

pitzer college bulletin / 1966-67 catalog

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

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OPEN LETTER FROM THE PRESIDENT

6 To all young women devoted to the pursuit of knowledge through experience and experimentation, we at Pitzer College extend a cordial invitation. Our educational emphasis is on individual development, and our curricular emphasis is on the social and behavioral sciences within the wide and variant field of the liberal arts. If you are an intelligent, curious and vital young woman, we are interested in having you as a member of our Community.

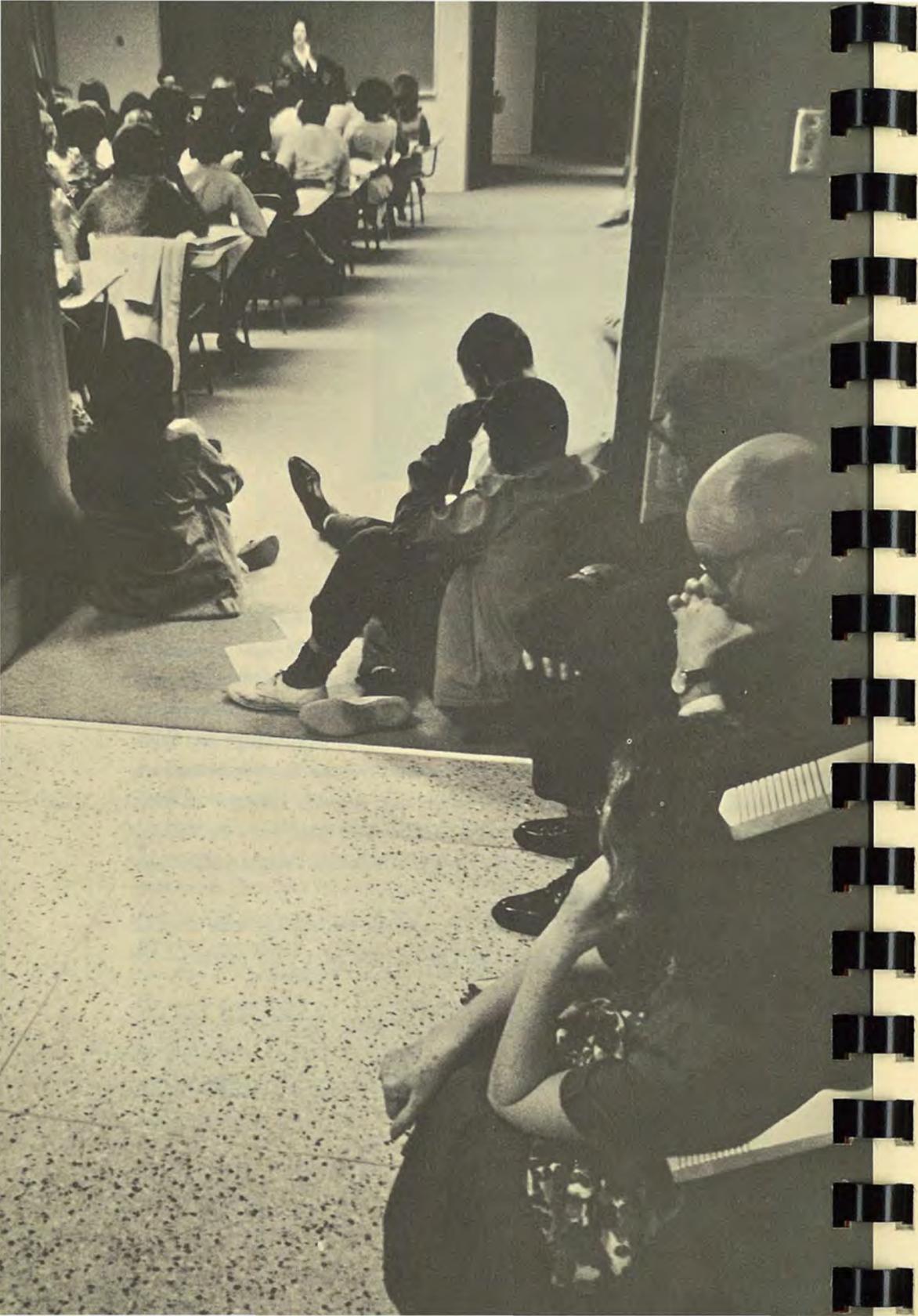
At Pitzer College you will be expected to take an active part in the designing of your own education through discussion, research and experiment. You will be expected to learn from the knowledge you have gained and to share it, as viable knowledge, with other members of the Pitzer Community. Ours is an enterprise of educational exchange. This process of exchange does not rest only in the Pitzer Community, for Pitzer is a member of The Claremont Colleges, the most unusual and distinctive collegiate community in the United States. Although you will have the excitement of experimentation available in a small, new residential college, resources and experience normally found only in a university will help make this intellectual adventure meaningful.



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

At Pitzer College you will be expected to embark upon an original intellectual and developmental enterprise, not to accept passively the maxims of scholars.

We believe that a liberal education in the very highest sense can come only through close individual co-operation of faculty and students, through curiosity and vitality, and our ideals are the reality of our efforts. We invite you to participate.



ABOUT PITZER COLLEGE

The Early Years of Growth

THE SIXTH MEMBER OF THE CLAREMONT COLLEGES, PITZER COLLEGE was founded by that academic community in 1963 through the generosity of Mr. and Mrs. Russell K. Pitzer of Pomona, California. A liberal arts college for women, Pitzer places curricular emphasis on the social and behavioral sciences.

In the three years of intensive growth since the founding of the College, the excitement of experimentation and innovation has spread among students, faculty, and administration. This excitement is one of the unifying forces of Pitzer which will continue as the College expands.

Educational Commitments and Goals

The faculty and students are the College's greatest asset and both are keenly committed to undergraduate education.

Pitzer makes every effort to provide a student body of diverse ethnic, cultural, geographical, and economic background. As a residential college Pitzer provides a double learning experience—undergraduates learn much from each other as well as from professors.

The context of a Pitzer education is therefore that of a vital, ever-changing academic community in which both student and scholar participate in the learning process. The will to innovate and to experiment—in college organization, in curriculum, and in the use of facilities—and the courage to abandon each innovation if it does not prove to be worthwhile are the dominant characteristics of the intellectual climate of Pitzer. This concept extends to the greater community, where students may gain experience in action-oriented community programs such as Operation Head Start, hospitals, and nursery schools. These commitments and goals are possible only because Pitzer is part of the university-type community of The Claremont Colleges.



The Campus

The twenty-acre campus of Pitzer is on Mills Avenue east of Scripps College. The College buildings include Scott Hall, the first administration and classroom building; Fletcher Hall, a hexagonal classroom and office building; Bernard Hall, a second hexagonal building with offices, classrooms, and a study-library; Sanborn Hall, a dormitory with four wings each housing 50 students, and Holden Hall, a dormitory similar in design to Sanborn Hall.

These buildings have been named in honor or memory of: Ina Scott Pitzer and her mother, Mrs. Elizabeth Fletcher; Robert J. Bernard, first chairman of the Pitzer Board of Trustees; Flora Sanborn Pitzer, and Mr. and Mrs. Roger C. Holden.

To be completed in September, 1967, are an additional dormitory and a campus center-dining hall. In addition to the above facilities, Pitzer students have access to library, drama, auditorium, chapel, and infirmary facilities shared by all The Claremont Colleges and described elsewhere in the Catalog. During 1966-67 Pitzer students take their meals in dining centers at adjacent Scripps College, Harvey Mudd College, and Claremont Men's College.

The City of Claremont

Claremont, California (pop. 20,000) is located at the base of the San Gabriel Mountains in the eastern part of Los Angeles County, 35 miles from Los Angeles. For many years a center for citrus growers, Claremont is now predominantly residential. It is served by major freeways and limited public transportation. The Greater Los Angeles Area provides excellent offerings in music, drama, fine arts, museums of natural history, science and industry, and art. Pacific beaches, mountain areas, and desert areas are readily accessible by automobile.

The Claremont Colleges

Forty years ago The Claremont Colleges began an experiment which was unique in American higher education. That experiment, the group or cluster concept, was designed to provide superior intellectual resources for increasing numbers of students while maintaining the personal relationships of the small college: a closely knit academic community, effective counseling, and small classes. The result today is a major educational center which has for many years combined the strengths of the small college and the university. Each college has its own emphasis and direction within the framework of liberal education. The student in Claremont therefore has an unprecedented opportunity to share in the academic and co-curricular life of the larger community through courses offered in adjacent colleges and through joint co-curricular activities.

The members of The Claremont Colleges, their founding dates, and a brief description follow:

Claremont Graduate School and University Center, founded in 1925. President, Louis T. Benezet. The central coordinating institution of the group—1) coordinates all graduate education for the Colleges; 2) owns and is responsible for the operation of joint facilities: library, auditorium, theater, business office, health service, religious center, and centralized utilities; 3) holds adjacent undeveloped land and is responsible for establishing new colleges. The Graduate School enrolls more than 1000 students and awards Doctor's and Master's degrees.



Pomona College, founded in 1887. President, E. Wilson Lyon. Enrollment, 1200. The founder member of The Claremont Colleges, Pomona is a coeducational liberal arts college with full offerings in the natural sciences, the social sciences, and the humanities.

Scripps College, founded in 1926. President, Mark H. Curtis. Enrollment, 425. A residential liberal arts college for women, Scripps is noted for its emphasis in the humanities with courses of study that lead to concentrations in literature, the arts, social studies, philosophy, psychology and religion and science. A maximum enrollment of 500 is planned by 1967-68.

Claremont Men's College, founded in 1946. President, George C. S. Benson. Enrollment, 700. Emphasis is on public affairs, with majors in the humanities, science and mathematics, and the social sciences. Maximum enrollment is planned for 800.

Harvey Mudd College, founded in 1955. President, Joseph B. Platt. Enrollment, 283. Harvey Mudd is a coeducational college of science and engineering with supporting emphasis on humanities and social sciences. Four majors are offered: physics, chemistry, mathematics, and engineering. Plans are to expand enrollment to a maximum of 400.

Pitzer College, founded in 1963. President, John W. Atherton. Enrollment, 450. Now in its third year of operation, Pitzer is the newest of the Claremont group. It is a liberal arts college for women with emphasis in the social and behavioral sciences. Future enrollment is projected at 600.

The joint services and facilities available to Pitzer are:

Honnold Library. Named for the late William L. Honnold, the library contains 420,000 volumes and subscribes to 3,000 periodicals. It is three blocks from the Pitzer campus.

Bridges Auditorium. A 2,500-seat auditorium for major lectures, concerts, and other events of The Claremont Colleges. It is seven blocks from the Pitzer campus.

Baxter Medical Building and Memorial Infirmary. These buildings contain doctors' offices, special treatment rooms, and infirmary beds. They are located six and three blocks from the Pitzer campus, respectively.

Faculty House. A gift of the late Mr. and Mrs. Harvey S. Mudd and the Seeley W. Mudd Foundation, the Faculty House is a dining and meeting place for all faculty members of The Claremont Colleges and their guests. It is four blocks from the campus.

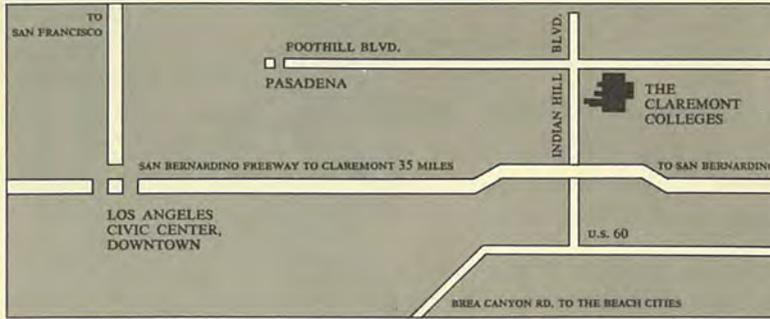
McAlister Center for Religious Activities. A gift of Mrs. Amilie McAlister in memory of her father, William H. McAlister, this building houses the Office of the Chaplain and of the Counseling Center of The Claremont Colleges. It is three blocks from the Pitzer campus.

Pendleton Business Building. The gift of Mr. and Mrs. Morris B. Pendleton, this building houses the Business Manager and Controller's Offices of The Claremont Colleges and the Print Shop. It is four blocks from the Pitzer campus.

The Garrison Theatre. The gift of Mr. and Mrs. Robert H. Garrison, the 700-seat theatre is the center for drama activities of The Claremont Colleges. It is three blocks from the Pitzer campus.

Future joint facilities of The Claremont Colleges currently projected include an all-campus bookstore and a teaching museum.

Nearby institutions affiliated with The Claremont Colleges include Rancho Santa Ana Botanical Garden, Blaisdell Institute (for world religions), College Student Personnel Institute, Francis Bacon Library, and Southern California Theological Seminary. Immaculate Heart College will move from Los Angeles in 1969.



Major highway routes to Claremont are the San Bernardino Freeway and Foothill Boulevard (U.S. 66). From the Freeway, turn off at Indian Hill Boulevard and drive north 1 mile to Second Street, then right 3 blocks to the Colleges. From U.S. 66 turn into the Colleges at Dartmouth Avenue. Within The Claremont Colleges a well marked driving route, "Campus Drive," directs you to each college's administration building. Strategically located roadside maps provide detailed directions.

CLAREMONT GRADUATE SCHOOL & UNIVERSITY CENTER

- 1 Science Bldg. (H.M.C.)
- 2 Graduate Residence Halls
- 3 Baxter Science Laboratory
- 4 Harper Hall
- 5 Harper East
- 6 Academic Building
- 7 Dean's House
- 8 President's House
- 9 Harvey Mudd Quadrangle
- 10 Joint Science Center
- 11 W. S. Rosecrans Tower

AFFILIATED INSTITUTIONS

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

JOINT FACILITIES

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

CLAREMONT MEN'S COLLEGE

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

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

HARVEY MUDD COLLEGE

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

PITZER COLLEGE

- 1 Scott Hall
- 2 Bernard Hall
- 3, 5 Academic Buildings
- 4 Fletcher Hall
- 6 Sanborn Hall
- 7 Dining Center
- 8 Holden Hall
- 9 Residence Hall

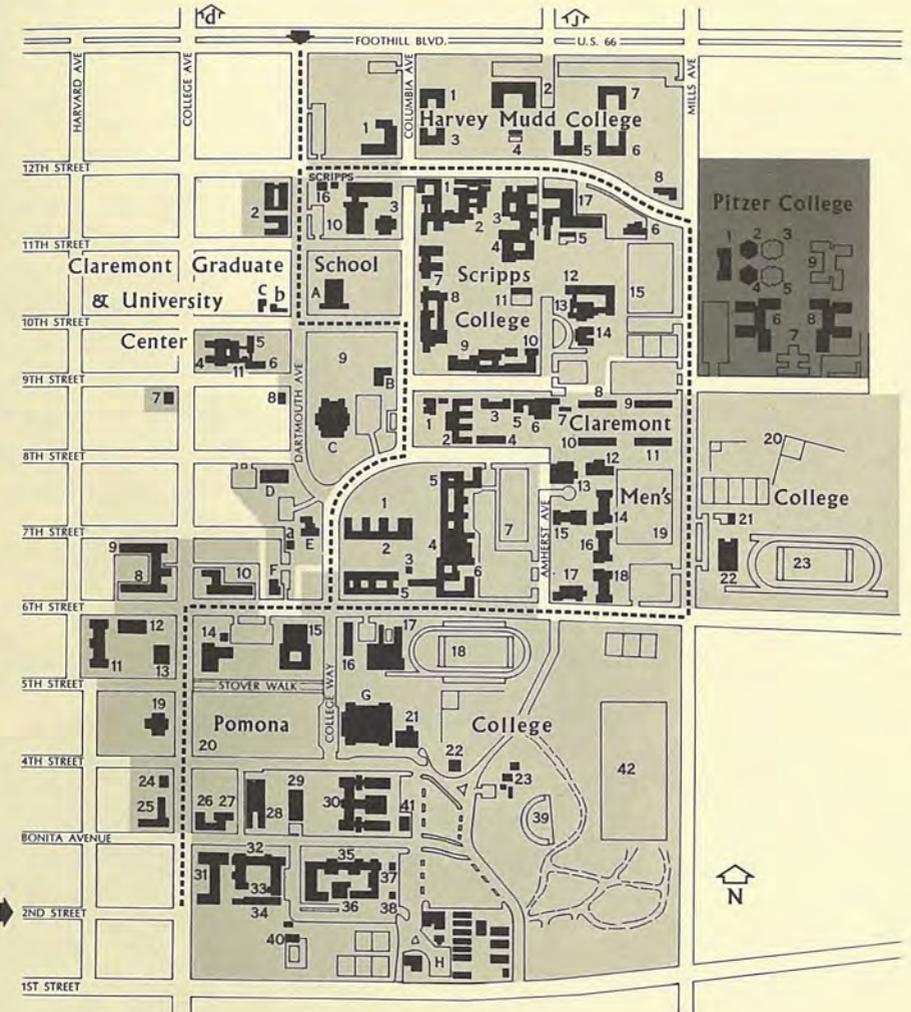
POMONA COLLEGE

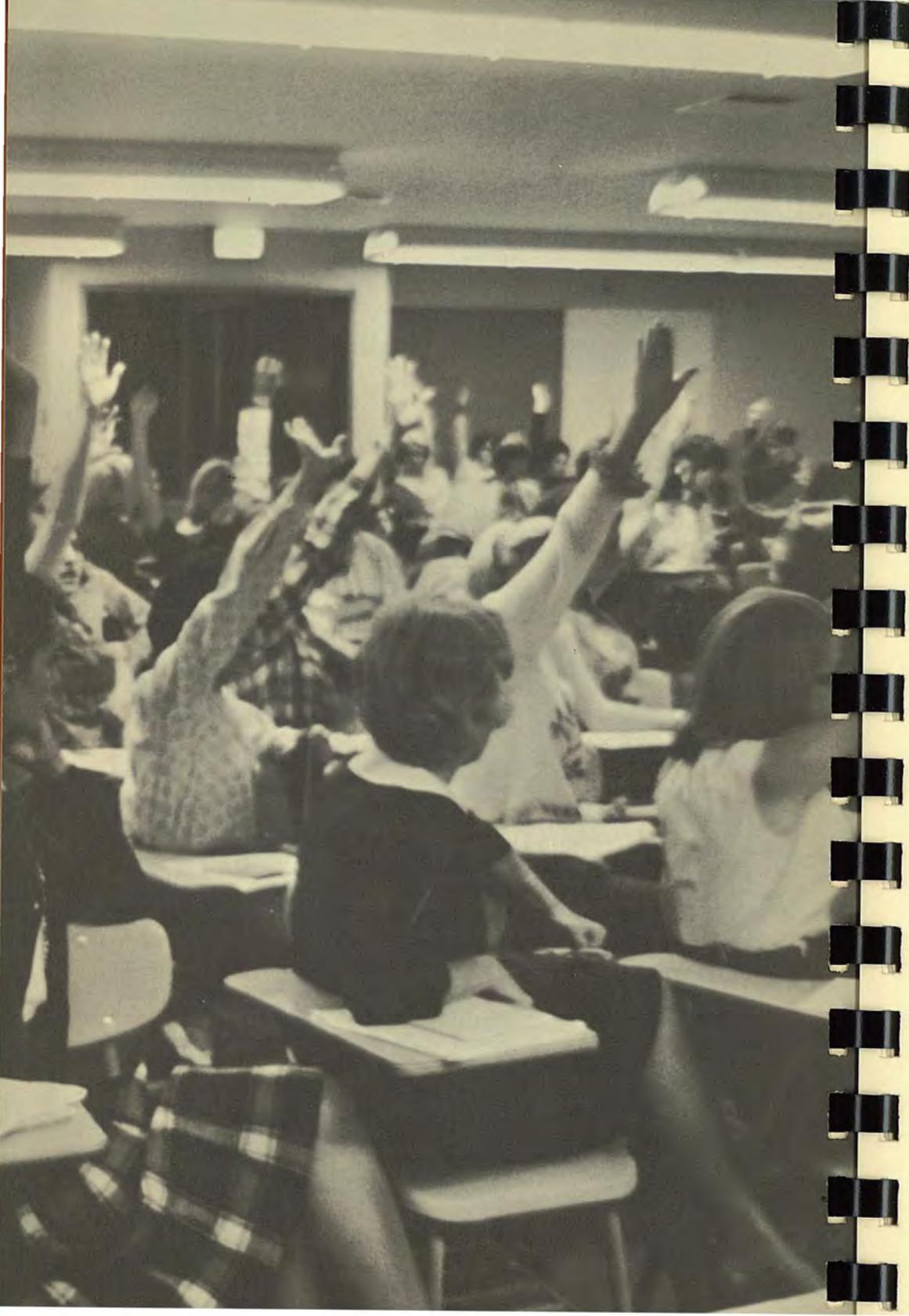
- 1 Harwood Garden
- 2 Walker Hall
- 3 Smith Tower
- 4 Frary Hall
- 5 Clark Hall
- 6 Norton Hall
- 7 Athearn Field
- 8 Seaver Laboratory, Biology - Geology
- 9 Seaver Laboratory, Chemistry
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Pearsons Hall
- 14 Holmes Hall
- 15 Edmunds Hall

- 16 Smiley Hall
- 17 Memorial Pool and Gymnasium
- 18 Alumni Field
- 19 Carnegie Building
- 20 Marston Quadrangle
- 21 Renwick Gymnasium
- 22 Replica House
- 23 Observatory and Astronomy Laboratory
- 24 President's House
- 25 Claremont Inn
- 26 Montgomery Art Building
- 27 Rembrandt Hall
- 28 Bridges Hall of Music
- 29 Sumner Hall
- 30 Oldenborg Center for Modern Languages and International Relations
- 31 Wig Hall
- 32 Harwood Court
- 33 Harwood Dining Hall
- 34 Olney Dining Hall
- 35 Blaisdell Hall Mudd Hall
- 36 Gibson Dining Hall
- 37 Brackett House
- 38 Kenyon House
- 39 Greek Theater
- 40 Gladys Pendleton Swimming Pool
- 41 Director's Residence
- 42 Earl J. Merritt Field

SCRIPPS COLLEGE

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





COMMUNITY LIFE

Community Government

THE PITZER COMMUNITY GOVERNMENT is based on the conviction that education is the common concern of students, faculty, and administration.

The Pitzer Community Government was drawn up in 1964-65 by a Planning Board which consisted of nine students and one faculty member. After several modifications, it was adopted by a vote of the entire Pitzer Community. The faculty subsequently approved the plan, delegating to the Community Government a number of the functions previously assigned to the faculty. Extensive revisions were made in the spring of 1966.

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

Community Government operates principally through two elected councils which are advisory to the President of the College. The first of these, College Council is concerned with educational and administrative matters other than those reserved by the faculty. The established committees of College Council deal with such matters as admissions, financial aid, academic events, educational inquiry, foreign study, registration, architecture and facility development, publications, and political activities. College Council is composed of four faculty members, one of whom will serve as the Chairman in 1966-67, two members of the administration, and four students.

Community Council, the other elected body, deals with policies affecting community life, such as social affairs, elections and, through the

Committees of Corridor Presidents, dormitory life. The established committees of Community Council concern themselves with budget and fund-raising for student activities, orientation of new students, publications, dormitory regulations, student services, and elections. Community Council consists of eight students, one of whom serves as a chairman, three members of the faculty, and one member of the administration.

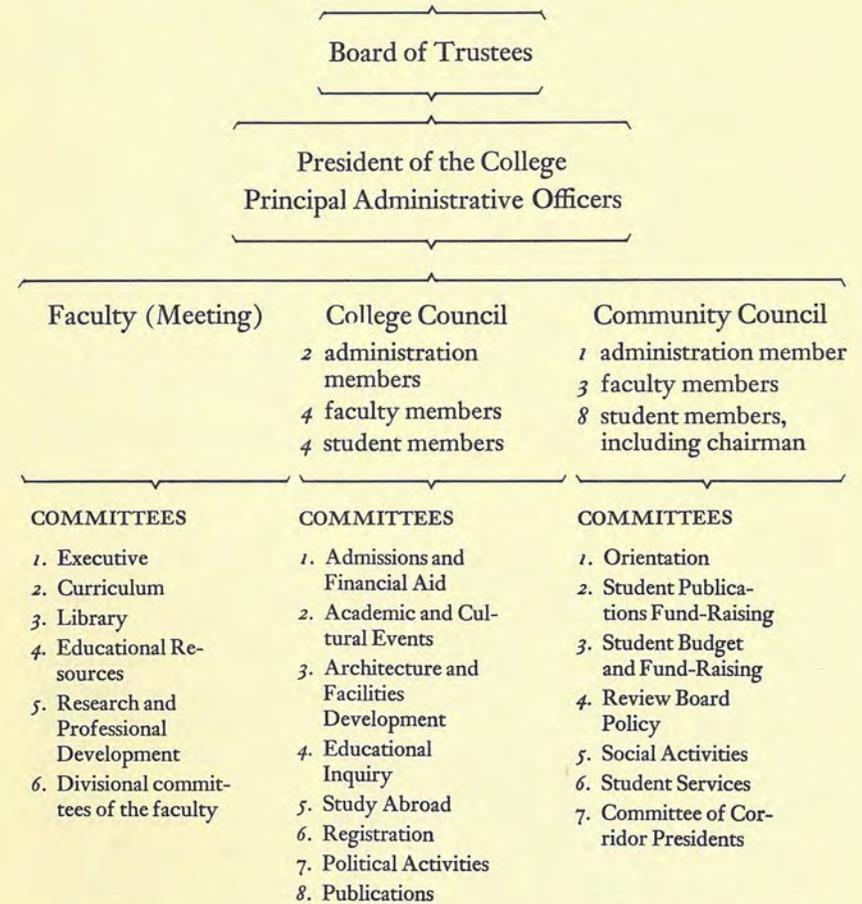
Community Government also functions through Town Meeting, a gathering of all the members of the community: students, faculty, and administration. The central purpose of Town Meeting is to serve as a forum for discussion through which free exchange of ideas can take place. Town Meeting also may make recommendations to the Councils and committees of the Community Government and may call for polling community opinion.

