORY (1 unit)

The development of the American economy from its agrarian beginnings to its contemporary complex industrial structure. Prerequisite, same as for 203. (Not offered in 1965-66.)

205 (1). CORPORATION FINANCE (1 unit)

The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets. Prerequisite, 101.

*Mr. Funk*

208 (2).<sup>\*</sup> ECONOMIC POWER IN THE UNITED STATES (1 unit)

The structure of a "mixed" economy and the sources of economic power in labor, business, and government. Prerequisite, same as for 203.

*Mr. Morrison*

209 (1). THE INTERNATIONAL ECONOMY (1 unit)

Institutions and problems of trade, development, and international economic organization. Prerequisite, 101. *Miss Greenwood*

211 (1) (3). ELEMENTARY STATISTICS (1 unit)

A non-mathematical approach to statistical techniques and their applications in economic analysis. Problems and exercises for machine cal-

<sup>\*</sup> Offered in alternate years.

culations. Prerequisite, same as for 203.

*Mr. Morrison*

212 (1).<sup>o</sup> ECONOMICS OF ACCOUNTING (1 unit)

Economic analysis in the framework of accounting theory and data. Prerequisite, 101. (Not offered in 1965-66.)

215 (3). ECONOMIC CONTROVERSY (1 unit)

Analysis and policy considerations in current economic problems. Prerequisite, 101 and permission of the instructor. *Mr. Goldman*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

301 (1). COMPARATIVE ECONOMIC SYSTEMS (1 unit)

The economics of capitalism, socialism, fascism, and communism. Prerequisite in 1965-66, 3 units in economics; thereafter 201 and 202.

*Mr. Goldman*

302 (2). ECONOMIC DEVELOPMENT (1 unit)

The problems and possibilities of the less developed countries. Prerequisite in 1965-66, 4 units in economics; thereafter 201 and 202.

*Mr. Goldman*

303 (2). ECONOMIC FLUCTUATIONS (1 unit)

Theoretical, statistical, and historical analysis of the capitalist process. Seasonal variation, cycles, and trends. Emphasis on major fluctuations and their relations to public policies. Prerequisite in 1965-66, 201 and 211; thereafter 201, 202, and 211.

*Mr. Clemence*

304 (1). MONETARY THEORY AND POLICY (1 unit)

The structure and mechanisms of the monetary system. Monetary theory, the techniques, the history, the effectiveness, and the controversies of monetary policy. Prerequisite in 1965-66, 201 and [220]†; thereafter 201 and 202

*Miss Greenwood*

305 (2). THE STRUCTURE OF AMERICAN INDUSTRY (1 unit)

Analysis of the structure, conduct, and performance of particular industries in the economy. Prerequisite in 1965-66, 201 or 205; thereafter 201 and 202.

*Mrs. Bell*

<sup>o</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 307 (1). CONSUMPTION AND MARKETING (1 unit)

Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving. Prerequisite, same as for 303. *Mrs. Bell*

## 310 (1). PUBLIC FINANCE (1 unit)

Principles, practices, and economic effects of government expenditure, revenue, debt, and taxation. Special emphasis on current issues of fiscal policy and reform at federal, state, and local levels of government. Prerequisite, same as for 304. *Mr. Funk*

## 314 (2). INTERNATIONAL ECONOMICS (1 unit)

Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments. Prerequisite, same as for 304. *Miss Greenwood*

## 315 (3). HISTORY OF ECONOMIC THOUGHT (1 unit)

The development of economic thought from ancient to modern times. A brief survey of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day. Prerequisite, same as for 304. *Mr. Clemence*

## 317 (2). QUANTITATIVE ECONOMIC ANALYSIS (1 unit)

The combining of elementary mathematics and statistics with economic theory to explain and predict the behavior of the economy in its parts and as a whole. Prerequisite in 1965-66, Mathematics [202]† or 204, Economics 201, and either Economics 211 or Mathematics [205]. Thereafter, Mathematics 200 or 204, Economics 201 and 202, and either Economics 211 or Mathematics 203. *Mr. Funk*

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors who have taken 201 and 202.

† Numbers in brackets refer to courses listed only in earlier catalogues.



## 360 (1-2). TUTORIAL AND SEMINAR (2 units)

A survey of economic theory and policy: seminar reports on research and independent study; 101 tutorials conducted by each student. Open upon department recommendation to senior majors. *Mrs. Bell*

## DIRECTIONS FOR ELECTION

A student who plans to take any course after 101 should consult either her instructor or the department chairman.

Courses 201 and 202 are required for the major and should be taken immediately after 101. Economics 211, or Mathematics 203, is also required. Economics 203 and 204 are strongly recommended.

Students interested in graduate work should consult the chairman as soon as possible.

## EDUCATION

ASSOCIATE PROFESSOR ULICH (*Chairman*); LECTURER: MRS. KELLER.

## 101 (1) (2) (3). CLASSICAL PHILOSOPHY I (1 unit)

For description and prerequisite, see Philosophy 101.

## 101 (1) (2). INTRODUCTION TO PSYCHOLOGY (1 unit)

For description and prerequisite, see Psychology 101.

## 103 (1) (2) (3). PHILOSOPHICAL ANALYSIS (1 unit)

For description and prerequisite, see Philosophy 103.

## 200 (1) (2) (S).\*\* PHILOSOPHY OF EDUCATION (1 unit)

The role of philosophical thought and analysis in the clarification of major problems of education. Discussion of the aims of schooling and the relation of knowledge to individual and social values. Open to sophomores, juniors, and seniors, and by permission to freshmen in Term II.

*Mrs. Ulich*

## 201 (2). HISTORY OF EDUCATIONAL IDEAS (1 unit)

Study of the interrelationship between educational ideas and their historical setting, their influence on the educational process, and their contribution to the general development of culture. Prerequisite, 200. (Not given in 1965-66.) *Mrs. Ulich*

\*\* A special section of 200 may be offered in the three weeks immediately following Commencement.

- 202 (2).<sup>\*</sup> THE ELEMENTARY SCHOOL (1 unit)  
 The organization of the elementary school, its curriculum, the teacher's work, and current educational policies. Emphasis placed on the development and characteristics of elementary school children. Observation in schools required. Prerequisite, 200. (Not offered in 1965-66.)
- 205 (1). THE EDUCATION OF THE YOUNG CHILD (1 unit)  
 A survey of the theory and practice of early childhood education, including the study of young children as members of society who are responding to educational influences. Four hours a week of observation and participation at the Page Memorial School. Open to juniors and seniors who have taken 200 and a course in psychology. *Mrs. Keller*
- 206 (2). THE EDUCATION OF THE YOUNG CHILD (1 unit)  
 Further studies in early childhood education. Observation and participation at the Page Memorial School. Prerequisite, 205. *Mrs. Keller*
- 207 (1) (2). CHILD PSYCHOLOGY (1 unit)  
 For description and prerequisite, see Psychology 207.
- 212 (2). PERSONALITY (1 unit)  
 For description and prerequisite, see Psychology 212.
- 218 (2) (3). MOTIVATION (1 unit)  
 For description and prerequisite, see Psychology 218.
- 219 (1). LEARNING (1 unit)  
 For description and prerequisite, see Psychology 219.
- 300 (1). SECONDARY EDUCATION (1 unit)  
 The aims, organization, and administration of secondary schools considered in relation to their social, political, and economic environments. Criteria for evaluating curricula and classroom problems included. Prerequisite, 200. (Not offered in 1965-66.)
- 301 (2).<sup>\*</sup> EDUCATIONAL PROBLEMS AND PRACTICES IN OTHER COUNTRIES (1 unit)  
 A comparative study of contemporary educational policies and plans in older and newer nations. Prerequisite, 200. (Not offered in 1965-66.)
- 302 (2). METHODS OF TEACHING (1 unit)  
 Study of teaching objectives and classroom procedures. Review of learning theories. Class divided into groups for six weeks of intensive
- <sup>\*</sup> Offered in alternate years.

work in the methods and materials of a specific subject matter; for example, English, foreign language, social science, science. Open by permission to juniors and seniors. Observation in schools required.

*The Staff*

303 (3). CURRICULUM AND SUPERVISED TEACHING (1 unit)

Study of curriculum and sequence of courses generally offered in secondary school. Methods and supervised teaching in student's major teaching field. Prerequisite, 302. May not be counted in the 40 units required for the Bachelor of Arts degree.

*The Staff*

#### DIRECTIONS FOR ELECTION

Students who plan to teach in secondary schools should elect at least 5 units in education and psychology. For example, Education 200, 302, 303, and Psychology 101 and 212 or 219 would fulfill the minimum requirements for a teaching license in many states and would earn the Permanent Certificate in Massachusetts. This Commonwealth enjoys full reciprocity with an increasing number of other states.

Although the College does not offer a major in education students may take up to 6 units. Students who intend to teach should (in their sophomore year if possible) consult the department concerning the various city and state requirements for the certificate to teach and the appropriate undergraduate preparation for fifth year and paid intern programs which combine professional study with further study in teaching fields and lead to Master's degrees honored by all states. (See also p. 36.)

#### ANNE L. PAGE MEMORIAL SCHOOL

DIRECTOR: MRS. KELLER. TEACHERS: MRS. BAUER, MISS BARLOW, MRS. EGBERT, MRS. McDONALD.

The Anne L. Page Memorial School for Children from three to five years of age is the college laboratory school. It is a center for child study, observation, and participation for students from all departments of the College, and it is especially helpful to students working in the Departments of Education and of Psychology.

## ENGLISH

PROFESSORS HOUGHTON<sup>a</sup>, MICHAEL, PRETTYMAN, CORSA, LEVER, QUINN<sup>a</sup>, LAYMAN; ASSOCIATE PROFESSORS FERRY (*Chairman*), GARIS, SPACKS; ASSISTANT PROFESSORS DIAMOND, CRAIG, JACKSON, LEWIS, GOLD, ASWELL; INSTRUCTORS: MRS. SUSSMAN, MISS ROBINSON, MR. SCHWABER, MR. PHILLIPS; LECTURERS: MISS BERKMAN, MRS. MARSH, MRS. STONE

100 (1) (2). STYLE AND ORGANIZATION (1 unit)

The development of writing skills. Accuracy, expressiveness, logical clarity, and the organization of complex meanings in writing and speaking. Techniques of exposition, argumentation, and research. Frequent individual conferences. Required of freshmen. *The Staff*

102 (3). VARIETIES OF LITERARY STUDY (1 unit)

An intensive examination of works of two or three figures in English or American literature, or both, with particular attention to various methods of criticism. Open to all undergraduates except those who have taken English 106. *The Staff*

106 (1-2) (3).<sup>\*\*</sup> LITERATURE IN THREE AGES: RENAISSANCE, NEO-CLASSIC, AND ROMANTIC (2 units)

An introduction to critical analysis through the reading of major works from Marlowe to Wordsworth in their historical contexts. Open to all undergraduates. *The Staff*

107 (1-2). INTERPRETATIONS OF MAN IN WESTERN LITERATURE (2 units)

For description and prerequisite, see Extradepartmental 107.

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Courses 200, 201, and 202 are planned as *workshops in writing*, with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301 and 302 continue the same plan at an advanced level.

200 (1) (2). SHORT NARRATIVE (1 unit)

Sketches and the short story. For interested students, experience in the writing of one-act plays. Prerequisite, 100. Not open to students who are

<sup>a</sup> Absent on leave.

<sup>\*\*</sup> Students may begin 106 in Term III. Credit will be given only after completion of the course either in Term II of the following year or by passing an examination based on summer reading. (See Directions for Election.)

taking another writing course.

*Mr. Schwaber (1), Miss Lever, Miss Robinson (2)*

201 (1) (2). THE CRITICAL ESSAY (1 unit)

Training in the organization and presentation of literary analyses and judgments. Reading of some of the best contemporary criticism. Prerequisite or corequisite, 106. *Mr. Lewis (1), Mr. Garis (2)*

202 (1). POETRY (1 unit)

The writing of short lyrics, and the study of the art and craft of poetry. Open to juniors and seniors, and by permission to sophomores. *Mrs. Stone*

210 (2) (3). MODERN POETRY (1 unit)

English and American poetry and poets, recent and contemporary. Open to students who have taken 106 or Extradepartmental 107, and by permission to sophomores who have taken 102; and to juniors and seniors without prerequisite.

*Miss Craig, Miss Berkman (2), Mr. Ferry, Mr. Schwaber (3)*

211 (2). RENAISSANCE DRAMA (1 unit)

A critical and historical study of poetic drama in the period of its greatest flowering. Emphasis on the comedies of Jonson and the tragedies of Marlowe, Webster, Tourneur, Chapman, and Middleton. Prerequisite, same as for 210. *Mr. Layman*

212 (1) (2). MODERN DRAMA (1 unit)

The study of English, American, and European drama from Ibsen to the present day. Prerequisite, same as for 210.

*Mrs. Spacks (1), Mr. Lewis (2)*

215 (1) (3). INTRODUCTION TO SHAKESPEARE (1 unit)

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. Open to juniors and seniors only. Not open to majors. *Mr. Garis (1), Miss Craig (3)*

217 (2) (3). MILTON (1 unit)

A critical study of Milton as a master of lyric, epic, and dramatic poetry, and as a writer of notable prose. Prerequisite, same as for 210.

*Miss Lever*

220 (1) (2) (3). CHAUCER (1 unit)

A study of Chaucer's poetry, tracing the development of his art, with

some attention to the relation of his work to the social and literary background of his time, Prerequisite, same as for 210. *Miss Corsa, Miss Diamond (1), Miss Michael (2), Mrs. Jackson (3)*

223 (1). AMERICAN LITERATURE (1 unit)

The beginnings of American literature and the social conditions out of which it grew, followed by a consideration of American writers through Melville. Emphasis upon major figures. Prerequisite, same as for 210.

*Miss Michael, Mr. Gold*

224 (2). AMERICAN LITERATURE (1 unit)

American writers from Whitman to the present time. Emphasis upon major figures. Prerequisite, 223.

*Mr. Gold*

225 (1-2). THE DEVELOPMENT OF THE ENGLISH NOVEL (2 units)

The growth of the English novel from its beginning in the 18th century. Concentration on the major novelists from Defoe through Conrad, with attention to the philosophical, cultural, and historical milieu. Prerequisite, same as for 210. Not open to those who have taken 226.

*Miss Corsa, Miss Diamond*

226 (1) (2). STUDIES IN FICTION (1 unit)

The study of the art of fiction in the writings of major European, English, and American novelists of the 19th and 20th centuries. Prerequisite, same as for 210. Not open to those who have taken 225.

*Mr. Layman (1), Mr. Schwaber, Mr. Phillips (2)*

228 (1). EIGHTEENTH CENTURY POETRY (1 unit)

Pope and Gay to Cowper and Burns. The variety of poetic expression and of critical theory involved in the change from neo-classicism to romanticism. Prerequisite, same as for 210. (Not given in 1965-66.)

*Mrs. Spacks*

230 (1). EARLY ROMANTIC POETS (1 unit)

Intensive study of poems and critical writings of Blake, Wordsworth, and Coleridge. Prerequisite, same as for 210.

*Miss Prettyman, Miss Robinson*

231 (2). LATER ROMANTIC POETS (1 unit)

The poetry and criticism of Byron, Shelley, and Keats. Prerequisite, same as for 210.

*Mr. Ferry, Mrs. Jackson*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

Courses 301 and 302 are planned as *workshops in writing*, continuing the training of course 200.

301 (2). THE SHORT STORY (1 unit)

Techniques of short-story writing together with practice in critical evaluation of student work. Intensive reading of selected stories. Open to juniors and seniors who have taken one grade II workshop, and by permission to other qualified students. *Miss Berkman*

302 (3). FICTION (1 unit)

A sustained writing project, a novella, or linked short stories. Oral critical reports on a short-story writer selected by each student. Prerequisite, same as for 301. *Miss Berkman*

307 (3). CRITICISM (1 unit)

A survey of some fundamental critical theories from Aristotle to the present; their relation in historical context to continuing problems of interpretation and judgment; their application to specific literary works. Special attention to modern trends in criticism. Open to juniors and seniors who have taken or are taking two grade II literature courses in the department, and by permission to other qualified students. *Miss Prettyman*

308 (1). THE MIDDLE AGES AND RENAISSANCE IN ENGLAND (1 unit)

Permanence and change in some major literary forms from 1350 to 1600. Special attention given the religious and intellectual ferment of the 16th century. Reading, both intensive and extensive, to include (partly in modern versions) *Gawain and the Green Knight*, *Piers Plowman*, More, Sidney, Marlowe, and Spenser. Prerequisite, same as for 307. *Miss Lever*

309 (1-2). SHAKESPEARE (2 units)

Shakespeare as dramatist and poet, seen against the background of his age and its theatre. Intensive study of sixteen plays and the reading of others. Open to juniors and seniors who have taken 2 units of grade II literature courses in the department. Not open to students who have taken 215. *Miss Michael, Miss Prettyman, Mr. Layman*

310 (2). POPE AND SWIFT (1 unit)

Pope and Swift considered as representative writers of neo-classicism and rationalism and as masters of satire. Prerequisite, same as for 307. *Mrs. Spacks*

311 (1). THE AGE OF JOHNSON (1 unit)

The second half of the 18th century studied as the height of the rationalistic period and the beginning of the romantic era. Special attention to Dr. Johnson and his more important contemporaries: Boswell, Goldsmith, Burke, Gray, Cowper, and Burns. Prerequisite, same as for 307.

*Mr. Ferry*

312 (3). THE ENGLISH LANGUAGE (1 unit)

The origin and growth of the English language studied as a basis for understanding its structure and the nature and use of words in common speech today and in contemporary literature. Prerequisite, same as for 307.

*Miss Lever*

314 (1). VICTORIAN PROSE (1 unit)

The prose of Macaulay, Huxley, Carlyle, Mill, and Arnold, studied with special reference to Victorian conceptions of politics, science, religion, and the nature of man. Prerequisite, same as for 307. Open to non-majors by permission. (Not offered in 1965-66.)

315 (2). VICTORIAN POETRY (1 unit)

The poetry of Tennyson, Browning, Arnold, and Hopkins. Prerequisite, 314, or either 230 or 231 and an additional 1-unit grade II literature course. Open to other students by permission.

*Mrs. Sussman*

316 (2). SEVENTEENTH CENTURY POETRY AND PROSE EXCLUSIVE OF MILTON (1 unit)

The stress and conflict of an age of transition, presented through the innovations of Donne and Jonson in poetry, and of Bacon, Browne, Burton, and Taylor in prose. Brief study of Cavalier and religious poetry. Prerequisite, same as for 307.

*Mr. Garis*

317 (3). AMERICAN LITERATURE (1 unit)

Topic for 1965-66: The short stories of Hawthorne and Melville. Prerequisite, same as for 307.

*Miss Michael*

318 (2). ADVANCED STUDIES IN THE NOVEL (1 unit)

Critical and aesthetic problems in the field of fiction as seen in the work of several major English and American novelists, selected for the most part from the 20th century. Prerequisite, same as for 307.

*Miss Corsa, Mr. Aswell*



321 (1). SEMINAR (1 unit)

Topic for 1965-66: James Joyce. His work studied against the background of biography and critical theory. Open by permission to students who have taken 2 units of grade III in literature. *Mr. Garis*

322 (2). SEMINAR (1 unit)

Topic for 1965-66: William Blake. His work studied against the background of biography and critical theory. Prerequisite, same as for 321.

*Miss Prettyman*

323 (1). SEMINAR IN WRITING (1 unit)

Advanced course in writing, the focus and emphasis to be announced each year. Prerequisite, 301 or 302. (Not offered in 1965-66.)

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors.

#### DIRECTIONS FOR ELECTION

The above courses with the exception of 312 and the writing workshops may be elected to fulfill the college requirement in literature.

Although 100 counts for the degree it does not count toward a major in English and is not included within the maximum number of units (14) permitted in one department.

For students interested in writing, a sequence of practice courses is provided, but no two writing courses may be taken simultaneously. Enrollment in writing workshops is, in general, limited to fifteen.

A student majoring in English is required to take 106, 217 or 220, 309, and 2 additional units in literature before the modern period. Under special circumstances 102 in combination with one term of 106 may be offered in fulfillment of the 106 requirement. With the permission of the chairman, capable students taking 106 in Term III may, by doing special summer reading and passing an examination, omit the second half of 106 and proceed with grade II work in the following September.

Students of at least B standing in the work of the department will have first consideration in applying for admission to seminars and 350 work.