Appointments to the committees of Community Government have been made with positions on each reserved for new students, faculty, and administration. It is the intention of the Community Government to offer opportunities for participation to as many students as possible.



PITZER COLLEGE

Structure of Community Government



Other bodies of community government not shown in the above structure:

1. Town Meeting (advisory to the Councils)
2. Judicial Council (currently for academic and major social offenses)
3. Review Boards (for minor infractions of dormitory rules)

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

Housing Facilities. The first two residences, Sanborn and Holden Halls, accommodate approximately 200 students each. Most rooms are double, with a bath between each pair of rooms. All rooms are furnished; each student is provided with a desk, a desk chair, and a swing-arm wall lamp. In addition, each room is equipped with bookshelves, draperies, and ample closet space. The buildings include recreation rooms and lounges for meetings, seminars, and social activities. In 1966-67, approximately 70 students will be housed in a new residence hall on the campus of Scripps College. It is expected that most students will live in the residence halls, except for a few whose homes are in Claremont or for whom special provision has been made to live off-campus.

Student Counseling. Pitzer plans to remain a small college. The President, the deans, and faculty members are therefore readily available to students for educational, vocational, and personal advice. In addition, each new student is assigned to a faculty advisor to whom she will have ready access for particular help in relation to her academic program. Members of the resident staff are also available to assist students in finding answers to the innumerable questions which arise in relation to dormitory living and social events.

The Pitzer College Office of Counseling includes three members who have specific assignments to the three dormitories and regularly have evening hours when they are available for counseling as well as in the daytime. Students will also find help in securing employment from the Director of Student Aid.

The Claremont Colleges Psychological Clinic and Counseling Center, located in McAlister Center, provides a trained staff of psychologists to

counsel students on personal problems, study difficulties, and career decision. Many kinds of tests are given at the Center, and all appointments are free of charge. Counseling is confidential, and no information is released—even the fact of the student's use of the counseling service—without the student's permission.

Health counseling and medical service are both available from Baxter Medical Center where three full-time physicians and several nurses are regularly in attendance. (See page 13 of this catalog.)

Career Counseling. The Office of Career Counseling, sponsored jointly by Scripps College and Pitzer College, provides interested students with an opportunity to explore life goals and plans for their implementation with a professionally trained psychologist. Counseling is confidential. *Information is released only with the permission of the student.*

The Office serves as a resource for information concerning graduate schools, graduate fellowships and internship programs, employment opportunities for graduates of liberal arts colleges, opportunities for graduate study abroad, and special programs such as VISTA and the Peace Corps. It maintains a file of reading material on vocations, graduate studies, and the status of women.





Extra-curricular Activities

Religious Activities. Students have an opportunity to attend the religious services of their faiths in the Claremont area. The College Church, governed and guided by student and faculty members of the College Church Board, meets in Bridges Hall of Music every Sunday at 11:00. The non-sectarian services are conducted by the Chaplain and guest ministers. Pitzer students are welcome to attend and participate in chapel services held by Pomona College, vesper services at Scripps, and other religious activities at the McAlister Center.

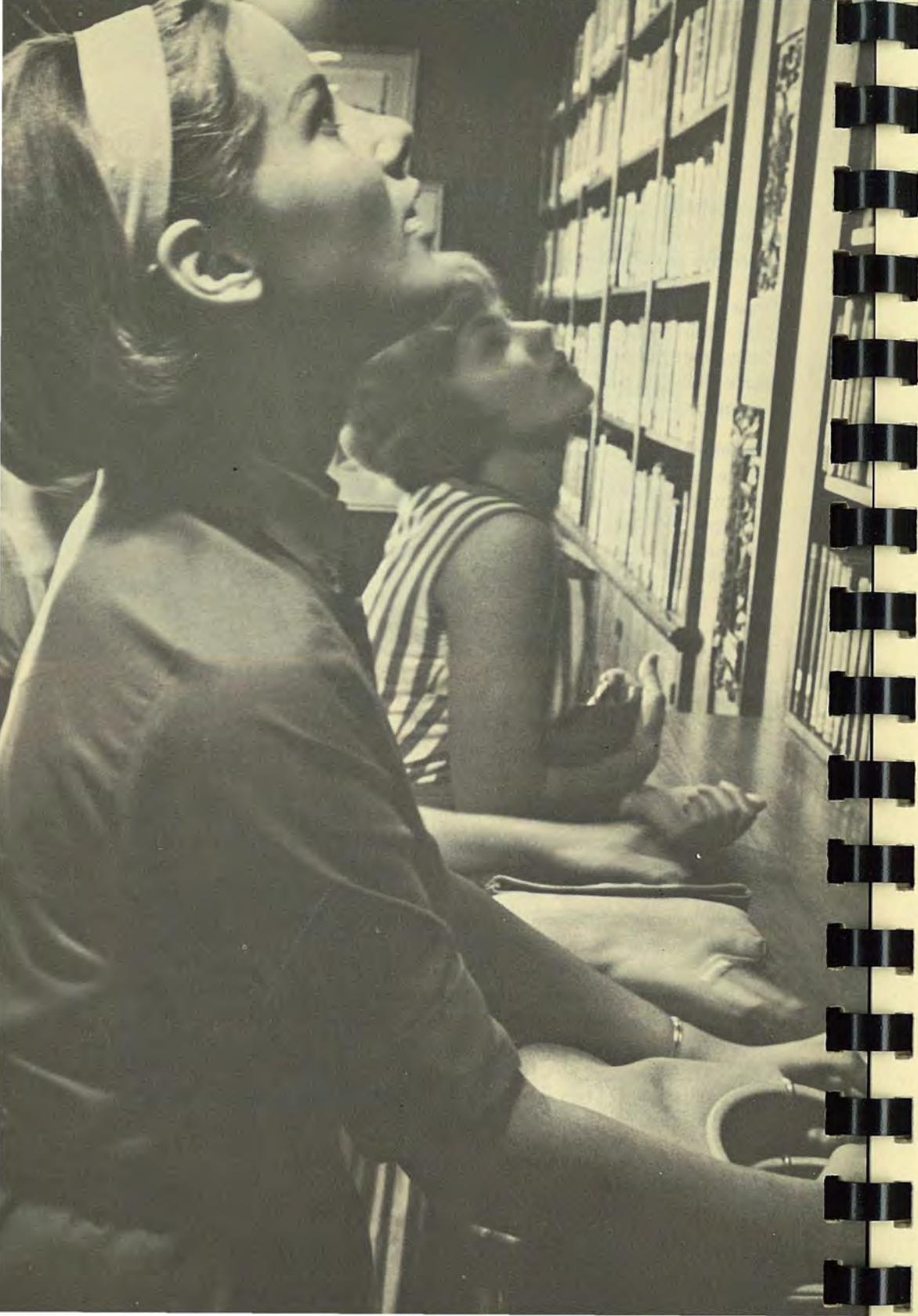
Publications. Students of The Claremont Colleges publish jointly and semi-weekly *The Collegian*, the newspaper of the five undergraduate colleges in Claremont. In addition, Pitzer publishes irregularly its own

news bulletin, *Sound-Off*, which frequently has been the forum for discussion of major issues confronting the Pitzer Community. Pitzer students also publish *Snollygoster* (a literary magazine) and a yearbook.

Drama, Music, Forensics. Siddons Club (a dramatic society) and the Glee Club are joint activities of Pitzer, Scripps, Harvey Mudd, and Claremont Men's Colleges. Pitzer also joins with Scripps and Claremont Men's Colleges in a forensics program. The Pomona College orchestra is open to qualified Pitzer students.

Claremont Colleges Artist Course Series. The Claremont Colleges Artist Course has been presented in Bridges Auditorium since 1931. By arrangement with the Claremont Graduate School and University Center, the full-time student may attend these concerts. Prior to each event, student reservation days are scheduled. During these reservation days a student may take her student body card to the box office and receive a reserved seat for the concert. To assist our students, there are always two reservation days with the tickets for the event split evenly between each day. The box office at Bridges Auditorium is open from 9:00 A.M. until 12:00 noon, and from 1:00 until 5:00 P.M. Students are seated throughout the auditorium. Artist Course events for the 1966-67 season are: The Romeros, classical guitarists; Victoria de Los Angeles, soprano; John Browning, pianist; and two performances by the Los Angeles Philharmonic Orchestra.

Celebrity Events. This series of concerts, inaugurated in 1962, was designed to meet the growing musical demands of the students and the general public and differs in content from the Artist Course Series in that it presents only the season's most outstanding national and international touring attractions and at reasonable prices. Tickets may be purchased on a season ticket basis or on a single ticket basis. Season tickets will be sold at the beginning of the fall semester. Single tickets will be on sale at Bridges Auditorium on student sale days before each concert. Student Body cards must be presented for student discount prices. All concerts are presented in Mabel Shaw Bridges Auditorium. Celebrity Events for the 1966-67 season are: Roger Wagner Chorale, with orchestra; D'Oyly Carte, Gilbert and Sullivan Opera Company; and Folklorica, Mexican Ballet Company.



ADMISSION

ACADEMIC PROMISE, of which the best single indicator is secondary school performance, is the basis for admission. The College Council of Pitzer College has given its Committee on Admissions and Financial Aid the responsibility of making admission decisions. At least three of the faculty, student, and administrative members of the Committee approve each candidate accepted for admission. Criteria for admission include secondary school class standing, test scores of the College Entrance Examination Board, school recommendations, and special qualities of the applicant. Consideration is given to the specific secondary school course work taken.

PROCEDURE. The following forms should be submitted as early as possible in the senior year but not later than March 1. They may be obtained by writing the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711.

1. *Application.* A fee of \$15.00 must be enclosed with the application, which covers part of the cost of handling the application and is not ordinarily refundable. However, it will be refunded to anyone who files a scholarship application showing unusual need and who specifically requests a refund in writing.
2. *Three References.* One to be filled out by the principal or counselor, two by classroom teachers.
3. *Secondary School Transcript.* To be sent during or at the completion of the first half of the senior year.
4. *College Entrance Examination Board Test Scores.* Each applicant is required to take the Scholastic Aptitude Test and any three Achievement Tests. These tests are offered in December, January, March, May, and August (plus November, in California). The Bulletin of Information of the College Entrance Examination Board—which contains information about fees and lists of examination centers—may be obtained from guidance officers or by writing to the College Entrance Examination Board, Box 1025, Berkeley, California 94704 (for applicants from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New

Mexico, Oregon, Utah, Washington, and Wyoming), or the College Entrance Examination Board, Box 592, Princeton, New Jersey (for applicants from abroad or other states). The test scores are sent directly by the College Entrance Examination Board to those colleges specified when taking the tests.

ACCEPTANCE. The College will notify each applicant of its decision by April 15. A \$50 deposit, which is refunded upon graduation or withdrawal from college, should be forwarded by accepted students choosing Pitzer no later than May 1. Upon receipt of this deposit, the College considers the student entered for the following academic year.



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INTERVIEWS. Prospective students are encouraged to arrange interviews at the College. Appointments may be made by writing the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711, or by telephone, (714) 626-8511. Interviews are scheduled weekdays and Saturday mornings.

MEDICAL. Entering students must submit by August 1 the results of a medical examination on a form furnished by the College, including certificates of recent smallpox and tetanus immunizations and a certificate of a satisfactory tuberculin skin test or chest x-ray within the preceding six months.



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TRANSFER STUDENTS. Pitzer College accepts transfer students into the freshman, sophomore, and junior classes. The same credentials are required as for entering freshmen, except that College Entrance Examination Board Scholastic Achievement Tests are not required. Transcripts of all previous college work are to be submitted.

FOREIGN STUDENTS. A foreign student should submit the usual application references and transcript. In addition, she should submit evidence of her ability to speak and write English.

ADVANCED PLACEMENT. Scores on Advanced Placement Examinations given by the College Entrance Examination Board should be submitted before registration in the Fall. The Registration Committee of College Council will place each student submitting scores and consider granting college credit.



COLLEGE EXPENSES AND FINANCIAL AID

ANNUAL EXPENSES at Pitzer College, not including travel to and from home, are as follows:

	RESIDENT	NON-RESIDENT
Comprehensive fee (tuition, room and board)	\$2,800	\$1,600
Community Council fee	30	30
Health Service fee	45	45
Books, supplies, incidentals (estimated)	425	425

Fees are payable each semester at registration time—\$1,437.50 for residents, \$837.50 for non-residents.

The College has two plans for meeting expenses in installments:

1. A 12-month plan of equal payments beginning June 1 before registration, for which a service charge of one dollar per month is made.
2. An eight-month plan (four equal payments each semester), beginning at registration, for which there is a service charge of six dollars per semester.

Inquiries concerning these plans should be directed to Mr. John Vail, Bursar, Pitzer College, Pendleton Business Building, Claremont, California 91711.

Financial Aid

No student with a strong scholastic record should hesitate to apply for financial aid.

Substantial scholarship funds are provided. The application for financial aid is the Parents' Confidential Statement. This form is available at secondary schools or by writing the Director of Financial Aid, Scott Hall, Pitzer College, Claremont, California 91711. This is the only application necessary and it should be sent to the College Scholarship Service by March 1. Financial aid awards are based upon the need determined from the Parents' Confidential Statement.



In most instances financial aid awards consist of a scholarship grant, a loan, and a paid job while college is in session. The job, averaging 5-10 hours per week, will provide up to \$500 per year toward expenses.

Pitzer College also participates in the National Defense Student Loan Program and the United Student Aid Program. Details about these programs may be obtained by writing the Director of Financial Aid.

Each year after entrance the Parents' Confidential Statement should be filed by April 15 for financial aid consideration in the following academic year. Students who are awarded financial aid will continue to receive aid throughout their undergraduate years at Pitzer, so long as their need continues. Notice of renewal of financial aid is sent on June 15.

A list of special Pitzer College scholarship funds follows:

The Student Memorial Fund, an endowed fund in memory of Pitzer students, started in 1966 in memory of Susan Crawford, Class of 1968.

The Canfield Foundation Scholarship, for students from the Los Angeles area.

The Martha Louise Criley Scholarship Fund. The income from this fund, established by her family, is used for scholarships.

The Ebell of Los Angeles Scholarship Fund, for students whose homes are in Los Angeles County.

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

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

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

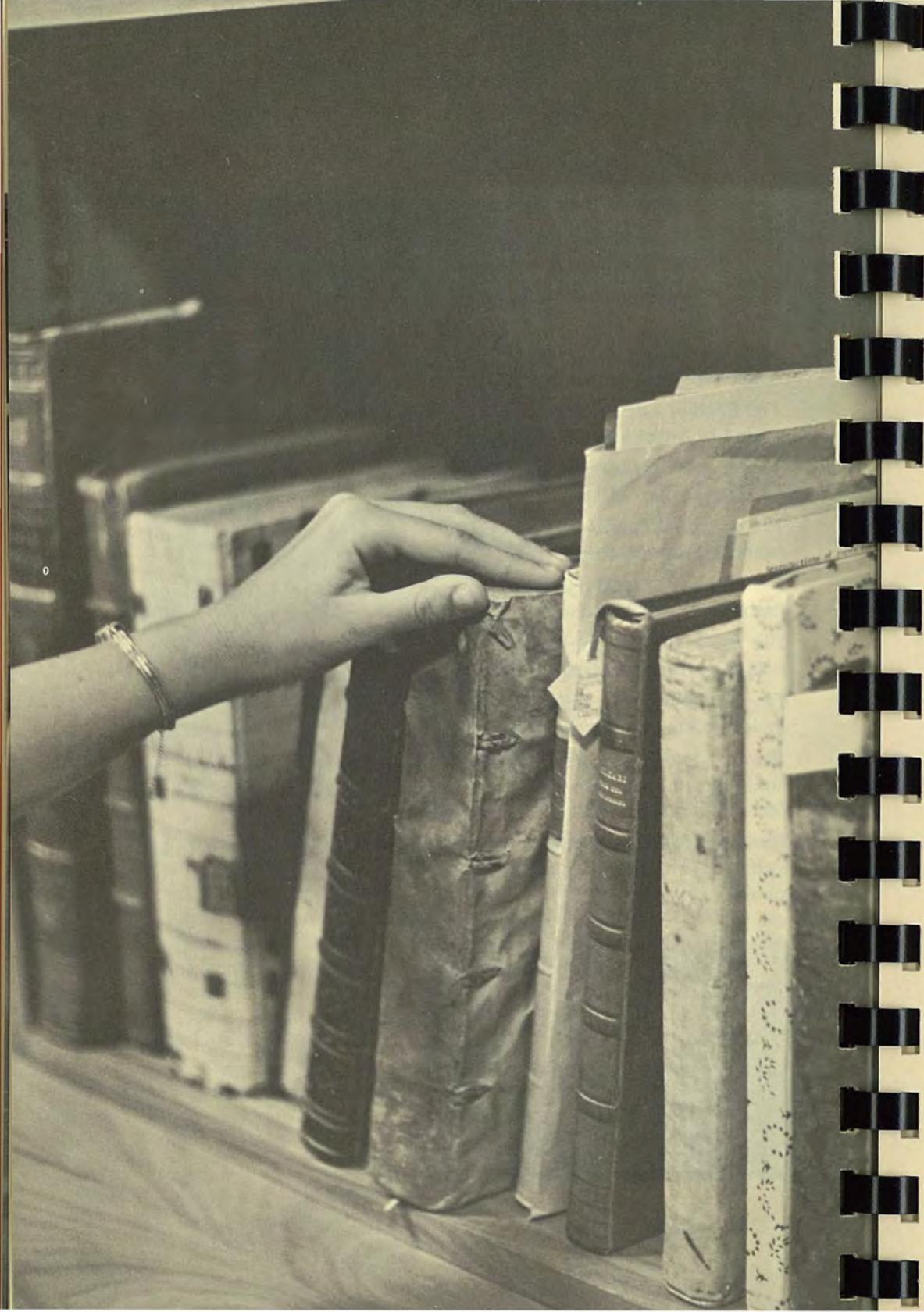
The Esther Stewart Richards Scholarship Fund. The income from this fund is used for scholarships.

The Mabel Wilson Richards Scholarship Fund, for scholarships for students from Los Angeles County.

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

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





CURRICULUM

THE EDUCATIONAL objectives of Pitzer College will be fulfilled in a graduate who is able to take her place in community and professional life with wisdom, competence, and grace. The curriculum—a liberal arts curriculum—requires that each student:

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

American History and Institutions. To be eligible for graduation, all students are required by the laws of the State of California to demonstrate a knowledge of American history and government. Pitzer students may meet the requirement in any one of the following ways:

1. By completing an approved Pitzer course in American history or political studies.
2. By demonstrating that she has met the requirement at a California college previously attended, or that she has completed satisfactorily at



any other college, a course or courses suited to meeting the Pitzer requirement.

3. By passing an examination normally to be offered three times annually for which students may study independently.

Examinations are graded PASS-FAIL and are based on lists of topics submitted by the faculty in history and made available to the student. Students will be expected to write essays on four of seven topics selected from the list by the examiner. Reading lists for those preparing for the examination are obtainable from the faculty in history.

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

1. *Fluency in English*

The Pitzer English program emphasizes competence in writing. To fulfill her English requirement, each Pitzer student must elect each year one of the following:

- a. An English Tutorial. The Tutorial is a half-semester of intensive work in writing which meets twice a week and confers one unit of credit.
- b. A Pitzer elective course in literature.
- c. A Freshman or Sophomore Seminar in the field of English.
- d. A course in literature at one of the other Claremont Colleges.

2. *Distribution in the Social Sciences*

Every student will complete fifteen units in the social sciences to be selected from at least three of the following areas: anthropology, archaeology, economics, geography, mythology, political studies, psychology, sociology.

3. *Distribution in the Humanities and History*

In order to gain some acquaintance with the historical dimensions of civilization, each student should complete during her freshman and sophomore years *two* Pitzer history courses numbered below 100, to be selected from two of the following areas: American; ancient and medieval; Asian; modern European. Pitzer history courses numbered below 100 are designed as courses in the history of civilization. The intellectual, literary, and artistic trends of the period under study are stressed.

Every student will complete *nine* units in the humanities, to be selected from at least *two* of the following areas: Literature, fine arts and music (including both academic courses and courses in studio and performing arts), classics, literature in a foreign language, philosophy, religion.

4. *Foreign Languages*

Pitzer requires of each student:

- a. Third-year competence in a foreign language.
- b. Maintenance of this competence.

Third-year competence indicates: a reasonable pronunciation; the ability to compose comprehensible short sentences orally in a brief conversation; the ability to comprehend and summarize the elements of a short lecture; the ability to read a passage for general comprehension and to write a short essay making clear both the understanding of a text and a personal judgment of it.

Maintenance programs may be undertaken by the student when she has passed the competence examinations (given twice each semester). To satisfy the maintenance requirement, a student may select the Pitzer one-unit programs (the continuing language courses numbered 50) or an advanced language course at Pitzer or another of The Claremont Colleges. Residence in the French or Spanish Corridors, under the direction of a faculty member, also confers one unit of academic credit for each semester of residence. The maintenance program need not exceed four semesters of the student's college curriculum.

Students are urged to continue the study of a language they have already studied before coming to Pitzer College. Students will normally be admitted to beginning courses in modern language at Pitzer after having achieved proficiency in another language.

Note: Reading competence in a classical language (Latin or Greek) satisfies the Pitzer foreign language requirement.

5. *Natural Sciences*

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

Note: With the exception of natural sciences concentrators, students are normally expected to fulfill their science requirement by the completion of Natural Sciences 50-51 or 43-44.

6. *Independent Study*

Each student will complete 18 units of Independent Study. Twelve of these units will be completed in the freshman and sophomore years.

While Seminars remain the normal means of Independent Study during the freshman and sophomore years, a student who wishes to elect a form of Independent Study other than a Seminar may do so after the first semester of her freshman year, subject to the willingness of a faculty member to direct or supervise her study project. Independent Study may be arranged individually or in small groups.

The concern of the faculty is to foster at Pitzer a common intellectual life rather than simply to provide instruction. Through participation in Seminars, a student is exposed to the values of the scholar in his own work, perceives the difficulties of such work and the standards of excellence it demands, and develops a competence in original research and writing beyond that ordinarily fostered by a course of instruction depending upon fixed assignments and lectures. In general, it is intended that Independent Study will foster the student's competence in planning and executing work of her own conception, whether in pursuit of her central or more peripheral interests.

The Seminars should be regarded as exceptional academic opportunities. They will often have the nature of cooperative study groups, and their full value will be realized only if they are treated by students as classes whose success or failure is in greater degree their own responsibility rather than that of the instructor.

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

Freshman Seminars normally consist of a maximum of fifteen students meeting with a member of the faculty for a period of three hours per week or less. Students select the Seminar in which they are interested, but inevitably some students are assigned to a Seminar of their second or third choice.

SOPHOMORE SEMINARS. While certain of the Sophomore Seminars, for some students, provide an introduction to a given field of study and serve as a sufficient basis for enrollment in some advanced courses in the field, the emphasis of other Seminars offered to sophomores continues that of the freshman groups. The smallness of the group and its character as a cooperative Seminar are exploited in ways which the students and the instructor find best.

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

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

7. Concentrations

A student will normally be in a position to choose her field of concentration toward the end of her sophomore year. Complete descriptions of concentration requirements prepared by the faculty in each separate field are listed below.



FIELDS OF CONCENTRATION

1. Fields of concentration currently offered include: Anthropology, biology, chemistry, classics, English, French, history, human biology, humanities, philosophy, physics, political studies, psychology, sociology, and Spanish. Area Studies include American studies and European studies.

2. Combined concentrations involving more than one field, as well as special programs of concentration designed by students to suit their individual needs, must be approved by a faculty member from each field involved and then approved by the appropriate divisional committee(s) of the faculty. Such approval must normally be secured not later than the end of the student's sophomore year.

3. Programs of concentration at Pitzer in international relations, Asian studies, Latin American studies, medieval studies, and other areas, are anticipated in the near future.

4. Students interested in arranging concentrations in geography or linguistics, which normally will involve a semester or more of study outside The Claremont Colleges, should consult the Pitzer faculty members of these fields.

CONCENTRATION REQUIREMENTS

American Studies

Each student concentrating in American Studies is required to take 30 units of course work and independent study concerned with American problems. Courses may be chosen from anthropology, archaeology, economics, fine arts, geography, history, literature, philosophy, political studies, psychology, religion, and sociology. Students should plan a suitable program in consultation with an American Studies advisor, and the program should include enrollment during both the junior and senior years in the intercollegiate American Studies seminar, History 180, given in the fall semester.

A reading list of works with which all majors in the field should become familiar is available from the concentration advisor.

Comprehensive examinations will be given during the senior year.

Students of superior ability in American Studies, with the approval of the American Studies advisor, may prepare an honors thesis during their senior year.

Anthropology

1. Concentrators are required to take 15 units of study in anthropology and such special work in the senior year as the concentration advisor may require.

2. Programs for the senior year may center upon field work (often accomplished during the summer) or library research. Where evidence of the student's mastery of the field is lacking, comprehensive examinations or special research papers may be required. Participation in senior seminars is normally expected of all concentrators.

Biology (See also Human Biology)

1. Each student concentrating in biology is required to complete the following:

Mathematics 16, 65: Calculus I and II.

Natural Sciences 21: Principles of Physics-Chemistry I.

Natural Sciences 22: Principles of Chemistry II.

Natural Sciences 32: Principles of Physics II.

Natural Sciences 43-44: Introductory Biology.

Natural Sciences 189: Seminar in Biology.

Natural Sciences 190: Senior Thesis.

2. In addition to the above, each student must take six other science courses selected in conjunction with the concentration advisor and must pass a comprehensive examination taken during the second semester of her senior year.

Chemistry

1. Each student is required to complete the following courses:

Mathematics 16, 65-66: Calculus I, II, and III.

Mathematics 110: Differential Equations.

Natural Sciences 21: Principles of Physics-Chemistry I.

Natural Sciences 22: Principles of Chemistry II.

Natural Sciences 32: Principles of Physics II.

Natural Sciences 71-72: Organic Chemistry.

Natural Sciences 84: Electronic Instrumentation.

Natural Sciences 121-122: Principles of Physics-Chemistry III.

Natural Sciences 187: Seminar in Physical Science.

Natural Sciences 190: Senior Thesis.

2. Each concentrator must also complete two advanced chemistry courses, including one in the field of inorganic chemistry, from a list selected by the concentration advisor and pass a comprehensive examination.

Classics

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

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

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

English

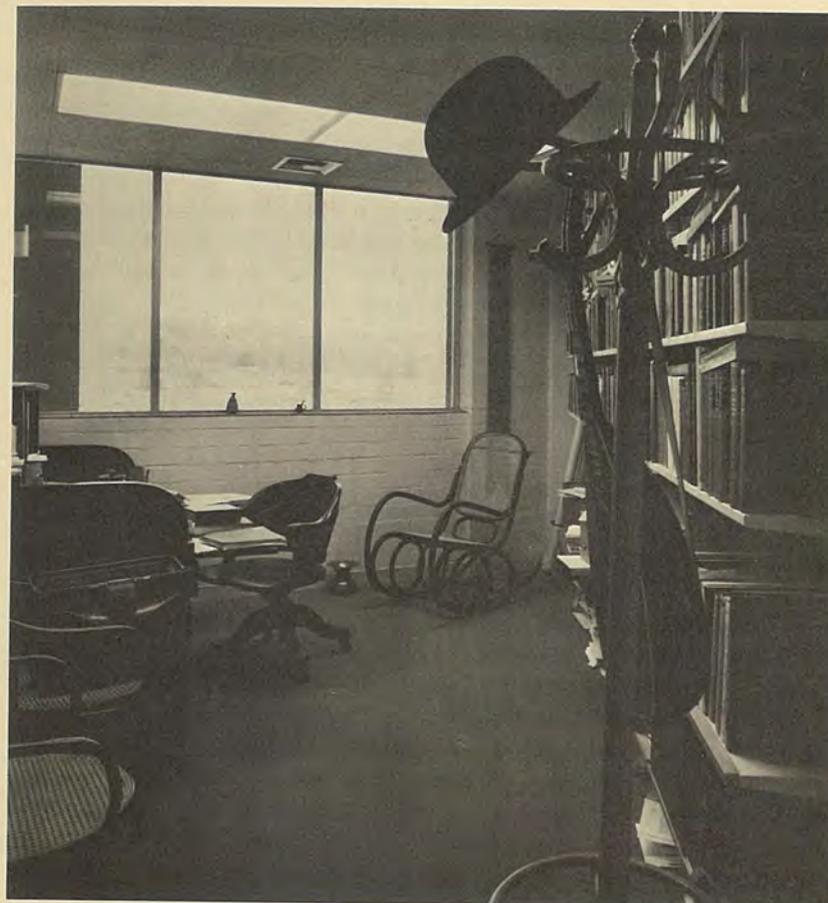
Three types of concentration are available:

1. The Classic Concentration is directed toward a Master's degree and a teaching credential, or toward the degree of Doctor of Philosophy and college teaching, or toward some other form of graduate study. Each student must complete 24 units of English, to be taken in the following areas:

a. Courses centered in the periods of the ancient classics, the Middle Ages, the Renaissance and 17th Century, the 18th Century, the 19th Century, and the 20th Century (both British and American). The student may study these periods in various ways, including English literature courses, history courses, seminars, and independent study.

b. One or more courses in the works of Chaucer, Shakespeare or Milton. One or more courses in a literary genre—drama, satire, fiction, lyric poetry.

c. A course in linguistics and a course in literary criticism are strongly recommended.



2. The Joint Concentration includes specialization both in English and another field. The student is required to complete 12 units in English and 12 in the second field above the introductory level (in a foreign literature, 12 units above the proficiency level). Each program must be planned by the student in consultation with both the English faculty and the second field faculty.

3. The Writing Concentration is designed for students interested in creative writing (poetry, plays, fiction), in higher-level journalism, or in one of the new careers in elementary or secondary school teaching which stress the use of language. Each concentrator must complete 12 units in English, following with appropriate modification the suggested outline of the Classic English Concentration, and 12 hours in an associated field. Six of the required units in English will be writing courses, and the period requirements may be modified in favor of a preponderance of 20th Century studies; the student will probably complete her period work in fulfilling her general distribution requirements. Among the suggested associated fields are anthropology, art history, history, political studies, psychology, and sociology. The student who wishes to embark on this program of studies must apply at the end of the sophomore year and be accepted for the concentration, largely on the basis of writing skills already achieved.

Each English concentrator in her senior year will take a comprehensive examination, either written or oral, according to the student's choice, based on a reading list as preparation. In place of this examination, a student may be invited to do an honors paper or critique in her area of special interest.

The writing tutorial is an integral part of the English program. Students concentrating in English are strongly urged to enroll, with a variety of instructors, in tutorials frequently. Special senior tutorials will be directed toward preparation for the examination or toward the final draft of the honors paper.

European Studies

European Studies is an inter-disciplinary concentration with an area focus. Concentrators should take at least 30 units (10 courses or their equivalent, approved by the European studies advisor), choosing from among the following fields courses which deal wholly or at least substantially with Europe (or part of Europe): anthropology, archaeology, art history, classics, economics, geography, history, linguistics, literature, philosophy, political studies, religion, sociology.

A concentrator's program should be designed to emphasize knowledge and thought in depth of (a) a particular period—e.g., the Middle Ages,

the Enlightenment, or the 20th Century; or (b) a particular nation, state, or area—e.g., England, the Holy Roman Empire, or Scandinavia; or (c) a particular field or discipline—e.g., literature, politics, or history; or (d) some synthesis of these. Students emphasizing modern Europe should take at least one course each in classical and in medieval studies for background. Students interested primarily in the classical period should major in classics.

Concentrators will take in the fall semester of their senior year the inter-disciplinary seminar, European Studies 195. Superior students may be invited to honors candidacy and write a senior honors thesis, for which Independent Study credit will be given.

A semester or a year of study abroad in Europe is recommended.

Concentrators should pass the Pitzer language requirement in a European language related to their period or area focus within the general field of European Studies.

French

Students concentrating in French must meet the following requirements:

1. Competence in French on the level defined as "good" by the Modern Language Association of America, and detailed as follows:

a. Understanding: ability to understand conversation of average tempo, lectures, news broadcasts.

b. Speaking: ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

c. Reading: ability to read with immediate comprehension prose and verse of average difficulty and mature content.

d. Writing: ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

When these abilities have been achieved by the student, either in her work at Pitzer or through previous contacts with the language, she can be admitted to the concentration program in French. This level of competence should be reached by the end of her sophomore year.

2. Residence abroad, in a French-speaking country in which she will be speaking, writing and reading in some established program of studies, for a minimum of one semester.

3. A general knowledge of French political and cultural history, demonstrated by an examination when the student is adequately prepared.

4. A general knowledge of French literature, with emphasis on major works in the various literary movements, and some detailed studies of the influence of French writers on the thought and literature of other nations.

A list of recommended readings, arranged by period, will be provided; upon completion of any section of this list, either by independent study, course work or study abroad, the student may request an examination. A student who shows unusual proficiency and who has satisfied most of the requirements outlined in sections 2, 3, and 4 by the middle of her senior year may be invited to write an honors thesis on a subject of special interest to her.

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History

A concentration in history requires a minimum of 18 units of work beyond the distribution requirement in history.

A list of readings is available from the concentration advisor with which all history concentrators should be familiar. Students should utilize these readings, as well as formal course study in history and related studies in the humanities and the social sciences, in preparing for the comprehensive examinations to be taken during their senior year.

Superior students who are nominated by the history faculty may enroll in the history honors seminar in which they will write a thesis and explicate it orally for a faculty committee. The honors seminar (6 units) will normally be taken in addition to the basic requirements for the concentration.

Human Biology

Concentrators in human biology will complete the following courses:

1. Natural Sciences 43-44: Introductory Biology.
2. Four additional semesters of advanced work in biology.



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3. Introductory courses in three of the following areas: anthropology, archaeology, psychology or sociology.

4. Four additional semesters of advanced work in the behavioral sciences, selected from the above areas.

5. In addition, each student must pass a comprehensive examination, to be given early in the second semester of her senior year.

The eight advanced courses in biology and the behavioral sciences will be selected by the student, in consultation with members of the human biology faculty, in such a way as to insure a well-rounded program in this area.

A course in statistics is strongly recommended.

Humanities

A concentration in the humanities consists in the satisfactory completion of at least 30 units of work from the following:

1. Greek mythology
2. Philosophy of art or literary criticism
3. One upper division course in English or American literature
4. One course from each of the following:
 - a. *Music or fine arts (including both academic courses and courses in studio and performing arts).*
 - b. *The literature of an area other than that of the Anglo-American tradition. The studies in this course may be done in the original language or through English translations.*
 - c. *Political studies, or religion, or philosophy (other than Philosophy of Art, if the latter has been used to meet requirement # 2 above).*
5. Two upper division courses in any of the following: fine arts, foreign literature, history, music, philosophy, political studies, religion. (Courses used to meet any of the first four requirements cannot be used to meet this requirement.)
6. Two directed Independent Studies for a total of six academic units as follows:
 - a. Three units of directed Independent Studies involving both activities and studies in any of the following: architecture, cinematography, music, painting, photography, sculpture, theatrical arts—other areas of fields, if approved by the concentration advisor.
 - b. Three units of directed independent studies, performed under the direction of the student's concentration advisor, aimed at synthesizing the student's work in the humanities.

Committee in the Humanities: The Committee is composed of members of the humanities staff and other interested faculty members. A student interested in the humanities is urged to contact any member of the committee as early as possible. The committee assigns a humanities advisor to each student concentrating in the field, reviews petitions for waiving of requirements in particular cases and supports non-curricular activities in the humanities on campus.

Humanities Advisor: Each concentrator in the humanities will meet with her humanities advisor at least twice each semester to review and discuss her work and to plan her future studies.

Language: A student concentrating in the humanities will be expected to attain a competency rating of "good" according to the standards set forth by the Modern Language Association of America in understanding and reading a foreign language, either modern or classical.

Study Abroad: It is strongly recommended that any student concentrating in the humanities spend at least one semester abroad. The student's humanities advisor and the Committee in the Humanities will help students plan such study abroad to complement and enrich her concentration.

Medical Sciences

Students interested in preparing for medical or dental school, medical technology, or nursing are urged to register with the Medical Sciences Committee as soon as her decision is reached in order that she may plan the most advantageous program. Preprofessional training does not require a particular concentration, but certain areas must be included in the program. Further information is available at the Baxter Science Laboratories.

Philosophy

The Claremont Colleges offer a coordinated program in philosophy in which Pitzer College participates.

A concentration in philosophy consists in satisfactory work in six upper division courses, including a course from each of three of the following periods: ancient philosophy, medieval philosophy, modern philosophy, 19th Century philosophy, contemporary philosophy.

A course in logical theory, critical thinking, or symbolic logic is strongly recommended.

Those intending to do graduate work in philosophy should acquire a reading knowledge of both French and German as early as possible. Concentrators may substitute either Greek or Latin in place of one of the aforementioned languages if it is appropriate to their field of graduate study.



With the approval of the concentration advisor, two courses from another field may be substituted for required philosophy courses, if the student is competent in that field and if the work is directly relevant to her program in philosophy.

A student should consult a member of the philosophy faculty as soon as she manifests an interest in a philosophy concentration. She, together with her advisor, will plan a program suited to her interests and aims, including independent studies in philosophy. Joint concentrations in philosophy-literature, philosophy-history, philosophy-religion, philosophy-humanities, philosophy-political studies, etc., are possible and encouraged.

Physics

1. The following courses are required for a concentration in physics:

Mathematics 16, 65-66: Calculus I, II, and III.

Mathematics 110: Differential Equations.

Natural Sciences 21: Principles of Physics-Chemistry I.

Natural Sciences 22: Principles of Physics-Chemistry II.

Natural Sciences 32: Principles of Physics II.

Natural Sciences 81: Theoretical Mechanics.

Natural Sciences 82: Electricity and Magnetism.

Natural Sciences 121-122: Principles of Physics-Chemistry III.

Natural Sciences 187: Seminar in Physical Science.

Natural Sciences 190: Senior Thesis.

2. Students concentrating in physics must also complete two advanced physics courses from a list prepared by the concentration advisor and pass a comprehensive examination.

Political Studies

Political studies is an interdisciplinary program focusing on the study of politics including political activities, political relationships, and political organizations, and utilizing various modes of study—e.g., the methods of social science, history, philosophy, and literature.

Students concentrating in political studies, in consultation with their concentration advisor, will plan a program of 21 units in political studies beyond the introductory level. This should include Political Studies 195 (senior seminar) and at least one course in each of three areas: comparative politics (American and foreign political systems), international politics, political philosophy.

The required comprehensive examination ordinarily taken in the senior year may be waived for students of superior ability. Students nominated for honors candidacy in political studies, in addition to the usual program, may undertake an honors thesis in the senior year, for which they will receive Independent Study credit.

Courses in political science (at Claremont Men's College) or government (at Pomona), as well as certain courses in other disciplines or fields (e.g., anthropology, economics, geography, history, philosophy, psychology, sociology) that deal with politics or with aspects of human activity closely related to politics, may be substituted for political studies courses with the consent of the political studies faculty. Appropriate work done as Independent Study or in Seminars may also be substituted for course work with the consent of the political studies faculty. Atten-

tion is called to the possibility of Independent Study programs that combine participation in politics with academic study.

Psychology

Concentrators in psychology must meet the following requirements:

1. The student will demonstrate competence in the following areas, either through the satisfactory completion of regular course work or through other means approved by the psychology faculty:

- a. *Introduction to Psychology or its equivalent* 3 units
- b. *History and Systems of Psychology* 3 units
- c. *Human Learning and Problem Solving* 3 units
- d. *Methods of Research in Social Science* 3 units
- e. *Statistics* 3 units

2. The student is expected to take at least 12 additional advanced units representing at least two of the areas in psychology required of each concentrator listed below. This can be accomplished through the satisfactory completion of regular course work or through other means approved by the faculty.

- a. *Child and adolescent*
- b. *Social*
- c. *Experimental, comparative, and physiological*
- d. *Quantitative techniques and design*
- e. *Clinical and personality*
- f. *Communication*

3. Senior Honors Thesis

a. *The psychology faculty, in consultation with the student, will determine whether a senior honors thesis is appropriate to the student's competence and particular course of study in psychology. To decide this matter, a conference will be held before the end of the student's junior year. The student will be given six credits during her senior year for work on the thesis.*

b. *The psychology faculty, after reasonable notice and consultation with the student, may add to this list of requirements, or substitute for specific requirements one or more comprehensive examinations. Such examinations, if required, would normally be given during the student's junior and senior years.*

Note: Although many requirements may be met in various ways, it is expected that the psychology requirement will usually be fulfilled through satisfactory completion of regular courses. This is meant to apply only to the *exceptional student* who petitions the psychology faculty with a well-formulated, detailed statement of her substitute work. Courses in other fields, with approval of the psychology faculty, may satisfy the psychology area requirements.

Sociology

The total number of units required for a concentration in sociology is 21. Specific courses required include:

1. Any sociology course on the lower-division level.
2. One introductory course in statistical techniques, which may be taken in sociology, psychology, economics, or in any other field with the permission of the concentration advisor.
3. Any five courses in sociology at the upper-division level.

Spanish

The requirements for a concentration in Spanish are:

1. Competence in Spanish on the level defined as "good" by the Modern Language Association of America, and detailed as follows:

- a. *Understanding: ability to understand conversation of average tempo, lectures, and news broadcasts.*
- b. *Speaking: ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.*
- c. *Reading: ability to read with immediate comprehension prose and verse of average difficulty and mature content.*
- d. *Writing: ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.*

When these abilities have been achieved by the student, either in her work at Pitzer or through previous contacts with the language, she can be admitted to the concentration program in Spanish. This level of competence should be reached by the end of her sophomore year at the latest.

2. Residence abroad, in a Spanish-speaking country in which she will be speaking, writing, and reading in some established program of studies, for a minimum of at least one semester.

3. A general knowledge of Spanish and Latin-American history, demonstrated by an examination when the student is adequately prepared.

4. A general knowledge of Spanish and Latin-American literatures, with emphasis on the forms and literary movements which are typically Hispanic (e.g., Romances, Entremeses, Modernismo), and familiarity with the Spanish aspects of other forms and movements—lyric and epic poetry, Humanism, the Baroque, etc.



A list of recommended readings, arranged by period, will be provided; upon completion of a selection of this list, either by independent study, course work, or study abroad, the student may request an examination. A student who shows unusual proficiency and who has satisfied most of the above requirements by the middle of her senior year may be invited to write an honors thesis on a subject of special interest to her.



Physical Education

Physical Education is the term used to designate Pitzer College's organized program of theory and practice of the art and science of human movement. Instruction is focused upon the understanding and application of the fundamentals of movement behavior through a wide variety of activities such as exercises, sports, recreational skills, leadership activities and dance.

A basic goal of the physical education program is to help each student develop an intelligent, flexible, and individualized program of activity based on her own needs and interests—a program which she may later adapt to a changing pattern of living. An additional objective is to aid the student to see the study of human movement in its relation to other disciplines, and to understand the unique contribution of such study to a student's liberal education.

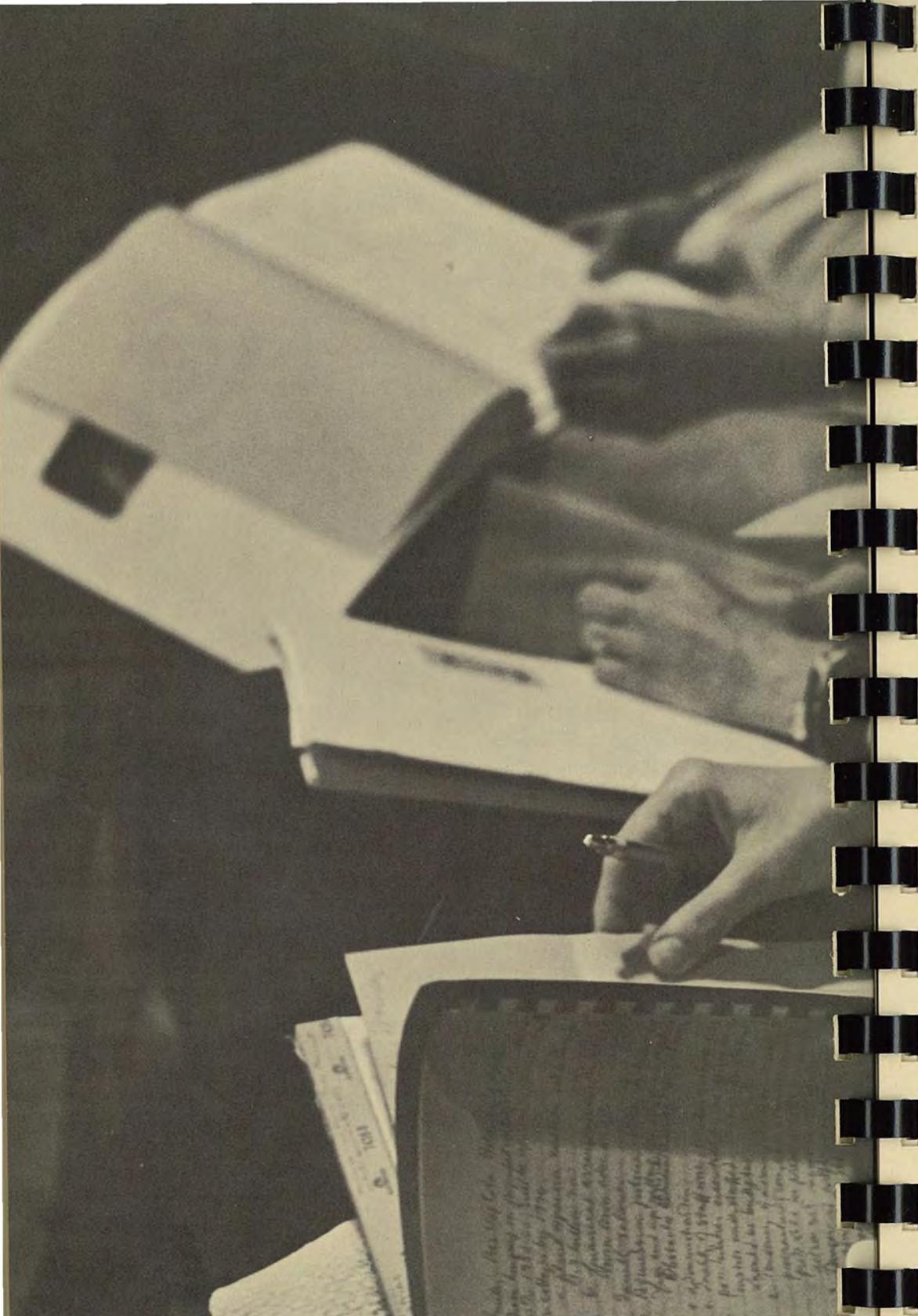
Because of the biophysical values of exercise, all students are urged to participate in some activity. See the Courses of Study for a list of instructional activities.

Up to two units of physical education activity credit may be applied toward graduation requirements. Students' work will be evaluated throughout the course; a credit or non-credit grade will be entered on her transcript.

Options in Physical Education

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

The Pitzer Athletic and Recreation Association offers opportunities for competition on intercollegiate and intramural levels, under the direction of a faculty-student council on recreation. Pitzer is a member of the Southern California Women's Intercollegiate Sports Program which includes such colleges as Occidental, Pomona, and Whittier.



COURSES OF STUDY

FOLLOWING IS A LIST OF COURSES offered by the Pitzer College faculty. A Pitzer student may register in courses offered in the other Claremont Colleges with the approval of her advisor and subject to the regulations on page 122, except as special arrangements have been made, such as the joint programs in anthropology and classics and the Intercollegiate Courses offered by The Claremont Graduate School.

The letter G after a course number (e.g., History 129G) indicates an Intercollegiate Course offered for undergraduates by the faculty of The Claremont Graduate School.

Courses usually taken by freshmen and sophomores are numbered 1-99; those taken predominantly by juniors and seniors 100-199. The former are commonly referred to as "lower division" courses; the latter as "upper division" courses. Since the pattern of numbering varies from one field to another, it is recommended that students consult their advisors or the relevant instructors in cases of uncertainty.

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American Studies

195 SEMINAR IN AMERICAN STUDIES

An intercollegiate seminar for the study of related problems in literature, the arts, philosophy, religion, and the social studies in the United States. The seminar for 1966-67 will be The American Renaissance. Admission for other than concentrators in American Studies by permission of the instructor. Spring semester. MWF 11. 3 units. *Mr. White.* (Scripps College).