Knowledge of English and American history, of the course of European thought, and of at least one foreign literature at an advanced level is of great value to the student of English. See for example, History 213, 217,

310; Philosophy 203, 207, 208, 209; grade II and grade III courses in foreign literatures; see also Greek 104; Extradepartmental 107, 201, 202.

### EXTRADEPARTMENTAL COURSES

#### 101 (2). HELLENIC HERITAGE (1 unit)

Reading from the works of Homer, the Greek dramatists, Thucydides, and Plato. An introduction to classical literary forms and ideas that continue to concern the Western world. Lectures will deal primarily with analysis of texts, supplemented by some consideration of history, archaeology, and art. A lecture course intended primarily for freshmen but open to upperclassmen who have not taken Greek [203]† or Extradepartmental 107.

*Miss McCarthy*

#### 107 (1-2).<sup>°°</sup> INTERPRETATIONS OF MAN IN WESTERN LITERATURE (2 units)

Representative views of the nature of man, and of his relation to the universe and society reflected in the work of major writers of the Western world; the expression of their thought in significant artistic form, such as epic, drama, essay. Open to sophomores, juniors, and seniors.

*Miss Taylor, Miss McPherrin*

#### 201 (1).<sup>°°</sup> RUSSIAN LITERATURE IN TRANSLATION (1 unit)

Russian literature from its beginnings to the middle of the 19th century with emphasis upon the works of Pushkin, Lermontov, Gogol', and Turgenev. Open to juniors and seniors.

*Mr. Loud*

#### 202 (2).<sup>°°</sup> RUSSIAN LITERATURE IN TRANSLATION (1 unit)

Russian literature from the second part of the 19th century to the present with emphasis upon the works of Dostoevskij, Tolstoj, Chekhov, and the Soviet writers. Open to juniors and seniors.

*Mr. Loud*

#### 218 (1-2). HISTORY OF SCIENCE (2 units)

Selected topics in the development of science: for example, the new physics of the 17th century, 19th century atomic-molecular theory, stability and change in living organisms, the nuclear atom. Consideration of certain major scientific ideas, of the experimental or observational situations giving rise to them, and of the interaction of scientific ideas with man's thought in other areas. Open to members of the Classes of 1966 and 1967 who have taken 2 units in a laboratory science and 2 units in his-

† Numbers in brackets refer to courses listed only in earlier catalogues.

<sup>°°</sup> This course may be elected to fulfill the college requirement of 2 units in art or music or a second literature.

tory or philosophy. Thereafter, open to juniors and seniors who have completed 2 units in physical science, or 1 unit in physics and 1 unit in mathematics, and 2 units in history and/or philosophy. Four laboratory-demonstration sessions each term. By permission the first term may be elected independently. *Miss Webster*

220 (1). THE EVOLUTION AND EXPANSION OF CHINESE CIVILIZATION (1 unit)

An examination of traditional Chinese culture, stressing its intellectual and institutional foundations, and its impact on the rest of Asia. A lecture course for juniors and seniors. *Mr. Cohen*

### FRENCH

PROFESSORS MELCHER, LAFEUILLE, GALAND<sup>a</sup>; ASSOCIATE PROFESSOR FRANÇOIS (*Chairman*); ASSISTANT PROFESSORS BERSANI, McCULLOCH; INSTRUCTORS: MISS BLAKE, MISS CROCHET, MRS. LOUTFI, MISS FOL, MISS NEWTON, MR. STAMBOLIAN, MISS SMALLEY, MRS. MENGET; LECTURERS: MISS MCPHERRIN, MR. GAÈDE.

All courses are conducted in French. Oral expression and practice in writing are stressed.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of the number of units she has offered for admission.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Qualified students may be recommended by the department for the junior year abroad. See page 35, The Junior Year Abroad.

100 (1-2). ELEMENTARY FRENCH (2 units)

Intensive oral work, grammar, and composition. Reading of selected texts as an introduction to French life. Open to students who do not present French for admission. Three periods. *The Staff*

101 (3). ADVANCED ELEMENTARY FRENCH (1 unit)

Grammar, composition, oral work. Reading of texts selected from the program of 102. Prerequisite, 100, or by permission. Five periods. *The Staff*

102 (1-2.) INTERMEDIATE FRENCH (2 units)

Short stories, novels, and plays illustrating some aspects of French

<sup>a</sup> Absent on leave.

culture. Stress on grammar, vocabulary, and pronunciation. Oral and written work. Prerequisite, 100 or two admission units in French. Not open to students who have taken 101. Three periods. *The Staff*

103 (3). ADVANCED INTERMEDIATE FRENCH (1 unit)

Grammar, composition, study of vocabulary. Analysis of texts selected from the program of 104. Prerequisite, 102, or by permission. Not open to students who have taken 101. Five periods. *The Staff*

104 (1-2). CONTEMPORARY LIFE AND THOUGHT (2 units)

Analysis of selected modern texts: novels, drama, poetry. Grammar review. Study of vocabulary and pronunciation. Frequent written work and oral practice. Prerequisite, 101, 102, or three admission units in French. Not open to students who have taken 103. Three periods.

*The Staff*

200 (3). INTRODUCTION TO LITERARY ANALYSIS (1 unit)

Intensive study of works selected from the program of 203. Class discussion, short papers. Prerequisite, 104, or, by permission, 102 or 103.

*The Staff*

201 (1-2). FRENCH LITERATURE THROUGH THE CENTURIES (2 units)

First term: from the Middle Ages to Voltaire. Second term: from Voltaire to the present. Class discussion of selected masterpieces, short papers, outside reading. Prerequisite, 103, 104, or four admission units in French; by permission, 102. Not open to students who have taken 200.

*The Staff*

203 (1-2). FRENCH MASTERPIECES (2 units)

Introduction to literary analysis. Intensive study of selected works representing various literary techniques and genres: poetry, fiction, drama. Class discussion, oral reports, short papers. Prerequisite, same as for 201. Not open to students who have taken 200.

*The Staff*

212 (1) (2). THE MIDDLE AGES (1 unit)

French literature from the *Chanson de Roland* through the 15th century. Medieval texts read in modern French. Prerequisite, any grade II literature course in the department; by permission, 103, 104, or four admission units in French.

*Miss Lafeuille (1), Miss McCulloch (2)*

213 (1) (3). FRENCH DRAMA IN THE TWENTIETH CENTURY (1 unit)

Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd. Prerequisite, same as for 212. *Miss Melcher, Mr. Stambolian (1), Miss Melcher, Mr. Gaède (3)*

214 (2) (3). THE FRENCH NOVEL IN THE NINETEENTH CENTURY (1 unit)  
 Emphasis on works by Balzac, Stendhal, Flaubert. Both intensive and extensive reading. Prerequisite, same as for 212.

*Mr. Bersani (2), Mr. Stambolian (2) (3)*

215 (2). BAUDELAIRE AND THE SYMBOLIST POETS (1 unit)

The nature of the poetic experience, studied in the post-romantic poetry of the 19th century. Prerequisite, same as for 212. *Miss Melcher*

222 (1) (3). STUDIES IN LANGUAGE I (1 unit)

Intensive grammar review, practice in free composition. Prerequisite, 104 or any grade II course; by permission, 102.

*Miss Blake (1) (3), Miss Fol (3)*

224 (2). FRENCH SPEECH (1 unit)

Analysis of French pronunciation. Study of accent and intonation. Exercises in diction based on prose and poetry. Use of the language laboratory. Prerequisite, same as for 222. Recommended to students majoring in French. *Miss Blake*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

300 (3).<sup>\*</sup> SIXTEENTH CENTURY LITERATURE (1 unit)

Studies in the Renaissance. Authors for 1965-66 include Rabelais, Ronsard, and Montaigne. Prerequisite, 2 units of literature at the grade II level. *Miss Lafeuille*

301 (1-2). SEVENTEENTH CENTURY LITERATURE (2 units)

The Baroque; the development of Classicism. Among the authors studied: poets of the early 17th century, Corneille, Pascal, Molière, Racine, La Fontaine, La Bruyère. Prerequisite, same as for 300.

*Mr. François, Miss Lafeuille*

303 (3).<sup>\*</sup> MASTERPIECES OF THE EIGHTEENTH CENTURY (1 unit)

Topic to be announced. Prerequisite, same as for 300. (Not offered in 1965-66.)

305 (1-2). PRE-ROMANTICISM AND ROMANTICISM (1750-1850) (2 units)

Awakening of sensibility in the 18th century: Diderot, Rousseau; Mme de Staël, Benjamin Constant, Chateaubriand. The romantic generation:

<sup>\*</sup> Offered in alternate years.

Lamartine, Vigny, Hugo, Musset; Stendhal, Balzac. Prerequisite, same as for 300. *Miss Melcher, Mr. Bersani*

307 (1-2). TWENTIETH CENTURY LITERATURE (2 units)

Study of the main currents in contemporary French literature; analysis of representative works. Open to seniors who have taken 2 units of literature at the grade III level. *Mr. Gaède*

308 (1). STUDIES IN LANGUAGE II (1 unit)

Translation into French from modern novels and essays. Study of French style through analysis of selected texts. Occasional free composition. Prerequisite, 2 units at the grade III level, or 222. *Miss Fol*

309 (2). STUDIES IN LANGUAGE II (1 unit)

Similar to 308, with different subjects and texts. Prerequisite, same as for 308. *Miss Fol*

312 (3). STUDY OF ONE AUTHOR (1 unit)

The author studied in 1965-66: Marcel Proust. Prerequisite, same as for 307. *Mr. Bersani*

321 (1). SEMINAR. STUDY OF ONE AUTHOR (1 unit)

Topic to be announced. Open by permission to students who have taken 4 units of literature at the grade III level. *Mr. Gaède*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Prerequisite, same as for 321.

#### DIRECTIONS FOR ELECTION

Course 104 or any grade II course except 222 and 224 may be elected to fulfill the college requirement in literature.

Course 100 counts for the degree but does not count toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second term of their freshman year. 102 counts for the major only if directly followed by 200.

Course 104 may not be elected by students who have taken both 100 and 102.

Students taking their first grade II literature course are urged also to elect 222.

Students majoring in French (with the exception of those who carried 2 units of grade II in the freshman year) should not elect more than 3 units of grade II without permission of the department. Majors are required to take two of the following courses: 222, 308, 309. In some cases 224 may also be required.

Related courses in art, history (especially 210 and 211), philosophy, English, and those courses in foreign languages that meet the literature requirement are recommended.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

## GEOGRAPHY

VISITING LECTURER: MR. HIRT

208 (1). GEOGRAPHY OF EUROPE (1 unit)

The study of the geographical character of the European continent. Economic and political implications of recent developments in resource utilization as well as changes occurring in traditional land use patterns. Open to sophomores who have taken [102]† or [104] or 2 units of economics, history, political science, or sociology, and to juniors and seniors without prerequisite.

*Mr. Hirt*

213 (2). GEOGRAPHY OF ASIA (1 unit)

An examination of the geographical character of the Asiatic continent. Analysis of resources and of the imprint of varying cultures upon the land. Emphasis placed upon newly developing patterns of land use in China, Japan, India, and Pakistan. Prerequisite, same as for 208.

*Mr. Hirt*

## GEOLOGY

ASSOCIATE PROFESSOR REGNIER (*Chairman*).

100-102 (1-2). INTRODUCTION TO GEOLOGY (2 units)

First term: basic physical concepts; forces, fields, conservation laws, waves, the structure of matter. Second term: description of the atmosphere, the hydrosphere, and the lithosphere. Analysis of forces which

† Numbers in brackets refer to courses listed only in earlier catalogues.

act on the surface of the earth and modify it. Some reading in the field of conservation. Open to all undergraduates. Two periods of lecture and discussion weekly with a third period every other week in Term I; two periods weekly in Term II; laboratory. *Miss Fleming (1), Mr. Regnier (2)*

200 (3). STRATIGRAPHY (1 unit)

Principles of stratigraphy and sedimentation on which historical geology is based. Evolution of the biosphere. Laboratory work on regional geological problems worked out from maps and subsurface data. Field trips. Prerequisite, [101]† or 100-102. *Mr. Regnier*

201 (1). CRYSTALLOGRAPHY AND OPTICAL MINERALOGY (1 unit)

The geometry of crystals. X-ray crystallography. Optical properties of crystals and the use of the polarizing microscope. Prerequisite, 2 units of physical science, or permission of the instructor. Laboratory. *Mr. Regnier*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

302 (2). DESCRIPTIVE AND DETERMINATIVE MINERALOGY (1 unit)

Principles of crystal chemistry. Application to the structure and composition of common minerals, methods of study and identification. Prerequisite, 200, 201, and Chemistry 107 or [108]. (Not given in 1965-66.) *Mr. Regnier*

304 (1). IGNEOUS AND METAMORPHIC PETROLOGY (1 unit)

Occurrence and origin of igneous and metamorphic rocks in the light of physical chemistry and experimental data. Prerequisite, 302. Laboratory and field trips. (Not offered in 1965-66.) *Mr. Regnier*

305 (2). STRUCTURAL GEOLOGY (1 unit)

Primary and secondary structures. Geophysical methods of structural determination. Prerequisite, 304, and 2 units of physics. Laboratory. (Not offered in 1965-66.) *Mr. Regnier*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors.

† Numbers in brackets refer to courses listed only in earlier catalogues.



## DIRECTIONS FOR ELECTION

A major is based on 6 units of geology, 2 units of chemistry, and 2 units of physics. In addition 2 units of grade II work in physics, chemistry, or astronomy are required. Related work in the area of concentration should include 2 units of mathematics. Students planning graduate work are urged to take further work in chemistry or physics; those interested in secondary school teaching should elect additional units in astronomy.

The department will recommend summer field courses given by other colleges (dealing chiefly with the Rocky Mountain region) to interested students who have completed 2 units or more of geology at Wellesley. Credit may be given for such courses provided the student's plans are approved in advance by the department.

## GERMAN

ASSOCIATE PROFESSORS SALDITT, GOTH (*Chairman*); ASSISTANT PROFESSOR HOURTIENNE; INSTRUCTOR: MISS GERBER.

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

Capable students in 100 have the opportunity, by doing special reading during the summer and upon approval of the chairman, to omit 102 and proceed with 202.

Well qualified students will be allowed to spend the junior year in Germany. See p. 35, *The Junior Year Abroad*.

Attention is called to the opportunity for residence in the German Corridor of Wellesley College.

100 (1-2) (2-3). ELEMENTARY GERMAN (2 units)

Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Open to students who do not present German for admission. Three periods in Terms I and II, five periods in Term III. *The Staff*

102 (1-2) (2-3). INTERMEDIATE GERMAN (2 units)

Extensive reading with emphasis on vocabulary building; review of fundamental principles of grammar; frequent written and oral exercises; discussion of German culture. Prerequisite, 100 or [101]†, or two admission units in German. Three periods in Terms I and II, five periods in Term III. *The Staff*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 104 (1-2). OUTLINE HISTORY OF GERMAN LITERATURE (2 units)

First term: an introduction to German literature from its beginning to the 17th century. Second term: an introduction to the 17th and 18th centuries, Schiller and Goethe. Open only to freshmen who present three or more admission units in German. Three periods. *Miss Salditt*

## 202 (1-2). INTRODUCTION TO GERMAN LITERATURE (2 units)

A study of the development of German literature and its cultural background from 800-1800. Works read and discussed: the *Hildebrandslied*, selections from the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers; *Volklied*, selections from Luther, Hans Sachs, Lessing, Herder, Schiller, Goethe. Prerequisite, 102, or, by permission, 100 or [101]†. Three periods. *Miss Goth, Miss Hourtienne*

## 204 (1). GOETHE (1 unit)

Goethe's life and work; his literary growth studied with emphasis on his development from "Sturm und Drang" to classicism. Prerequisite, 104 or 202. *Miss Salditt*

## 205 (1). THE DEVELOPMENT FROM ROMANTICISM TO REALISM (1 unit)

Study of romantic thought, its literary expression, and its evolution to the realistic thinking of the 19th century. Prerequisite, 104 or 202.

*Miss Hourtienne*

## 207 (3). ADVANCED COMPOSITION AND CONVERSATION (1 unit)

Intensive work in written and oral German; composition, translation, grammar. Prerequisite, 104 or 202. *Miss Hourtienne*

210 (2).<sup>\*</sup> GERMAN DRAMA OF THE NINETEENTH CENTURY (1 unit)

The development of German drama from idealism to naturalism with special concentration on the works of Kleist, Büchner, Grillparzer, and Hebbel. Prerequisite, 104 or 202. (Not offered in 1965-66.)

*Miss Hourtienne*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

304 (2). GOETHE'S *Faust* (1 unit)

Intensive study of Goethe's *Faust*, Part I; extensive study of Part II. Prerequisite, 204. *Miss Salditt*

<sup>\*</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

305 (2).<sup>o</sup> SCHILLER (1 unit)

Special emphasis on his mature and late work in both prose and drama. Open to students who have taken 1 unit of grade II work after 104 or 202. *Miss Hourtienne*

308 (1). LITERATURE OF THE LATE NINETEENTH AND THE EARLY TWENTIETH CENTURIES

Intellectual and aesthetic trends of the period. Varied texts: dramas, lyric poetry, novels, essays, letters of representative authors. Prerequisite, 1 unit of grade III work. *Miss Goth*

312 (2). LITERATURE OF THE TWENTIETH CENTURY (1 unit)

Aspects and tendencies of 20th century literature from the First World War to the present time. Prerequisite, 308. *Miss Goth*

321 (3). SEMINAR. THE WRITER AND HIS AGE (1 unit)

Intensive study of the works and lives of one or two writers in relation to philosophical, historical, and literary trends of their periods. Topic for 1965-66: The poetry and prose of Nietzsche and his influence on modern German writers. Prerequisite, 312. *Miss Goth*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to seniors.

#### DIRECTIONS FOR ELECTION

To fulfill the college literature requirement students may elect 104, 202, or any other grade II or grade III course with the exception of 207.

Course 100 is counted for the degree but not for the major.

Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202.

Students intending to major in the department are requested to take 104 or 202, 204, 304, and at least 2 further units of grade III work.

Courses 205, 207, 210, and one seminar are strongly recommended for the major.

<sup>o</sup> Offered in alternate years.

## GREEK AND LATIN

PROFESSORS MCCARTHY (*Chairman for Greek*), TAYLOR (*Chairman for Latin*), GOODFELLOW, VERMEULE; ASSISTANT PROFESSORS LEFKOWITZ, GEFFCKEN.

## GREEK

## 100 (1-2) (2-3). BEGINNING GREEK (2 units)

Study of the language; reading first of brief passages, then of longer selections from the great poets and prose writers of ancient Greece. Open to students who do not present Greek for admission. Three periods.

*The Staff*

## 104 (3). CLASSICAL MYTHOLOGY (1 unit)

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence. Open to all undergraduates. Additional period for students who wish to study some of the sources in Greek or Latin with proportional reduction in reading of materials in translation.

*Mrs. Lefkowitz*

## 201 (1). PLATO (1 unit)

*Apology*, *Crito*, and selections from the *Phaedo*. The character of Socrates and his position in the development of Greek thought. Prerequisite, 100 or [101†], or two admission units in Greek, or exemption examination. Three periods.

*Mrs. Lefkowitz*

205 (2). HOMER'S *Iliad* (1 unit)

Study of selected books in Greek, with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Prerequisite, 201. Three periods.

*Mrs. Vermeule*

206 (3).<sup>\*</sup> GREEK PROSE COMPOSITION (1 unit)

A study of Greek prose style with reading and analysis of Greek texts; review of Attic Greek grammar; translation of English into Greek. Prerequisite, 205. (Not offered in 1965-66.)

<sup>\*</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

207 (3).<sup>\*</sup> HOMER'S *Odyssey* (1 unit)

Study of selected books in Greek; reading of the rest in translation, with emphasis on the origins of the poem in history and myth. Prerequisite, 205. *Miss McCarthy*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

301 (1-2). GREEK DRAMA (2 units)

Study in Greek of one play by each of the dramatic poets: Aeschylus, Sophocles, Euripides, Aristophanes; reading of other plays in translation. Prerequisite, 205. *Miss McCarthy (1), Mrs. Lefkowitz (2)*

308 (1-2).<sup>\*</sup> THE GREEK VIEW OF MAN AND THE COSMOS (2 units)

A study of man's changing opinion of his own importance as expressed in Greek literature from the archaic age to the Graeco-Roman period. Selected reading from prose and poetry. Open to students who have taken or are taking 301. *Miss McCarthy (1), Mrs. Lefkowitz (2)*

309 (1-2).<sup>\*</sup> THE DEVELOPMENT OF CONCEPTUAL LANGUAGE (2 units)

Analysis of specific myths and images and of the change in means of expression of abstract ideas in Greek literature from Homer to Plato. Selected reading from prose and poetry. Prerequisite, same as for 308. (Not offered in 1965-66.)

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to seniors by permission.

### LATIN

101 (1). REVIEW OF LATIN FUNDAMENTALS (1 unit)

Intensive review of grammar and syntax with reading of prose selections. Prerequisite, two admission units in Latin, or [102]†, or by permission. Three periods. *Mrs. Lefkowitz*

<sup>\*</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

- 103 (2). VERGIL'S *Aeneid* (1 unit)  
 Study of the *Aeneid* through substantial portions in Latin and reading of the remainder in translation. Prerequisite, 101, or three admission units in Latin not including Vergil, or exemption examination. Three periods. *Miss Goodfellow*
- 104 (3). CLASSICAL MYTHOLOGY (1 unit)  
 See Greek 104.
- 201 (1-2). LITERATURE OF THE REPUBLIC AND EARLY EMPIRE (2 units)  
 First term: Latin comedy and essays of Cicero. Second term: lyric poetry of Catullus and Horace. Prerequisite, four admission units in Latin, or three including Vergil, or 103. The first term may be elected independently. *Miss Geffcken*
- 206 (3).<sup>\*</sup> LATIN PROSE COMPOSITION (1 unit)  
 Studies in Latin prose style with reading and analysis of selected texts; practice in writing Latin prose. Prerequisite, 201. *Miss Geffcken*
- 211 (1). LUCRETIOUS (1 unit)  
 Reading from *De Rerum Natura*, the poetry and philosophy of Epicureanism. Prerequisite, 201, or Advanced Placement Latin 5, or by permission. *Miss Taylor*
- 214 (2). LATIN ELEGY (1 unit)  
 A study of the development of Latin elegy with selected readings from Catullus, Propertius, Tibullus, and Ovid. Prerequisite, 211. *Miss Geffcken*
- 215 (3).<sup>\*</sup> STUDIES IN ROMAN RELIGION (1 unit)  
 The changing religious experience of the Republic and early Empire; the influence of oriental cults. Readings from the sources, especially Cicero, Livy, and Ovid. Prerequisite, 201. (Not offered in 1965-66.) *Miss Taylor*
290. (3). INDEPENDENT STUDY (1 unit)  
 Required of all students in the area of concentration, ordinarily in Term III of the junior year.
- 307 (1-2).<sup>\*</sup> REPUBLICAN ROME (2 units)  
 Study of selected literary types. First term: comedy and Horace's satire. Second term: reading from the works of Cicero especially the

<sup>\*</sup> Offered in alternate years.

letters, and from the works of his contemporaries as sources for the life and thought of the late Republic. Prerequisite, 211 and 214. Either term may be elected independently. *Miss Goodfellow (1), Miss Geffcken (2)*

311 (1-2). VERGIL AND THE AUGUSTAN AGE (2 units)

The *Eclogues*, *Georgics*, and *Æneid*. The poet's achievement in the pastoral, didactic, and heroic epic; his literary inheritance from the Greeks and his influence on later literature; supplementary reading from Livy and Horace. Prerequisite, 211 and 214. The first term may be elected independently. *Miss Taylor*

314 (1-2).° IMPERIAL ROME (2 units)

First term: the literature of disillusion, both satiric and historical, with emphasis on Juvenal and Tacitus. Second term: the *Pax Romana*; reading from Pliny, Martial, and others. Prerequisite, 211 and 214. Either term may be elected independently. (Not offered in 1965-66.)

315 (3).° THE AUGUSTAN VIEW OF ROME'S ORIGINS (1 unit)

Legends of early Rome as treated by the Augustan poets and Livy supplemented by topographical and numismatic material. Prerequisite, 211 and 214. (Not offered in 1965-66.)

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to seniors by permission.

#### DIRECTIONS FOR ELECTION

To fulfill the college literature requirement students may elect any course in Greek or Latin except Greek 100, [101]†, 206, Latin 101, 103, 206, 215.

Greek 104 may not be counted toward a major in Greek. Latin 104 may not be counted toward a major in Latin.

All students majoring in Greek are required to complete 201, 205, 301, and 308 or 309; students planning graduate work are advised to elect 206.

All students majoring in Latin are required to complete 201, 211, 214, 311, and are advised to elect 307 or 314. 206 is strongly recommended for those planning to teach.

\* Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate students in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work.

Students interested in archaeology are referred to the interdepartmental major in classical archaeology.

Qualified students may fulfill the second unit of the Biblical history requirement by electing Biblical History 210, *THE FIRST THREE GOSPELS IN GREEK*.

Students interested in medieval Latin should consult the department chairman.

Latin students who offer Advanced Placement Latin 5 should elect 211 and 214; Advanced Placement Latin 4 normally leads to 201 but under special circumstances permission may be given to elect 211 and 214.

## HISTORY

PROFESSORS SCHWARZ, GOODFELLOW, GULICK (*Chairman*); ASSOCIATE PROFESSORS COLBURN, TURNER, WAGAR, COHEN; ASSISTANT PROFESSORS BERLIN, COX; INSTRUCTORS: MR. COOPER, MRS. McLAUGHLIN, MISS WRIGHT, MRS. MORGAN; LECTURER: MRS. FRANÇOIS.

### 100 (1) (2). MEDIEVAL AND EARLY MODERN EUROPEAN HISTORY (1 unit)

An introduction to the history of Europe from the disintegration of the Roman Imperium through the medieval synthesis and the age of the Renaissance and Reformation, designed to provide understanding of the movements and institutions that have formed our common past and present. Open to all undergraduates. *The Staff*

### 101 (1) (2) (3). MODERN EUROPEAN HISTORY (1 unit)

The elements of continuity and change in the modern world. The emergence of the European state system. The scientific revolution. The expansion of Europe. The Ancien Régime and the age of revolutions. Nationalism and industrialization. World wars; totalitarianism and the development of secular ideologies; present world problems. Open to all undergraduates. *The Staff*

### 201 (3). INTRODUCTION TO HISTORICAL THOUGHT (1 unit)

The development of historical thought, the nature of historical problems, and the variety of interpretations that have been given to selected



events or processes. Prerequisite, 2 units in history, or by permission.

*The Staff*

202 (1) (3). EUROPE IN THE TWENTIETH CENTURY (1 unit)

The causes and course of World War I; the peace settlements; the emergence of communism and fascism; social and economic tensions; World War II and the post-war era. Prerequisite, 2 units in history, economics, political science, or sociology.

*Mr. Wagar*

203 (1-2). HISTORY OF WESTERN THOUGHT (2 units)

Ideas which have molded Western civilization traced in their development since classical times in relation to the major trends in Western history. Open to sophomores who have taken 1 unit in history or philosophy, and to juniors and seniors without prerequisite.

*Mr. Wagar*

206 (1-2).<sup>\*</sup> CENTRAL EUROPE (2 units)

A survey of Central Europe—Germany, Poland, Bohemia, and the Danube Valley—since the 14th century; the political evolution of the states in this area, with emphasis on social and cultural developments and relationships. Open to sophomores, juniors, and seniors who have taken 2 units in history, or by permission. (Not offered in 1965-66.)

*Mr. Schwarz*

209 (1-2). HISTORY OF RUSSIA (2 units)

A general survey of Russian history. First term: the evolution of the Russian state and the emergence of Russia as a European power. Second term: the developments of the 19th century culminating in the Bolshevik revolution of 1917 and the establishment of the Soviet state. Open to sophomores who have taken 2 units in history, and to juniors and seniors without prerequisite. By permission either term may be taken independently.

*Mrs. Berlin*

210 (1). THE AGE OF LOUIS XIV IN FRANCE (1 unit)

Society and government in France during the "golden age" of absolutism. Analysis of absolute monarchy, foreign relations, and social and intellectual life under Louis XIV. Prerequisite, same as for 206.

*Mr. Cox*

211 (2). THE ENLIGHTENMENT, THE FRENCH REVOLUTION, AND NAPOLEON (1 unit)

An analysis of the intellectual, social, and political forces in France after 1715 which combined to produce the crisis of 1789. The era of the Revolution and Empire, with emphasis on the new social and political

<sup>\*</sup> Offered in alternate years.

ideals of this period and on the relations of France with the rest of Europe. Prerequisite, same as for 206. *Mr. Cox*

213 (1-2). HISTORY OF ENGLAND (2 units)

A general survey of English history, political, constitutional, and social, with special emphasis on England's contributions to the modern world. Some attention to problems of historical interpretation. Prerequisite, same as for 206. *Mrs. Colburn, Mrs. François*

214. THE HISPANIC WORLD (1 unit)

A survey of Latin America, 1492 to the present, emphasizing the transfer of Iberian culture and peoples to the New World and the evolution of the Latin American nation states. Prerequisite, same as for 206. (Not offered in 1965-66.)

217 (1-2). THE RENAISSANCE AND REFORMATION (2 units)

A study of economics, politics, and religion, and their relation to changes in the thought of western Europe, 1300-1600. In the second term, the Protestant revolt and the Catholic reformation. Open to sophomores, juniors, and seniors who have taken 2 units in history, or by permission to qualified students in related fields. By permission either term may be taken independently. *Mrs. Morgan*

218 (1-2). HISTORY OF SCIENCE (2 units)

For description and prerequisite, see Extradepartmental 218.

219 (2). MEDIEVAL INSTITUTIONS 1100-1300 (1 unit)

Political, social, and economic evolution, with representative examples drawn from western Europe. Feudal states, the Church, rural society, the growth of towns. Theories of government, knighthood, society; related cultural developments. Prerequisite, 2 units in history. *Mr. Cox*

221 (2).<sup>\*</sup> COLONIAL AMERICA 1607-1783 (1 unit)

The development of the British colonies in North America, the evolution of British colonial policy, and the American Revolution. Open to sophomores, juniors, and seniors who have taken 2 units in history, economics, political science, or sociology. (Not offered in 1965-66.) *Mrs. Turner*

222 (2).<sup>\*</sup> THE UNITED STATES 1783-1850 (1 unit)

The adoption of the Constitution, and the development of the new nation to the Compromise of 1850. Prerequisite, same as for 221. *Mrs. Turner*

<sup>\*</sup> Offered in alternate years.

## 223 (1). THE UNITED STATES 1850-1900 (1 unit)

The politics and the social, economic, and intellectual roots of sectionalism; the Civil War; reconstruction; the age of big business. Prerequisite, same as for 221. *Mr. Cooper*

## 224 (1) (2) (3). THE UNITED STATES IN THE TWENTIETH CENTURY (1 unit)

Political, social, and intellectual developments in an industrial society. Foreign affairs considered only in relation to domestic politics. Prerequisite, same as for 202. *Mr. Cooper, Mrs. Turner*

## 225 (1). PRE-MODERN EAST ASIAN HISTORY (1 unit)

An introduction to the history of China and Japan from the earliest times to the period of Western impact. Open to sophomores who have taken 1 unit in history or political science, and to juniors and seniors without prerequisite. Not open to students who have taken History [226]†. *Mr. Cohen*

## 227 (2). MODERN EAST ASIAN HISTORY (1 unit)

An introduction to the history of China and Japan from 1800 to the present, emphasizing internal political, economic, and intellectual changes brought about by the impact of the West. Open to freshmen and sophomores who have taken 1 unit in history or political science, and to juniors and seniors without prerequisite. Not open to students who have taken History [226]†. *Mr. Cohen*

## 228 (1-2). CLASSICAL CIVILIZATION (2 units)

A survey of the civilization of ancient Greece and Rome beginning with Crete and Mycenae. First term: the achievements of the Greek city-states in thought and art studied against the background of political and social developments. Second term: the growth of the Roman state into a world empire, with emphasis on the achievement of the Romans and the problems of empire. Prerequisite, same as for 206. Either term may be taken independently. *Miss Goodfellow*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 300 (3). PROBLEMS IN HISTORICAL THOUGHT (1 unit)

A study of the meaning of history and the variety of approaches used by historians, past and present. Emphasis on conflicting interpretations of

† Numbers in brackets refer to courses listed only in earlier catalogues.

selected historical events and developments. Primarily for majors who have taken 4 units of history. Not open to students who have taken 201.

*The Staff*

305 (1-2). DIPLOMATIC HISTORY OF EUROPE SINCE 1789 (2 units)

Problems of European diplomacy and statecraft from 1789 to the present. Open to juniors and seniors who have taken 4 units in history including 1 unit in modern history, or by permission to qualified students in political science or economics who have taken History [102]† or [200].

*Mr. Gulick*

307 (1-2). HISTORY OF UNITED STATES FOREIGN POLICY (2 units)

The development of United States foreign policy from the Revolution to the present. First term, to 1914; second term, 1914 to the present. Open to juniors and seniors who have taken 4 units in history, or who have taken 2 units in history and have taken Political Science [208]† or [301] or are taking Political Science 220 or 331. By permission either term may be taken independently.

*Mr. Cooper*

308 (3). EUROPEAN IMPERIALISM SINCE 1870 (1 unit)

Survey of European overseas empires from 1870 to the present, tracing their growth, their special problems, the development of colonial nationalism, and the changes after World War II. Emphasis on the motives and on the prominent theories of imperialism. Primary attention to Africa. Open to juniors and seniors who have taken 4 units in history, or 3 units in history and Economics 314.

*Miss Wright*

310 (1-2). SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES (2 units)

Ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy, and social institutions from the colonial period to the present time. Open to juniors and seniors who have taken 2 units of grade II in history, or by permission.

*Mrs. Turner*

312 (2). HISTORY OF THE MIDDLE EAST (1 unit)

Social and cultural institutions of the Islamic Empires up to the 19th century; the impact of the West and the rise and development of national movements in the 19th and 20th centuries. Prerequisite, same as for 310.

*Mrs. Berlin*

† Numbers in brackets refer to courses listed only in earlier catalogues.

313 (3). INTELLECTUAL HISTORY OF RUSSIA (1 unit)

Emphasis on the tradition of radical social thought in the 19th and early 20th centuries. Prerequisite, same as for 310. *Mrs. Berlin*

314 (1-2).<sup>o</sup> POLITICAL AND CULTURAL HISTORY OF GERMANY SINCE THE REFORMATION (2 units)

A study of German society and the evolution of the intellectual and artistic life of Germany against the background of political institutions from the Reformation to the present. Prerequisite, same as for 310. *Mr. Schwarz*

321 (1). EARLY VICTORIAN ENGLAND (1 unit)

The English adjustment to the problems posed by nascent industrialism, an expanding population, and revolutionary political, social, and economic theories. Concentrated use of recent scholarly works on the 1830's, 40's, and 50's. Open to juniors and seniors who have taken 4 units in history including 1 unit in modern European history; or by permission to qualified students in English or political science who have taken History [102]† or 213. *Mrs. Colburn*

330 (3). SEMINAR. MEDIEVAL HISTORY (1 unit)

Selected topics in medieval intellectual history. Open to juniors and seniors by permission. (See Directions for Election.) (Not given in 1965-66.)

331 (2). SEMINAR. LATE VICTORIAN AND EDWARDIAN ENGLAND (1 unit)

The English adjustment to political democracy, advanced industrialism, and new intellectual perplexities. Prerequisite, same as for 330. (Not given in 1965-66.) *Mrs. Colburn*

332 (1). SEMINAR. AMERICAN HISTORY (1 unit)

Constitutional crises: examination of topics involving the interpretation of the Constitution by the Supreme Court. Prerequisite, same as for 330. *Mrs. Turner*

333 (3). SEMINAR. AMERICAN HISTORY (1 unit)

The impact of the First World War upon American culture, society, politics, and foreign policy, 1914-1920. Prerequisite, same as for 330. *Mr. Cooper*

334. SEMINAR. EUROPEAN HISTORY (1 unit)

Study of a topic or several related topics. Prerequisite, same as for 330. (Not offered in 1965-66.)

<sup>o</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

335. SEMINAR. EUROPEAN HISTORY (1 unit)  
 Study of a topic or several related topics. Prerequisite, same as for 330.  
 (Not offered in 1965-66.)
- 337 (2). SEMINAR. EUROPEAN INTELLECTUAL HISTORY (1 unit)  
 Related topics in the history of Western European thought from Darwin and Marx to the present. Prerequisite, same as for 330. *Mr. Wagar*
- 338 (2). SEMINAR. PRE-MODERN CHINESE HISTORY (1 unit)  
 An exploration of selected aspects of traditional Chinese history and society. Prerequisite, 225, [226]†, or by permission. *Mr. Cohen*
- 339 (3). SEMINAR. THE MODERNIZATION OF CHINESE SOCIETY (1 unit)  
 An exploration of selected problems accompanying the breakup of traditional Chinese civilization and the formation of a modern China. Prerequisite, [226]†, 227, or by permission. *Mr. Cohen*
340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)  
 Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.
350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)  
 Open by permission to juniors and seniors.

#### DIRECTIONS FOR ELECTION

Courses 100 and 101 are required of all major students unless exempted.

Major students in history must distribute their work so that they have some acquaintance with the general political and cultural history of the periods both before and after 1715. To fulfill this requirement students should include in their programs at least 2 units (exclusive of 290) of advanced work in the period prior to 1715, and at least 2 units (exclusive of 290) of advanced work in the period after 1715. It is strongly recommended that a major student include either 201 or 300 in her program. A student may, if she wishes, design a major which will emphasize but not concentrate exclusively on a period (*e.g.*, ancient, medieval), an area (*e.g.*, the Americas, Western Europe), a special aspect of history (*e.g.*, diplomatic, intellectual). A student wishing to design a major in history focusing on Russia should consult the statement under the Department of Russian, and the chairman of the Department of History.

Course 218 counts as related work but not as part of the major.

Seminars are open by permission to qualified juniors and seniors who

† Numbers in brackets refer to courses listed only in earlier catalogues.

have taken 4 units in history. In some cases appropriate advanced work in related departments may be substituted for part of the prerequisite in history. Since enrollments in seminars are limited, a student wishing to apply for admission to one should fill out an application blank obtainable at the department office.

## ITALIAN

PROFESSOR AVITABILE (*Chairman*); VISITING LECTURER: MR. ORTOLANI.

All courses are conducted in Italian. In all courses except seminars some work will be required in the laboratory.

Qualified students are permitted to spend the junior year in Italy. See p. 35, The Junior Year Abroad.

100 (1-2). ELEMENTARY ITALIAN (2 units)

Development of basic language skills. Frequent oral and written exercises. Reading of modern short stories and plays. A general view of Italian civilization. Three periods. *The Staff*

202 (3). INTERMEDIATE ITALIAN (1 unit)

Review of basic language structures. Written and oral practice to develop fluency. Conversational topics of contemporary interest, such as "the city," "the family," "periodical literature," "the performing arts." Prerequisite, 100 or its equivalent. *Miss Avitabile*

205 (1). INTRODUCTION TO LITERARY ANALYSIS (1 unit)

Intensive practice in written and oral expression through the critical analysis of selected literary works. Prerequisite, 100, or its equivalent, or [203]†. *The Staff*

206 (1). SIGNIFICANT MOMENTS OF ITALIAN LITERATURE: THE MODERN PERIOD (1 unit)

Important literary movements interpreted through the study and analysis of selected Romantic, Veristic, and contemporary works. Prerequisite, 202. (Not offered in 1965-66.)

207 (2). SIGNIFICANT MOMENTS OF ITALIAN LITERATURE: THE MIDDLE AGES TO THE POST-RENAISSANCE (1 unit)

Important literary movements interpreted through the study and analysis of selected medieval, humanistic, and Renaissance works. Prerequisite, [203]†, 205, or 206. *Miss Avitabile*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 208 (3). EVOLUTION OF ITALIAN DRAMATIC LITERATURE (1 unit)

A critical and historical analysis of representative plays from the 13th century to the present. Prerequisite, [200]† or 207, or by permission.

Mr. Ortolani

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 301 (1-2). DANTE (2 units)

A study of Dante's *Divina Commedia* and minor works. Prerequisite, [200]†, 207, or 208.

Miss Avitabile

## 306 (1). ITALIAN HUMANISM (1 unit)

The development of Renaissance civilization through the thought and literature of Italian humanists in the 14th and 15th centuries. A study of Petrarca's and Boccaccio's major works, and of selected works composed by authors such as Ficino, Alberti, Leonardo da Vinci, Poliziano, Lorenzo il Magnifico, Sannazaro. Prerequisite, same as for 301.