Anthropology

40 THE DEVELOPMENT OF MAN—

FROM THE BEGINNING TO THE ESTABLISHMENT OF AGRICULTURE

The story of man before the rise of civilization as revealed by archaeology. The archaeological sequences in six regions—California and South Africa, Eastern United States and Western Europe, and Central Mexico and the Middle East—are studied in some detail. The six are composed of three pairs of regions, each with a similar developmental history, one in the Old World

and one in the New. The first pair supported only hunting and gathering cultures, the second pair attained the village farming stage of culture, and the last saw the rise of civilization. The course explores reasons both for the similarities between the Old and New World regions, and for the differences in level of development among the pairs. Fall semester. MWF 10. 3 units. *Mr. Belmont*

41 THE DEVELOPMENT OF MAN—CIVILIZATION AND BARBARIANS

The story of the six regions studies in Anthropology 40 is completed. The manner of the rise of civilization is stressed, but what was going on at the same time in the "backwoods" is not neglected. All the original great civilizations are compared and contrasted. Anthropology 40 is not a prerequisite, nor must students who take the former course continue with this one. Those interested in taking upper level courses in archaeology should take both. Spring semester. MWF 10. 3 units. *Mr. Belmont*

55 THE STUDY OF MAN

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

56 THE IDEA OF CULTURE

The uses and limitations of the culture concept as an aid to the understanding of human behavior. Investigation of important cultural phenomena—language, technology, economics, daily routine, social organization, child rearing, religion, the life cycle—through analysis of published ethnographic works and original field notes. Class hours involve lectures, discussions of reading and student presentations of materials prepared from field notes. Assignments consist of papers whose purpose is to enable the student to integrate the various course materials. (Not offered in 1966-67.) 3 units. *Mr. Munroe*

58 RITUAL, SYMBOLS AND BEHAVIOR

Various interpretations of ritual and mythology and their relation to the social order will be discussed and evaluated, utilizing accounts drawn from a variety of non-literate cultures. The emphasis will be on rituals of widespread occurrence, such as initiation and fertility rites, their associated symbolism, and the wider pattern of social relations which they reflect and serve to perpetuate. Fall semester. THS 9. 3 units. *Mr. Ortiz*

60 METHODS IN CULTURAL ANTHROPOLOGY

Modern case studies in cultural anthropology will be read and discussed for their methodological and theoretical relevance to current problems in anthropology. Discussions will be preceded and supplemented by formal lectures. The balance between lectures and discussions will be determined by the size of the enrollment. Spring semester. THS 9. 3 units. *Mr. Ortiz*

65 HISTORY OF AMERICAN ARCHAEOLOGY

The history of the development of North and Middle American archaeology as a scientific discipline. Students will follow the discovery of the great American prehistoric cultures and the evolution of a science quite distinct from its European counterpart. The course will also give students an introduction to the little-known archaeological monuments and treasures of their own country and to the great bulk of America's past which is ignored in the history books. Spring semester. MWF 8. 3 units. *Mr. Belmont*

102 CULTURAL ANTHROPOLOGY OF LATIN AMERICA

A survey of major socio-cultural types in Latin America, together with theoretical formulations concerning their origins and workings. Students are expected to undertake a research study related either to investigation of a problem in the Latin American culture area or to the testing of specific hypotheses about correlates or determinants of human behavior, using Latin American societies as sources of data. (Not offered in 1966-67.) 3 units. *Mr. Munroe*

129 CULTURE AND CIVILIZATION

The rise of great civilizations in the Old World; theories of the rise, persistence, and fall of civilizations in the perspective of a comparative science of culture. (Not offered in 1966-67.) 3 units. *Mr. Park*

130 CULTURES OF THE WORLD AND UNITED STATES CULTURE

Contemporary culture of the United States viewed as one case in the world sample of societies. Cross-cultural perspective is gained through study of modal and extreme patterns around the world and through location of United States culture in the world distribution. Consideration of culture patterns peculiar to Western Civilization, as, for example, mass culture. Consideration of possible culture universals, as, for example, sex and age statuses, incest taboos, marriage, family. Particular attention is given to cross-cultural generalizations and to attempts to apply these to the United States. Prerequisite: 2 semesters in anthropology, or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Munroe*

131 PEASANT CIVILIZATIONS OF EUROPE AND ASIA

A comparative study of Old World village life as a background to the understanding of great traditions of Europe, South Asia, and the Orient. Prerequisite: 2 semesters in anthropology or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Park*

132 PEOPLES AND CULTURES OF THE AMERICAN SOUTHWEST

A theme of unity in diversity will be pursued through an intensive investigation of the archaeological, historical and ethnographic record of the aboriginal populations of the area now comprising New Mexico, Arizona and Southern California. Attention will be given as well to the current status of

the American Indian in American life. If there is sufficient interest, a visit to the Apache, Navajo and Pueblo peoples of New Mexico and Arizona will be arranged when classes are not in session. Prerequisite: 2 semesters in anthropology or consent of instructor. Fall semester. TTh 1:15-2:30. 3 units. *Mr. Ortiz*

140 FAMILY SYSTEMS

An approach to the study of interpersonal relations and character in the context of African, Oceanian, and other primitive and peasant family systems. The effort to analyze family systems in terms of developmental psychology will be subjected to critical examination. A theoretical understanding of the family will be attempted in sociological and social-psychological terms, adequate to the fact of extreme variation in the domestic systems known to anthropology, and pertinent to the comprehension of current trends in urban societies. The following thesis will be examined: "Currently received theories of human behavior are inadequate for explaining the prevalence of incest taboos or the forms they have taken." Prerequisite: 2 semesters in anthropology or consent of instructor. Spring semester. TThs 10. 3 units. *Mr. Park*

150 RELIGION AND WORLD VIEW

Religious phenomena and the nature of the religious experience will be examined against the background of different ecological conditions, and the differing conceptions of the social and natural orders to which these give rise in non-literate societies. The religion and world view of one non-literate people will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisite: 2 semesters in anthropology or consent of instructor. Spring semester. TTh 1:15-2:30. 3 units. *Mr. Ortiz*

179 SEMINAR IN CULTURE AND PERSONALITY

Examination of major theories and works on the relationship between cultural milieu and personality. Analysis of some central problems: early experience as a determinant of adult personality; universality of the Oedipus complex; the source of institutions—sociogenic or psychogenic; use of the concept of national character in the understanding of complex societies; the use and abuse of projective techniques in culture and personality studies. Prerequisite: Consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Munroe*

181 SEMINAR IN THEOCRACIES

A course for advanced undergraduate students of the social sciences. Various theoretical approaches are applied to the understanding of ancient and contemporary political systems approaching the type of theocracy. It is assumed that an understanding of such systems of government requires an interdisciplinary approach and has implications for the student of the modern state as well as for the anthropologist. Open to all seniors and to others with permission of the instructor. Spring semester. TTh 2:45-4:00. 3 units. *Mr. Park*

269 TABOO AND LAW

An approach to the theory of order in human society through the study of the psychic and social roots of taboo and primitive law. Offered at the Claremont Graduate School (as Government 269G) but open to qualified undergraduates. Fall semester. T 2-4. 4 units. *Mr. Park*

Courses available at Pomona College:

- 51 SOCIAL ANTHROPOLOGY. MWF 8. 3 units. *Mr. Leaf*
- 53 HUMAN AND CULTURAL EVOLUTION. Spring semester. 3 units. *Mr. Leaf*
- 131 ECONOMIC ANTHROPOLOGY. Fall semester. TThs 9. 3 units. *Mr. Leaf*
- 140 SOUTH ASIAN VILLAGE. Fall semester. MWF 10. 3 units. *Mr. Leaf*
- 141 SUPRA-VILLAGE POLITICAL AND ECONOMIC ORGANIZATION IN SOUTHEAST ASIA. Spring semester. 3 units. *Mr. Leaf*



Archaeology (See Anthropology and Classics)

Art

6a, b DRAWING (STUDIO COURSE)

An introductory course designed to acquaint the student with the basic problems of drawing. May be entered either semester or both. MW 4-6. 3 units per semester. *Mr. Baker*

10 ART IN EAST AND WEST

An introduction to art by the comparative method. The characteristic forms, materials, techniques and contents of art in the West will be compared and contrasted with those of art in East Asia. Students will be able to familiarize themselves with the significant characteristics of major art forms throughout history in a cross-cultural context as well as investigate the relevance of this material to contemporary art. Slides, films, and exhibition items will supplement lectures. Fall semester. MWF 10. 3 units. *Mr. Hertel*

12a, b PAINTING (STUDIO COURSE)

62 An introductory course designed to acquaint the student with the basic technical problems of painting. Some of the primary motivational and thematic aspects of creating in the visual arts will also be explored. Individual instruction will encourage personal expressions appropriate to the background and development of each student. May be entered either semester or both. F 1:15-5, (2 additional hours arranged). 3 units. *Mr. Hertel*

40 TRIBAL ART OF WESTERN AMERICA

A survey of the characteristic art forms of the principal tribal groups in the western United States. The materials, motifs, techniques and motives in painting, sculpture, pottery, basketry and weaving will be considered. Significant aspects of the aesthetic attitudes of the so-called primitive artist will also be explored. Spring semester. MWF 9. 3 units. *Mr. Hertel*

Pitzer students are advised to consult the catalogs of Pomona College and Scripps College for additional courses in art.

Biology (See Natural Sciences)

Chemistry (See Natural Sciences)

Classics

51a, b INTERMEDIATE LATIN

For students with one or two years of secondary school Latin or one year of college Latin. A review of grammar and syntax, with readings from Ovid,

Cicero, Sallust and Vergil. Both semesters. MWF 2:15-3:05. 3 units per semester. *Mr. Glass*

102 THE ROMAN LETTER

Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. (Not offered in 1966-67.) 3 units. *Mr. Glass*

120 GREEK ART AND ARCHAEOLOGY

An introductory survey of Greek sculpture, architecture, and vase paintings from 4000 to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. Fall semester. TTh 1:15-2:30. 3 units. *Mr. Glass*

121 GREEK MYTHOLOGY

A systematic examination of the traditional cycles of Greek myth and their survival and metamorphosis in Latin literature. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Spring semester. TTh 1:15-2:30. 3 units. *Mr. Glass*

175 ROMAN SATIRE

A study of *satura* and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. (Not offered in 1966-67.) 3 units. *Mr. Glass*

190a SENIOR SEMINAR IN CLASSICS

A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of the field. Required of all concentrators. Fall semester. Hours arranged. 3 units. *Mr. Glass and The Claremont Colleges Staff.* (See also History 20).

Courses available at Claremont Men's College:

GREEK READINGS AND COMPOSITION. Fall semester. Hours arranged. 3 units. *Mr. Athanassakis*

H75 INTERMEDIATE GREEK. Spring semester. MWF 11:00. 3 units. *Mr. Athanassakis*

Courses available at Pomona College:

Classics

51a ELEMENTARY GREEK. Spring semester. MWF 1:15-2:05. 3 units. *Mr. Carroll*

101 INTERMEDIATE GREEK. Fall semester. MWF 11:00. 3 units. *Mr. Carroll*

182b GREEK READINGS AND COMPOSITION. Spring semester. Hours arranged. 3 units. *Mr. Carroll*

181a LATIN READINGS AND COMPOSITION. Fall semester. Hours arranged. 3 units. *Mr. Carroll*

52a,b ELEMENTARY BIBLICAL HEBREW. Both semesters. Hours arranged. 3 units per semester. *Staff*

History

102 THE HISTORY OF ROME

Spring semester. MWF 9:00. 3 units. *Mr. Carroll*

Courses available at Scripps College:

1-6 ELEMENTARY GREEK. Fall semester. MWF 1:15-2:05 and one hour arranged. 3 units. *Mr. Vosburg*

1-8 ELEMENTARY LATIN. Both semesters. MTWThF 2:15-3:05. 3 units. *Mr. Palmer*

1-104 THE ROMAN DRAMA. Fall semester. MWF 10:00. 3 units. *Mr. Palmer*

1-105 GREEK COMEDY (In translation). Fall semester. T 7:00-10:00. 3 units. *Mr. Palmer*

1-178 THE ROMAN ELEGY. Fall semester. MWF 3:15-4:05. 3 units. *Mr. Palmer*

1-179 MEDIEVAL LATIN. Spring semester. MWF 3:15-4:05. 3 units. *Mr. Palmer*

64

Drama

Pitzer College participates in a joint program of dramatics in association with Claremont Men's College, Harvey Mudd College, and Scripps College. Students interested in the details of this program should consult the Scripps College catalog.

Economics (See Sociology 108, 180)

Students should also consult the catalogs of Claremont Men's College and Pomona College.

Education

157G BASIC CONCEPTS IN AMERICAN EDUCATION
Fall semester. W 4:15-6:05. 3 units. *Mr. Curran*

170G INTRODUCTION TO PUBLIC SCHOOL TEACHING
Spring semester. F 1:15-4:05. 3 units. *Mr. Fielder*

English and Literature

ENGLISH TUTORIALS A-B

Both semesters. 1 unit per half-semester. *Staff*.

101 SHAKESPEARE

A course concerned with reading a number of plays: comedies, tragedies and histories. In addition to the readings and discussions, short critical papers on individual plays will be required. Fall semester. MWF 9. 3 units. *Mr. Duwall*

120 NINETEENTH CENTURY BRITISH FICTION

An examination of the development of the novel both as an art form and a social document. Mary Shelley, the Brontes, Walpole, Dickens, Mrs. Gaskell, Disraeli, Trollope, Thackeray, Meredith, George Eliot, Hardy and Wilde. Spring semester. THS 9. 3 units. *Mrs. McGrail*

125 REVOLUTIONARY IDEAS IN THE POETRY OF THE ENGLISH ROMANTICS

A study of the new ideas current in England at the end of the 18th Century as seen principally in the poetry of Blake, Shelley and Byron. (Not offered in 1966-67.) 3 units. *Mr. Macaulay*

127 MODERN DRAMA

A survey of recent dramatic literature from Ibsen to Albee, with readings in the drama of France, Russia, Spain, Germany, England, and the United States. (Not offered in 1966-67.) 3 units. *Mrs. Levy*

131 MAJOR FIGURES IN THE EIGHTEENTH CENTURY:

DEFOE THROUGH SWIFT

Defoe, Gay, Addison, Steele, Swift and others. The emphasis will be on class discussion; there will be numerous short papers. Spring semester. MWF 10. 3 units. *Mr. McGrail*

132 MAJOR FIGURES IN THE EIGHTEENTH CENTURY:

RICHARDSON THROUGH BLAKE

Richardson, Fielding, Sterne, Boswell, Johnson, Blake and others. The emphasis will be on class discussion; there will be numerous short papers. Fall semester. MWF 10. 3 units. *Mr. McGrail*

134 THE NEGRO IN AMERICAN LITERATURE

A study of the Negro as writer and subject of American literature, with readings of the works of Harriet Beecher Stowe, Richard Wright, Louis Lomax, Langston Hughes, James Baldwin, Ralph Ellison, and Le Roi Jones. (Not offered in 1966-67.) 3 units. *Mrs. Levy*

136 FICTION AS SOCIAL HISTORY

Readings in great novels and short fiction dealing with social and economic history. Writings are either critical studies or original work in such fiction, according to the student's choice. Fall semester. MWF 11. 3 units. *Mrs. Wagner*

65

137 THE GROVES OF ACADEME IN 20TH CENTURY LITERATURE

Readings in novels, short fiction, and autobiography in which the processes of education, educational institutions, the private and occupational lives of teachers and students, are the principal subject of the writer. Fiction by Lawrence, Fitzgerald, McCarthy, Stafford, Salinger, Behan, Colette, Nabokov, Radiguet, Orwell, Mann, Jarrell, Waugh and others. Autobiographies by Connolly, Orwell, Isherwood, Camus, Nabokov, Yeats and others. Spring semester. MWF 10. 3 units. *Mrs. Wagner*

138 MEDIEVAL ENGLISH LITERATURE FROM BEOWULF
TO THE CANTERBURY TALES

A survey of Anglo-Saxon poetry from the earliest period to the Norman Conquest. The breakdown of the old literary conventions and the slow assimilation of French literary modes leading to Chaucer and the 14th Century revival of alliterative poetry. (Not offered in 1966-67.) 3 units. *Mr. Macaulay*

144 GREAT IRISHMEN: YEATS, SHAW, JOYCE

Representative works. Biographical and historical materials, including recorded interviews with the authors' contemporaries, will be introduced as a technique for the understanding of major works and for the writing of literary history. Fall semester. TTh 2:45-4:00. 3 units. *Mr. Rodgers*

146 TWENTIETH CENTURY BRITISH LITERATURE

Representative classics of the modern tradition, with emphasis on social and historical backgrounds. Spring semester. TTh 2:45-4:00. 3 units. *Mr. Rodgers*

150 FRENCH AND ENGLISH LYRIC POETRY OF THE LAST CENTURY

Readings in Baudelaire, Yeats, Verlaine, Eliot, Apollinaire, Frost and a number of living poets. Students registering for this course should know French well enough to read the French verse in the original, though this would probably require no more than two years of high school French. Each student will study in depth the work of two poets, one English or American and the other French. This course will satisfy a student's requirement in a Continuing French course for the year in which she registers; if she wishes to do extra writing for the course in French, she may receive an extra unit of academic credit. (Also listed as French 150.) Spring semester. MW 1:15-2:30. 3 units. *Mrs. Wagner*

160 HERMAN MELVILLE, NEGLECTED AND REDISCOVERED

A study of the author's work and the criticism of it, concerned with understanding both Melville's insights and why they should have been ignored during most of his own lifetime and subsequently until the 1920s—and much studied since. We will be looking particularly for evidences of social criticism inspired by the rapid economic and political changes, the reform movements,



and the sectional conflict of Melville's America. Students will be expected to work independently on heavy reading assignments and several short papers and class reports. Prerequisites: a tested interest in Melville and consent of the instructor. Spring semester. TTh 2:45-4:00. 3 units. *Mr. Everett*

182 INTRODUCTION TO LITERARY CRITICISM

This course will analyze several of the major historical texts of criticism from Plato to T. S. Eliot and will discuss the problems of literary theory. Practice will be given, through short papers, in the application of given critical principles to specific work. Spring semester. Arranged. 1 unit. *Staff*

Courses available to undergraduates at Claremont Graduate School:

English and American Literature

140G SEVENTEENTH CENTURY LITERATURE. Fall semester. MWF 3:15-4:30. 3 units. *Mr. Patrick*

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

European Studies

195 SEMINAR IN EUROPEAN STUDIES

An interdisciplinary seminar on selected topics. Intended primarily for concentrators in European Studies in their senior year, though other qualified students may be admitted at the discretion of the instructors. (Not offered in 1966-67.) 3 units.

Foreign Languages (See also Classics)

CHINESE

Courses available at Pomona College:

- 1a,b FIRST YEAR CHINESE. Both semesters. MTWF 10. 3 units per semester. *Miss Shib*
- 51a,b SECOND YEAR CHINESE. Both semesters. MWF 11. 3 units per semester. *Miss Shib*
- 101a,b THIRD YEAR CHINESE. Both semesters. MWF 9. 3 units per semester. *Miss Shib*
- 120 MAJOR TRADITIONS OF CHINESE THOUGHT. Arranged. 3 units. *Mr. Ch'en*
- 181 CHINESE DRAMA AND FICTION. Spring semester. 3 units. *Miss Shib*
- 191 SELECTED READINGS IN CHINESE LITERATURE. Both semesters. Arranged. 1-3 units. *Staff*

FRENCH

10 PREPARATORY FRENCH I A

For students without any previous training in French. Fall semester. MWF 8. 3 units. *Mr. Fry*

PREPARATORY FRENCH I B

For special cases only. Designed for students who have had some training in French but need remedial work through a general review of basic skills. Fall semester. MWF 8. 3 units. *Miss de Cherisey*

11 PREPARATORY FRENCH II A

A continuation of Preparatory French I a. Spring semester. MWF 8. 3 units. *Mr. Fry*

PREPARATORY FRENCH II B

A continuation of Preparatory French I b. Spring semester. MWF 8. 3 units. *Miss de Cherisey*

30 CONTINUING FRENCH III

Designed to bring the student up to third-year level proficiency. Grammar review; intensive practice in both speaking and writing; varied readings with emphasis on contemporary French prose. Fall semester. MW 11-12:15. THs 8. 3 units. *Mr. Fry*

31 CONTINUING FRENCH IV

Prerequisite: Continuing French III of which this is a sequence. Spring semester. MW 11-12:15. TH 8. 3 units. *Mr. Fry*

50 CONTINUING FRENCH TUTORIALS

Tutorial for students who possess third-year level French competence. Selected readings to be discussed in French. Meets once a week with the instructor. Prerequisite: Consent of instructor. Both semesters. Hours arranged. 1 unit per semester. *Miss Martin, Miss de Cherisey, and Mrs. Evans*

130 HIGHLIGHTS OF FRENCH THEATER IN THE 17TH AND 18TH CENTURIES

Extensive readings on the theater and historical background of these centuries. Readings, lectures, and discussions in French. Fall semester. MWF 9. 3 units. *Miss Martin*

140 TWENTIETH CENTURY FRENCH DRAMA

Readings from the theater of France since 1930. Lectures and discussions in French. Fall semester. MWF 11. 3 units. *Miss Martin*

141 TWENTIETH CENTURY FRENCH NOVEL

Readings of novels from Gide to Camus. Lectures and discussions in French. Spring semester. MWF 11. 3 units. *Miss Martin*

150 FRENCH AND ENGLISH LYRIC POETRY OF THE LAST CENTURY

(See English 150.) Spring semester. MW 1:15-2:30. 3 units. *Mrs. Wagner*

160 LE SILENCE DE DIEU (ALSO LISTED AS PHILOSOPHY 160)

A joint course on French existentialist philosophy and literature. French will be used in class exclusively unless French translations of non-French existentialists (e.g. Nietzsche) who will serve as a background to the course are not available. Spring semester. MW 3-4:30. 3 units. *Miss Martin and Mr. Evans*

171 LE FIL D'ARIANE

Is there a solution to metaphysical anguish? Studies in French and Spanish literature related to this theme. Requirement: reading knowledge of French and Spanish and consent of instructor. Spring semester. MW 1:15-2:30. 3 units. *Miss Martin and Miss Gurza*

Students taking a French course at other than Pitzer College must initially obtain approval from a member of the French faculty of Pitzer College.