Mr. Ortolani

## 307 (2). THE ITALIAN RENAISSANCE (1 unit)

The salient aspects of the Renaissance in relation to the development of Western civilization through the study of representative authors: Ariosto, Machiavelli, Castiglione, Guicciardini, Cellini, Michelangelo, Bandello, Tasso, Bruno. Prerequisite, same as for 301.

Mr. Ortolani

## 308 (3). FROM VERISMO TO NEO-REALISM (1 unit)

A study of the main literary trends of the last century as seen in the works of representative authors such as Verga, Carducci, Pascoli, Pirandello, Moravia, Vittorini, Berto, Ungaretti. Prerequisite, same as for 301. (Not offered in 1965-66.)

## 309 (2). SEMINAR. ITALIAN ROMANTICISM (1 unit)

Research in some significant phases of Italian Romanticism. Open by permission.

Mr. Ortolani

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of all majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors who have taken or are taking a grade III course in the department.

† Numbers in brackets refer to courses listed only in earlier catalogues.



DIRECTIONS FOR ELECTION

To fulfill the college literature requirement students may elect any course except 100 and 202.

Course 100 counts for the degree but does not count for the major.

Majors should plan to take 301, and 306 or 307; it is recommended that they take both 306 and 307.

Related work for majors: at least 2 units in one or more other literatures, ancient or modern; 1 or more units in art, history, philosophy.

Majors planning to do graduate work in Italian are advised to take at least 1 unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

LATIN

For courses offered in Latin, see GREEK AND LATIN, pp. 81-84.

MATHEMATICS

PROFESSORS RUSSELL, SCHAFFER (*Chairman*); ASSOCIATE PROFESSOR EVANS; ASSISTANT PROFESSOR OBERMAYER; INSTRUCTORS: MR. PIERCE, MRS. AUSLANDER.

106 (1-2). INTRODUCTORY MATHEMATICS (2 units)

Plane trigonometry, plane analytic geometry, and an introduction to calculus with emphasis on fundamental unifying mathematical concepts and the interrelationship of mathematical systems of thought. Prerequisite, three admission units in mathematics. *The Staff*

109 (1-2). ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS (2 units)

Differential calculus of algebraic and transcendental functions including applications to the geometry of the conic sections; introduction to integral calculus. Prerequisite, four admission units in mathematics, including a substantial unit in the theory of trigonometric functions. *The Staff*

150 (3). INTRODUCTION TO MATHEMATICAL THOUGHT (1 unit)

Topics chosen to provide an understanding of creative thinking in mathematics. Material selected from such areas as number theory, algebraic and geometric structures, foundation of the real number system, set theory, and construction of transfinite numbers. Emphasis on concepts rather than techniques. Open to freshmen who have taken 2 units of college mathematics or philosophy, and to sophomores, juniors, and sen-

iors without prerequisite. Not open to students who have taken 200, [202]†, 204 or any grade III course, or Philosophy 306. *Miss Evans*

200 (1-2). DIFFERENTIAL AND INTEGRAL CALCULUS (2 units)

Study of differentiation and integration of algebraic and transcendental functions; introduction to infinite series. Prerequisite, 106, or four admission units in mathematics including analytic geometry and a substantial introduction to the calculus. *The Staff*

201 (3). CALCULUS OF FUNCTIONS OF SEVERAL REAL VARIABLES (1 unit)

Two and three dimensional vector algebra; three dimensional analytic geometry; partial differentiation; multiple integration. Prerequisite, 200 or [202]†. *The Staff*

203 (3). PROBABILITY AND ELEMENTARY STATISTICS (1 unit)

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. Prerequisite, 109 or 200 or [202]†. *Mrs. Obermayer*

204 (1-2). INTERMEDIATE CALCULUS (2 units)

Extension of the study of differential and integral calculus begun in 109. Prerequisite, 109. The first term may be taken independently. *The Staff*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

301 (1).<sup>o</sup> MATHEMATICAL STATISTICS (1 unit)

Topics include continuous multivariate densities, moment generating functions, sampling theory, estimation, confidence intervals, tests of statistical hypothesis and regression. Prerequisite, 203, and 201 or 204. (Not offered in 1965-66.)

302 (1-2). ELEMENTS OF ANALYSIS (2 units)

Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. Prerequisite, 201 or 204. The first term may be taken independently. *Miss Evans*

<sup>o</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

303 (3). DIFFERENTIAL EQUATIONS (1 unit)

An introductory course in ordinary differential equations. Prerequisite, 201, [202]†, or 204; or by permission 200 or the first term of 204.

*Miss Russell*

305 (1-2). MODERN ALGEBRAIC THEORY (2 units)

Introduction to algebraic systems including groups, rings, integral domains, fields, vector spaces; polynomials; linear transformations, matrices, determinants. Prerequisite, 201 or 204, or [202]† by permission of the instructor. The first term may be taken independently. *Mrs. Schafer*

309 (1).° PROJECTIVE GEOMETRY (1 unit)

Concepts and theorems of projective geometry developed by both synthetic and analytic methods. Prerequisite, 200, [202]†, or 204. *Mr. Pierce*

310 (2).° FUNCTIONS OF A COMPLEX VARIABLE (1 unit)

Elementary functions and their mapping properties; integration theory; series expansions of analytic functions. Open to students who have taken 302, or by permission to those taking 302. *Miss Russell*

311 (1).° ELEMENTARY TOPOLOGY (1 unit)

Elementary topology with applications to function theory; set theory, metric spaces, mappings, and related topics. Prerequisite or corequisite, 302. *Mrs. Obermayer*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to juniors and seniors by permission.

DIRECTIONS FOR ELECTION

Two units of grade III courses exclusive of 340 must be taken in the senior year. Courses 302 and 305 are required for the major.

An examination for exemption from a course in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of Mathematics 109.

\* Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

## MUSIC

PROFESSOR LAMB (*Chairman*); ASSISTANT PROFESSORS JANDER, HERRMANN, CRAWFORD, BARRY; INSTRUCTOR: MRS. DUFF.

INSTRUCTORS IN PERFORMING MUSIC: MR. ZIGHERA (Cello), MR. GOETZE (Piano), MISS POSSELT (Violin), MR. TAYLOR (Organ), MISS DAVIS (Voice), MR. LEHNER (Viola), MRS. PAPPOUTSAKIS (Harp), MR. SPEYER (Oboe and English Horn), MR. SHAPIRO (Horn), MR. VISCUGLIA (Clarinet), MISS PREBLE (Flute), MRS. VIVIAN (Organ), MISS CLODES (Piano), MR. STURGES (Piano).

101 (1-2). INTRODUCTORY COURSE (2 units)

Notation, modes, intervals, chords. Terminology. Drill in ear training, sight singing, clef reading, and transposition. Introduction to classical harmony. Open to all undergraduates. Three periods: one lecture and two section meetings. *Miss Barry*

103 (1-2). INTRODUCTION TO THE LITERATURE OF MUSIC (2 units)

An historical survey course designed to develop the student's musical understanding, insight, and powers of observation through the study of music of various styles and periods. No previous knowledge of music required. Open to sophomores, juniors, and seniors who have taken no other course in the department. Not to be counted toward a major. Two periods of lecture and one section meeting. *Mr. Herrmann*

200 (1-2). SURVEY OF DESIGN IN MUSIC (2 units)

A survey of materials and methods of composition from the earliest times to the present. Prerequisite, 101. Three periods. *Mr. Jander*

204 (3). COUNTERPOINT I (1 unit)

Two-part writing. Analysis. Prerequisite, 101. *Mr. Crawford*

205 (3). COUNTERPOINT II (1 unit)

Three-part writing. Analysis. Prerequisite, 204. (Not offered in 1965-66.) *Mr. Lamb*

209 (1). THE CLASSICAL PERIOD (1 unit)

The development of the classical sonata, string quartet, symphony, and concerto. Prerequisite, 101 or 103. Not to be counted toward a major. *Mr. Jander*

- 210 (2).<sup>o</sup> THE ROMANTIC PERIOD (1 unit)  
 Study of the larger forms of the 19th century through analysis of selected works. Prerequisite, same as for 209. Not to be counted toward a major. (Not offered in 1965-66.) *Mr. Jander*
- 214 (2).<sup>o</sup> THE TWENTIETH CENTURY (1 unit)  
 An introduction to contemporary music through analysis of representative compositions. Prerequisite, 200 or 209. Not to be counted toward a major. *Mr. Jander*
- 290 (3). INDEPENDENT STUDY (1 unit)  
 Required of all students in the area of concentration, ordinarily in Term III of the junior year.
- 303 (1). THE MIDDLE AGES AND THE RENAISSANCE (1 unit)  
 Topics in music before 1600. Prerequisite, 200. *Mr. Jander*
- 307 (2). THE OPERA (1 unit)  
 A study of operatic forms, styles, and traditions from the time of Mozart to the present. Open to juniors and seniors who have taken 2 units of grade II. *Mr. Herrmann*
- 312 (1-2). HARMONY (2 units)  
 The figured bass. Harmonization of melodies. Analysis. Prerequisite, [203]† or 204. Three periods. *Mr. Crawford*
- 316 (1-2). INTRODUCTION TO COMPOSITION (2 units)  
 Advanced studies in theory. The principles of instrumentation. Composition for various chamber music combinations. Prerequisite, 312. *Mr. Lamb*
- 320 (3). STUDIES IN MUSIC SINCE 1900 (1 unit)  
 Background and development of selected traditions of the 20th century. Prerequisite, 200 and 312. *Miss Barry*
- 321 (1). SEMINAR. THE AGE OF BACH AND HANDEL (1 unit)  
 Subject for 1965-66: Aspects of the style of Handel. Open to students who have taken 200 and who have taken or are taking 312. *Mr. Lamb*
- 322 (2). SEMINAR. CLASSICISM AND TRANSITION (1 unit)  
 Subject for 1965-66: The symphonies of Beethoven. Prerequisite, same as for 321. *Mr. Crawford*

<sup>o</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Directed study in theory, orchestration, composition, or the history of music. Open to seniors by permission.

## PERFORMING MUSIC (INSTRUMENTAL AND VOCAL LESSONS)\*\*

Instruction is provided in piano, organ, violin, violoncello, and voice, and arrangements may be made for private instruction in other instruments. Although no academic credit is given for such study, the department strongly recommends it as a complement to the course work in music. Advanced students of string instruments or piano are eligible without additional charge for group instruction in the performance of chamber music.

Students may take performing music provided they take or have already taken a college course in the theory of music. Performing music is an elective, and students wishing to take it should notify the department in accordance with the procedure required for the election of an academic course.

Instruction in performing music is available to graduates of Wellesley College and to residents of the Town of Wellesley by special arrangement.

Performing music study is normally undertaken on a yearly basis, although with the permission of the chairman of the department it may be elected for a single term only. Students whose work proves unsatisfactory may be required to discontinue their lessons.

The College subscribes for eight seats in the Saturday evening series of the Boston Symphony Orchestra. Tickets for these concerts are available at cost and students taking music courses are given preference in the use of them.

## DIRECTIONS FOR ELECTION

Students wishing to major in music should consult with the chairman of the department, who will advise them in planning their work both in

\*\* Students who elect performing music instruction are charged at the rate of \$150 for a half-hour lesson per week throughout the year. Use of a practice studio for one period daily is \$20 per year. Daily organ practice is \$30. Performing music fees are payable in advance and are not subject to return or reduction except upon recommendation of both the Dean of Students and the Chairman of the Department of Music.

the major and in such related fields as European history, literature, and art. Those who propose after graduation to continue into musicology should note that a reading knowledge of both French and German is essential for work in that field, and that in addition a certain proficiency in Italian and in Latin is highly desirable.

### PHILOSOPHY

PROFESSORS ONDERDONK, HARING<sup>a</sup>; ASSISTANT PROFESSORS STADLER (*Acting Chairman*), GOUREVITCH, PUTNAM, SPITZER; INSTRUCTOR: MISS CONGLETON; LECTURER: MR. HAMMER.

#### 101 (1) (2) (3). CLASSICAL PHILOSOPHY I (1 unit)

An introduction to philosophical inquiry through a study of Plato's dialogues; some comparisons with the views of later thinkers. Open to all undergraduates. *The Staff*

#### 103 (1) (2) (3). PHILOSOPHICAL ANALYSIS (1 unit)

An introduction to recent conceptions of philosophical inquiry through a study of theories concerning such topics as the nature of inference, the meaning of 'meaning', and the role of thought in human action. Comparison of contemporary analytical procedures with traditional approaches. Open to all undergraduates. *The Staff*

#### 201 (2). CLASSICAL PHILOSOPHY II (1 unit)

A study of Aristotle's treatises with emphasis on their relevance to modern thought; some comparisons with Plato and the Pre-Socratics. Prerequisite, 101, or permission of the instructor. *Miss Spitzer*

#### 203 (1) (3). PHILOSOPHY OF ART (1 unit)

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. Open to freshmen and sophomores who have taken one course in philosophy, and to juniors and seniors without prerequisite. *Mr. Hammer (1), Mrs. Stadler (3)*

#### 204 (1). EPISTEMOLOGY (1 unit)

A consideration of problems concerning the nature, sources, and limits of human knowledge, *e.g.*, whether all knowledge depends on sense experience, and how we can distinguish truths from falsehoods. Readings

<sup>a</sup> Absent on leave.

primarily from modern and contemporary sources. Open to students who have taken one course in philosophy. *Miss Congleton*

206 (2). MORAL PHILOSOPHY (1 unit)

A systematic investigation of moral reasoning and moral judgments. Readings from traditional and contemporary sources. Prerequisite, same as for 204. *Mrs. Putnam*

207 (1). STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY I (1 unit)

Examination of the philosophies of Descartes, Spinoza, and Locke, designed to give the student a knowledge of the chief 17th century philosophical systems and to provide some background for the understanding of related movements in literature and in the natural and social sciences. Prerequisite, same as for 203. *The Staff*

208 (2). STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY II (1 unit)

Examination of the philosophies of Hume, Kant, and Hegel, designed to give the student an acquaintance with British Empiricism and the rise of German Idealism and to provide background for the study of related movements in other fields. Prerequisite, 207, or permission. *The Staff*

209 (3). NINETEENTH CENTURY PHILOSOPHY (1 unit)

A study of major themes in 19th century philosophy with emphasis on Hegel and the reaction to Hegelianism as seen, *e.g.*, in the works of Kierkegaard and Nietzsche. Prerequisite, 208, or permission of the instructor. *Mr. Hammer*

211 (1). PHILOSOPHY OF RELIGION (1 unit)

An examination of basic problems regarding the nature of religion and the grounds of religious belief with attention to both traditional and contemporary positions. Open to juniors and seniors. *Miss Spitzer*

216 (1). LOGIC (1 unit)

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. Open to sophomores who have taken one course in philosophy or mathematics, and to juniors and seniors without prerequisite. *Mrs. Putnam*

217 (2).<sup>\*</sup> PHILOSOPHY OF SCIENCE (1 unit)

A study of the presuppositions and logical structure of scientific in-

<sup>\*</sup> Offered in alternate years.



quiry, including analysis of such concepts as law, explanation, theory, empirical significance, and discussion of such questions as the existence of scientific entities. Examples from the social and physical sciences. Prerequisite, same as for 203. *Mrs. Putnam*

218 (1-2). HISTORY OF SCIENCE (2 units)

For description and prerequisite, see Extradepartmental 218.

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

306 (2).<sup>\*</sup> ADVANCED LOGIC (1 unit)

Discussion of the characteristics of deductive systems, *e.g.*, consistency and completeness; development of a system of axiomatic abstract set theory; investigation of philosophical problems such as those presented by Gödel's theorem and by the axiom of choice. Prerequisite, 216. (Not offered in 1965-66.) *Mrs. Putnam*

311 (1). KANT (1 unit)

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy. Prerequisite, 207 and 208, or permission of the instructor. *Mrs. Stadler*

312 (2). CONTEMPORARY EUROPEAN PHILOSOPHY (1 unit)

A study of central themes in contemporary European philosophy emphasizing Phenomenology and Existentialism. Prerequisite, 3 units in philosophy including 207 and 208, or 208 and 209, or permission of the instructor. *Mr. Gourevitch*

32I (3). SEMINAR (1 unit)

Intensive study of one problem or a series of related problems. Topic for 1965-66: recent epistemology. Prerequisite, same as for 312. *Mrs. Putnam*

322 (2). SEMINAR (1 unit)

Intensive study of one problem or a series of related problems. Topic for 1965-66: 20th century metaphysics. Prerequisite, same as for 312. *Mrs. Stadler*

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

<sup>\*</sup> Offered in alternate years.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)  
Open to juniors and seniors by permission.

#### DIRECTIONS FOR ELECTION

To fulfill the college requirement in philosophy or history, students may elect any course except 216, 218, or 306.

Course 218 counts as related work but not as part of the major.

A major in philosophy must include 101, 201, 207, 208, either 103 or 216, 311, and one other grade III course.

A knowledge of Greek, French, or German is desirable for all majors. Students planning graduate work are urged to acquire a reading knowledge of two of these languages.

#### PHYSICAL EDUCATION

ASSOCIATE PROFESSOR SPEARS (*Director*); ASSISTANT PROFESSOR HOWARD; INSTRUCTORS: MISS NEAL, MRS. ROWBOTHAM, MISS VAUGHAN, MISS CARSON, MISS WOSKOFF, MISS HULAC, MISS MATTHEWS, MISS EELES

Two periods a week of physical education are required in the freshman and sophomore years.

The instructional program is divided into five seasons, two in Terms I and II, and one in Term III. While most activities are offered on a seasonal basis, some are offered for two seasons during Terms I and II as indicated below. Courses are conducted according to skill levels which are indicated as follows: E—elementary, I—intermediate and A—advanced.

In the lists of activities superior figures indicate special requirements:

<sup>1</sup> Swimming ability required (Senior Life Saving Certificate, Water Safety Instructor's Certificate, or Swimming Test).

<sup>2</sup> Students who elect horseback riding are charged a fee of approximately \$48.00.

<sup>3</sup> Students who elect these courses must meet American Red Cross prerequisites. Certificates are issued on completion of course.

<sup>4</sup> Individually planned program for students unusually well qualified in physical education activities. Prerequisites, Fundamentals of Movement, and permission of the department chairman.

#### *Physical Education Activities*

Term I—Fall A (6 weeks)—Archery (E-I), canoeing<sup>1</sup> (E-I-A), crew<sup>1</sup>, diving, field hockey (I-A), golf (E-I-A), horseback riding<sup>2</sup>, independent

physical education<sup>4</sup>, modern dance (E-I-A, composition), swimming (E-I), synchronized swimming (E-I), tennis (E-I-A), volleyball (E-I-A).

Fall B (6 weeks)—Badminton (E-I-A), basketball (E-I-A), diving, fencing (E-I), figure control, folk dancing (E-I, special area), gymnastics (E-I), independent physical education<sup>4</sup>, modern dance (E-I-A, pre-classic dance forms), squash (E), swimming (E-I), synchronized swimming composition.

Term I—(12 weeks)—Fundamentals of Movement, Senior Life Saving<sup>3</sup>. Water Safety Instructors<sup>3</sup>.

Term II—Winter A (6 weeks)—Badminton (E-I-A), basketball (E-I-A), diving, fencing (E-I), folk dance (E-I, special area), gymnastics (E-A), independent physical education<sup>4</sup>, modern dance (E-I-A), posture and body mechanics, skiing (E-I), squash (E-I), swimming (I), synchronized swimming composition.

Winter B (6 weeks)—Badminton (E-I-A), basketball (E-I-A), diving, fencing (E-I), folk dance (E-I, special area), gymnastics (I-A), independent physical education<sup>4</sup>, modern dance (E-I-A), posture and body mechanics, skiing (E-I), squash (E-I), swimming (I), volleyball (E-I-A).

Term II—(12 weeks)—Fundamentals of Movement, Recreation Leadership, Senior Life Saving<sup>3</sup>, Water Safety Instructor<sup>3</sup>.

Term III—(6 weeks)—Archery (E-I), canoeing<sup>1</sup> (E-I-A, instructor), crew<sup>1</sup>, diving, golf (E-I-A), horseback riding<sup>2</sup>, independent physical education<sup>4</sup>, lacrosse (E-I), modern dance (E-I-A, composition), posture and body mechanics, swimming (E-I-A), synchronized swimming (E-I), tennis (E-I-A, instructor), volleyball (E-I-A), water safety instructor refresher.

#### 121 (1-2-3). PHYSICAL EDUCATION ACTIVITIES

Fundamentals of Movement: the study of body alignment, conscious relaxation and basic movement patterns (Term I or Term II); choice of activities in other terms or seasons. Required of freshmen. *The Staff*

#### 122 (1-2-3). PHYSICAL EDUCATION ACTIVITIES

Choice of seasonal or term activities. Required of sophomores.

*The Staff*

#### 131 and 132 (1-2-3). MODIFIED PHYSICAL EDUCATION ACTIVITIES

Required of freshmen (131) and sophomores (132) whose medical or orthopedic condition indicates the need for modified activities and individually planned programs. Upon recommendation of the College Physician. *Miss Spears and Miss Carson*

#### DIRECTIONS FOR ELECTION

A student's choice of an activity is subject to the approval of the department and the College Health Service.

Unless exempted, freshmen are required to elect in Term I or in Term II the Fundamentals of Movement course. An exemption examination is offered in the first term. Every student is expected to attain a satisfactory standing posture. If a student fails to attain this in the Fundamentals of Movement course, she will be required to enroll in Posture and Body Mechanics or will be assigned individual instruction until the standard is attained or until two years of physical education are completed.

Special sections in physical education are arranged for upperclassmen in the following activities and in the appropriate season: archery, badminton, canoeing, fencing, figure control, golf, modern dance, skiing, squash, and tennis. A student who wishes to elect an upperclass section in physical education should consult the department Registrar.

With the permission of the department, students and faculty may elect any of the activities offered.

### PHYSICS

PROFESSORS HEYWORTH (*Chairman*), GUERNSEY; ASSOCIATE PROFESSOR FLEMING; INSTRUCTOR: MISS BROWN.

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly in Terms I and II, and for four periods weekly in Term III; all grade I and grade II courses have one three-hour laboratory appointment weekly in Terms I and II and two each week in Term III.

100-102 (1-2). INTRODUCTION TO PHYSICS (2 units)

First term: basic physical concepts; forces, fields, conservation laws, waves, structure of matter. Second term: mathematical presentation of the fundamental laws of physics; selected topics in mechanics and electricity; study of wave phenomena. Open to students who are not eligible for 105. Two periods of lecture and discussion weekly with a third period every other week. Laboratory.

*Miss Fleming (1), Miss Heyworth (2)*

105 (1). FUNDAMENTAL PRINCIPLES OF PHYSICS (1 unit)

Selected topics in mechanics; wave motion and its application in sound and light; current electricity. Brief discussion of quantum phenomena. Open to students who offer physics for admission and who have taken Mathematics 106 or 109, or who are taking Mathematics 109. Two periods of lecture and discussion weekly with a third period every other week.

*Mrs. Guernsey*

## 200 (2). MODERN PHYSICS (1 unit)

Introduction to the kinetic theory of gases. Waves and particles; atomic and nuclear structure. Optical and X-ray spectra; the periodic table of elements. Radioactive decay. Prerequisite, [101]†, 100-102, [104], 105, or exemption from 105. *Miss Fleming*

## 201 (1). ELECTRICITY (1 unit)

Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Prerequisite, [101]†, 100-102, [104], or 105, and Mathematics 106 or 109. *Mrs. Guernsey*

## 202 (3). OPTICS (1 unit)

Wave theory as applied to optical phenomena. Interference, diffraction, double refraction, polarization, dispersion. Theory and use of optical instruments. Nature of light sources. Prerequisite, same as for 201. *Miss Brown*

## 206 (2). ELECTRONICS (1 unit)

Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to non-linear electronic circuits. Prerequisite, 201. *Mrs. Guernsey*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 301 (2). QUANTUM MECHANICS (1 unit)

Physical basis of Quantum Mechanics. Schroedinger equation; matrix methods; eigenfunctions and operators. The linear oscillator and the hydrogen atom. Prerequisite, 200, or by permission 100-102 or 105; and Mathematics 200, 201, [202]†, or 204. *Miss Brown*

## 303 (3). NUCLEAR PHYSICS (1 unit)

Static properties of atomic nuclei. Properties of charged particles, neutrons, and gamma rays; their interactions with matter. Natural and artificial radioactivity. Nuclear reactions. Prerequisite, 301. *Mrs. Guernsey*

## 304 (2). ELECTROMAGNETIC THEORY (1 unit)

Maxwell's equations; electromagnetic waves and radiation; physical optics. Prerequisite, 201 and 306. *Miss Brown*

## 305 (3). THERMODYNAMICS (1 unit)

The laws of thermodynamics; kinetic theory of gases; statistical me-

† Numbers in brackets refer to courses listed only in earlier catalogues.

chanics. Prerequisite [101]†, 100-102, [104], or 105, and Mathematics 200, 201 [202], or 204. *Miss Heyworth*

306 (1). MECHANICS (1 unit)

A vector analytical presentation of Newtonian mechanics; introduction to Lagrangian and Hamiltonian mechanics. Prerequisite, same as for 305. *Miss Brown*

309 (1). ADVANCED EXPERIMENTAL PHYSICS (1 unit)

Fundamental experiments selected from different areas of physics. Prerequisite, 200, or by permission 100-102 or 105, and 201. Two laboratory appointments per week. (Not given in 1965-66.)

340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to juniors and seniors.

#### DIRECTIONS FOR ELECTION

A major in physics should ordinarily include 200, 201, 301, 304, 305, and 306.

Mathematics 200, 201, [202]†, or 204, and 2 units of college chemistry or the equivalent are required for a major in physics. Mathematics 303, if followed by Physics 304 and 306, may be counted toward the major in physics.

Attention is also called to courses in astronomy as appropriate for related work. A reading knowledge of two of the following languages is desirable: French, German, Russian.

Premedical students are referred to the requirements given on p. 37.

#### POLITICAL SCIENCE

PROFESSORS STRATTON, EVANS (*Chairman*); VISITING PROFESSOR LOWENTHAL; ASSOCIATE PROFESSOR GERMINO<sup>a</sup>; ASSISTANT PROFESSORS GREEN, PHIBBS, SCHECHTER; INSTRUCTORS: MR. D'AMATO, MR. SCHOTT, MR. GONZALEZ.

101 (1) (2) (3). INTRODUCTION TO POLITICAL ANALYSIS (1 unit)

Comparative analysis of constitutional and autocratic regimes; governments of the United States, Great Britain, and the Soviet Union among

† Numbers in brackets refer to courses listed only in earlier catalogues.

<sup>a</sup> Absent on leave.

those from which material is drawn. Open to all undergraduates.

*The Staff*

200 (2) (3). COMPARATIVE POLITICS OF THE DEVELOPING AREAS (1 unit)

Study of selected aspects of African, Asian, and Latin American political systems, with emphasis upon use and evaluation of analytical concepts in recent literature; political change, national integration, and legitimization among problems considered. Prerequisite, [100]† or 101.

*Mr. Schott (2), Mr. Gonzalez (3)*

210 (1) (2). AMERICAN PARTIES AND INTEREST GROUPS (1 unit)

Analysis of the role of extragovernmental political organizations in the American political process. Organization, operation, and evaluation of political parties and interest groups; recruitment of leaders, elections and behavior of the electorate, influences on public policy formation. Prerequisite, [100]† or 101. Not open to students who have taken [202].

*Mr. Schechter (1), Mr. Stratton (2)*

211 (2). THE PRESIDENTIAL SYSTEM IN THE UNITED STATES (1 unit)

Study of the President and other members of the presidency, political and career executives in the bureaucracy, and members of Congress and their staffs; formal and informal organization; emphasis upon relationships across organizational lines and influences upon behavior. Prerequisite, [100]† or 101. Not open to students who have taken [206].

*Mr. Stratton*

220 (1-2). INTERNATIONAL POLITICS (2 units)

Study of contemporary world politics with special attention to international security and efforts to achieve cooperation; the United Nations and regional arrangements; tension areas and current disputes; foreign policies of major powers. Prerequisite, [100]† or 101, or 2 units in economics, geography, history, or sociology. Not open to students who have taken [208] or [209], or who have taken or are taking 221. Recommended for students planning further work in the international field in political science.

*Mrs. Green*

221 (1) (2) (3). PROBLEMS OF INTERNATIONAL POLITICS (1 unit)

Study of the international community and the forces which influence the conduct of its members; the nature and pursuit of foreign policy, international organization, and the attempts to achieve security in a divided world. Prerequisite, same as for 220. Not open to students who have taken [208]† or [209], or who have taken or are taking 220. Not

† Numbers in brackets refer to courses listed only in earlier catalogues.

recommended for students planning further work in the international field in political science. *Mr. Phibbs (1) (2), Mr. Gonzalez (3)*

235 (2). GREAT POLITICAL THINKERS (1 unit)

Study of selected texts in the history of Western political thought from Plato to the present. Prerequisite, [100]† or 101. Not open to students who have taken [316] or [318] or who are taking 335.

*Mr. Schott (2)*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

305 (1). COMPARATIVE GOVERNMENT: WESTERN EUROPE (1 unit)

Analysis of European political regimes including West Germany, Italy, France, and the United Kingdom with reference to constitutional traditions, party systems, interest groups, parliaments, political executives, and bureaucracies. Examination of key problems facing representative government. Open to juniors and seniors who have taken [100]† or 101 and 2 units of political science at the grade II level; by permission to other qualified juniors and seniors. Not open to students who have taken [212].

*Mr. Schott*

306 (3). COMPARATIVE GOVERNMENT: ASIA (1 unit)

A study of politics and government in selected Asian states including China and India, treating dynamics of power, leadership, political institutions, problems in policy-making. Open to students who have taken 200, and to juniors and seniors who have taken [100]† and a grade II course in political science or history of the Far East.

*Miss Evans*

307 (2). COMPARATIVE GOVERNMENT: LATIN AMERICA (1 unit)

Study of politics and government in selected Latin American states including Argentina, Brazil, Chile, and Mexico, treating dynamics of power, constitutionalism, crisis government, factors underlying policy formation. Open to students who have taken 200, and to juniors and seniors who have taken [100]† and a grade II course in political science or history of Latin America; by permission to qualified students majoring in Spanish.

*Mr. Gonzalez*

308 (1). COMPARATIVE GOVERNMENT: THE SOVIET UNION AND EASTERN EUROPE (1 unit)

Study of politics and government in the Soviet Union and East European satellites: the interrelationship of ideology and power, leadership,

† Numbers in brackets refer to courses listed only in earlier catalogues.



political institutions, policy formation. Open to students who have taken 101 and 2 units above the grade I level, and to juniors and seniors who have taken [100]† and a grade II course in political science or History 209 or 313; by permission to juniors and seniors emphasizing Russian language and history. *Mrs. Green*

310 (3). POLICY-MAKING IN THE FEDERAL GOVERNMENT (1 unit)

Study of policy-making in the United States Federal Government: theories of decision-making; factors influencing policy decisions, such as attitudes of other officials, organizational competition, electoral considerations, interest groups, and perceptions of public opinion. Open to students who have taken two of the following: [202]†, [206], 210, 211; by permission to qualified juniors and seniors who have had only one of these courses. *Mr. Schechter and Mr. Stratton*

321 (2). FOREIGN POLICIES OF MAJOR POWERS (1 unit)

Comparative analysis of foreign policies of selected major powers: long- and short-range policy goals; influence of traditional objectives and ideology; effects of domestic factors and the international environment. Open to juniors and seniors who have taken [208]† or 220; by permission to juniors and seniors who have taken [209] or 221. *Mr. D'Amato*

325 (1). APPROACHES TO THE STUDY OF INTERNATIONAL RELATIONS (1 unit)

Consideration of comprehensive theoretical explanations of the nature of relations among states, contemporary proposals for integrating the international community, and methods of analyzing political behavior at the international level. Open by permission to juniors and seniors who have taken [208]† or 220, and to qualified juniors and seniors who have taken [209] or 221. *Mr. Phibbs*

330 (1). LAW AND THE ADMINISTRATION OF JUSTICE (1 unit)

An introduction to the nature and functions of law; the adversary system; methods of legal development based upon an analysis of selected problems in contract, tort, and criminal law; comparison of common law and civil law systems; relation of law and politics. Open to juniors and seniors who have taken [100]† or 101, and a grade II course in political science, economics, history, psychology, or sociology; by permission to sophomores and students who have not taken [100] or 101. Not open to those who have taken [303]. *Miss Evans*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 331 (2). INTERNATIONAL LAW (1 unit)

Study of the function of law in the international community; nature of international law, international entities, jurisdiction and responsibility, law and force in the settlement of disputes; current problems in the development of the international legal system. Open to juniors and seniors who have taken [208]†, [209], 220, 221, or a course in the history of diplomacy or foreign policy; by permission to other qualified juniors and seniors. Not open to those who have taken [301]. *Miss Evans*

## 332 (2). AMERICAN CONSTITUTIONAL LAW (1 unit)

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court; judicial review, the powers of the President and of Congress, Federal-State relations, individual rights and liberties. Open to juniors and seniors who have taken [202]†, [206], 210, or 211; by permission to juniors and seniors who have taken other courses in political science and/or American history. *Mr. Schechter*

## 335 (1-2). HISTORY OF POLITICAL THOUGHT (2 units)

Study of the major political theories and doctrines of the West. First term: Plato to Machiavelli. Second term: Machiavelli to Marx. Open to juniors and seniors who have taken 101 and a grade II course in political science, and to those who have taken [100]† and a grade II course in history, philosophy, political science, or sociology; by permission to qualified students who have not had [100] or 101. First term open to students who have taken [318]; not open to those who have taken [316]. Second term open to students who have taken [316]; not open to those who have taken [318]. Except for those who have had [316], only the first term may be taken independently. Not open to students who have taken 235. *Mr. Lowenthal*

## 337 (1). SEMINAR (1 unit)

Advanced intensive study of one problem or a series of related problems. Topic for 1965-1966: Contemporary revolutionary movements and regimes in Latin America. Open by permission to juniors and seniors who have taken 4 units in political science. *Mr. Gonzalez*

## 338 (2). SEMINAR (1 unit)

Advanced intensive study of one problem or a series of related problems. Topic for 1965-1966: Human rights in the international legal order. Prerequisite, same as for 337. *Miss Evans*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 339 (3). SEMINAR (1 unit)

Advanced intensive study of one problem or a series of related problems. Topic for 1965-1966: The role of the Supreme Court in implementing its decisions in the fields of desegregation and legislative apportionment. Prerequisite, same as for 337. *Mr. D'Amato*

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to seniors who have had 2 units of grade III.

## DIRECTIONS FOR ELECTION

Courses above the grade I level are classified into five fields: Comparative Government, American Government and Politics, International Politics, Public Law, and Political Theory. Students majoring in political science are required to take 101, to elect courses beyond the grade I level in four of the five fields, and to write their Senior Major Examinations in three of the four fields in which they have elected courses. Those planning to major should normally elect 101 before taking 220 or 221.

One unit of grade III work may be counted to fulfill college requirements only in combination with another unit of political science.

Students planning graduate work should keep in mind that most graduate schools require demonstrated reading knowledge of two languages for the Ph.D. degree, and that some knowledge of mathematics and/or statistics is becoming increasingly useful in certain fields. Although comparative government courses listed above require command only of English, knowledge of relevant foreign languages is useful.

## PSYCHOLOGY

PROFESSOR ALPER (*Chairman*); ASSOCIATE PROFESSOR ZIMMERMAN; ASSISTANT PROFESSORS GREENBERGER<sup>a</sup>, ZEILER, PERLITSH; INSTRUCTORS: MRS. SGAN, MRS. VOGEL, MR. LEHRER, MRS. CLINCHY; LECTURER: MRS. STIVER.

## 101 (1) (2). INTRODUCTION TO PSYCHOLOGY (1 unit)

Study of selected research problems from areas such as personality

<sup>a</sup> Absent on leave.

development and learning to demonstrate ways in which psychologists study behavior. Open to all undergraduates.

*Miss Zimmerman, Mrs. Vogel (1); Miss Zimmerman, Mrs. Sgan (2)*

200 (2) (3). RESEARCH METHODS (1 unit)

Examination of some major methods used in the scientific study of behavior: naturalistic observations, field surveys, tests, and experiments in the laboratory and in the field. Emphasis on research design and on collecting, analyzing, and interpreting data. Practice with each method. Prerequisite, 101 or [102]†. Laboratory. *The Staff*

201 (2). PSYCHOLOGICAL STATISTICS (1 unit)

Training in the use of statistical techniques as they have been adapted to the handling and evaluating of representative types of psychological data. Emphasis on developing an understanding of the possibilities and limitations of the use of statistics in psychology. Prerequisite, 101 or [102]†. *Mr. Lehrer*

207 (1) (2). CHILD PSYCHOLOGY (1 unit)

The behavior of normal children. A survey of the contributions of experimental and clinical studies of childhood with special emphasis on patterns of parent-child relationships and current child-training theories. Prerequisite, 101 or [102]†. Two periods of lecture and one of discussion. *Mrs. Alper*

209 (3). EXPERIMENTAL PSYCHOLOGY (1 unit)

Selected experiments in various fields of psychological investigation such as learning, perception, and memory. Training in experimental method using animal and human subjects and individual and group data. Prerequisite, 101 or [102]† Eight periods of laboratory and two of lecture. *Mr. Zeiler*

210 (1). SOCIAL PSYCHOLOGY (1 unit)

Study of the individual's behavior as it is influenced by the presence, behavior, and products of other human beings. Emphasis on experimental research in role-taking and role conflict, socialization, perception and judgment of other people, attitude formation and change, influence and persuasion, and conformity. Prerequisite, 101 or [102]†. *Mrs. Perlitsh*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 212 (2). PERSONALITY (1 unit)

Consideration of the contributions of personality theorists to the understanding of normal personality development and behavior. Research problems and research data associated with each of the theories. Prerequisite, 101 or [102]†. *Mrs. Vogel*

## 215 (1). PERCEPTION (1 unit)

Consideration of the role of the stimulus and of the person in perception. A survey and critique of experimental data and current theoretical concepts. Prerequisite, 101 or [102]†. *Mrs. Sgan*

218 (2) (3).<sup>o</sup> MOTIVATION (1 unit)

Analysis of the sources of behavior and the nature of "motivated" behavior. Intensive exploration of selected areas of behavior to illustrate different theories of motivation. Class members conduct individual or group projects focusing on the origin, correlates, or measurement of a particular human motive. Prerequisite, 101 or [102]†. (Not offered in 1965-66.)

## 219 (1). LEARNING (1 unit)

Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement. Prerequisite, 101 or [102]†. *Mr. Zeiler*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

309 (1).<sup>o</sup> ABNORMAL PSYCHOLOGY (1 unit)

Consideration of major theories of neurosis and psychosis, and of psychotherapeutic techniques based on these theories. Illustrative case materials. The contribution of the psychology of abnormal behavior to the study of normal behavior. Open to students who have taken 101 or [102]† and 2 units above grade I in psychology, biological sciences, or sociology. Open only to juniors and seniors. *Mrs. Stiver*

## 310 (1) (3). GROUP DYNAMICS (1 unit)

Review of current psychological theory and research on small groups. Examination of the interaction between individual behavior and group

<sup>o</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

phenomena in relation to leadership, power and influence, group norms and roles, decision making, and intergroup phenomena. Opportunities for participant observation in small groups. Open to juniors and seniors who have taken 101 or [102]† and 2 units of work beyond grade I in at least one of the following: psychology, economics, political science, sociology. *Mrs. Perlitsh*

312 (2). PERSONALITY DEVELOPMENT. ADVANCED COURSE (1 unit)

The case study approach to normal personality development with special emphasis on problems characteristic of the adolescent years. Open to juniors and seniors who have taken 207, and 212 or 218. Not open to students who have taken [307].† *Mrs. Alper*

316 (1). COGNITIVE DEVELOPMENT (1 unit)

The development of perceptual and cognitive modes of behavior. Emphasis on early and later concept formation, problem-solving, and cognitive "styles." Prerequisite, 101 or [102]† and at least 2 units of work beyond grade I. *Mrs. Clinchy*

319 (2).<sup>\*</sup> PSYCHOLOGY OF LEARNING. ADVANCED COURSE (1 unit)

Intensive study of selected topics such as conditioned reinforcement, discrimination, and generalization. Emphasis on historical factors and contemporary research. Prerequisite, 219. *Mr. Zeiler*

325 (2).<sup>\*</sup> SYSTEMS OF PSYCHOLOGY (1 unit)

Study of major systems of psychology with emphasis on critical analysis of central concepts and the relation between theory and empirical data. Open to juniors and seniors who have taken 3 units beyond grade I. (Not offered in 1965-66.) *Mr. Zeiler*

327 (1). SEMINAR. CHILD PSYCHOLOGY (1 unit)

Sex differences in the socialization of pre-school and early latency age children. Consequences for learning and creativity. Open by permission to juniors and seniors who have taken at least 2 units of grade II including 207, and 1 unit of grade III. *Mrs. Alper*

330 (2). SEMINAR (1 unit)

Study of a particular problem or area. Topic for 1965-1966: Psychological Aspects of Conscience Development. Open by permission to juniors and seniors. *Mrs. Sgan*

<sup>\*</sup> Offered in alternate years.