Courses available at Claremont Men's College:

- H-118 Contemporary French Literature. Fall semester. MWF 11. 3 units. *Mrs. Smith*

Courses available at Pomona College:

- 120a SURVEY OF FRENCH LITERATURE. Fall semester. MWF 10. 3 units. *Mr. Leggewie*
- 120b SURVEY OF FRENCH LITERATURE. Spring semester. 3 units. *Mr. Leggewie*

- 127 MODERN FRENCH THEATER. Spring semester. 3 units. *Mr. Pronko*
 150 CONTEMPORARY FRENCH POETRY. Fall semester. MWF 1:15. 3 units.
Mr. Pronko
 153 SEVENTEENTH CENTURY. Fall semester. tth 1:15. 3 units. *Miss Johnson*
 160 MEDIEVAL FRENCH LITERATURE. Spring semester. 3 units. *Miss Johnson*
 165 EIGHTEENTH CENTURY. Spring semester. 3 units. *Miss Crosby*

Courses available at Scripps College:

- I-53a-b INTERMEDIATE FRENCH. Both semesters. 3 units. MWF 2:15, 3:15 and
 4:15. to be announced.
 I-93a,b ADVANCED FRENCH. Both semesters. MWF 2:15 and 3:15. 3 units. *Mrs.*
Bailey and Staff
 I-120a-b REPRESENTATIVE FRENCH AUTHORS. Both semesters. MWF 10. 3 units.
Mrs. Bailey
 I-129b 19TH CENTURY FRENCH NOVEL. Spring semester. 3 units. *Mrs. Bailey*
 I-130 FRENCH LYRIC POETRY AND DRAMAS OF ROMANTIC PERIOD, 1820-1850.
 Fall semester. MWF 2:15. 3 units. *Mrs. Bailey*



GERMAN

- 10 PREPARATORY GERMAN I
 Fall semester. 3 units. *Mr. Thill*
 11 PREPARATORY GERMAN II
 Spring semester. 3 units. *Mr. Thill*
 30 CONTINUING GERMAN
 Fall semester. 3 units. *Mr. Thill*
 31 CONTINUING GERMAN
 Spring semester. 3 units. *Mr. Thill*

Courses available at Scripps College:

- I-54a-b GERMAN READINGS, COMPOSITION, CONVERSATION. Both semesters. MWF
 11. 3 units per semester. *Mrs. Merlan*
 I-111a-b GOETHE AND HIS AGE. Both semesters. 3 units per semester. Arranged.
Mrs. Merlan

Courses available at Pomona College:

- 109a NINETEENTH CENTURY. Both semesters. MWF 10. 3 units per semester.
Mr. Brueckner
 113a EIGHTEENTH CENTURY. Both semesters. MW 1:15. 3 units per semester.
Mr. Sheirich
 160a SURVEY OF GERMAN LITERATURE. Both semesters. MWF 11. 3 units per
 semester. *Mr. Baumann*

ITALIAN

Courses available at Pomona College:

- 51 INTERMEDIATE ITALIAN. Fall semester. tths 10. 3 units. *Mr. Ricapito*
 60 ADVANCED ITALIAN. Spring semester. 3 units. *Mr. Ricapito*

RUSSIAN

Courses available at Claremont Men's College:

- H70-71 BEGINNING RUSSIAN. Both semesters. MWF 11. 3 units per semester.
Mr. Raede

Courses available at Pomona College:

- 51a,b INTERMEDIATE RUSSIAN. Both semesters. MWF 11. 3 units per semester.
Mr. Ulitin
 60 ADVANCED RUSSIAN. Both semesters. MWF 1:15. 3 units per semester.
Mr. Ulitin
 101 INTRODUCTION TO RUSSIAN LITERATURE. Spring semester. 3 units. *Mr.*
Ulitin

SPANISH

10 PREPARATORY SPANISH I

For students without any previous training in Spanish. Fall semester. TThs 8. 3 units. *Miss Navarro*

11 PREPARATORY SPANISH II

A continuation of Preparatory Spanish I. Spring semester. TThs 8. 3 units. *Miss Navarro*

30 CONTINUING SPANISH III A

Extensive laboratory practice in spoken Spanish, designed to bring the student up to third-year level of proficiency, stressing the oral skills. This section is intended for students who need additional oral practice of the grammatical patterns at the same time they develop and improve their reading and writing abilities. Varied readings, with emphasis on contemporary fiction. Fall semester. MWF 11. 3 units. *Miss Gurza*

31 CONTINUING SPANISH IV A

Prerequisite: Continuing Spanish III a, of which this is a sequence, or consent of instructor. Emphasis on the oral skills. Spring semester. MWF 11. 3 units. *Miss Gurza*

32 CONTINUING SPANISH III B

Designed to bring the student up to third-year level proficiency. This section is intended for students who, having mastered the basics of the spoken language, need to strengthen the reading and writing skills at the same time they maintain and improve their listening and speaking. Spanish will be the language of instruction and discussion. Varied readings, with emphasis on contemporary writers. Fall semester. MWF 8. 3 units. *Miss Gurza*

33 CONTINUING SPANISH IV B

Prerequisite: Continuing Spanish III b, of which this is a sequence, or consent of instructor. Emphasis on the reading and writing skills. Spring semester. MWF 8. 3 units. *Miss Gurza*

50 CONTINUING SPANISH TUTORIALS

Tutorial for students who possess third-year level Spanish competence. Selected readings to be discussed in Spanish. Meets once a week with the instructor. Prerequisite: Consent of instructor. Both semesters. Hours arranged. 1 unit per semester. *Miss Gurza and Miss Navarro*

150 EL HOMBRE, VIAJERO EN LA TIERRA

Studies of Medieval and Renaissance man through the literature of Spain, from the beginning up to the Golden Age. Although the emphasis is on

literary expressions, the students will be encouraged to pursue their own interests in other manifestations of Spanish art such as painting, music, architecture, etc. Discussions will be conducted in Spanish. Prerequisite: Consent of instructor. Fall semester. MW 2:45-4:00. 3 units. *Miss Gurza*

171 EL HILO DE ARIADNA

(See French 171) Spring semester. MWF 1:15-2:30. 3 units. *Miss Gurza and Miss Martin*

Students taking a Spanish course at other than Pitzer College must first have the approval of a member of the Spanish staff of Pitzer College.

Courses available at Claremont Men's College:

H-178 HISPANIC ESSAY OF 20TH CENTURY. Fall semester. TThs 10. 3 units. *Mr. Koldewyn*

Courses available at Pomona College:

120a,b SURVEY OF SPANISH LITERATURE. Both semesters. MW 1:15-2:30. 3 units. *Mr. Young*

170 CERVANTES. Spring semester. 3 units. *Mr. Ricapito*

172 GOLDEN AGE THEATER. Fall semester. TTh 1:15. 3 units. *Mr. Ricapito*

Courses available at Scripps College:

I-55a,b INTERMEDIATE SPANISH. Both semesters. MWF 11. 3 units per semester. *To be announced*

I-95a,b ADVANCED SPANISH. Both semesters. MWF 2:15. 3 units per semester. *To be announced*

I-150 MODERN LATIN AMERICAN SHORT STORY. Fall semester. MWF 10. 3 units. *Mrs. Lamb*

I-156 CONTEMPORARY LATIN AMERICAN NOVEL. Spring semester. 3 units. *Mrs. Lamb*

I-174 20TH CENTURY LATIN AMERICAN THEATRE. Fall semester. MWF 11. 3 units. *Mrs. Lamb*

I-175 CONTEMPORARY SPANISH AMERICAN POETRY. Spring semester. 3 units. *Mrs. Lamb*

Forensics

Pitzer College participates in a joint forensics program in association with Claremont Men's College and Scripps College. Students interested in the specifics of this program should consult the catalog of Claremont Men's College.

Geography

51 MAN AND HIS ENVIRONMENT

A study of man's relation to various natural and artificial environments and a survey of critical issues of global dimensions. Cosmic environment: exploration of the outer space. Physical environment: land, soil, climate—the geography of hunger. Human environment: population explosion. Urban environment: problems of regional and city planning, mass transit, land use, noise pollution. Polluted environment: air and water pollution, synthetic environment. Oceanic environment: exploration of the hydrosphere—"Sealab" project. Electronic environment: computers, automation and the cybernated society. Rather than being discipline-oriented this course takes a problem-solving approach. The goal of the course is not only to have the student achieve a higher awareness of major global problems, but to investigate different ways of actual participation by individuals in the action leading to a possible solution of some of the great problems of our civilization. Fall semester. TTH 2:45-4:00. 3 units. *Mr. Stanley*

54 MAN AND HIS ENVIRONMENT

Los Angeles megalopolis and Southern California—their problems and the role of regional planning. The contrasts between Anglo-American and Latin American. The emerging new Europe-East and West. Soviet Union as a world power. The new China, India, and Japan—the choice of a model for developing countries. Emergence of Africa and the future of non-alignment. Prospects for peace or war; coexistence and the future of the human race. Spring semester. TTH 2:45-4:00. 3 units. *Mr. Stanley*

177 THE CHANGING SOVIET WORLD

An area study of Eastern Europe and the Soviet Union. The interplay between the physical environment, natural resources and industrialization in a command economy. Factors in the evolutionary process; major trends and developments in Soviet and East European culture, science and education. The "New Socialist Man"—myth and reality of the Communist way of life. The future of coexistence. Prerequisite: Consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Stanley*

178 EMERGING AFRICA

Political and economic development in contemporary Africa. Physical environment and resources and the future of urbanization and industrialization. Emphasis on the factors of underdevelopment: education, languages and communications, capital, transportation. Africa and the Cold War; principal problem areas; Pan-African and regional groupings in Africa today. Prerequisite: Consent of instructor. Fall semester. MW 2:45-4:00. 3 units. *Mr. Stanley*

179 POLITICAL GEOGRAPHY

Intensive investigation of economic and political geography of selected focal areas and problems associated with present-day world tensions actually or

potentially dangerous to the peace of the world. Prerequisite: Consent of instructor. Spring semester. MW 1:15-2:30. 3 units. *Mr. Stanley*

Courses available at the Claremont Graduate School:

GOVT. 126-G. THE COMMUNIST WORLD I. Fall semester. MWF 9. 3 units. *Mr. Neal*

GOVT. 127-G. THE COMMUNIST WORLD II. Spring semester. MWF 9. 3 units. *Mr. Neal*

German (See Foreign Languages)

Government (See Political Studies)

History

20 THE ANCIENT NEAR EAST AND GREECE TO 350 B.C.

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

21 THE HELLENISTIC WORLD AND ROME TO A.D. 565

A study of the spread of Hellenism under Alexander the Great and its eventual metamorphosis under Roman hegemony. An examination of the rise of Rome and the crystalization of its distinctive features from its enigmatic origins. Readings from Livy, Vergil, Horace, Pliny, Juvenal, and Suetonius. Some attention is given to the esthetic productions of Rome and the problems of their often hypothetical reliance on Greek and Italic (Etruscan?) predecessors. (Not offered in 1966-67.) 3 units. *Mr. Glass*

31 RENAISSANCE AND REFORMATION EUROPE

The major intellectual and religious movements in the period from 1300 to 1600 and their relations to social, economic and political conditions. This period abounds in great creators—Petrarch, Calvin, Michelangelo; masterful political leaders—Cosimo de'Medici, Henry VIII, Charles V; and major international movements—the Reformation, Humanism, and the colonial expansion of Europe; all of which had a marked impact on Western culture. Fall semester. TTHS 10. 3 units. *Mrs. Shapiro*

32 EUROPE IN THE SEVENTEENTH CENTURY

This course deals with the intellectual and political history of Western Europe in a period of rapid change and marked contrasts. The 17th Century

was an era of capitalist growth and colonial expansion, of religious warfare and dynastic conflicts, of absolute and parliamentary monarchy. During this century the scientific revolution began to alter men's ways of thinking, not only about the nature of the universe and natural science, but about politics, religion, and literature as well. Spring semester. TTHs 10. 3 units. *Mrs. Shapiro*

36 ENLIGHTENED DESPOTISM, REVOLUTION AND EMPIRE 1713-1815

A study of Europe in the 18th Century and of the Napoleonic period with emphasis on the thought of the Enlightenment and on other elements contributing to the American and French Revolutions and to the upheavals of the Napoleonic Age. The course will examine through their works the thought of such writers as Locke, Montesquieu, Voltaire and Rousseau and its interrelationship with historical developments. Historical events will be studied through readings in R. R. Palmer and J. Colton *A History of the Modern World*. Literary influences will be explored through the fiction of the period. Primarily for freshmen and sophomores. Fall semester. TTH 1:15-2:30. 3 units. *Mr. Warmbrunn*

37 THE RISE AND DECLINE OF EUROPE 1815-1945

A study of the period of European pre-eminence and its decline through two world wars with special emphasis on the intellectual traditions of the period and on other elements contributing to the great upheavals of the 20th Century. The major intellectual movements of the 19th Century such as Marxism, Darwinism, the new sciences of man and the counter-revolutions of the 20th Century will be examined in their historical contexts through the writings of their main figures supplemented by readings of selected literature of the period. Historical events will be studied through readings in R. R. Palmer and J. Colton *A History of the Modern World*. Primarily for freshmen and sophomores. Spring semester. TTH 1:15-2:30. 3 units. *Mr. Warmbrunn*

55 AMERICA FROM COLONIZATION TO 1860

An introductory survey in which class work and much of the reading is focused on major topics in the development of the United States before the Civil War. Class sessions are not usually formal lectures but rather explorations of various facets of assigned topics on which students read and prepare questions in advance. Readings include both historical analyses and samples of source material. Fall semester. TTH 2:45-4:00. 3 units. *Mr. Everett*

56 THE UNITED STATES FROM 1860 TO THE PRESENT

This course is concerned with major topics in the development of the United States since the Civil War. Readings include a variety of source material and historical analyses. (Not offered 1966-67.) 3 units. *Mr. Everett*

71 INDIA TO 1707

The history of the Indian subcontinent, primarily from the cultural and intellectual viewpoints. Emphasis will be placed upon the development of



Hinduism and Buddhism as indigenous ways of looking at the world. The conquest of the area by the Muslims and the inter-action between this new religion and its followers and Hindu India will be explored with particular stress on the period of the Great Moguls (1526-1707). First contacts with the West will also be discussed. As much as possible this will be done through the reading of primary sources in translation as found in *Sources of Indian Tradition*. Fall semester. MWF 9. 3 units. *Mr. Greenberger*

72 INDIA, 1707 TO THE PRESENT

From the decline of the Mogul Empire the stress will be placed on the expansion of British control and the spread of Western culture. This will entail a study of British imperialism and the way in which cultures react to each other. The growth of Indian nationalism and the rival development of Muslim separatism will be emphasized as the lead to the development of two independent nations on the subcontinent. Post-Independence India and Pakistan will also be discussed. Source materials such as the writings of Indian nationalist leaders and fiction, both Indian and British, will be widely utilized. Spring semester. MWF 9. 3 units. *Mr. Greenberger*

75 STUDIES IN CONTEMPORARY HINDUISM

Nineteenth Century Hinduism in tension between reform and the resurgence of the older tradition: the reforming samajes and the mysticism and traditional training of Ramakrishna. The 20th Century reaffirmation of Hinduism as an aspect of nationalism. The attempts of modern leaders to define norms: Vivekananda, Aurobindo, Gandhi, Vinoba Bhave. The new social functions of the temples. A study primarily of the writings of the men named. Spring semester. MW 2:45-4:00. 3 units. *Miss Corwin*

77 JAPAN TO 1600

The development of Japanese culture from pre-history to the reunification of the country under the Tokugawa will be discussed largely from the viewpoints of the intellectual and cultural traditions. Among the problems to be considered, as much as possible through the reading of source materials as those found in *Sources of Japanese Tradition*, are the relationship between native Japanese culture and imported Chinese culture, the development of the idea of the Japanese state, and early Western contacts. Where possible comparisons between Japanese and Western European developments such as feudalism will be considered. Fall semester. MWF 11. 3 units. *Mr. Greenberger*

78

78 JAPAN, 1600 TO THE PRESENT

From the reunification of Japan under the Tokugawa the emphasis will be on the modernization of Japan with particular stress on the post-1800 period. An attempt will be made to discover why Japan, alone among the countries not settled by Europeans, succeeded in developing to the position of a great power. In answering this question the focus will be on such developments as the opening of Japan, industrialization, cultural and political modernization and Japanese expansion overseas. The relationship between Western cultures and Japanese culture will be analyzed through the reading of both literary and political sources in translation. The post-World War II period will also be discussed. Fall semester. MWF 11. 3 units. *Mr. Greenberger*

131 RENAISSANCE AND REFORMATION ENGLAND

This course covers 1485-1603, a period that witnessed a major and rapid development in English political and religious ideas and institutions, the literary flowering of the Elizabethan Age, and the growth of those conflicts in English society that shortly afterward engendered the great English revolutions of the 17th Century. The course will emphasize religious and intellectual developments and their relation to political, social and economic conditions. Fall semester. THS 1. 3 units. *Mrs. Shapiro*

132 ENGLAND IN THE SEVENTEENTH CENTURY

The 17th Century is England's age of revolution and provides a particularly suitable testing ground for notions of consensus and conflict within what is

often viewed as a peculiarly consensual society. This course will emphasize religious and intellectual developments and their relation to political, economic and social conditions. Special attention will be given to the impact of the scientific revolution on English thought. Spring semester. THS 9. 3 units. *Mrs. Shapiro*

135 MODERN CALIFORNIA

American civilization in California from 1848 to the present, with emphasis on the problems of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: A previous course in United States history. (Not offered in 1966-67.) 3 units. *Mr. Everett*

138 THE INDIVIDUAL IN HISTORY

An examination of the impact of individuals on the course of history, with special emphasis on modern Europe. Members of the seminar will examine the interplay of individual personality and social forces through readings, reports and class discussion.

This course will be planned as a seminar. A knowledge of European history will be assumed and will be established in survey tests early during the seminar. In addition to assigned readings, students will be expected to prepare papers on which class discussions will be based.

Open to sophomores and upperclassmen with previous preparation in European history or Western Civilization, or by consent of the instructor. Enrollment limited to 20 students. Fall semester. WF 2:45-4:00. 3 units. *Mr. Warmbrunn*

79

139 PLANNING FOR PEACE AND RESISTANCE TO WAR IN
MODERN HISTORY

A study of theories and practices of the control of armed conflict between nation states beginning with the writings of Grotius. The seminar will examine in historical perspective distinctions between just and unjust wars, plans for the avoidance of war and the maintenance of peace, and theories and actions of civil disobedience to the demands of war. The study of these issues will be carried on through exploration of such writers as Grotius, the Abbe Saint Pierre, Kant, Thoreau, William James, and Gandhi. In addition these explorations may be supplemented by insights expressed through literature and findings of the social and behavioral sciences.

This course will be planned as a seminar. A basic background in modern history will be assumed and will be established in survey tests early during the seminar. In addition to assigned readings, students will be expected to prepare papers on which class discussions will be based.

Open to sophomores and upperclassmen with previous preparation in modern history or by consent of the instructor. Enrollment limited to 20 students. Spring semester. MF 2:45-4:00. 3 units. *Mr. Warmbrunn*



157 THE UNITED STATES, 1890-1932

A study of the era in which the nation was beset with both the fruits and the less attractive consequences of industrialization and with the temptations and responsibilities of being a world power. A broad range of sources and topics—economic, political, cultural, literary and biographical—will be considered. Prerequisites: previous study in history and the social sciences or consent of the instructor. Fall semester. TThs 10. 3 units. *Mr. Everett*

158 THE UNITED STATES, 1933-PRESENT

A continuation of History 157. The depression, World War II, the American response to communism, postwar affluence and the Civil Rights movement have been the central concerns of this era experienced directly by most college students and their parents. Prerequisites: previous study in history and the social sciences or consent of the instructor. Spring semester. TThs 10. 3 units. *Mr. Everett*

Courses for undergraduates available at Claremont Graduate School:

- 129G COLONIAL AMERICA. Fall semester. MWF 8. 3 units. *Mr. Adair*
 127G AMERICAN FOREIGN RELATIONS, 1776-1898. Spring semester. W 1:15-3:45. 3 units. *Mr. Campbell*

Courses available at Claremont Men's College:

- H-176 SOCIAL AND INTELLECTUAL HISTORY OF LATIN AMERICA I. Fall semester. TTh 1. *Mr. Koldewyn*
 H-183 HISTORY OF EUROPEAN LIBERALISM. Fall semester. TThs 8. *Mrs. Rodman*
 H-113 AMERICAN HISTORY SINCE 1865. Spring semester. *Mr. Lofgren*
 H-120 MILITARY HISTORY OF MODERN EUROPE. Spring semester. *Mrs. Rodman*
 H-167 RUSSIA: 1890 TO THE PRESENT. Spring semester. *Mrs. Rodman*
 H-117 SOCIAL AND INTELLECTUAL HISTORY OF LATIN AMERICA II. Spring semester. *Mr. Koldewyn*

Courses available at Harvey Mudd College:

- H-101 HISTORY OF TECHNOLOGY. Fall semester. F 1:15-3:05. 3 units. *Mr. Rae*
 H-102 HISTORY OF TECHNOLOGY. Spring semester. 3 units.

Courses available at Pomona College:

- 104 MEDIEVAL INSTITUTIONS. Fall semester. TThs 9. *Mr. Learnihan*
 113a EUROPE SINCE 1848. Fall semester. MWF 10. *Mr. Baird*
 114 RUSSIA. Fall semester. TThs 8. *Mr. Poland*
 144a CHINA. Fall semester. TTh 1:15. *Mr. Ch'en*
 146 CULTURAL RELATIONS OF CHINA AND THE OCCIDENT. Fall semester. TTh 2:40. *Mr. Ch'en*
 148 SOUTHEAST ASIA. Fall semester. MWF. *Mr. H. B. Smith*
 102 ROME. Spring semester. *Mr. Carroll*
 107 GREAT BRITAIN AND EMPIRE SINCE 1760. Spring semester. *Mr. Gleason*
 113b EUROPE SINCE 1848. Spring semester. *Mr. Baird*
 116 INTELLECTUAL HISTORY OF ANCIENT AND MEDIEVAL EUROPE. Spring semester. *Mr. Learnihan*
 118 ECONOMIC GROWTH IN MODERN EUROPE. Spring semester. *Mrs. Davies*
 120 TWENTIETH CENTURY GERMANY. Spring semester. *Mr. J. Baird*
 178 IMPERIALISM VS. NATIONALISM IN SOUTHEAST ASIA. Spring semester. *Mr. H. B. Smith*

Courses available at Scripps College:

- III-54a,b FEDERAL UNION. Fall semester. MWF 10. *Mr. White*
 III-130a,b FRANCE IN NINETEENTH CENTURY. Fall semester. MW 1:15-2:30. *Mr. Brogden*
 III-140 HISTORY OF THE EARLY MIDDLE AGES, 300-1000. Fall semester. TTh 2:15-3:30. *Mr. Blaine*

- III-144 HISTORY OF ENGLAND IN THE MIDDLE AGES (Open to juniors and seniors only). Fall semester. MWF 11. *Mr. Blaine*
- III-130b FRANCE IN THE TWENTIETH CENTURY. Spring semester. *Mr. Brogden*
- III-139 TECHNOLOGY AND SCIENCE IN THE MIDDLE AGES. (Juniors and seniors). Spring semester. *Mr. Blaine*
- III-141 HISTORY OF THE LATER MIDDLE AGES, 1000-1500. Spring semester. *Mr. Blaine*

Linguistics

103 AN INTRODUCTION TO GENERAL LINGUISTICS

An introduction to the study of language covering such topics as: the nature of language, regional and class dialects, standards of correctness, phonetics and phonology, paralinguistics and kinesics, acoustic phonetics, the aims of grammar, lexical classification, semantics. In addition the course will briefly touch on the applications of linguistics in such fields as: language learning, machine translation, information retrieval, stylistics. Fall semester. THs 10. 3 units. *Mr. Macaulay*

151 THE LINGUISTIC STUDY OF CONTEMPORARY ENGLISH

A systematic study of present-day English. The main emphasis will be on syntax and morphology, following the transformational approach of N. Chomsky, but some reference will also be made to phonology and semantics. Other topics covered include regional and social differences in language usage, styles and deviance, slang and jargon, euphemisms and taboo expressions, neologisms and archaisms. Prerequisite: Linguistics 103 or consent of instructor. Spring semester. MWF 11. 3 units. *Mr. Macaulay*

161 LINGUISTICS AND FOREIGN LANGUAGE LEARNING

The central purpose of the course is to enable students to make a linguistic comparison of two languages in order to focus attention on the difficulties faced by the speaker of one of the languages in learning the other. The primary emphasis will be on the contrastive analysis of Spanish and English, but students of another Romance language could also participate. The course will also touch on such topics as: theories of language learning and language teaching, language laboratories, the value of text-books, realistic goals in language teaching programs, literary and cultural aspects of foreign language learning. Prerequisite: Competence in Spanish or another Romance language, plus Linguistics 103 or consent of instructor. Spring semester. MWF 9. 3 units. *Mr. Macaulay*

170 PSYCHOLINGUISTICS

An examination of recent theories and methods in the study of language in relation to language users. Topics covered will include: the acquisition and

development of language, individual differences in verbal behavior, language and cognition, language disturbances, communication in psychotherapy. Prerequisite: A course in linguistics or psychology, or consent of instructor. Fall semester. THs 9. 3 units. *Mr. Macaulay*

Courses available at Claremont Graduate School:

251G LINGUISTICS. Not normally open to undergraduates. Consent of instructor required. Spring semester. W 2-5. 5 units. *Mr. Macaulay*

Mathematics

10 INTRODUCTION TO FINITE MATHEMATICS

An introduction to the abstract axiomatic approach in modern mathematics. Symbolic logic and set theory. Matrices, linear transformations, and their uses in the social sciences. Elementary combinatorial and probability theories. Prerequisite: a working knowledge of first and second year high school algebra and of plane geometry. Fall semester. MW 7-8:30 p.m. 3 units. *Mr. Cullen*

15 CALCULUS I

Conic sections, differentiation of algebraic and transcendental functions, indefinite and definite integrals. Prerequisite: a working knowledge of high school trigonometry, plus Mathematics 10 (or the prerequisites for Mathematics 10); or placement. Spring semester. MW 7-8:30 p.m. 3 units. *Mr. Cullen*

Students should consult the catalog of Claremont Men's College for other listings.

Music

Pitzer College participates with Claremont Men's College, Harvey Mudd College, and Scripps College in a joint program of choral work. The Scripps College catalog should be consulted by students interested in the specifics of this program.