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDEPENDENT STUDY (1 or 2 units)

Open by permission of the department chairman to qualified juniors and seniors.

## DIRECTIONS FOR ELECTION

A major in psychology must include either 101 or [102]†; *two* of the following—200, 201, 209; *one* of the following—207, 210, 212, 218; and either 215 or 219.

## RUSSIAN

ASSOCIATE PROFESSOR LYNCH (*Chairman*); ASSISTANT PROFESSOR PACALUYKO; INSTRUCTOR: MR. LOUD

Capable students taking 200 in Term III have the opportunity, by doing special summer reading and upon approval of the chairman, of omitting 205 and proceeding with 300 in the following September.

## 100 (1-2). ELEMENTARY RUSSIAN (2 units)

Grammar, oral and written exercises, reading of short stories. Three periods. *The Staff*

## 200 (1) (3). INTERMEDIATE RUSSIAN (1 unit)

Reading with emphasis on vocabulary building; review of grammar; composition and oral expression. Discussion of Russian culture. Prerequisite, 100, or by permission. *The Staff*

## 201 (1). RUSSIAN LITERATURE IN TRANSLATION (1 unit)

For description and prerequisite, see Extradepartmental 201.

## 202 (2). RUSSIAN LITERATURE IN TRANSLATION (1 unit)

For description and prerequisite, see Extradepartmental 202.

## 205 (2). READING, COMPOSITION, AND CONVERSATION (1 unit)

Intensive work in written and oral Russian. Studies in the structure of the Russian language. Discussion based on selected reading in classical and modern Russian literature and in Russian history and culture. Prerequisite, 200. *The Staff*

† Numbers in brackets refer to courses listed only in earlier catalogues.

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

## 300 (1). ADVANCED COMPOSITION AND CONVERSATION (1 unit)

Practice in oral and written Russian. Reading of literary and historical works. Advanced work in grammar. Prerequisite, 205, or by permission 200. *Mrs. Lynch*

## 311 (2). RUSSIAN LITERATURE FROM ITS BEGINNINGS TO PUSHKIN (1 unit)

Discussion of the Byzantine, Western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*, and works of Lomonosov, Radishchev, Karamzin, Krylov, and Pushkin. Prerequisite, 300. *Mrs. Lynch*

## 312 (1). RUSSIAN LITERATURE FROM PUSHKIN TO THE LATE NINETEENTH CENTURY (1 unit)

Emphasis on Lermontov, Pushkin, Gogol', Goncharov, Aksakov, Turgenyev, Ostrovskij, A. K. Tolstoj, Nekrasov, and Fet. Prerequisite or co-requisite, 300. *Miss Pacaluyko*

315 (3).<sup>\*</sup> DOSTOEVSKIJ AND TOLSTOJ (1 unit)

Study of major works with emphasis on the novels. Prerequisite, 300. (Not offered in 1965-66.)

316 (3).<sup>\*</sup> MODERN RUSSIAN LITERATURE (1 unit)

Survey of Russian literature from Chekhov to the present including representative works of Symbolist, Soviet, and émigré authors. Prerequisite, 300. *Miss Pacaluyko*

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to qualified students.

## DIRECTIONS FOR ELECTION

Courses 311, 312, 315, 316 may be elected to fulfill the college literature requirement.

The College does not offer a major in Russian literature, but a student wishing to focus her attention on Russia may take a minimum major in history and count literature courses in the Department of Russian as part of her field of concentration. In the case of such a student, approximately

<sup>\*</sup> Offered in alternate years.



one third of the Senior Major Examination will be devoted to Russian literature. Interested students should arrange their programs with the chairmen of the Departments of Russian and of History.

Students who wish to do graduate work in Russian are advised to begin or to pursue the study of at least one other modern language.

A proficiency in at least one classical language is highly advisable for those who are planning to do graduate work in Slavic languages and literatures.

### SOCIOLOGY AND ANTHROPOLOGY

PROFESSORS STOODLEY (*Chairman*), EISTER; ASSISTANT PROFESSORS SHIMONY<sup>a2-3</sup>, GIELE; INSTRUCTORS: MISS CARTER, MISS HOWELL; LECTURERS: MRS. HUGHES, MRS. SIMMONS.

#### 102 (1) (2) (3). INTRODUCTION TO SOCIOLOGY (1 unit)

Analytical study of social interaction and of group structures ranging from small groups to societies. Social relationships considered with reference to socialization, social control, social standards, specialization and diversity, tension and conflict. Open to all students. *The Staff*

#### 104 (1) (2). INTRODUCTION TO ANTHROPOLOGY (1 unit)

Consideration of man's place in nature, his physical history and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from primitive societies. Open to all students. *The Staff*

#### 200 (2). AMERICAN SOCIETY (1 unit)

Study of American institutions and values in continuity and change. Work relationships, family, class, and power structures in relation to bureaucracy, population, and urban growth, racial and ethnic diversity. Case studies of specific organizations and local communities. Open without prerequisite to juniors and seniors, and to freshmen and sophomores who have completed 102 or 104. *The Staff*

#### 203 (1). SOCIAL DISORGANIZATION (1 unit)

Disorganization as an important aspect of social process. Social causes of, and societal reactions to, such problems as ineffective institutional controls, community conflict, value change, personal disorganization. Prerequisite, 102 or 104; or open by permission to qualified juniors and seniors. *Mr. Stoodley*

<sup>a2-3</sup> Absent on leave in Terms II and III.

204 (2).<sup>\*</sup> SOCIETIES AND CULTURES OF AFRICA (1 unit)

Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of Africa for which there are anthropological reports. Consequences of culture contact among selected tribes and between indigenous and Asian or European cultures. Prerequisite, same as for 203. (Not offered in 1965-66.) *Mrs. Shimony*

205 (2).<sup>\*</sup> SOCIAL ANTHROPOLOGY (1 unit)

Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with Western culture. Application of anthropology to the problems of underdeveloped countries. Prerequisite, same as for 203. *Miss Carter*

## 210 (1) (3). RACIAL AND ETHNIC MINORITIES (1 unit)

An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities, with special emphasis on Negro-white relations. Prerequisite, same as for 203.

*Mrs. Shimony (1), Miss Howell (3)*

## 222 (2). THE FAMILY (1 unit)

Comparison of family organization and behavior in tribal, agrarian, and industrial societies. Variations in family structures and their relation to socialization, attitudes, and motivation. The formation, maintenance, and dissolution of the family as a social system. Prerequisite, 102 or 104, or Psychology 207. *Mrs. Giele*

## 230 (2). SOCIETY AND SELF (1 unit)

Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of goals, attitudes, and ideas. Individual and group innovation in social structure. Prerequisite, same as for 203. *Mr. Stoodley*

## 235 (3). PUBLIC OPINION AND MASS MEDIA OF COMMUNICATION (1 unit)

Analysis of mass media of communication such as newspapers and television. Elements of communication process; symbols and their relation to cognition and persuasion. Evaluation of mass media in advanced and developing societies. Prerequisite, same as for 203. *Mrs. Hughes*

## 250 (1). METHODS OF SOCIAL RESEARCH (1 unit)

An introduction to the techniques for collecting and analyzing social

<sup>\*</sup> Offered in alternate years.

data including sampling. Consideration of ways in which research is designed to test hypotheses. Field experience in interviewing; coding and data analysis. Prerequisite, same as for 203. *Mrs. Giele*

290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

300 (2). SOCIOLOGICAL THEORY (1 unit)

Major issues in current theory about social interaction, group structure, conflict, and social change. Development of sociology as a field. Examination of the contributions to sociological theory of Comte, Spencer, Marx, Durkheim, Max Weber, Georg Simmel, and others. Prerequisite, 2 units of grade II work, or by permission. *Mr. Eister*

301 (1).<sup>o</sup> ANTHROPOLOGICAL THEORY (1 unit)

History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relation between personality and culture. Problems of method in anthropology. Prerequisite, same as for 300. (Not offered in 1965-66.) *Mrs. Shimony*

302 (3). SOCIAL AND CULTURAL CHANGE (1 unit)

Review of leading theories about the nature and sources of social change. Analysis of change in the social organization, cultural patterns, and social behavior of people in selected countries. Primary focus in 1965-66 on societies in transition in the Middle East. Prerequisite, same as for 300. *Mr. Eister*

310 (1) (3). GROUP DYNAMICS (1 unit)

For description and prerequisite, see Psychology 310.

312 (1).<sup>o</sup> RELIGION AND SOCIETY (1 unit)

Social factors in relation to religious organization, practices, beliefs. Comparative study of the functions of myth, magic, and religion in the culture and social organization of selected societies—primitive, traditional, and urban-industrial. Emphasis on religion in contemporary society. Prerequisite, same as for 300. *Mr. Eister*

314 (2).<sup>o</sup> SOCIAL STRATIFICATION AND POWER (1 unit)

Social classes and social mobility in the United States. Relation between class structure and power structure in selected communities and societies. Class and the origins of interest groups and political movements. Prerequisite, same as for 300. *Mrs. Giele*

<sup>o</sup> Offered in alternate years.

## 323 (1). CRIMINOLOGY (1 unit)

Crime, deviant behavior and society. Social factors related to criminal, delinquent, and normal behavior. Punishment and rehabilitation. Emphasis on research projects. Prerequisite, same as for 300. *Mr. Stoodley*

324 (1).<sup>o</sup> SEMINAR. STUDY OF SELECTED PROBLEM OR AREA (1 unit)

Topic for 1966-67 to be announced. (Not offered in 1965-66.)

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open to juniors and seniors by permission.

## DIRECTIONS FOR ELECTION

Students considering a major may consult any member of the department concerning sequences of courses in the field and related courses in other departments. At least one course in anthropology is advised. All majors are required to take 300 preferably not later than the junior year. 200 may be counted as partially fulfilling the college requirement in social science only if 102 or 104 is also elected. Students planning graduate work in sociology are urged to elect 250 and a course in statistics.

## SPANISH

PROFESSOR RUIZ-DE-CONDE (*Chairman*); ASSOCIATE PROFESSOR BRETÓN; ASSISTANT PROFESSOR COLEMAN.

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Attention is called to the opportunity for residence in the Spanish Corridor. Qualified students may also take advantage of the junior year in Spain. See *The Junior Year Abroad*, p. 35.

## 100 (1-2). ELEMENTARY SPANISH (2 units)

Grammar, reading, composition, dictation, practical conversation on everyday life, short lectures in Spanish. Stress on the intensive oral ap-

<sup>o</sup> Offered in alternate years.

proach. Open to students who do not present Spanish for admission.  
Three periods. *The Staff*

101 (3). ADVANCED ELEMENTARY SPANISH (1 unit)

An introduction to the finer points of grammar. Reading of selected texts from Hispano-American literature. Stress on vocabulary building, precision of expression through written composition and oral exercises. Prerequisite, two admission units in Spanish, or 100. Open by permission to Romance language majors without prerequisite. Five periods.

*The Staff*

102 (1-2). INTERMEDIATE SPANISH (2 units)

Review of grammar and related language skills with intensive oral-aural practice, reading (Term I from contemporary Hispano-American authors; Term II from 19th century Spanish literature) with emphasis on vocabulary building, oral, and written expression. Prerequisite, same as for 101. Three periods.

*The Staff*

103 (1). REPRESENTATIVE MODERN AUTHORS (1 unit)

Analysis of selected literary works of the 19th century: prose, poetry, and drama. Practice in written and spoken language. Prerequisite, 101, or three admission units in Spanish.

*The Staff*

201 (2). ORAL AND WRITTEN COMMUNICATION (1 unit)

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Prerequisite, 102, 103, or four admission units in Spanish.

*Mrs. Ruiz-de-Conde*

202 (1). INTRODUCTION TO HISPANO-AMERICAN CIVILIZATION (1 unit)

An historical consideration of the culture of an Hispano-American country with emphasis on its literature and other arts. For 1965-66: Mexico. Prerequisite, same as for 201.

*Mr. Coleman*

203 (2) (3). MODERN SPANISH LITERATURE: POETRY AND THE THEATRE (1 unit)

From "la Generación del '98" to the present. Prerequisite, same as for 201.

*Miss Bretón*

204 (1) (2). MODERN SPANISH LITERATURE: THE NOVEL AND THE ESSAY (1 unit)

From "la Generación del '98" to the present. Prerequisite, 203, or, by permission, 102, 103, or four admission units in Spanish.

*Mr. Coleman*

## 206 (1-2). MAIN CURRENTS OF SPANISH LITERATURE (2 units)

The study of outstanding works and themes which express the Spanish conception of man and the world. Novels, dramas, and poetry chosen from significant periods of Spanish literature. Prerequisite, same as for 201. *Mrs. Ruiz-de-Conde*

## 290 (3). INDEPENDENT STUDY (1 unit)

Required of all students in the area of concentration, ordinarily in Term III of the junior year.

301 (1).<sup>o</sup> DRAMA OF THE SEVENTEENTH CENTURY (1 unit)

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón. Open to juniors and seniors who have taken 2 units of grade II, including one in literature. *Miss Bretón*

302 (2).<sup>o</sup> CERVANTES (1 unit)

Study of Cervantes and his work, representing the culmination of the novel in Spain. Reading of *Novelas Ejemplares*; analysis and discussion of *Don Quijote*. Prerequisite, same as for 301. (Not offered in 1965-66.) *Mrs. Ruiz-de-Conde*

303 (2).<sup>o</sup> POLARITIES IN SPANISH THOUGHT (1 unit)

An opposition of two important figures. For 1965-66: Unamuno and Ortega. Prerequisite, same as for 301. *Mr. Coleman*

## 304 (3). SEMINAR. SPANISH POETRY (1 unit)

Topic for 1965-66: Góngora. Prerequisite, 203 and 204, or 206, or by permission. *Mrs. Ruiz-de-Conde*

306 (2).<sup>o</sup> MODERN HISPANO-AMERICAN LITERATURE (1 unit)

Reading and discussion of representative works in modern literature; study of the main literary currents; analysis of present-day trends in prose and poetry. Prerequisite, same as for 301. (Not offered in 1965-66.) *Mr. Coleman*

## 340. PREPARATION FOR THE SENIOR MAJOR EXAMINATION (1 or 2 units)

Required of majors in the senior year. Members of the Class of 1966 should elect 2 units, one of which must be in Term III.

<sup>o</sup> Offered in alternate years.

## 350. RESEARCH OR INDIVIDUAL STUDY (1 or 2 units)

Open by permission to seniors who have taken 2 units of grade III in the department.

## DIRECTIONS FOR ELECTION

To fulfill the college literature requirement students may elect 203, 204, 206, and any grade III course.

Course 100 counts for the degree but does not count toward the major.

Freshmen electing 103 should take a grade II course in Spanish in Term II.

Students who begin with 100 in college and who wish to major should consult the chairman of the department in Term II of their freshman year.

The major should ordinarily include 201, 206, 301, 302, 2 additional units of grade III literature, and History 214.

Students interested in Latin American studies are invited to confer with the chairman to plan a major in Spanish with emphasis on Latin America.

## SPEECH

ASSISTANT PROFESSOR MILLER (*Chairman*); LECTURER: MR. BARSTOW.

## 102 (1). FUNDAMENTALS OF SPEECH (1 unit)

Introduction to the field of speech as an art of communication. Emphasis on the phonetic and psychological bases of speech. Practice in oral interpretation of literature and introduction to speech making. Open to all undergraduates. *Mrs. Miller*

103 (2).<sup>o</sup> SPEAKING AND DISCUSSION (1 unit)

A study of the forms used in speaking: description, narration, exposition, persuasion. Practice in organizing ideas for oral discussion. Open to all undergraduates. *Mrs. Miller*

203 (2).<sup>o</sup> ORAL INTERPRETATION OF LITERATURE (1 unit)

Analysis of and practice in oral interpretation of various forms of literature through the study of selected material from prose, poetry, and drama. Open to freshmen and sophomores who have taken 102 or 103, or by permission; and to juniors and seniors without prerequisite. (Not offered in 1965-66.) *Mrs. Miller*

<sup>o</sup> Offered in alternate years.

## 205° (3). SHAKESPEARE IN THE THEATRE (1 unit)

Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism. Prerequisite, same as for 203. *Mr. Barstow*

## 207 (1).° EARLY MODERN THEATRE (1 unit)

The forerunners and immediate successors of Ibsen, Strindberg, and Chekhov; particular attention paid to theatrical conditions, producers, designers, and actors associated with stage production of the plays studied. Prerequisite, same as for 203. *Mr. Barstow*

## 208 (2).° CONTEMPORARY THEATRE (1 unit)

Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre. Prerequisite, same as for 203. *Mr. Barstow*

## 209 (3).° PLAYS, PRODUCTION, AND PERFORMANCE (1 unit)

Representative plays of major eras in the history of the theatre considered in terms of both the original conditions of performance and present-day stagecraft; particular attention to direction, design, and acting as these complete the creation of the dramatist. Prerequisite, same as for 203. (Not offered in 1965-66.) *Mr. Barstow*

## 210 (1-2).° HISTORY OF THE THEATRE (FIFTH CENTURY B.C. TO THE PRESENT) (2 units)

Study of theatre structures, crafts, and practices, with emphasis on acting and production styles as these relate to major developments in dramatic literature. Prerequisite, same as for 203. (Not offered in 1965-66.) *Mr. Barstow*

## DIRECTIONS FOR ELECTION

Although the College does not offer a major in speech, a student may elect 1 or 2 units of grade I work and a maximum of 4 units of grade II work in the department. These courses do not serve to meet stipulations for required studies.

At the opening of the college year freshmen and transfer students are asked to attend an individual conference at which an analysis of the student's speech, voice, and ability to communicate orally is made. For those who would benefit from instruction, the most helpful course or courses will be suggested; for those who do not wish to elect a course,

° Offered in alternate years.



individual or small group conferences will be recommended. If any student has a genuine disability, work in speech will be required.

A student interested in theatre studies should consult the Director of Theatre and the chairman of her major department to plan a field of concentration which emphasizes subjects which are important for an understanding of the theatre.

A student who wishes to undertake graduate study in the field of speech should consult the chairman of the department to plan a program of courses in speech and related subjects in other departments which will prepare her for graduate work.

## ADMISSION

Students who wish to apply for admission to Wellesley College as undergraduates should write to the Director of Admission. She is always glad to answer inquiries from students, their parents, or their schools about admission requirements and the procedures for applying.

The Board of Admission consists of eight representatives of the faculty and officers and is chaired by the Director of Admission; it acts with final authority in determining which candidates will be admitted. Among the many applicants of good intellectual ability and character, it seeks each year to admit a class whose members are eager to learn, are healthy, and who together provide a stimulating diversity of backgrounds and special interests.

Each candidate is required to have a personal interview either at the College or in her home or school region. Upon request from the candidate, the Director of Admission will forward the name and address of the alumna interviewer in her area.

### ADMISSION OF FRESHMEN

#### ENTRANCE REQUIREMENTS

Entering students normally have completed four years of college preparatory studies in secondary school. Good preparation for work at Wellesley College includes four years of English, a minimum of three years of mathematics (four years are recommended for students planning to concentrate in mathematics, pre-medicine, or physical science), one or more courses in a laboratory science and in history, and courses in either Latin or Greek and in a modern foreign language. If a student is not able to study one language for at least three years and another for at least two years, she is advised to study one language, ancient or modern, for four years.

The Board of Admission is glad to consider applications from able, serious students whose schools do not offer all the courses recommended above.

## APPLICATION FOR ADMISSION

Application forms may be secured from the Director of Admission. A fee of \$15.00 must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted.

## ADMISSION PLANS

*1. Early Decision:*

This plan is intended for the student with a very good record who decides early that Wellesley is the college which she wishes to attend and who agrees to file no other college application until after receiving the decision of the Board of Admission on her single application. She must have taken the appropriate College Board examinations in her junior year in school and must apply and complete a form entitled "Request for Early Decision" by October 1 of her last year in school. A letter informing her of the Board's decision will be mailed by December 1.

*2. April Decision:*

A candidate who uses the regular plan of admission must file an application by January 1 of her last year in school. A letter informing her of the Board's decision will be mailed in April.

*N.B. Early Admission:*

A very few unusually mature students whose achievement in secondary school is superior are considered for admission after only three years of high school. These candidates are required to have an interview at the College. In all other respects they follow the regular procedures for entrance.

## ENTRANCE PROCEDURES

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all applicants for admission. Among the Achievement Tests, the English Composition Test is required and two other tests chosen from two of the following fields: 1) foreign languages 2) social studies 3) either mathematics or science.

Each applicant is responsible for arranging to take the tests and for requesting the College Entrance Examination Board to send to Wellesley College the results of all tests taken. The Board sends its publications and the necessary registration forms to apply for the tests to all American secondary schools. The applicant may obtain the registration form at her school, or may obtain it by writing directly to the College Entrance Examination Board at Box 592, Princeton, New Jersey 08540; or, if she lives in a western state, western Canada, Australia, Mexico, or the Pacific Islands, at Box 1025, Berkeley, California 94701.

#### TIMING OF THE EXAMINATIONS

##### 1. *Early Decision Plan:*

A candidate for admission under the Early Decision Plan should take the Scholastic Aptitude Test in March or May of her junior year and the Achievement Tests in May of her junior year or in the July following her junior year.

##### 2. *April Decision:*

The Scholastic Aptitude Test should be taken in December or January of the senior year. The Achievement Tests may be divided between May of the junior year and December or January of the senior year. Tests taken in March of the senior year are not suitable since the results will be received too late to be considered for an April decision.

Note: Applications and fees should reach the College Board Office approximately seven to eight weeks before the dates of the tests specified below.

##### Dates of Tests:

December 4, 1965

January 8, 1966

March 5, 1966

May 7, 1966

July 9, 1966

#### ADVANCED PLACEMENT AND CREDIT

Applicants for admission who are studying under the Advanced Placement Program of the College Board or who are working beyond the usual secondary school level independently or in some

other program will wish to read carefully pages 30-31 of this catalogue. It gives information about placement in advanced courses in the freshman year, exemption from required studies, and credits toward the bachelor's degree which may be earned prior to admission. An entering freshman who is interested in advanced placement or exemption should explain this in writing to her class dean during the summer. If she is considering acceleration and early graduation, she should consult her dean during the first term of her freshman year.

#### STUDENTS FROM ABROAD

American citizens residing abroad and foreign citizens residing in the United States who wish to apply to Wellesley College should follow the procedures and time-schedules described above.

A student interested in attending Wellesley College who is both a citizen and a resident of a foreign country should apply well before January 1 of the year in which she plans to enter college and should address all inquiries concerning admission and financial aid to the Director of Admission. She is encouraged to obtain the preliminary application forms supplied by the Institute of International Education in her own country or may write directly to the Director of Admission, Wellesley College, giving her reasons for wishing to attend and a detailed statement of her previous educational experience. She should make arrangements to take the College Board Examinations no later than January of the year of proposed admission. These examinations should include the Scholastic Aptitude Test, the Writing Sample, an Achievement Test in English Composition, and another subject other than the student's native language.

#### ADMISSION OF TRANSFER STUDENTS

Wellesley College accepts a limited number of sophomore and junior transfer students who offer excellent academic records and strong recommendations from their dean and instructors. A student wishing to apply for admission with advanced standing should write to the Director of Admission before April 1 of the year in which admission is desired. It should be noted that college scholarship funds are not budgeted for transfer students in their first year at Wellesley.

Request for permission to apply should be accompanied by a statement of the reasons for wishing to transfer to Wellesley, an in-

dication of the student's field of interest or probable major, a transcript of school and college records, and the names of a dean and two instructors who know the applicant well. The student should arrange with the College Entrance Examination Board to send to the Director of Admission the results of all College Board Examinations which she has taken. If she has never taken a full set of College Board Examinations, it is her responsibility to do so in time to have the scores sent to Wellesley College by April 1.

After a preliminary review of these credentials, application forms will be sent to those candidates who are encouraged to apply. These forms should be returned promptly with a registration fee of \$15.00. The fee is not refunded if a candidate withdraws or is not admitted. The selection of transfer students is made in late spring.

Credit for courses completed at another college is tentatively granted early in the first year of residence at Wellesley, but final determination of credit which depends upon the quality of the student's work at Wellesley College is not made until the end of her first year here.

#### READMISSION

A student who has withdrawn from college and wishes to return should apply to the Office of the Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and of the space currently available. A non-refundable fee of \$15.00 must accompany the reapplication form.

#### ADMISSION OF GRADUATE STUDENTS

Wellesley College accepts a limited number of candidates for the degree of Master of Arts. A summary of requirements for the master's degree appears on page 34. Interested students should write to the Chairman of the Committee on Graduate Instruction.

## FINANCIAL AID

Wellesley College's program of financial aid for students is intended to open educational opportunity at the College to serious and worthy students without regard to their financial circumstances and to have the college community enriched by a student body representative of various economic and geographic groups. Currently about \$500,000 from college sources and another \$100,000 from the Wellesley Students' Aid Society are awarded annually in the form of gifts, loans, and work guarantees. This makes possible assisting approximately one hundred students in each class to meet the cost of the inclusive fee. The Students' Aid Society also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may amount to the full fee. Although they are given only for one year at a time, the College expects to renew them as needed throughout the four years for all holders whose records as students and as citizens of the college community are considered satisfactory by the Wellesley College Committee on Scholarships. Awards to freshmen are normally a combination of gift and interest-free loan. Awards to upperclassmen ordinarily also include a guarantee of term-time work on the campus.

Ten special tuition scholarships are available for residents of the Town of Wellesley who commute from their parents' homes and who meet the standards of admission and thereafter maintain diploma grade standing.

### APPLICATION FOR FINANCIAL AID

Each registered applicant for admission who desires financial aid must secure two forms not earlier than her last year in school and must file them in the places indicated below by October 15 of her senior year for Early Decision applicants, by January 15 for April Decision applicants.

1. *Wellesley College Application for Financial Aid.* This form should be requested of and returned to the Financial Aid Officer, Wellesley College.

2. *Parents' Confidential Statement.* This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. A copy can also be provided by the Financial Aid Officer if specifically requested by an applicant. The *Parents' Confidential Statement* should be filed with the College Scholarship Service. The Service will then forward a copy for confidential use to the college or colleges indicated on the form.

Candidates for admission who have sufficient funds for the first year but who foresee a need for assistance for the later years should inform the Financial Aid Officer by January 15 of their senior year in school. The College endeavors to reserve funds to meet the needs of qualified students who do not require aid on entrance but who anticipate financial problems during the later college years.

Applications for aid from students in college should be filed with the Financial Aid Officer on forms obtained at the College in accordance with instructions posted annually.

Wellesley College also administers low-interest-bearing loans made available under the National Defense Student Loan Program. Students with financial need who are not granted college awards by the College Committee on Scholarships may obtain application forms for National Defense Loans from the Financial Aid Officer.



## GRADUATE FELLOWSHIPS

Wellesley College administers several graduate fellowships for use in any institution, some of them open to alumnae of any college, some of them limited to graduating seniors and alumnae of Wellesley. Application forms for graduate fellowships may be secured in the President's Office or by writing to the Secretary of the Committee on Graduate Fellowships. Applications and supporting credentials for the fellowships described below are due in the President's Office by February 20.

### FELLOWSHIPS FOR ALUMNAE OF WELLESLEY COLLEGE

The Mary Elvira Stevens Traveling Fellowship provides a stipend of \$7000 a year without restriction as to field for an alumna of Wellesley College of at least twenty-five years of age to travel or study outside the United States. Ordinarily assigned for a period of three years, it is available for reassignment at the expiration of a tenure.

Five other graduate fellowships providing stipends which range from \$1800 to \$2500 are open only to alumnae of Wellesley College: the Horton-Hallowell Fellowship for a candidate for the Ph.D. degree or its equivalent, and the Fanny Bullock Workman Scholarship, both without restriction as to field; the Anne Louise Barrett Fellowship, preferably for study in the field of music; and, awarded in alternate years, the Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature, and the Edna V. Moffett Scholarship, preferably in the field of history. These are in addition to the Trustee Scholarships which are described on page 33.

Graduates of the College are eligible to compete for three fellowships of \$2000 which are awarded annually by the American School of Classical Studies in Athens. Qualified graduates are exempt from any charge for tuition at the American School of Classical Studies in Athens or in Rome.

FELLOWSHIPS OR ASSISTANTSHIPS FOR ALUMNAE OF  
ANY COLLEGE

Several scholarships are available for candidates for the degree of Master of Arts at Wellesley College. Also, assistantships, which provide stipends of \$2000, are available in certain science departments for candidates for the master's degree. Information may be obtained from the Secretary of the Committee on Graduate Instruction.

Three graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any college including Wellesley College. They provide stipends ranging from \$2000 to \$2500. The Alice Freeman Palmer Fellowship is without restriction as to field; the M.A. Cartland Shackford Medical Scholarship is for the study of medicine with a view to general practice, not psychiatry; the Harriet A. Shaw Scholarship, awarded in alternate years, is preferably for the study of music.

## GENERAL INFORMATION AND REGULATIONS

### REGISTRATION

Each student must register in her residence hall at the beginning of each college year. The time of registration is stated in the calendar on page 2.

### FRESHMAN ORIENTATION

Entering students come into residence two days before most upperclassmen. During this period they meet their class dean, other officers of the College, and some upperclassmen who answer their questions and help them to become acquainted with the activities and traditions of the College. They visit the library, take appropriate placement tests, and have opportunity to consult their deans should changes in their programs of study seem advisable. Special events of various types are scheduled for entering students during their first week at Wellesley.

### ADVISING OF STUDENTS

Class deans are members of the faculty who are relieved of some teaching duties in order to act as advisers of students. They are ready to discuss informally with individual members of their classes any academic or personal concern which the student may have or, if more specialized help is desired, to direct the student to the person at the College who is best qualified to encourage her particular interest or meet her special need. In addition, they cooperate with faculty committees, heads of house, doctors, and student leaders in efforts to establish sound general policies. Usually each class has one dean for the first two years and another dean for the last two years.

### ACADEMIC STANDARDS

Each student is given full responsibility for her attendance at classes and for the timely preparation of her work. In case of illness or other difficulty she should consult her dean for assistance in making special arrangements for her studies.

The student is expected to prepare all her work with integrity and to abide scrupulously by the regulations of the faculty concern-

ing academic work. The College attaches major importance to this. A student who finds herself in doubt as to a proper method or course of action should consult her instructor or dean immediately.

At the end of each term the academic record of each student is reviewed, including her grades, evidence of serious interest in her work, and potential for further achievement. A student may be excluded from the College if she has given little evidence of interest or growth in her work or if it is below diploma grade standing. If the record, although not satisfactory, shows promise, the student is warned and efforts are made to help her improve it. A student who makes consistent effort rarely has to be excluded. Ordinarily no student may enter the senior year who is below diploma grade standing or has failed to complete the foreign language requirement.

## RESIDENTIAL LIFE

### RESIDENCE HALLS

Wellesley College maintains thirteen large residence halls, each of which has its own living rooms and dining room. Students in proportionate numbers from all four classes live in each hall. A Resident Head of House who is interested in the welfare of each student works with the students in her hall to create an environment which invites study and intellectual discussion as well as relaxation and entertainment of friends.

Rooms are assigned to entering students by the Director of Residence with a view to maintaining among the freshmen in each hall representative diversity in background and interests. Regulations for moving from one hall to another at the end of each year vary from time to time but are always based on general policies equally applicable to all students. Only juniors are assured in advance that if they wish they may continue in the same residence hall for the following year.

Rooms are equipped with essential furniture. Students are expected to furnish blankets and couch covers, and to furnish bed linen and towels or rent them from a supply company designated by the College. A list of permissible additions is sent to each entering student. It should be noted that the College accepts no responsibility for the safety of personal possessions of the student. She may leave

her possessions at her own risk in her room or in designated storage areas. Valuable items should be left at home or should be insured.

The College reserves the right to inspect any room at any time and to dispose of articles remaining unclaimed after due notice or after a student has left college, either by withdrawal or graduation.

Residence halls are closed during Christmas and spring vacations. One hall is kept open on a per diem basis if enough students wish to remain. A Resident Head is in charge of the vacation house.

#### RULES OF RESIDENCE

Residence in college halls is required of all undergraduate students except those who commute from their parents' homes near the College and the married juniors or seniors who have permission to commute from their own homes. Once admitted to the College, a student may expect continuing opportunity to live in the college residence halls so long as her academic progress is considered satisfactory and she upholds high standards of civic and personal morality as well as the specific rules of residence which are stated in the College Government Handbook. She is expected to keep her room clean and to contribute two to three hours a week to light housework which is scheduled by student Heads of Work.

Married students are not allowed in the freshman or sophomore classes. A student who plans to be married and wishes to continue her studies at the College may apply to the Dean of Students for permission to become a non-resident student, provided she will have lived in the College residence halls for at least two years prior to her marriage. Permission is given if the student has a satisfactory academic and civic record and her new home is to be within thirty miles of the College.

Ordinarily a married junior or senior may not live at the College, because the College believes that women should postpone marriage until they are ready and able to establish their own homes. In an exceptional case and if permission has been requested and received from the Dean of Students at least one month before the marriage, a married junior or senior may live at the College. Except in special circumstances for which government loan funds may be available, financial aid is not given to married students.

## HEALTH SERVICES

The services of the college physicians, psychiatrists, and nurses are available to students without charge both in the clinic and in the twenty-nine bed hospital on the campus. When advisable, specialists in the Greater Boston area are within easy reach for consultation.

Each resident student is allowed annually six free days in the infirmary, only three of which may be taken at any one time, when prescribed by a college physician. Thereafter the charge is eighteen dollars per day. The expense of special service in the infirmary or of outside consultation or hospitalization must be met by the student. The College strongly recommends purchase of a group student health and accident insurance policy which protects the student over a twelve-month period whether or not in residence at the College. Details concerning this policy are sent to all parents.

Each new student is required to submit by July 1 of the year of entrance a detailed Health Examination Report on forms supplied by the college Health Service. Certifications of immunization against small pox and tetanus are required, as well as chest X-Ray and ophthalmologist's certificates. Immunizations against poliomyelitis, typhoid, and diphtheria are recommended. Failure to complete any portion of the requirements will necessitate a special examination on arrival, at the student's expense. The college physicians rely on these examinations and on a health conference scheduled at the opening of the college year for each new student with a physician and a member of the Physical Education department to determine the physical needs of each student and the proper classification for physical activity. The Health Report also makes possible cooperation with home physicians in continuing necessary treatment. Many types of illness and disability are not insurmountable handicaps at Wellesley College, but the College cannot supply continuing special diets for medical, religious, or other reasons, nor can it encourage the entrance of students who find walking very difficult.

Cooperation with the college physician is a requirement of residence. A student in residence must notify a college physician before consulting a physician outside of the College or before leaving the

campus for reasons of health. If she needs medical attention when away from the campus, she should inform her class dean immediately upon her return and take to the infirmary a statement signed by the attending physician.

In case of serious illness parents are notified by telegram or telephone, but the College reserves the right to make decisions concerning operations and other health matters if parents cannot be reached at a time when decisions seem imperative.

#### WITHDRAWAL AND EXCLUSION

A student who plans to withdraw must inform her class dean. The Recorder will then provide a withdrawal blank for the student's parents or guardian to sign. The official date of withdrawal is the date on which the signed blank is returned to the Recorder. In the event of involuntary withdrawal the official date of withdrawal is the day on which the student leaves.

The College reserves the right to require the withdrawal at any time of a student whose academic work falls below its standards or who in the opinion of the college authorities should not remain at Wellesley. In the latter case no specific reason need be assigned.

#### EMPLOYMENT OPPORTUNITIES

The Placement Office assists without charge those students and alumnae who are interested in employment. It helps students to obtain summer positions and part-time work in the winter and helps seniors and alumnae to locate positions upon graduation and later in their careers.

The Office maintains a library of vocational literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations; supplies information about training courses, apprenticeships, and graduate assistantships; and schedules interviews for seniors with the employers who recruit at the College.

Seniors and alumnae are invited to register in the Placement Office if they wish to hear of openings and wish to have their employment credentials collected and kept up to date in the years to come for the use of prospective employers.

During the academic year part-time employment is available, except to freshmen during their first term who are expected not to undertake paid jobs until they are familiar with the academic demands on their time. Caring for children offers the largest number of work opportunities, various clerical and other jobs exist, and several exchanges and agencies on the campus provide regular work for a number of students and occasionally yield substantial returns. However, students are cautioned against depending on employment during the academic year for any considerable income. Summer positions are more varied and provide more remuneration.



## FEES AND EXPENSES

### THE ANNUAL FEE

The inclusive annual fee for tuition, board and room is \$2,800. This fee represents approximately three-fourths of the cost to the College for each resident student; the difference is made up from gifts and the income earned on endowment funds. The fee includes a reservation deposit of \$200 which constitutes an agreement to make the remaining payments on the dates due and reserves a place in the College for the student.

### THE GENERAL DEPOSIT

Each entering student is required to deposit \$50 which is refunded after graduation after deducting any special charges which were not previously paid. If the deposit is depleted at any time, replenishment will be required.

### PLANS OF PAYMENT

After the Reservation Payment of \$200 is paid, together with the General Deposit of \$50, a payment of \$2,600 on or before September 1 will complete the financial obligation.

Three plans for conveniently spaced payments are also available: the Standard Plan, the Alternate Plan, and a Deferred Monthly Payment Plan. A complete description of these plans is obtainable from the Controller and is routinely supplied to the parents of entering students.

All checks should be made payable to Wellesley College and sent to the Controller. All fees which are due must be paid before the student may begin or continue class attendance, and all financial obligations to the College must be discharged before the diploma is awarded.

Undergraduate students who wish information concerning non-resident fees should write to the Controller after establishing non-resident status with the Dean of Students. Graduate students should consult the bulletin on Graduate Study at Wellesley College.

## STANDARD PLAN

*First Payment*—New students admitted under the Early Decision Plan:

February 1	Reservation payment	\$ 200
May 10	General deposit	50
		<hr/>
		\$ 250

New students admitted under the April Decision Plan:

May 10	Reservation payment	\$ 200
May 10	General deposit	50
		<hr/>
		\$ 250

Returning students:

July 1	Reservation payment	\$ 200
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*Second Payment*—For all students:

September 1		\$1,600
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*Third Payment*—For all students

December 15		\$1,000
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The total of these payments is \$2,800 aside from the \$50 General Deposit for students entering College.

If financial aid is granted and the Standard Plan is elected, the aid will usually be applied one-half to the September payment and one-half to the December payment.

## ALTERNATE PLAN

*Entering students:*

May 10	Reservation Payment	\$200
	(Students admitted by Early Decision make this payment on February 1)	
May 10	General Deposit	50
		<hr/>
		\$250

Eight equal payments on the first day of each month starting July 1 and ending February 1 \$328  
 The total cost of this plan is \$2,824 aside from the \$50 General Deposit for students entering College. The service charge is \$24.

*Returning students:*

July 1	(The July payment includes the \$200 Reservation Payment.)	\$528
August 1	and on the first of each month for seven months, ending February 1	\$328

The total cost of \$2,824 includes a \$24 service charge.

#### DEFERRED MONTHLY PAYMENT PLAN

The College will accept payments made through any bank or trust company or recognized financing agency which will forward these payments in accordance with the Standard Plan.

Arrangements have been made through one such financing agency to offer a monthly or extended payment plan to cover payments due the College. This plan includes provisions for insurance and can be arranged for any reasonable sum of money or length of time. Information about the plan is sent to the parents of all entering students and is available to others upon request to the Controller, Wellesley College.

#### WITHDRAWAL

The reservation deposit is not refundable at any time. Additional payments made before the opening of College in the fall are refundable only prior to that time.

The necessity of meeting fixed charges prohibits withdrawal rebate in excess of \$17 for each remaining full academic week calculated from January 1 or the withdrawal date, whichever occurs later.

In the event of withdrawal of a student with scholarship assistance, the proceeds of all refunds will be applied first to the scholarship account.

## SPECIAL FEES AND EXPENSES

A fee of \$150 is charged for each unit taken for credit in excess of the normal academic program. A fee of \$50 is charged for validating in September each unit of work done independently during the summer or taken in other institutions in excess of the units accepted for automatic transfer. Exception is made only for the student who is replacing a unit dropped in an earlier term for health reasons and with the approval of the class dean or who is replacing a unit dropped for some other reason before the middle of a term and with the approval of the class dean.