Natural Sciences

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

21 PRINCIPLES OF PHYSICS-CHEMISTRY I

A study of Newtonian mechanics and energetics, leading to the kinetic theory of matter, the development of the Bohr atomic model, atomic struc-

ture, periodicity of the elements, and the chemical bond. Prerequisite: Mathematics s16 (CMC), which may be taken concurrently. *Fall semester.* Lectures MWF 11; laboratory TWTH 1-4. Laboratory fee: \$6. 4 units. *Mr. Jacob*

22 PRINCIPLES OF CHEMISTRY II

The properties of solutions, oxidation-reduction, kinetics, equilibrium, and electrochemistry are discussed. The laboratory covers aspects of qualitative and quantitative analysis. Prerequisite: Natural Sciences 21. Spring semester. Lectures MWF 11; laboratory TH 1-4, TH 7-10, or F 1-4. Laboratory fee: \$6. 4 units. *Mr. Pinnell*

32 PRINCIPLES OF PHYSICS II

A continuation of Natural Sciences 21 dealing with electrical measurements, D.C. and A.C. circuits, electronics, the origin and properties of wave motion including inertial, acoustic, and electromagnetic waves and their properties. Prerequisites: Natural Sciences 21; Mathematics s65 (CMC), which may be taken concurrently. Spring semester. Lectures TRHS 10; laboratory WTH or F 1-4. Laboratory fee: \$5. 4 units. *Mr. Merritt*

43 INTRODUCTORY BIOLOGY

A study of life on the molecular, cellular, species and community levels. The development, evolution, genetics, physiology, and structure of plants, animals and micro-organisms are stressed. Laboratory includes dissection of selected animal types and experiments designed to illustrate basic biological principles. Fall semester. Lectures MWF 10; laboratory MTWTHF 1-5 every other week. Laboratory fee: \$6 per semester. 4 units. *Miss Mathies, Mr. Guthrie, and Mr. Coles*

44 INTRODUCTORY BIOLOGY

Prerequisite: Natural Sciences 43. Spring semester, MWF 10. Laboratory MTWTHF 1-5 every other week. 4 units. *Miss Mathies, Mr. Guthrie, and Mr. Coles*

50 PHYSICAL SCIENCE

An introduction to the physical sciences as an integrated and expanding field of knowledge. Lectures and laboratory exercises emphasize the general fields and interrelations of astronomy, chemistry, physics, and geology. Fall semester. Lectures TRH 8 plus an arranged discussion section; laboratory MT or W 1-4 or T 7-9. 4 units. *Mr. Dart and staff*

51 PHYSICAL SCIENCE

Prerequisite: Physical Science 50. Lectures TRH 8; laboratory MTW 1-4 or M or T 7-10. 4 units. *Mr. Dart and staff*

71 ORGANIC CHEMISTRY

The structure, synthesis, and mechanism of reaction of organic compounds. Prerequisite: Natural Sciences 22. Fall semester. Lectures MWF 11; laboratory W 1-4. Laboratory fee: \$6. 4 units. *Mr. Bovard*

72 ORGANIC CHEMISTRY

Prerequisite: Natural Sciences 71. Spring semester. Lecture MWF 11; laboratory W 1-4. Laboratory fee: \$6. 4 units. *Mr. Bovard*

81 THEORETICAL MECHANICS

The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisites: Natural Sciences 32; Mathematics s65, (CMC) which may be taken concurrently. Full semester. Lectures MWF; laboratory F 1-4. Laboratory fee: \$5. 4 units. *Mr. Merritt*

82 ELECTRICITY AND MAGNETISM

Fields, potential, D.C. and A.C. circuits, and applications of Maxwell's equations. Prerequisites: Natural Sciences 32; Mathematics s66 (CMC) which may be taken concurrently. Spring semester. Lectures TRHS 10; laboratory M or T 1-4. Laboratory fee: \$5. 4 units. *Mr. Jacob*

84 ELECTRONIC INSTRUMENTATION

Theory and practice of electronics in scientific instrumentation. Developed through the use of the Malmstadt-Enke text and equipment. This course constitutes the laboratory for Natural Sciences 82, but may be taken separately for 2 units of credit with the permission of the instructor. Prerequisite: Natural Sciences 32 or equivalent. Spring semester. Laboratory M 1-5 or T 1-5. 3 units. *Staff*

121 PRINCIPLES OF PHYSICS-CHEMISTRY III

Principles of thermodynamics with application to phases, equilibria, electro and photochemistry, statistical mechanics and atomic physics. Prerequisites: Principles of Natural Sciences 21-22; Natural Sciences 32; Mathematics s110 (CMC), which may be taken concurrently. Fall semester. Lectures MWF 9; laboratory W 10. Laboratory fee: \$6. 4 units. *Mr. Lowry*

122 PRINCIPLES OF PHYSICS-CHEMISTRY IV

Prerequisite: Natural Sciences 121. Spring semester. Lectures MWF 9; laboratory W 7-10. Laboratory fee: \$6. 4 units. *Mr. Lowry*

125 MICROBIOLOGY

A discussion of micro-organisms, with particular emphasis on the contributions made by research in microbiology to the understanding of basic biological principles. Laboratory deals primarily with techniques of handling

and identifying bacteria and with studies of bacterial physiology. Prerequisite: Introductory Biology and an introductory course in Chemistry or consent of instructor. (Not offered in 1966-67.) 4 units. *Miss Mathies*

141 COMPARATIVE ANATOMY OF THE VERTEBRATES

Morphology and evolution of vertebrate organ systems. The laboratory includes dissection of representative vertebrate types. Prerequisite: Introductory Biology. Spring semester. Lectures THS 10; laboratory 1-5. Laboratory fee: \$10. 4 units. *Mr. Guthrie*

142 COMPARATIVE VERTEBRATE PHYSIOLOGY

Lectures and laboratory experiments treating functional processes from the standpoint of adaptation of the vertebrate animal in relation to its environment. Prerequisite: Introductory Biology. Spring semester. Lectures THS 10; laboratory T 1-5. Laboratory fee: \$10. 4 units. *Mr. Coles*

143 CLASSICAL GENETICS

Basic principles of heredity, as exemplified by non-microbial systems. Includes classical, human, and population genetics. Prerequisite: Introductory Biology. Both this course and Genetics 112 at Pomona may be taken for credit. Fall semester. MWF 8. 3 units. *Miss Mathies*



144 IMMUNOLOGY

A seminar course consisting of assigned readings, student reports, and outside speakers on topics of current research in Immunology. Prerequisite: Introductory Biology. Spring semester. Time arranged. 3 units. *Miss Mathies*

145 ORGANIC EVOLUTION

A seminar on evolutionary theory. Assigned readings, student reports, and outside speakers dealing with current problems concerning evolutionary theory. Prerequisite: Introductory Biology. Spring semester. Hours arranged. 3 units. *Mr. Guthrie*

160 BIOLOGY OF VIRUSES

Assigned readings, student reports, and outside speakers dealing with topics of current research in virology. Prerequisite: Microbiology. (Not offered in 1966-67.) 3 units. *Miss Mathies*

187 SEMINAR IN PHYSICAL SCIENCE

Presentation of advanced topics in physics and chemistry by both students and staff, as well as occasional outside speakers. Original individual experimentation and theoretical investigations carried out under the supervision of a member of staff. Must be followed by Natural Science 190. Fall semester. Hours arranged. 3 units. *Mr. Pinnell*

189 SEMINAR IN BIOLOGY

Presentation of advanced topics in biology by both students and staff, as well as occasional outside speakers. Original individual experimentation and theoretical investigations carried out under the supervision of a member of the staff. Must be followed by Natural Sciences 190. Fall semester. Arranged. 3 units. *Mr. Coles and staff*

190 RESEARCH (SENIOR THESIS)

Original experimental and theoretical investigations carried out under the supervision of a member of the staff. It is expected that these investigations will be written and presented as a senior thesis. Spring semester. Hours and credits to be arranged. *Staff*

Courses available in other Claremont Colleges:

The following list of courses available in other Claremont Colleges consists mainly of courses which do not duplicate those offered at Pitzer College. For additional courses open for intercollegiate registration consult the mimeographed list used for preregistration or the catalogs of The Claremont Colleges. If a course duplicates one offered in Pitzer, credit will be allowed for either the Pitzer course or the course in one of the other Claremont Colleges, but not for both.

For laboratory fees and prerequisites see the course descriptions in the catalogs of the Colleges offering the courses.

Courses available at Harvey Mudd College:

Chemistry

- 103-104 INORGANIC CHEMISTRY. Both semesters. Lectures MWF 10; laboratory W 2:15-6:15. 4 units each semester. *Mr. Whiteker*
- 114 ADVANCED ANALYTICAL CHEMISTRY. Spring semester. 4 units.
- 156 ADVANCED ORGANIC CHEMISTRY. Spring semester. 3 units.
- 158 ADVANCED PHYSICAL CHEMISTRY. Spring semester. 3 units.

Physics

- 151-152 QUANTUM MECHANICS. Both semester. MWF 8. 3 units. *Mr. Waggoner*
- 153-154 FIELDS, WAVES, AND QUANTUM THEORY. Both semesters. TThs 9. 3 units. *Mr. Helliwell*

Courses available at Pomona College:

Botany

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

Chemistry

- 115a,b BIOCHEMISTRY. Both semesters. Lectures MWF 9; laboratory T or F 1:15-4:05. 4 units per semester. *Mr. Cornell*
- 183 ADVANCED ANALYTICAL CHEMISTRY. First semester. Lectures MWF 11 for first 10 weeks; laboratory 3 afternoons a week (arranged) last 10 weeks. 4 units. *Mr. Beilby*
- 184 ADVANCED ORGANIC CHEMISTRY. Spring semester. 4 units. *Mr. Hennings*
- 185 ADVANCED INORGANIC CHEMISTRY. First semester. TThs 9. 4 units. *Mr. Smith*

Physics

- 100 FIELDS, WAVES, AND PARTICLES. Fall semester. MWF 10 and 1 hour arranged. 4 units. *Mr. Dunn*
- 101 ATOMIC AND NUCLEAR STRUCTURE. Spring semester. 4 units. *Mr. Dunn*
- 195 THERMODYNAMICS. Fall semester. MW 10. 2 units. *Mr. Henke*
- 196 QUANTUM MECHANICS. Fall semester. MWF 11. 4 units. *Mr. Miller*
- 197 ATOMIC PHYSICS. Spring semester. 4 units. *Mr. Mitescu*

Zoology

- 100 NATURAL HISTORY OF INVERTEBRATES. Spring semester. 4 units. *Mr. Hadfield*
- 110 MICROBIOLOGY. Spring semester. 4 units. *Mr. Amrein*
- 112 GENETICS. Spring semester. 4 units. *Mr. Urey*
- 115 VERTEBRATE PHYLOGENY AND MORPHOLOGY. Fall semester. Lectures TTh 9; laboratory, TTh 1:15-4:05. 4 units. *Mr. Wallwork*

- 120 VERTEBRATE EMBRYOLOGY. Spring semester. 4 units. *Mr. Resseguie*
- 122 CELLULAR PHYSIOLOGY. Fall semester. Lectures, MWF 10; laboratory W 1:15-4:05. 4 units. *Mr. Resseguie*
- 125 MICROTECHNIQUE. Fall semester. T 1:15-4:05. 2 units. *Mr. Ryerson*
- 126 HISTOLOGY. Fall semester. Lectures, TTh 9; laboratory Th 1:15-4:05. 3 units. *Mr. Ryerson*
- 135 MAMMALIAN ANATOMY. Spring semester. 4 units. *Mr. Ryerson*
- 151 INVERTEBRATE ZOOLOGY. Fall semester. Lectures, MW 11; laboratory M 2:15-4:05, W 1:15-4:05. 4 units. *Mr. Resseguie*
- 157 ANIMAL ECOLOGY. Spring semester. 4 units. *Mr. Wallwork*

Philosophy

10 THE PHILOSOPHICAL PERSPECTIVE

This course aims to provide a general introduction to philosophical thought and problems. Students will read works by Plato, Aristotle, Aquinas, Descartes, Hume, Kant, Russell, and Sartre, as well as selections from other philosophers. The relevance of the continuing philosophical tradition to contemporary man's ultimate problems will be stressed. Students will be expected to write a number of papers on themes, problems, traditions, or specific philosophers, and it is on the basis of such work, rather than tests, that the student will be evaluated. Fall semester. MW 11-12:15. 3 units. *Mr. Evans*

55 INTRODUCTION TO LOGIC

A general introduction to logic. Among the topics covered are the nature of definition, classification, evidence, and arguments; common fallacies; the categorical syllogism; the elements of the propositional calculus; proofs in the propositional calculus; the elements of quantification theory; elementary set theory; the scientific method; statistical arguments; and probability. Fall semester. MWF 8. 3 units. *Mr. Evans*

100 PHILOSOPHY OF SOCIAL SCIENCE

A course designed primarily for students concentrating in the social or natural sciences. Special emphasis will be given to the social sciences, and consideration will be given to the task of relating the discussions to current scientific inquiry. Prerequisite: Two courses in the social or natural sciences. Spring semester. MW 1:15-2:30. 3 units. *Mr. Evans*

160 LE SILENCE DE DIEU (ALSO LISTED AS FRENCH 160)

A joint course on French existentialist philosophy and literature. French will be used in class exclusively unless French translations of non-French existentialists (e.g., Nietzsche) who will serve as a background to the course are not available. Spring semester. MW 3-4:30. 3 units. *Mr. Evans and Miss Martin*

DIRECTED INDEPENDENT STUDIES IN PHILOSOPHICAL PROBLEMS

Studies in Philosophical problems conducted on an individual basis wherever possible will be offered. The student will normally work directly with the instructor; groupings of students will occur only when they are engaged in identical or very closely related work and cooperative enquiry is thought to be advisable. In no case will such groups be allowed to exceed four or five.

While some students will have had prior training in philosophy, it is expected that some will be new to the field and that such studies will prove a unique introduction to philosophy. A written evaluation takes the place of a letter grade upon the completion of the student's work, which may take longer than one semester or less. The instructor will determine the credit hours to be awarded (normally it will be three). Students who may wish to delve into the literature prior to such a study might consult any of the following works: Beardsley, *Philosophical Thinking*; Edwards and Pap, *A Modern Introduction to Philosophy*; Singer and Ammerman, *Introductory Readings in Philosophy*; C. H. Monson, *Philosophy, Religion, and Science*; Perelman, *Historical Introduction to Philosophical Thinking*; Olsen, *Introduction to Existentialism*. Hours arranged. Mr. Evans

90

Courses available at Claremont Men's College:

- H111 CHRISTIAN ETHICS. Fall semester. MWF 12. 3 units. Mr. Meyners
H150 MATHEMATICS & WESTERN THOUGHT. Fall semester. TTh 1. 3 units. Mr. Henry
H194 AMERICAN PHILOSOPHY. Fall semester. TThs 10. 3 units. Mr. Roth
H197 THE PHILOSOPHY OF RELIGION. Spring semester. 3 units. Mr. Roth
H199 PROBLEMS IN METAPHYSICS: The Self. Spring semester. 3 units. Mr. Roth

Courses available at Harvey Mudd College:

- H162 CONTEMPORARY PHILOSOPHY. Spring semester. 3 units.
H165 SCIENCE AND HUMAN BEHAVIOR. Fall semester. W 7-9 p.m. 3 units. Mr. Louch

Courses available at Pomona College:

- 111 MEDIEVAL PHILOSOPHY. Fall semester. T 1:15-3:05. 3 units. Mr. Winance
113 NINETEENTH CENTURY PHILOSOPHY. Fall semester. TTh 9 and arr. Mr. Erickson
114 CONTEMPORARY ANALYTIC PHILOSOPHY. Spring semester. 3 units. Mr. Hill
120 PHENOMENOLOGY. Spring semester. 3 units. Mr. Beckner, Mr. Erickson
124 EXISTENTIALISM. Spring semester. 3 units. Mr. Erickson



91

- 154 PHILOSOPHY AND POETRY. Fall semester. MWF 11. 3 units. Mr. Jones
164 APPROACHES TO ETHICS. Spring semester. 3 units. Mr. Hill
168 PHILOSOPHICAL PSYCHOLOGY. Fall semester. W 1-3. 3 units. Mr. Beckner, Mr. Graef
194 SPECIAL TOPICS: FREEDOM AND RESPONSIBILITY. Spring semester. 3 units.

Courses available at Scripps College:

- IV-162a,b HISTORY OF PHILOSOPHY. Both semesters. MWF 11. 3 units each semester. Mr. Neumann
IV-185 PLATO. Spring semester. 3 units. Mr. Neumann

Physical Education

Unless indicated, the following courses will be taught both semesters if facilities are available. Instruction for beginning to advanced students is available in many of the sports listed. Normally, activity courses will consist of two one-hour classes per week and will count for one-half unit per semester. Several classes may be set up on a six-week instructional basis; two of these courses would count together for one-half unit of credit.

FUNDAMENTAL MOVEMENT

Exercises for Fun, Form, and Fitness. A repertoire of exercises promoting strength, coordination, agility, balance, endurance, weight control, and individual fitness will be learned. Physiological, mechanical, and kinesiological principles will be studied in relation to exercise. An appraisal of individual needs will be made in order to set up individual programs of personal activity which can be modified according to changing environment and circumstances.

SELF TESTING AND SELF DEFENSE

Gymnastics
Trampoline

Judo*

INDIVIDUAL AND DUAL SPORTS

Badminton
Tennis
Fencing*
Golf
Bowling

Track and Field (Second Semester)
Riding*
Ice Skating*
Roller Skating*

RECREATIONAL ACTIVITIES

Cycling. This class is designed to acquaint students with the possibilities of cycling as a recreational pursuit. In addition to cycling in the Claremont area twice weekly, topics such as bicycle maintenance, functioning, and repair will be covered. Hosteling opportunities locally and abroad will be discussed. Two trips (two to three hours each) will be arranged during the semester. The student must have access to a bicycle. Fall semester.

Recreational Skills. This course presents a survey of various recreational activities which are not covered by other semester physical education courses. The content of the course is determined primarily by the interests of those who enroll, but usually includes such areas as cycling, boating, family camping, primitive camping, and campcraft such as lashing, outdoor cooking, axmanship, backpacking, and orientering. Field trips are taken during the semester. Spring semester.

DANCE

Modern Dance. (Classes are available at Scripps or Pomona College.)
Folk Dance

SWIMMING

Courses are normally available through the other Claremont Colleges: Swimming, Diving, Synchronized Swimming, Scuba, Life Saving, and Water Safety.

*Courses not taught by Pitzer College and for which a fee is charged.

LEADERSHIP PROGRAM

Physical Education and Recreation Leadership Training. This course is designed to train leaders in physical education and recreational activities by introducing them to school and community programs. Opportunities for the observation of children and adults in school and community programs will be available. Members of the City Recreation Department and the Claremont Schools will participate in introducing students to the program of each institution. Participation with children, under direct supervision of a teacher, will complete the course. Fall semester.

Community Leadership. Leadership with the Claremont Schools or the Claremont Recreation Department, involving planning and conducting physical education or recreation classes of children or adults. The work will be under the supervision of trained personnel, but with emphasis placed on the student's planning of the activities. Opportunities are available for work with preschool children, elementary grade children, teen programs, senior citizens and Operation Head Start. Prerequisite: Leadership Training Class. Fall or Spring semester.

Competitive Sports (see also Pitzer Athletic and Recreation Association)

Volleyball (fall semester)
Basketball (winter semester)
Softball (spring season)
Tennis

Physics (See Natural Sciences)

Political Studies

20 COMPARATIVE GOVERNMENT AND POLITICS

An introductory study of the setting of politics (geographical, economic, social, and cultural factors) in relation to the governmental systems of selected Western and non-Western countries. Primarily for freshmen and sophomores. Fall semester. THS 10. 3 units. *Mr. Marquis.*

25 HISTORY OF POLITICAL PHILOSOPHY

Man the political animal not only practices politics but also constructs theories that aim at understanding and evaluating political practice. This course provides an historical introduction to some of the more important political theories and their authors, from Plato to the present, paying special attention to the philosophical dimension of political theories, and to some of the basic concepts and issues of political philosophy (e.g., the nature of politics, the state, authority, freedom, justice, law, rights, political obligation). Primarily

for freshmen and sophomores. Spring semester. MW 11-12:15. 3 units. *Mr. Rodman*

115 RELIGION AND POLITICS

A comparative examination of the "religious factor" in relation to political behavior in the U.S., Britain and Western Europe. Open to sophomores, juniors and seniors. Spring semester. THs 10. 3 units. *Mr. Marquis*

127 SOCIALISM

An examination of four types of socialism in theory and in practice: communitarian socialism and attempts to implement it in 19th-Century America and in present-day Israel; Marxism in its Bolshevik and other revisionist forms; Fabianism and the British welfare state; "African Socialism." An attempt will be made to assess the significance of socialism in historical perspective and to estimate its probable future. Open to sophomores, juniors and seniors. Fall semester. MW 1:15-2:30. 3 units. *Mr. Rodman*

135 THE POLITICS OF MASS SOCIETY

An analysis of the various concepts of mass society and mass politics as developed in the writings of de Tocqueville and Ortega y Gasset on the one hand, and in those of Marx, Weber, Mannheim and Fromm on the other. The question as to whether mass society can be considered as a distinctive social organization which produces anti-democratic movements will be examined by comparing aspects of the social structure and the politics of the United States with those of the Soviet Union and selected European countries. Open to sophomores, juniors, and seniors. Fall semester. TH 2:45-4:00. 3 units. *Mr. Marquis*

142 FREEDOM AS A POLITICAL ISSUE IN OUR TIME

This course will examine the role that "freedom" plays in the contemporary vocabulary of politics; the differing conceptions of freedom underlying this rhetoric; theories of "positive freedom"; and the issues at stake in several areas of recent and current controversy (e.g., political dissent and subversion; obscenity and other challenges to legalized respectability; attempts to extend political liberty into spheres of private government; and the 20th-Century "escape from freedom"). Open to sophomores, juniors and seniors. Spring semester. MW 2:45-4:00. 3 units. *Mr. Rodman*

148 EUROPEAN PARTIES AND INTEREST GROUPS

An analysis of party and group theory as applied to Britain, France, Germany, and Italy. (Students with the appropriate foreign language aptitude will be encouraged to read articles or books in "their" language.) Prerequisite: Previous work in European comparative government. Spring semester. TH 2:45-4:00. 3 units. *Mr. Marquis*

195 SEMINAR IN THE SCOPE AND METHODS OF POLITICAL STUDIES

A cooperative investigation of the presuppositions and methods of the major modes of political study, and their contribution to the dual task of making political life more intelligible and of providing guidance for political life. Intended primarily for concentrators in political studies in their senior year, though other qualified students may be admitted at the discretion of the instructor. (Not offered in 1966-67.) Fall semester.

219 TOPICS IN RECENT POLITICAL PHILOSOPHY: HEGEL AND OTHERS

Fall semester. F 2-4. 3 units. *Mr. Rodman* (A graduate course open to qualified upperclassmen with consent of instructor.)

Courses offered for undergraduates at the Claremont Graduate School: Government

- 124G COMPARATIVE POLITICS: The Developing Nations. Fall semester. MWF 11. 3 units. *Mr. Goodall*
126G THE COMMUNIST WORLD: I. Fall semester. MWF 9. 3 units. *Mr. Neal*
127G THE COMMUNIST WORLD: II. Spring semester. MWF 9. 3 units. *Mr. Neal*
140G PUBLIC ADMINISTRATION AND PUBLIC POLICY. Spring semester. MWF 11. 3 units. *Mr. Blair*

Courses available at Claremont Men's College:

- P122 CONSTITUTIONAL LAW. Fall semester. MWF 10. 3 units. *Mr. Fisk*
P123 INTERNATIONAL RELATIONS. Fall semester. MWF 9. 3 units. *Mr. Stokes*
P128 INTERNATIONAL RELATIONS. Fall semester. THs. 3 units. *Mr. Rood*
P171 READINGS IN POLITICAL PHILOSOPHY. Spring semester. TH 1. 3 units. *Mr. Jaffa*
P178 AMERICAN FOREIGN RELATIONS. Spring semester. TH 1. 3 units. *Mr. Rood*

Courses available at Pomona College:

Government

- 129 COMPARATIVE POLITICAL SYSTEMS: ASIA. Spring semester. 3 units. *Mr. Vieg*
151 INTRODUCTION TO INTERNATIONAL RELATIONS. Spring semester. 3 units. *Mr. Armacost*
155 FOUNDATIONS OF AMERICAN FOREIGN POLICY. Fall semester. MWF 11. 3 units. *Mr. Armacost*
156 THE POLITICS OF MODERNIZATION. Spring semester. 3 units. *Mr. Armacost*

Psychology

10 INTRODUCTION TO PSYCHOLOGY

The purpose of this course is to introduce the student to psychology as it has

developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition and personality. Special emphasis is given to some of the major systems, concepts, methods and findings in contemporary psychology. Fall semester. MWF 9, MW 11-12:15, MW 1:15-2:30, THS 10. Spring semester, TH 12 and S 11, MWF 8. 3 units. *Mr. Albert, Mr. Ellenborn, Mr. Matthyse, and Mrs. Shellberg*

49 INTRODUCTION TO SOCIAL PSYCHOLOGY

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

55 CHILD DEVELOPMENT

Experimental evidence pertaining to the development of the child (pre-natal to pre-adolescent) is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognition, social, emotional, and personality development are related to his physical maturation and to the role of the socializing agent(s). Prerequisite: Psychology 10 or consent of instructor. Spring semester. THS 10. 3 units. *Mr. Albert*

56 ADOLESCENCE TO ADULTHOOD

An examination of the processes and areas of development past childhood. Special attention is given to selected theories of personality development (Freud, Sullivan, Erickson, and White) and to an examination of adolescence and early adulthood as critical formative periods of development. Prerequisite: Psychology 10 or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Albert*

65 PSYCHOLOGY OF RELIGION

An introduction to the study of religious experience as a dimension of human life. The course will consider the individual person confronted by religious questions: the forms of his response, his emotional and cognitive states and his conflicts and anxieties. Topics will include the varieties of religious experience in the Judaeo-Christian tradition; contemporary problems of faith and doubt; theistic and non-theistic mysticism; and religious maturation. The aim of the course will be to understand religious experience rather than to evaluate it. Fall semester. TH 1:15-2:30. 3 units. *Mr. Matthyse*

85 COMPARATIVE PSYCHOLOGY

An examination of the similarities and contrasts of behavior and basic psy-



chological processes among various animal species, including man. (Not offered in 1966-67.) 3 units.