Fees for instrumental and vocal lessons are stated under Music. Infirmary fees for care in excess of the free days allowed by the College are stated under Health Provisions.

A non-refundable application fee of \$15 is required of all applicants for admission or readmission. There are no other college fees.

## THE BUILDINGS AND EQUIPMENT

All of the buildings described below are located on the campus, a five hundred acre tract of rolling meadow and woodland which borders on a natural lake one mile in length. The campus contains special plantings in the Hunnewell Arboretum and the Alexandra Botanic Gardens, experimental gardens for students of botany, the Hay Outdoor Theatre, and ample facilities for a wide range of land and water sports.

### ACADEMIC AND COMMUNITY BUILDINGS

**BILLINGS HALL**, erected in 1880 as a music college, was remodeled in 1962 to provide a center for student organizations.

**SIMPSON INFIRMARY** was the gift of M. H. Simpson in memory of his wife, who had been a trustee of the College. It was erected in 1881 as a residence hall, later became the infirmary, and now provides living quarters for members of the staff. In 1942 a new wing containing a 29-bed hospital and a clinic was erected and connected with the old infirmary.

**THE HOUGHTON MEMORIAL CHAPEL** was presented in 1899 by Miss Elizabeth G. Houghton and Clement S. Houghton as a memorial to their father, William S. Houghton, a trustee of the College. In it are stained glass windows commemorating the founder and several former members of the College, and a famous tablet by Daniel Chester French in memory of Alice Freeman Palmer, Wellesley's second president.

**THE WHITIN OBSERVATORY**, the gift of Mrs. John C. Whitin, a trustee of the College, was erected in 1900 and enlarged in 1962. It contains laboratories, darkrooms, and the library of the department of Astronomy. Its research equipment includes a six-inch, a twelve-inch, and a twenty-four inch telescope.

**MARY HEMENWAY HALL**, the gymnasium, was erected in 1909 when the Boston Normal School of Gymnastics affiliated with the College and Mrs. Mary Hemenway of Boston provided the funds for this building. Classes for indoor sports and modern dance are conducted here and in the Recreation Building. Outdoor sports center around the Boathouse which houses the canoes and crew shells, the Golf House on the nine-hole course, sixteen tennis courts, and the hockey and lacrosse fields.

THE LIBRARY BUILDING, erected in 1910 and enlarged in 1916, was the gift of Andrew Carnegie. In 1957 a wing which doubled its size and in 1958 a complete remodeling of the original building and the installation of a language laboratory were the gifts of alumnae and friends, especially of David M. Mahood and Mrs. Helen M. Petit in memory of Helen Ritchie Petit of the Class of 1928. The Library Building contains approximately 295,000 volumes which include a number of special collections, among them the English Poetry Collection created by George Herbert Palmer and added to by Katharine Lee Bates, Elizabeth Manwaring, and Sara Teasdale, the Browning Collection, the Plimpton Collection of Italian books and manuscripts, and the Elbert Collection on the Negro in slavery. Two other collections, the Laura Hibbard Loomis Collection of Medieval Literature and the collection on the Far East given by the Mayling Soong Foundation, while not housed separately, enrich the resources of the library. The Rare Book Collection contains manuscripts and a small collection of rare books and first editions which range in time from a copy of the Ratdolt Euclid printed in 1482 to the books issued by the contemporary Grabhorn Press. Another 80,000 volumes are located in the Art, Music, and Science departmental libraries.

THE ANNE L. PAGE MEMORIAL SCHOOL, for boys and girls of three, four, and five years of age, occupies two small buildings, the first of which was erected in 1913. There are one-way screens enabling students to observe the children effectively without themselves being seen.

FOUNDERS HALL, a classroom building for the humanities, social sciences, and mathematics, was erected in 1919. Dedicated as a memorial to Mr. and Mrs. Henry Fowle Durant, it was built from the Restoration Fund which trustees, faculty, alumnae and friends of the College secured after the College Hall fire.

ALUMNAE HALL, the gift of the alumnae, was built in 1923. It houses the largest auditorium on the campus, a ballroom, and "The Well," the campus snack bar.

SAGE HALL, is named in honor of Mrs. Russell Sage, its principal donor. The unit for botany and bacteriology was erected in 1927 and that for zoology and physiology in 1931. In 1956 the building was remodeled and enlarged to provide facilities also for geography and geology. It now contains the laboratories, lecture rooms, and

offices of the departments of Biological Sciences, Geography, and Geology, a library, a teaching museum, and display areas. Equipment for the research of students and faculty includes greenhouses with a range of climates from tropic to desert, a vivarium, an aquarium, and extensive map collections.

HETTY H. R. GREEN HALL, erected in 1931, was in large part the gift of Mrs. Green's son and daughter, Colonel Edward H. R. Green and Mrs. Matthew A. Wilks. It contains the administrative offices, the faculty assembly hall, class and seminar rooms, and an interdepartmental statistical laboratory. The Galen L. Stone Tower, named for its donor, who was long a trustee of the College, houses a carillon which was the gift of Mrs. Charlotte Nichols Greene.

PENDLETON HALL, erected in 1935, was named at the request of the students in honor of Ellen Fitz Pendleton, president of the College from 1911 to 1936. It contains the laboratories, lecture rooms, libraries, and offices of the departments of Chemistry, Physics, and Psychology. Extensive facilities and equipment provide opportunity for advanced work in various fields of chemistry, including chemical spectroscopy and instrumental analysis; in optics, electronics, and atomic physics; and in various types of experimental psychology.

THE RECREATION BUILDING was opened in 1939. It contains game rooms, badminton and squash courts, lounges, and the George Howe Davenport Swimming Pool which bears the name of the trustee who gave generously toward its construction.

THE JEWETT ARTS CENTER, completed in 1958, was the gift of the late Mr. George Frederick Jewett, his wife (now Mrs. David Gaiser), their son, George Frederick Jewett, Jr., and their daughter, Mrs. William H. Greer, Jr. Mrs. Gaiser, a trustee of Wellesley College, is an alumna, as is her daughter and as was Mr. Jewett's mother. The Center consists of the Mary Cooper Jewett Art Building and the Margaret Weyerhaeuser Jewett Music and Drama Building.

THE MARY COOPER JEWETT ART BUILDING contains the museum, slide collections, classrooms, studios, study rooms and offices of the Art Department and, through the use of a bequest from Mrs. William Hewson Baltzell, a trustee of the College from 1930 to 1938, the Art Library. The museum collection contain choice examples of classical and medieval art; sculptures by Sansovino, Lehmbruck, and Maillol; a famous early Corot and other paintings by such artists

as Crespi, Magnasco, Strozzi, Terborch, Cezanne, and Picasso; and, on extended loan, works by Piero di Cosimo, Rubens, Rodin, and Copley.

THE MARGARET WEYERHAEUSER JEWETT MUSIC AND DRAMA BUILDING contains the music library of books, scores, and recordings; listening rooms, practice studios, classrooms, and offices of the Music Department, and a variety of musical instruments including a baroque organ, a clavichord, and a harpsichord; also a rehearsal room and workshop for the College Theatre, and an auditorium seating 350 people for lectures and concerts and for experimental theatre.

WELLESLEY COLLEGE CLUB, completed in 1963, is a center for faculty and alumnae. It has a few bedrooms for official guests, alumnae, and parents of students and prospective students.

#### RESIDENCE HALLS

The thirteen residence halls for undergraduate students compose three groups on the campus. Each group is approximately the same distance from the central academic buildings. In the northwest section are Munger Hall and Hazard Quadrangle, which is formed by four halls, Beebe, Cazenove, Pomeroy, and Shafer. Tower Court, Claffin, and Severance Halls are together on the hill overlooking Lake Waban where the original College Hall once stood. The third group stretches east from Stone and Davis on the lake shore to Bates, Freeman, and McAfee Halls.

MUNGER HALL, which houses about 125 students, was given by Miss Jessie D. Munger, of the Class of 1886, in honor of her mother, Gertrude C. Munger. Each of the halls in the HAZARD QUADRANGLE, which is named in honor of Wellesley's fifth president, accommodates about 120 students. BEEBE was made possible by a legacy from Captain John Allen Beebe, a Nantucket sea captain and the father of Alice B. Beebe, of the Class of 1896. CAZENOVE, the gift of Pauline Durant, who with her husband founded the College, bears the name of Mrs. Durant's mother; POMEROY, too, is named for its donor, Mrs. Martha D. Pomeroy, who bequeathed the funds to build it. SHAFER honors the memory of Wellesley's third president.



TOWER COURT, so named because of its tower in the central part separating the two wings and because of its courtyard overlooking the lake, houses approximately 235 students. It was the gift of Ellen Stebbins James. CLAFLIN accommodates about 120 and SEVERANCE 145 students. CLAFLIN is named in memory of William Claflin, Governor of Massachusetts and a member of the original corporate body of the College in 1870, while SEVERANCE bears the name of Elizabeth Severance Prentiss, of the Class of 1887, who was the largest individual donor to the building.

STONE and DAVIS HALLS house about 100 students each. The present Stone Hall was built on the site of old Stone Hall, which was made possible by a bequest from Mrs. Valeria G. Stone. John D. Rockefeller, Jr. made generous contributions toward the present Stone and Davis Halls. Olive Davis, for whom Davis Hall is named, was a member of the Class of 1886 and for many years Director of Residence at Wellesley; upon her death she made Wellesley her residuary legatee.

BATES HALL is named in memory of Katharine Lee Bates, of the Class of 1880, for many years a professor of English literature at Wellesley; FREEMAN HALL in memory of Alice Freeman Palmer, Wellesley's second president; and MCAFEE HALL in honor of Mildred McAfee Horton, Wellesley's seventh president. These dormitories each house about 140 students.

# SUMMARY OF STUDENTS IN 1964-1965

	<i>Resident</i>	<i>Non- resident</i>	<i>Class Totals</i>	<i>Totals</i>
Candidates for the B.A. degree . . . . .	1,719	38		1,757
Seniors . . . . .	355	30	385	
Juniors . . . . .	415	6	421	
Sophomores . . . . .	456	1	457	
Freshmen . . . . .	493	1	494	
Candidates for the M.A. degree . . . . .	7	6		13
Non-candidates for degrees . . . . .	10	3		13

Total registration October 1964 . . . . . 1,783

## *Geographical Distribution of Students by Home Address*

Alaska . . . . .	1	Utah . . . . .	2
Alabama . . . . .	13	Vermont . . . . .	7
Arizona . . . . .	6	Virginia . . . . .	52
Arkansas . . . . .	1	Washington . . . . .	12
California . . . . .	75	West Virginia . . . . .	3
Colorado . . . . .	15	Wisconsin . . . . .	13
Connecticut . . . . .	116	Wyoming . . . . .	4
Delaware . . . . .	14	Canal Zone . . . . .	3
District of Columbia . . . . .	23	Guam . . . . .	1
Florida . . . . .	25	Puerto Rico . . . . .	1
Georgia . . . . .	20	Virgin Islands . . . . .	1
Hawaii . . . . .	13	Argentina . . . . .	3
Idaho . . . . .	1	Bahamas . . . . .	1
Illinois . . . . .	82	Brazil . . . . .	1
Indiana . . . . .	20	Canada . . . . .	3
Iowa . . . . .	19	Costa Rica . . . . .	1
Kansas . . . . .	9	England . . . . .	3
Kentucky . . . . .	12	France . . . . .	5
Louisiana . . . . .	5	Germany . . . . .	3
Maine . . . . .	27	Greece . . . . .	2
Maryland . . . . .	47	Hong Kong . . . . .	5
Massachusetts . . . . .	195	India . . . . .	1
Michigan . . . . .	47	Italy . . . . .	4
Minnesota . . . . .	23	Jamaica . . . . .	2
Mississippi . . . . .	6	Japan . . . . .	4
Missouri . . . . .	24	Madagascar . . . . .	1
Montana . . . . .	3	Malaya . . . . .	2
Nebraska . . . . .	7	New Zealand . . . . .	1
New Hampshire . . . . .	26	Netherlands Antilles . . . . .	1
New Jersey . . . . .	122	Nigeria . . . . .	2
New Mexico . . . . .	6	Norway . . . . .	1
New York . . . . .	271	Pakistan . . . . .	3
North Carolina . . . . .	22	Panama . . . . .	1
North Dakota . . . . .	3	Paraguay . . . . .	1
Ohio . . . . .	84	Peru . . . . .	1
Oklahoma . . . . .	20	Philippine Islands . . . . .	2
Oregon . . . . .	12	South Africa . . . . .	1
Pennsylvania . . . . .	112	Taiwan . . . . .	3
Rhode Island . . . . .	30	Turkey . . . . .	1
South Carolina . . . . .	5	Venezuela . . . . .	1
South Dakota . . . . .	2		
Tennessee . . . . .	18		
Texas . . . . .	42	Total Students . . . . .	1,783

## ALUMNAE INTERESTS

### WELLESLEY COLLEGE ALMUNAE ASSOCIATION BOARD OF DIRECTORS

- MRS. E. NORMAN STAUB, *President*  
463 Washington Avenue, Glencoe, Illinois 60022
- MRS. JOHN H. GRATIOT, *First Vice-President*  
950 Cass Street, Monterey, California 93940
- MRS. V. A. VAN VOLKENBURGH, *Second Vice-President*  
20 Darroch Road, Delmar, New York 12054
- MRS. GEORGE S. FENN, *Secretary*  
8 Quail Ridge Road, South Rolling Hills, California 90274
- MRS. F. VAN SICLEN PARR, JR., *Treasurer*  
419 Mt. Kemble Avenue, Morristown, New Jersey 07960
- MRS. HOWARD I. SUBY, *Chairman, Campus*  
144 Adams Street, Milton, Massachusetts 02186
- MRS. WILLIAM W. HORSTICK, *Chairman, Class Officers*  
145 Marston Avenue, Eau Claire, Wisconsin 54701
- MRS. JOHN M. LYDEN, *Chairman, Class Representatives*  
Rosebrook Road, New Canaan, Connecticut 06840
- MRS. JAMES M. COLLINS, *Chairman, Clubs*  
10311 Gaywood Road, Dallas, Texas 75229
- MRS. RICHARD P. AXTEN, *Chairman, Publications*  
96 Abbott Road, Wellesley Hills, Massachusetts 02181
- MRS. LEWIS RUMFORD II, *Senior Alumnae Trustee*  
4401 Greenway, Baltimore, Maryland 21218
- MRS. WILLIAM S. WALKER, *Alumnae Executive Secretary*  
Wellesley College
- MISS MARY C. LYONS, *Editor, Wellesley Alumnae Magazine*  
Wellesley College

## NATIONAL COMMITTEE OF THE DEVELOPMENT FUND

- MRS. LEWIS RUMFORD II, *Chairman*  
4401 Greenway, Baltimore, Maryland 21218
- MRS. JOHN M. LYDEN, *Chairman of Class Representatives*  
Rosebrook Road, New Canaan, Connecticut 06840
- MRS. JAMES M. COLLINS, *Chairman of Clubs*  
10311 Gaywood Road, Dallas, Texas 75229
- MRS. JEFF MONTGOMERY,  
*Chairman of Geographical Representatives*  
2212 Del Monte, Houston, Texas 77019
- MRS. HERBERT R. ELSAS,  
3510 Paces Ferry Road N.W., Atlanta, Georgia 30305
- MRS. FRANK S. STREETER,  
141 East 72nd Street, New York, New York 10021
- MRS. ROBERT NIAS WEST, *Trustee Member*  
520 E. 86th Street, New York, New York 10028  
*and from the College ex officiis* the President, the Administrative Vice President, the Director of the Development Fund, and the Director of Publicity.

ACQUAINTANCESHIP CHAIRMEN OF WELLESLEY CLUBS  
AND ALUMNAE REPRESENTATIVES

## ALABAMA

*Birmingham* 13, Mrs. Robert I. Norman, Jr., 2964 Green Valley Rd.

## ALASKA

*Anchorage*, Mrs. Brandon Wentworth, 204 Fireweed Lane

## ARIZONA

*Phoenix* 18, Mrs. Robert W. Hinton, 4813 E. Pinchot Ave.  
*Tucson*, Mrs. Everett Czerny, 449 Avenida De Palmas

## ARKANSAS

*Little Rock*, Mrs. Robert Chowning, 5505 Edgewood

## CALIFORNIA

*Foothill*, Mrs. David Copple, 236 S. Dartmouth Ave., Claremont  
*Los Angeles* 49, Mrs. Lloyd Shearer, 12725 Sunset Blvd.  
*Monterey Bay*, Mrs. John H. Gratiot, 950 Cass St., Monterey  
*Northern*, Mrs. Alan D. Becker, 135 Locust Ave., San Francisco 18  
*Pasadena*, Mrs. John H. Burt, 540 Woodland Rd.

*Sacramento* 25, Mrs. John B. Reardan, 800 Columbia Dr.  
*San Diego*, Mrs. Francis Haxo, 6381 Castejon Dr., La Jolla  
*Santa Barbara*, Mrs. John J. Rogers, 2860 East Valley Rd., Montecito  
*South Coast*, Mrs. George S. Fenn, 8 Quail Ridge Rd. South, Rolling Hills  
*South Peninsula*, Mrs. John G. Schonher, 221 Yerba Buena Ave., Los Altos

## CANADA

*Montreal*, Mrs. Alexis Ascot, 2444 Benny Crescent  
*Toronto*, Mrs. Norman Ingram, 39 Plymbridge Crescent, Willowdale,  
 Ontario

## COLORADO

*Boulder*, Mrs. R. J. MacCornack, 1301 Columbine  
*Colorado Springs*, Mrs. James H. Donald, 5 Plairview Rd.  
*Denver* 20, Mrs. John Welles, 3602 S. Gilpin St., Englewood  
 Mrs. George Hidy, 1885 South Jersey Way

## CONNECTICUT

*Fairfield Villages*, Mrs. Rowland C. W. Brown, High Noon Rd., Weston  
*Hartford*, Mrs. Robert Y. Pelgrift, 46 Arlington Rd., West Hartford 7  
*New Haven*, Mrs. Philip L. Lunde, 484 Shepard Ave., Hamden 14  
*Southeastern*, Mrs. Robert C. Eddy, 106 Ocean View Ave., Mystic, Conn.  
*Southern*, Mrs. Charles H. Watts, Wee Burn Lane, Darien  
 Mrs. Charles S. Reynolds, Toquam Rd., New Canaan  
*Waterbury*, Miss Theodosia J. Gray, Breakneck Hill, Middlebury, Conn.

## DELAWARE

Mrs. Thomas D. Johnson, Jr., 1214 W. Street Rd., West Chester, Penn.

## DISTRICT OF COLUMBIA

Mrs. William A. Plissner, Route 1, Box 121, Beechwood Lane, Springfield, Va.

## ENGLAND

Mrs. Michael Lewis, 18 Farm St., London W. 1

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The College welcomes outright gifts of cash, gifts of securities and gifts of other property. The College provides income for life to donors who invest in either an Annuity or a Life Income Plan.

### FORMS OF BEQUESTS

An unrestricted bequest to Wellesley may be worded:

“I give to Wellesley College, Wellesley, Massachusetts, the sum of . . . . . dollars.”

In the case of a bequest for a specific purpose, it is wise to allow considerable latitude in the use of any fund, so that changing conditions will not impair the usefulness of the gift. Thus, such a bequest may be expressed:

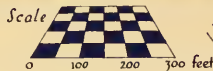
“I give to Wellesley College, Wellesley, Massachusetts, the sum of . . . . . dollars, the income only to be used for . . . . . (here describe the purpose in as broad and simple terms as possible, as for example, faculty salaries or scholarships).” The more limited the use, the more important it is to add a provision such as, “If, in the future, the Trustees of the College determine that it is no longer practicable to use the income for this purpose, it may be used for other needs of the College.”

A residuary bequest to Wellesley may read as follows:

“All the rest, residue and remainder of my real and personal estate, I give to Wellesley College, Wellesley, Massachusetts,” et cetera.



# WELLESLEY COLLEGE



**ACADEMIC BUILDINGS:**  
 Founders and Green: Humanities, Mathematics and Social Sciences  
 Jewett Arts Center: Art, Music, Theatre  
 Pendleton: Chemistry, Physics, Psychology  
 Sage: Botany, Geography, Geology, Zoology  
 Whitin Observatory: Astronomy

**RESIDENCE HALLS:** Botes, Beebe, Cazenove, Claflin, Davis, Freeman, McAffee, Munger, Pomeroy, Severance, Shafer, Stone, Tower Court

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