91 STATISTICAL TECHNIQUES FOR THE BEHAVIOR SCIENCES

Students will be introduced to the nature of statistical thinking about human characteristics and behavior with emphasis on simple calculation and interpretation. Topics introduced include: analysis of the frequency distribution, simple regression analysis, sampling to proportions. Fall semester. MW 2:45-4:45. 3 units. *Miss Walker*

92 STATISTICAL INFERENCE AND EXPERIMENTAL DESIGN

Emphasis will be placed on the planning and interpretation of simple research in the behavioral sciences. Topics include: the chi-square test, analysis of variance, regression analysis, the design of experiments, nonparametric methods. Course 91 or its equivalent is prerequisite. Spring semester. MW 2:45-4:45. 3 units. *Miss Walker*

107 HUMAN COMMUNICATION (JOINT OFFERING WITH SCRIPPS COLLEGE)

Verbal and non-verbal symbolic behavior of man. Theories and methods in communication research. Prerequisite: Psychology 10 or consent of instructor. Spring semester. TH 2:15-4:15. 3 units. *Miss Langland*

109 SYMBOL FORMATION

An analysis of the symbol-making function and its implication for human behavior. Prerequisite: Psychology 10 and Psychology 91-92 or consent of instructor. (Not offered in 1966-67.) 3 units. *Miss Langland*

115 HISTORY AND SYSTEMS OF PSYCHOLOGY

A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures in the development of psychology as a field. Fall semester. TH 2:15-4:15. 3 units. *Miss Langland*

118 HUMAN LEARNING AND PROBLEM SOLVING

A study of the major theories, experimental methods and findings concerning the processes in human learning and problem solving. Prerequisite: Psychology 10 or consent of instructor. Spring semester. MWF 10. 3 units. *Mrs. Shellberg*

120 THE PSYCHOLOGICAL DEVELOPMENT OF MIND

The intent of this course is to survey both the theoretical and empirical literature concerned with major determinants in the development of human cognition. The course will devote itself to an appraisal of five important aspects to this development. These are as follows: (1) evolution and comparative psychological studies, (2) ecological factors and cultural styles (3) family and socialization styles in patterning cognition, (4) the development of the self concept, perceptual styles and cognitive styles and (5) varieties of thinking. Spring semester. TTh 1:15-2:30. 3 units. *Mr. Albert*

124 METHODS OF RESEARCH IN SOCIAL SCIENCE

Discussion of the role of scientific method and of research methodology in the social sciences. An intensive survey of the various research designs and techniques used by social scientists will be conducted. Prerequisite: Psychology 10 and Psychology 91. Spring semester. MWF 9. 3 units. *Mr. Ellenborn*

131 THE PSYCHOLOGY OF MENTAL ILLNESS

An examination of the factors contributing to mental illness. Special attention is given to the continuum of illness ranging from everyday psychopathology to the major psychoses and the psychological meaning of each. Prerequisite: Psychology 10 and one additional psychology course. Spring semester. MWF 10. 3 units. *Mr. Matthysse*

143 THE STUDY OF LIVES

A seminar on the intensive study of individual lives as a way of understanding personality. Each student will write a life-history of an individual person on the basis of his own interviews. Supervision of interview techniques will be provided through playback of tape recordings. Seminar discussions will compare the lives under study and propose directions of inquiry. Readings will be selected according to the problems which emerge from the lives under study. Admission by consent of the instructor. Spring semester. MW 1:15-2:30. 3 units. *Mr. Matthysse*

165 PSYCHOANALYTIC THEORIES OF PERSONALITY

A critical analysis of the major assumptions, concepts and postulates of psychoanalytic and neo-analytic theories of personality. Attention is focused on the historical role of these theories and their contribution to an understanding of human behavior. The major focus of the course centers about the question of what each theory assumes human nature to be. Prerequisite: Psychology 10 and one additional psychology course. Fall semester. T 2-5. 3 units. *Mr. Albert*

175 SMALL GROUP STRUCTURE AND PROCESS

This class is limited to an enrollment of less than 20 students. An intensive examination of methods, theories, and research findings in the dynamics of

small groups. The class is expected to participate as members of a special sensitivity-training group. Experimental or field studies of other groups are also undertaken. Techniques in training groups forms an integral part of the course content. Prerequisite: Consent of instructor. Spring semester. F 2-4 plus 2 hours arranged. 3 units. *Mr. Ellenborn*

Courses available at Claremont Men's College:

- P141 EXPERIMENTAL PSYCHOLOGY. Spring semester. 3 units. *Mr. Bruce*
- P143 PHYSIOLOGICAL PSYCHOLOGY. Fall semester. TThs 10. 3 units. *Mr. Bruce*
- P191 INDUSTRIAL PSYCHOLOGY. Spring semester. 3 units. *Mr. Albrecht*

Courses available at Pomona College:

- 107 EDUCATIONAL PSYCHOLOGY. Fall semester. MWF 10. 3 units. *Mr. Faust*
- 158 EXPERIMENTAL PSYCHOLOGY. Personality Measurement and Test Construction. Fall semester. MWF 11. Laboratory TW 1:15-4:05. 3 units. *Mr. Bell*
- 159 PHYSIOLOGICAL PSYCHOLOGY. Fall semester. Th 1:15-4:05. 3 units. *Mr. Trafton*
- 160 EXPERIMENTAL PSYCHOLOGY. Perception and Cognition. Spring semester. 3 units. *Mr. Trafton*
- 161 EXPERIMENTAL PSYCHOLOGY. Motivation and Emotion. Fall semester. TTh 9 and arranged. 3 units. *Mr. Trafton*
- 162 EXPERIMENTAL PSYCHOLOGY: Learning and Problem Solving. Spring semester. 3 units. *Mr. Frost*

Courses available at Scripps College:

- IV-105 PERSONALITY DEVELOPMENT. Fall semester. MWF 10. 3 units. *Mrs. Faust*
- IV-112a,b CHILD STUDY: NURSERY SCHOOL. Both semesters. MW 2:15 and 3 arranged hours in nursery school. *Mrs. Jones and Mrs. Westbrook*

Courses available at Claremont Graduate School:

- 235 SMALL GROUP STRUCTURE AND PROCESSES. Fall semester. w 7. 4 units. *Mr. Ellenborn*

Religion

(See Anthropology 150, Classics 121, History 75, Political Studies 115, and Psychology 65).

Courses available at Claremont Graduate School:

- 258 ORIENTAL RELIGIOUS TRADITIONS. Spring semester. 4 units. *Miss Corwin*

Romance Languages (See Foreign Languages)

Russian (See Foreign Languages)



Sociology

15 POPULATION STUDIES

All sociologists make use of "background data" in their work. This course will examine what the "background data" themselves can tell us about a society. It will include an examination of how we collect such data; theories of population growth; the social consequences of changes in population composition; and population movements. Special emphasis on the study of fertility and the population explosion, and the customs, values and moral issues involved. Fall semester. TTThs 9. 3 units. *Mrs. Ellis*

25 ETHNIC COMMUNITIES IN THE UNITED STATES

A study of racial, religious, and nationality groups with emphasis on their historical development and adjustment within American society. Fall semester. MWF 8. 3 units. *Mr. Ellis*

35 COMMUNITY

Problems of the community in industrial society. The sociological bases for the contemporary "loss of community" and "quest for community" laments. Class and regional variations in community form, the suburban "community," planned communities, schemes for "senior citizens." Spring semester. MWF 8. 3 units. *Mr. Ellis*

40 PERSPECTIVES IN SOCIOLOGY

Examination of humanistic and scientific approaches to the study of human society with emphasis upon perspectives represented in contemporary sociological writings. The major concepts, concerns and methods of sociology are introduced in the context of a discussion of its aims and achievements. Fall semester, MWF 10. Spring semester, MWF 11. 3 units. *Mr. Schwartz*

45 AMERICAN SOCIETY: PERSISTENCE AND CHANGE

Analysis and interpretation of the institutions, structures, and value-orientation of American society. The course emphasizes the impact of science and technology upon the traditional forms of American social structure. Fall semester. MWF 9. 3 units. *Mr. Carroll*

60 MARRIAGE AND THE FAMILY

The course will include a comparison of family systems, as well as an examination of the social rules governing courtship and marriage and the role played by the family as a unit of society. The course will also deal with the role relations and interaction within the family; the socialization both of children and of adults to new roles; and divorce. Spring semester. TTThs 10. 3 units. *Mrs. Ellis*

108 SOCIAL STRUCTURE AND ECONOMIC DEVELOPMENT IN LATIN AMERICA

Economy and society in Latin America. Social structure and social movements: the Mexican, Bolivian, and Cuban revolutions, "la violencia" in Colombia, Peronism, social and Christian democracy, the Latin American military, Latin America and the United States. Society, politics and economic development. Prerequisite: at least sophomore standing or consent of instructor. Fall semester. TTThs 10. 3 units. *Mr. Johnson*

111 PREJUDICE: A SOCIOLOGICAL ANALYSIS

Study of racial and religious prejudice from the point of view of sociological theory and analysis. Prejudice is considered as an aspect of intergroup relations and its social consequences examined. Prerequisite: 1 course in sociology,

psychology, or anthropology, or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Carroll*

115 POLITICAL SOCIOLOGY

The concept of power; community power structure and decision-making. The social bases of liberal democracy; consensus and legitimacy; political stability and instability. Power and politics in mass society; elites and masses; democracy and oligarchy; alienation; bureaucracy; pluralism and totalitarianism. Social structure, ideology and social movements. Prerequisite: 1 course in sociology, anthropology or political studies. Spring semester. TRHS 9. 3 units. *Mr. Johnson*

120 THE SOCIOLOGY OF KNOWLEDGE

The existential determination of ideas: an examination of the social influences on the social distribution of the principal forms of thought and belief, including ideology, religious doctrine, scientific knowledge, etc. Concentration on the writings of Scheler, Mannheim, Durkheim, Sorokin, Stark, and other major theorists. Prerequisite: 1 course in sociology or anthropology. Spring semester. MWF 10. 3 units. *Mr. Ellis*

123 COLLECTIVE BEHAVIOR

Examination of the dynamic social processes characteristic of mass society through an analysis of crowds, mobs, cults, publics, and the genesis of ideological commitment. Prerequisite: 1 course in anthropology, psychology, sociology, or consent of instructor. Fall semester. MWF 1:15-2:30. 3 units. *Mr. Schwartz*

125 THE URBAN ENVIRONMENT

A critical examination of the city as a social environment with special attention to the conditions and problems of individual health and well-being in the modern metropolis. Prerequisite: 1 course in anthropology, psychology, sociology, or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Carroll*

128 COMPARATIVE SOCIAL INSTITUTIONS

The course will examine selected aspects of the kinship, economic, political, religious and military institutions of society; with comparisons of institutional forms and functions over time, and in different societies. It will include discussion of the ways in which social institutions select, form and reject individuals; and ways in which institutions complement or conflict with each other. Prerequisite: 1 course in sociology or anthropology. Fall semester. TRH 2:45-4:00. 3 units. *Mrs. Ellis*

135 SOCIAL STRATIFICATION

An introduction to theories and types of social stratification, concentrating on social class. The course will include the following topics: the measurement

of social class in America and elsewhere; the meaning of social class for individuals in society, and for society itself; social mobility; comparative types and rates of mobility; characteristics of mobile persons; the implications of social mobility for social change. Prerequisite: 2 courses in sociology, anthropology or consent of instructor. Spring semester. TRH 1:15-2:45. 3 units. *Mrs. Ellis*

139 DEVIANT BEHAVIOR

Consideration of the social and social-psychological sources of deviant behavior, surveying the major pertinent theories of its origin and nature with special reference to characteristic forms of deviant behavior in the United States. Prerequisite: 2 courses in anthropology psychology, or sociology, or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Schwartz*

145 CAUSATION OF CRIME AND DELINQUENCY

The relevant literature, both theoretical and empirical, pertaining to the causation of crime and delinquency will be systematically and critically assessed from the standpoint of theoretical and methodological adequacy. Among the "causal" factors surveyed will be (a) the biological factor, (b) personality, (c) the family, (d) economic institutions, (e) the gang. Several weeks in the early part of the course will be spent defining and discussing (a) scientific method and (b) the various philosophical and logical fallacies involved in the ascertaining of "causation." Prerequisite: 2 courses in sociology, anthropology, psychology, or consent of instructor. Spring semester. MWF 9. 3 units. *Mr. Carroll*

146 CONTROL OF CRIME AND DELINQUENCY

The goal of this course will be to familiarize the student with the various ways human societies have tried to cope with, control and prevent criminally defined behavior. The focus will be primarily on the U.S. Among the topics considered will be (a) some special forms that crime in the 20th-Century America has taken, e.g., organized crime, white-collar crime, "moralistic" crimes involving sex, drugs, and alcohol, (b) the nature and types of law, (c) a critical analysis of the American police, judicial and penal systems, (d) the prevention of crime and delinquency: a critique. Prerequisite: 1 course in sociology, anthropology, political studies, psychology or consent of instructor. (Not offered in 1966-67.) 3 units. *Mr. Carroll*

149 SELF AND SOCIETY

A sociological approach to the sensitivity of human behavior to social influence; the symbolic nature of human interaction; the nature of groups and group leadership in various social settings; status and role as attributes of the self. Prerequisite: 2 courses in anthropology, psychology, or sociology, or consent of instructor. Spring semester. MW 1:15-2:45. 3 units. *Mr. Schwartz*

155 SOCIAL CHANGE

Traditional approaches and precursors to the modern: evolutionism, cyclical theories, idealism and materialism, Weber, functionalism, innovational approaches. Social change as economic growth. Some theoretical tools: statics and dynamics, social systems, equilibrium models, processes of system change and maintenance. Prerequisite: 2 courses in sociology, anthropology, or consent of instructor. Spring semester. TTH 2:30-3:45. 3 units. *Mr. Johnson*

169 SOCIOLOGICAL THEORY: THE CLASSIC TRADITION

A critical examination of the social theories of Marx, Weber, Simmel, and Durkheim. Prerequisite: 2 courses in sociology, anthropology, or consent of instructor. Fall semester. MWF 10. 3 units. *Mr. Ellis*

180 INDUSTRIALIZATION AND SOCIAL PROCESSES

Traditional society and the emerging industrial order. Macro-theoretical approaches to industrialization: classical and modern political economy, Schumpeter, stages of economic growth. Macro-variables: capital formation, entrepreneurship, class formation, bureaucratization. Theories applied, some cases: industrialization of England, some continental variations, the Japanese case, socialist industrialization. Prerequisite: 2 courses in sociology or anthropology. A course in economics or an advanced course in western European history may be substituted in lieu of one of the above courses. Fall semester. TTH 1:15-2:30. 3 units. *Mr. Johnson*

104

Courses available at Pomona College:

Sociology

105 SOCIOLOGICAL RESEARCH. Spring semester. 3 units. *Mr. Herman*

110 RACE RELATIONS. Fall semester. MWF 11. 3 units. *Mr. Herman*

154 SEMINAR IN MODERN SOCIAL THEORY. Fall semester. M 3:30 and arranged. 3 units. *Mr. Hobart*

Courses available at Scripps College:

III-120 THE CITY IN AMERICAN SOCIETY. Fall semester. T 7:30-9:30 p.m. 3 units. *Mrs. Barrett*

III-121 SOCIAL WELFARE. Spring semester. 3 units. *Mrs. Barrett*

Zoology (See Natural Sciences)



105

Seminars 1966-67

Freshman Seminars—Fall Semester

10 THE ANTHROPOLOGIST AS STRANGER

The encounter and engagement between the anthropologist and the people he studies will be discussed, utilizing selected accounts in which anthropologists relate their experiences in non-Western cultures around the world. The seminar will focus on the influences the anthropologist and the "natives" have on one another, and the attempt will be made to arrive at meaningful insights into the questions of why one decides to become an anthropologist, how the anthropologist approaches his subject, and what relevance anthropology has in the modern world. w 7-10. 3 units. *Mr. Ortiz*

12 FAMILY DETERMINANTS OF CHILDHOOD DEVELOPMENT

(For description, see Sophomore Seminar 67). w 7-10. 3 units. *Mr. Albert*

14 HISTORY ON THE STAGE

This seminar will center on the distinction between the artistic demands of the drama and the historical demand for accuracy. Several interpretations of one event or figure, such as the Joan of Arc plays, will be compared. Other plays will include those by such writers as Euripides, Shakespeare, Shaw, Miller, Anouilh, Eliot, and Hochhuth. w 7-10. 3 units. *Mrs. Palmer*



16 SAN FRANCISCO AND LOS ANGELES,

A COMPARATIVE STUDY OF TWO URBAN HISTORIES

California's two major cities have long been famous for the differences between them. This seminar will search their histories for understanding of what has produced distinctive economic, political, and cultural characters in two urban communities relatively close together in the same state. We will try to decide how significant these differences remain today in the lives of the people of the two cities. While we enjoy the colorful and unique aspects of the growth of San Francisco and Los Angeles we should learn something also about the roots of urban problems generally—problems which are producing crises of various kinds throughout the nation. T 7-10. 3 units. *Mr. Everett*

18 OUR LIVES IN PROCESS: THE SOCIOLOGY OF OURSELVES

The ordinary stance of the social scientist is one of observer, standing partially or wholly outside the social structures and processes he attempts to explain. Even the participant-observer, who attempts to get closer to structures and processes by living them, has as his goal the explanation of "things out there." In this seminar we will take ourselves as problematic. We will attempt to account for ourselves in the context of the social worlds we encounter. W 7-10. 3 units. *Mr. Ellis*

20 CYBERNATION AND GUARANTEED INCOME

(For description, see Sophomore Seminar 56). T 7-10. 3 units. *Mr. Stanley*

22 ORIGINAL WRITING: CONTEMPORARY SHORT FICTION

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

24 DID HITLER WANT WAR?

In the minds of most of Hitler's contemporaries and of historians of the Nazi period, the Nazis were determined to acquire complete domination of the European continent by force. However, a recent school of historians has claimed that the German attack on Poland in 1939 was the inevitable outcome of the weakness of the policy of Great Britain and France and that Hitler bore no more responsibility for the outbreak of the Second World War than the governments of the Western Powers. This scholarly debate, which touches on the problem of German responsibility for the war, has significance in view of the current role of Germany as the key continental power in the NATO alliance. In order to define the basic questions to be studied, students will read A.J.P. Taylor's *The Origins of the Second World War* and John L. Snell's *The Outbreak of the Second World War*. Subsequently each student will select a topic to be studied and summarized in a seminar paper. These studies will be based on government documents, biographies and autobiographies, secondary works, articles, and other sources relevant to the topic. Students also will be expected to prepare a shorter paper which may consist of a book report or studies of documents. Students who have a reading knowledge of French or German will have an opportunity to study materials in these languages. T 7-10. 3 units. *Mr. Warmbrunn*

28 ELIZABETH I AND HER WORLD

Elizabeth is both one of the great personages of history and the symbol of one of the most colorful historical eras. Through a study of her personality and its interaction with English political and intellectual life this seminar will seek to shed some light on one of the great formative periods of Anglo-American culture. T 7-10. 3 units. *Mrs. Shapiro*

30 THE PSYCHOLOGY OF THE YOUNG ADULT

An introduction to the use of psychological principles in problems and circumstances observed in the lives of young adults as they progress from late adolescence into adult independence. Exploration of the ways in which they accomplish the developmental tasks which confront them will be a major part of the study which will provide for review of their many problems—finding a set of meaningful values, preparing for the world of work,

establishing their own families, participating in higher education, etc. Particular attention will be given to the problems of women in fulfilling their multiple roles of student, wife, mother, professional woman, and citizen. F 2-5. 3 units. *Mrs. Elmott*

32 POLITICAL ACTIVITY

(For description, see Sophomore Seminar 68.) W 7-10. 3 units. *Mr. Rodman*

34 MAN IN AN AGE OF UPHEAVAL:

THE TRANSFORMATION OF THE CONTEMPORARY WORLD

Analysis of the effects of the major forces which underlie the transformation of the modern world. Particular emphasis will be placed on the moral implications and moral dilemmas for man posed by these forces, their implications for the future of man and society. Among the topics considered will be: the nature of morality and individual responsibility in a secular world; the causes and nature of revolutions; the "sex revolution" and traditional American mores; the "Cold War" and the "quest for peace"; communism; capitalism; and the "hungry masses." W 7-10. 3 units. *Mr. Carroll*

36 HISTORY AND LITERATURE

The relationship between literature and history will be explored through the topic of the British image of India since 1880. Besides the general question of the value of literature to historical understanding, the seminar will deal with such issues as British views of the Indian people, the role of the British in India, and the problem of Anglo-Indian relations. To a lesser degree the seminar will also deal with the questions of the accuracy of these images, how and why they changed, and the relationship of the images to British policy in India. Among the authors and works to be covered are Rudyard Kipling's *Kim*, E. M. Forster's *A Passage to India*, George Orwell's *Burmese Days*, and John Masters' *Bhowani Junction*. Other works by these authors will also be read. W 7-10. 3 units. *Mr. Greenberger*

38 PRIMITIVE ART

A broad and informal investigation of primitive art and artifacts of special aesthetic value. The seminar will seek, through gaining close acquaintance with the art of the primitive world and its social setting, to explore fresh approaches to old problems in the field of aesthetics: What is aesthetic as distinct from other kinds of value? Is beauty independent of culture? Is there any ground for the discussion of taste? Is an intellectual element indispensable in art? Can art be reduced to "depth psychology" and explained as the product of "irrationalism" in man? What can give "social value" to art? What gives "museumological value" to art? What gives "personal value" to art? Must art invoke values beyond itself? Is all art dependent upon its own conventions? W 7-10. 3 units. *Mr. Park*

40 THE STUDY OF POLITICAL BEHAVIOR

The seminar will investigate social and psychological factors in politics by surveying current research on such topics as personality and politics, extremists of both right and left, voting behavior, community power, and leadership. In addition, an aspect of political behavior will be selected and tested empirically, using Claremont or one of the surrounding communities as a laboratory. A student may elect to work on this group project or individually on a topic of her own choice. W 7-10. 3 units. *Mr. Jamieson*

42 IDEALS OF PERSONALITY

This seminar will take up the ancient question of what man should strive to become. Several sources of knowledge will be drawn upon: philosophical formulations of the good life, anthropological data on variations and value orientations among different people, and psychological studies of the difficulties encountered by the real person as he works toward these ideals. Interpersonal, humanitarian, aesthetic, and religious ideals will receive special attention. There will also be a survey of methods of assessing personal values. T 7-10. 3 units. *Mr. Matthysse*

44 COURTLY LOVE

The rise of Courtly Love, its spread through the continent to England, and its effects on the life and literature of the High Middle Ages and the Renaissance. In what ways do historical "courts of love" differ from the literature of Courtly Love? Has the interpretation of love which developed in 12th-Century France survived in the literature and the social history of Western Man? Readings include works of Ovid, Andreas Cappellanus, Chretien de Troyes, Mallory, and Chaucer. Students may choose selections of literature, history and criticism from the 16th through 20th Centuries to compare with the medieval readings. W 7-10. 3 units. *Mrs. Glass*

46 PHILOSOPHICAL ISSUES IN LITERARY WORKS

A seminar in which outstanding books, plays and poems will be discussed in terms of their philosophical implications. Authors will be drawn from Sophocles to Sartre; the instructor and students will decide together the final list of works to be discussed. W 7-10. 3 units. *Mr. Evans*

Freshman Seminars—Spring Semester

11 ATTITUDES TOWARD WAR

A research seminar in which the students will propose and test hypotheses about attitudes toward war, using the Vietnam conflict as a test case. The over-all question will be whether personal needs and conflicts become involved in the process of forming an attitude toward the war. Various research

techniques will be introduced, including questionnaires, interviews, and analyses of fantasy. Theoretical studies will be described, including the psychoanalytic theory of ways of handling aggression, and the theory of the authoritarian personality. w 7-10. 3 units. *Mr. Matthysse*

13 STUDENT'S HANDBOOK FOR SOCIAL ACTION

This seminar is conceived as a continuing project, somewhat similar in approach to two published handbooks: *The Worried Man's Guide to World Peace* by Arthur J. Waskow and *The Population Crisis—Implications and Plans for Action*, edited by Larry K. Y. Ng. To help answer the question posed by the student: "What can I do?"—the effort will be made to consider all realistic choices open to a concerned individual who wants to act in support of programs aimed at solving overriding problems of our society.

The research would lead to a compiled bibliography of all relevant material and sources (printed, visual, government, and private agencies, etc.) and a catalog of all the possibilities—"the ways to think and act and find out about politics and techniques." The problems to be investigated would depend on the interests of the students and may include population explosion, air pollution, or many others. The handbook would be limited in geographic scope (Los Angeles metropolitan area) and would consider mainly the preparation of such information that would be most useful and most relevant to the students. w 7-10. 3 units. *Mr. Stanley*

15 POLITICS AND LITERATURE

(For description, see Sophomore Seminar 50.) T 7-10. 3 units. *Mr. Marquis*



17 CALIFORNIA AS LITERARY INSPIRATION

Bret Harte, Mark Twain, Ambrose Bierce, Jack London, George Norris, John Steinbeck, Evelyn Waugh, and William Saroyan are only a few of the writers of fiction who have found in California significant themes or settings for their work. This seminar will explore the relationship between such literary artists and the California community. We will be interested in things peculiar to California, in the perspective on the State's history to be found in its literature; but our main concern will be with how the writers selected have been inspired by their California experience and have drawn from it, artfully and selectively, in communicating their perceptions of the human predicament. Each seminar member may elect to study in detail either a single major figure or several authors in whom there is a connection. T 7-10. 3 units. *Mr. Everett*

19 FASHION, CRAZE AND FAD

(For description, see Sophomore Seminar 60.) w 7-10. 3 units. *Mr. Schwartz*

21 "LIKE SHEEP TO THE SLAUGHTER" —

MASS EXTERMINATION IN A MASS SOCIETY

During the Second World War, the Germans exterminated an estimated four to five million Jews. Most of the extermination program was organized by small numbers of policemen distributed over the continent. It was executed in Eastern Europe by a few thousand police and S. S. As the facts gradually became known after the end of the war, inevitably the question was asked why millions of people would submit to extermination administered by only a handful of police. This problem received world-wide attention with the publication of Hannah Arendt's controversial *Eichmann in Jerusalem*, which dealt with the trial of Adolf Eichmann, chief administrator of the extermination program.

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

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

23 MODERN ENGLISH POETRY: THE MASTERS

Yeats, Auden, Frost, and other major figures. TTH 10. 3 units. *Mr. Rodgers*

25 ARE WOMEN PEOPLE?

(For description, see Sophomore Seminar 70.) T 7-10. 3 units. *Mrs. Ellis*

27 MASS CULTURE AND HUMAN BEHAVIOR:

THE EFFECTS AND IMPLICATIONS OF TELEVISION,
MOVIES, AND COMIC STRIPS

The United States has become a "mass society." The most strikingly characteristic and novel of the institutional arrangements of this "new" form of social organization are the mass media of communication. The seminar will consider the impact of the mass media of communication upon human behavior. Among the questions considered will be "Does violence in the mass media cause crime and delinquency?" "What does the mass media tell us about American social life?" The content and major themes of the mass media will be analyzed and criticized. Among the topics considered will be sex in the mass media; the image of contemporary woman in the mass media; the Western Hero as myth and prototype. W 7-10. 3 units. *Mr. Carroll*

29 IMPERIALISM

The late 19th Century marked the start of a movement that resulted in the domination of a large part of the world by a few great powers. What were the motives and drives behind this expansion? In an attempt to answer this question the seminar will compare different types of imperialism—English, French, German, American and Japanese—to find both similarities and differences. Explanations of imperialism to be explored include ones centering on individual initiative, nationalism and international politics. After surveying the historical setting of imperialism the seminar will turn to a reading of such works as J. A. Hobson's *Imperialism*, Lenin's *Imperialism: The Highest Stage of Capitalism*, O. Mannoni's *Prospero and Caliban*, and Joseph Schumpeter's *Imperialism and Social Classes*. There will also be discussion of some of the intellectual and popular justifications for imperialism as expressed by late 19th Century writers. W 7-10. 3 units. *Mr. Greenberger*

31 THE THEATER OF THE ABSURD

Pinter, Beckett, Ionesco, Genet, Albee and others; a study of the primary themes, devices, and conclusions of the most important dramatic movement in recent years. W 7-10. 3 units. *Mr. McGrail*

33 PROBLEMS IN CALIFORNIA ARCHAEOLOGY

(For description, see Sophomore Seminar 57.) F 2-5. 3 units. *Mr. Belmont*

35 OUT OF APATHY: THE INTELLECTUAL IN THE UNITED STATES

(For description, see Sophomore Seminar 58.) T 7-10. 3 units. *Mr. Johnson*

39 PROPHECY AS A RELIGION PHENOMENON

A study of the prophetic aspect of religions, primarily among the Persians (Zoroaster), the Hebrews (e.g., Elijah, Amos, Hosea, II Isaiah) and the Arabs (Muhammad). The nature and types of prophecy; comparison with mysticism; the relations of prophecy and culture. The psychology of the prophet; his relation to his society; his functions as revealer, as proclaiming ethical norms, as theologian, and as political critic. Readings in the primary sources and in general background materials. T 7-10. 3 units. *Miss Corwin*

Sophomore Seminars—Fall Semester

50 POLITICS AND LITERATURE

On the one hand, the seminar will deal with the novel as an instrument of political change, as an enunciator of political values and ideologies, and as a witness to the governmental processes. On the other hand, it will examine the relevance of literature in understanding particular political cultures. (Students with the appropriate foreign language ability will be encouraged to read novels in "their" language.) T 7-10. 3 units. *Mr. Marquis*

52 METHOD AND THEORY IN ARCHAEOLOGY

The process of deriving history from artifacts buried in the earth is the subject of the course. Methods of survey and excavation as employed in various parts of the world are illustrated by readings. The students will learn to order artifacts by the critical use of seriation, typology and other analytical methods of the archaeologist, and will check the assumptions behind archaeological orderings by analyzing the development of modern artifacts. There will be field trips to nearby museums and points of archaeological interest. F 2-5. 3 units. *Mr. Belmont*

54 SIN AND SYMBOLISM: MAJOR AMERICAN FICTION

This seminar will center on a questioning analysis of about ten classics from the American tradition. Aspects of literary symbolism will be explored in terms of such authors as Hawthorne, Melville, Twain, James, Dreiser, Fitzgerald, Hemingway and Faulkner, with specific works to be chosen by the seminar group. The American "Eden" and "Fall" and the American "Dream" will be considered, with particular attention given to the problems of the frontier, capitalism, the Indian and the Negro. Critical sources used will range from Frederick Jackson Turner to D. H. Lawrence. In reading and discussing the novels, emphasis will be placed on discerning some American authors' expressions of the ambiguities of their (and our) experience. Open to upperclassmen. W 7-10. 3 units. *Mr. Duvall*

56 CYBERNATION AND GUARANTEED INCOME
(ALSO LISTED AS FRESHMAN SEMINAR 20).

Should government guarantee each citizen an income sufficient to live with dignity? Is cybernation a threat or a promise? Will unlimited abundance, through cybernation, lead inexorably to guaranteed income as the only solution? These are some of the questions that will have to be considered in the investigation of the "value, of the risks and the human problems" that the concept of guaranteed income raises. While Erich Fromm states that "the most important reason for the acceptance of the concept is that it might drastically enhance the freedom of the individual" (in *The Guaranteed Income: Next Step in Economic Evolution?*, edited by Robert Theobald), William Vogt believes that "a population increase such as might be stimulated by the guaranteed income would not only augment the need for food, water, and space . . . it might have a pernicious impact on distribution of population . . ." (*Ibid*). This book with chapters by economists, anthropologists, psychiatrists, psychologists, sociologists, ecologists, and a specialist in culture and communication media, will be used as a starting point in discussions. Other books to be used in the investigation will include Norbert Wiener's *The Human Use of Human Beings*, Edward Bellamy's *Looking Backward*, Robert Theobald's *Free Men and Free Markets, The World in 1984*, edited by Nigel Calder and Sebastian de Grazia's *Of Time, Work, Leisure*. T 7-10. 3 units. Mr. Stanley

58 OUT OF APATHY: THE INTELLECTUAL IN THE UNITED STATES

An examination of the ideologies, activities and political roles of the intellectual community in the contemporary scene: the sociology of the intellectual; historic and comparative perspective on student politics in the U. S. and abroad; contemporary student political involvement; the university and university professors. The seminar will examine the existential basis for the recent dramatic appearance of student political involvement. The ideologies and activities of the "New Left" and the militantly conservative youth groups will receive special attention. The seminar will feature discussions with leaders of such groups as SNCC, the Afro-American nationalists, the Vietnam Day Committee, the Young Americans for Freedom, Young Republicans, Students for a Democratic Society, etc. T 7-10. 3 units. Mr. Johnson

60 FASHION, CRAZE, AND FAD

An attempt to understand the "sudden" emergence, spread and decline of such phenomena as long hair for men (or will it be short?), short skirts (or will they be long?), the "London Look," "in" slang, humor, dance, music, etc. The seminar will also explore the significance of such phenomena for individuals, groups and society in general. Particular emphasis will be placed on what is currently "in." Seminar participants will be expected to carry out individual and seminar projects. W 7-10. 3 units. Mr. Schwartz



62 THE LANGUAGE OF POETRY AND THE LANGUAGE OF PROSE

A close textual study of the language of a number of poets from Chaucer to the present day in the light of modern critical and linguistic analysis. Also a study of a number of different "Styles" of prose writing from the 17th Century to the 20th Century, e.g., Milton, Sir Thomas Browne, Swift, Fielding, Johnson, Sterne, Jane Austen, Dickens, George Eliot, Henry James, D. H. Lawrence, Faulkner, Joyce, Virginia Woolf. The seminar will examine representative passages of verse and prose in an attempt to "fingerprint" the style of different authors. Participants will be expected to make a more extensive stylistic study of one author or a comparison of two authors with contrasting styles. T 7-10. 3 units. Mr. Macaulay

64 MODERN ENGLISH POETRY

A wide range of readings from poets of this century, especially the more recent; emphasis on the Irish poets of the generations following the first World War. TTH 10. 3 units. Mr. Rodgers

66 THE TWENTIETH CENTURY FRENCH DRAMA (ALSO LISTED AS FRENCH 140)

Readings from the theater of France since 1930. Lectures and discussions in French. MWF 11. 3 units. Miss Martin



68 POLITICAL ACTIVITY (ALSO LISTED AS FRESHMAN SEMINAR 32)

For students who wish to be participant-observers of politics through involvement in the fall elections, or in a political organization, or in the politics of Pitzer Community Government. Each student will keep a journal of reflections on her political life during the semester. Meetings of the full group will be limited to alternate weeks and will discuss such readings as Robert Lane's *Political Life: Why and How People Get Involved in Politics*, the same author's *Political Ideology: Why the American Common Man Believes What he Does*, and C. P. Snow's *The Masters*. The objective is twofold: to use academic study to illuminate personal experience, and *vice versa*; and to examine the potentialities of two complementary perspectives on politics—the participant-observer's conception of "political activity" and the social scientist's conception of "political behavior." w 7-10. 3 units. *Mr. Rodman*

70 ARE WOMEN PEOPLE? THE STATUS AND PROBLEMS OF WOMEN IN THE CONTEMPORARY UNITED STATES (ALSO LISTED AS FRESHMAN SEMINAR 25)

Is there a "woman problem" today? Is it a problem to be a woman? Several recent articles and books suggest once again that there is a problem, and offer remedies, or guides to "how to be happy though female." T 7-10. 3 units. *Mrs. Ellis*

72 THE CONTEMPORARY AMERICAN NOVEL

Barth, Updike, Roth, Baldwin, Ellison, Bellow and others; towards a definition of the new American fiction. w 7-10. 3 units. *Mr. McGrail*

74 MOTOR-PERCEPTUAL DEVELOPMENT AND LEARNING

Can a child's I. Q. be increased? Of what value is crawling to learning to read? Why is a poor speller unable to do well in rhythmic? In recent years, there has been a developing interest and an increasing amount of research in the relationship of motor-perceptual development to academic achievement. The child's motor development will be reviewed, after which an attempt will be made to put into perspective the implications of such problems as motor generalizations, vision vs. perception, laterality, mixed dominance, neurological patterning, etc. Theories of authors such as Delacato, Harmon, Getman and Kephart will be reviewed along with recent research findings. Reading specialists, teaching assistance specialists, classroom teachers, psychologists and medical personnel will be invited to contribute at appropriate times throughout the course. Individual study projects will be a part of the course. This should be of special interest to students interested in the pre-school and primary child. T 7-10. 3 units. *Mrs. Tidgwell*

76 THE PSYCHOLOGY OF JAZZ

An examination of the psychology of extemporaneous creativity. Some of the major topics will include personality variables, social factors, and the jazz musician's method of coping, with a focus on the relationship between jazz and narcotics. Some field trips and seminar guests are planned. F 2-5. 3 units. *Mr. Ellenhorn*

Sophomore Seminars—Spring Semester

51 ANTHROPOLOGICAL APPROACHES TO THE CIVILIZATIONS OF EUROPE

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

53 GREECE AND ROME: THE LITTLE TRADITION

A cooperative inquiry by instructor and student into the more personal world of private life and attitudes which customarily lie beyond the limits of sustained investigation in history classes. Particular student interests will be considered in selecting from such topics as the family, love, marriage, personal religion and morality, the household, position of women, the games, slavery, diet, costume. In addition to extensive reading in the primary and secondary sources, some use will be made of historical novels (e.g., Mary Renault, Robert Graves, Marguerite Yourcenar, Gore Vidal) not as resources but as objects of knowledgeable criticism. T 7-10. 3 units. *Mr. Glass*

55 CRIME AND DELINQUENCY IN THE UNITED STATES

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

57 PROBLEMS IN CALIFORNIA ARCHAEOLOGY

(ALSO LISTED AS FRESHMAN SEMINAR 33)

The long but poorly understood prehistory of California will be the subject of investigation. Students will study monographs and try to distill from the mass of data an idea of what actually happened in California before the missions. Students then will participate in the beginning of a field survey of the San Bernardino Valley, a virgin area archaeologically. Open only to students who have taken or are taking one of the lecture courses in archaeology. F 2-5. 3 units. *Mr. Belmont*

59 THE SOCIOLOGY OF STYLE

A careful excursion through the idea of social styles. Starting with the Weberian conception of "life-style," we will try to understand the generation and distribution of "ways of being." The course will range through questions of personal style—using, perhaps, some symbolic interactionist models like that of Erving Goffman—and through questions of group style, the generation and spread of new styles, etc. The focus of the course will be on aspects of stylistic self-presentation, group presentation, the implicit process of group agreement on the presentation of style, deviant styles, institutionalization of deviant styles, etc. W 7-10. 3 units. *Mr. Ellis*

61 LAW AND MORALITY

An inquiry into the nature of law, its sources, purposes, and types, focusing on such questions as: When is a law unjust? Have I the right (or the duty?)

to disobey an unjust law? Is the authority of law derived from force, custom, calculations of convenience, or morality? If morality, whose morality—the individual's, society's, humanity's, God's . . .? If morality, how can any distinction be drawn between the sphere of legally-enforceable obligation and the sphere of private morality? Finally, to what extent do theories of law found in the various social sciences presuppose certain (moral) philosophies of law? Readings will be drawn from both classic and contemporary writings in the philosophy of law, as well as from literary works, writings in the social sciences, and the musings of judges. Previous work in either philosophy or political studies is desirable. Open also to juniors. F 2-5. 3 units. *Mr. Evans and Mr. Rodman*

63 PURITANISM, CAPITALISM, AND SCIENCE

For some years a great debate has raged among sociologists, historians and theologians about the effects of religious belief on economic, scientific and political innovation. The key factor in this debate is the influence of Puritanism on the development of English economic and scientific practices during the 16th and 17th Centuries. This seminar will examine the entire debate focusing on the English evidence. Some attention will be given to American developments. Students primarily interested in literature may concern themselves with the interlocking impact of Puritanism and science on 17th Century literature. T 7-10. 3 units. *Mrs. Shapiro*

65 THE TWENTIETH CENTURY FRENCH NOVEL (ALSO LISTED AS FRENCH 141)

Readings of novels from Gide to Camus. Lectures and discussions in French. MWF 11. 3 units. *Miss Martin*

67 FAMILY DETERMINANTS OF CHILDHOOD DEVELOPMENT

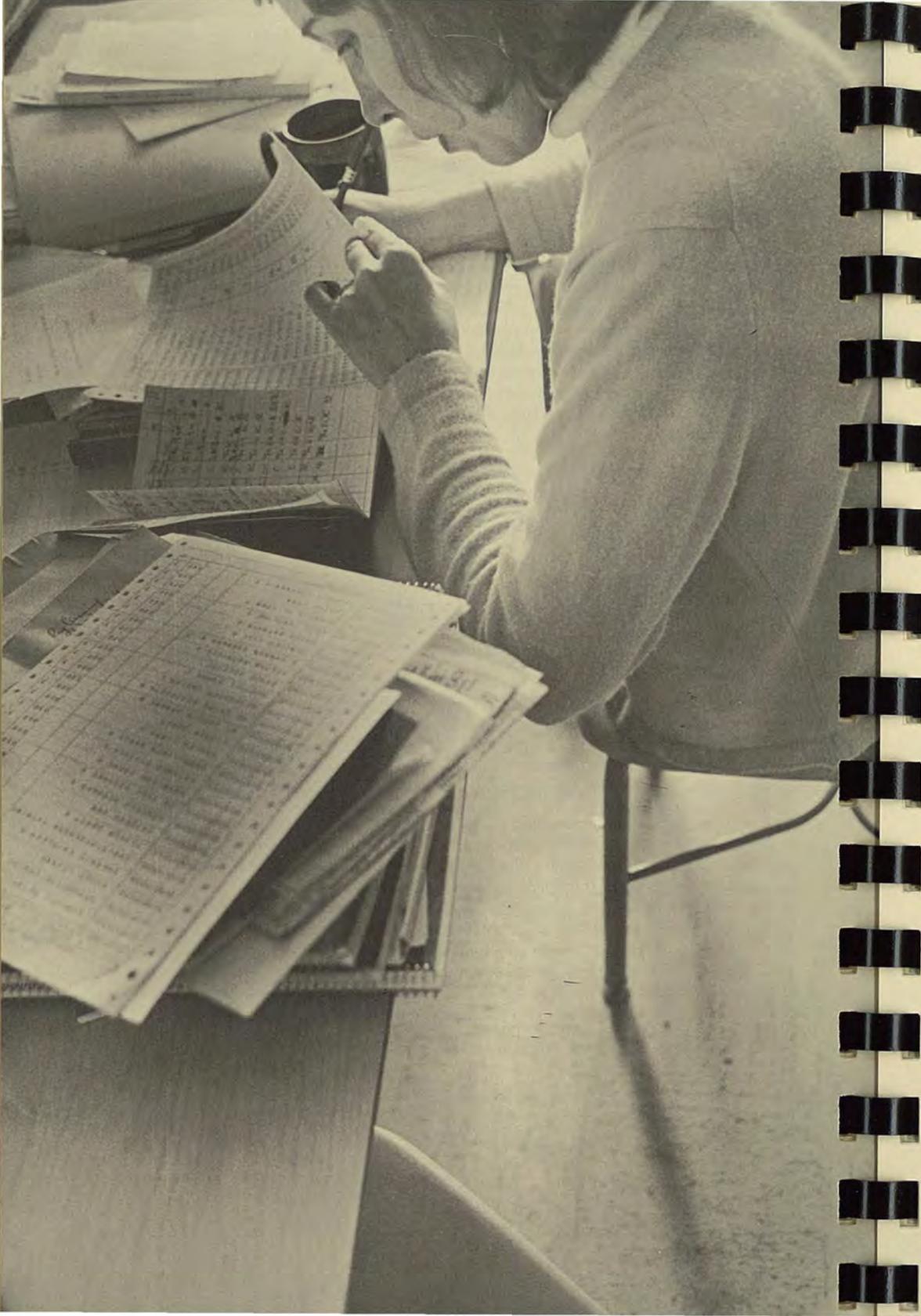
The seminar will investigate theoretical and empirical material bearing on the importance of family interaction upon a child's development. Students will be expected to do library research and present findings in the class throughout the seminar. T 7-10. 3 units. *Mr. Albert*

69 SHAKESPEARE

Three plays will be selected to be read in depth. The seminar will also deal with Shakespeare criticism, social and historical background, Shakespeare's language and theater. Enrollment limited to those with previous work in Shakespeare or permission of the instructor. T 7-10. 3 units. *Mr. Duvall*

71 GREAT BOOKS IN ANTHROPOLOGY

Early and contemporary classics in anthropology—works which have been instrumental in shaping the image of modern anthropology—will be read and discussed. Students may research and evaluate key issues reflected in the older classics in the light of current knowledge. T 7-10. 3 units. *Mr. Ortiz*



ACADEMIC REGULATIONS

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

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

Quality of Academic Work. Course work is normally graded A, AB, B, BC, C, CD, D, DF, or F; seminar and independent study work is normally graded CR (credit) or NC (no credit). In addition to a grade of CR or NC, the instructor submits a written evaluation which is placed in the student's permanent file. A student's Grade Point Average (GPA) is computed by multiplying the grade points given for the grade received (the grade of A is given 4 points, AB - 3.5, B - 3, BC - 2.5, C - 2, CD - 1.5, D - 1, DF - 0.5, F - 0) by the number of units (normally, 3) assigned to the course, adding these products, and dividing the result by the total number of units (normally, number of courses times 3) taken. In order to graduate, a student must have at least a C average (a 2.0 GPA) based on grades received in courses taken at The Claremont Colleges. Grades in courses taken elsewhere are excluded from the computation of grade averages although they may be accepted for transfer credit toward the 120 units of work required for graduation.

Students who do not maintain a grade average of sufficient quality to insure eventual graduation are subject to dismissal. The faculty normally recommends the dismissal of any student whose record indicates that she will be unable to regain within a reasonable length of time a grade average which will qualify her for graduation.

Students whose academic records are otherwise less than satisfactory may receive notification from the Dean of the College on behalf of the faculty.

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

Enrollment in Courses Offered by other Claremont Colleges. Students may register on their own campus for courses open to them in the other Claremont Colleges subject to the following conditions:

A. Freshmen and sophomores normally register for their entire program in their college of residence. Exceptions may be made in fields of study not available in the student's own college.

B. A student may not register for more than one-half of her total program in any one semester outside her college of residence, except as special arrangements have been made in joint programs, such as classics or mathematics.

Exemptions from this regulation must be approved by the Dean of the Faculty.

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

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

Pre-registration and registration. Pre-registration for the following semester occurs toward the end of each semester, subject to review

during registration for the following semester. A student should consult her faculty advisor during pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including her study list, and has paid her tuition and other fees.

Changing Courses. All requests to change or withdraw from courses must be made in writing to the Registrar and must be approved in writing by the student's faculty advisor. A student may withdraw without penalty from a course within the first six weeks of the semester with the written approval of the instructor and her faculty advisor. Students may not enroll in substitute courses after the first two weeks, except by petition to the Registration Committee and consent of the instructor.

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

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

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

Fees and Refunds. In addition to the tuition, student body, room board, and medical fees, the following fees are charged:

LABORATORY FEES. See course description for applicable fees.

REINSTATEMENT SERVICE FEE. Every student is responsible for meeting promptly any payment due the College. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes her payment, she is charged a \$10

reinstatement fee. Any student leaving college with unpaid financial obligations cannot be given a transcript until settlement is made.

The \$50 deposit paid at the time of admission is retained until after the student's graduation or withdrawal, when it is refunded after any proper charges have been deducted. If the student withdraws from the entering class before registration she receives a refund of the entire \$50 (after any proper charges have been deducted) if she notifies both the Admissions Office and the Dean of the College of her plans for withdrawal.

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

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Other Regulations

It is expected that students will enter college with knowledge of the behavior that is appropriate for young women of their age. As members of the Pitzer Community they will find every opportunity to further their understanding of the values essential to community life and to develop a sense of responsibility for others, a concern for the general welfare of the group. They will have experiences in self-direction through which to develop better self-understanding and self-discipline. When an individual fails to exercise discretion in her personal affairs or fails to respect the rights of others and to live up to her Community obligations, she will be counseled, privately and sympathetically. If she fails persistently to adjust herself, it is presumed that she is unable or unwilling to benefit from the College, and appropriate action will be taken. The College reserves the right to dismiss a student for cause at any time.

Residence Halls. Semester rental charges are only for the period when classes and examinations are scheduled. Students may occupy their rooms during the Christmas and spring vacation periods only with special permission.

Automobiles. Freshmen are not encouraged to bring their cars to college. However, if a freshman has a legitimate need for an automobile, she may apply to the Dean of the College for permission to bring her car to the campus. Students maintaining motor vehicles in Claremont are subject to the following regulations:

Every undergraduate student living on or off campus who plans to own or operate an automobile shall register such vehicle with the Campus Security Department during college registration at the opening of each semester or within three days after the vehicle is driven in Claremont. The registration fee is \$10 per semester for on campus students and \$5 per semester for off campus students.

Registration and liability: The student is responsible for displaying the College decal which is affixed at the appropriate place on the vehicle by the Security Department at the time of registration. At that time, the student must also furnish evidence of having liability insurance.

For temporary use of two weeks or less the student is obligated to

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secure a temporary permit from the Campus Security Office within three days after the vehicle is driven in Claremont. In this instance no fee is charged.

All out-of-state and foreign students who are under 21 years of age and who wish to drive in California, within 10 days after entering the State, must contact the California State Motor Vehicle Department at 211 Erie Street, Pomona, California, to verify the validity of their driver's license and the adequacy of their insurance.

A student's vehicle is assigned to a specific parking lot at the time of registration. Parking on the streets in the campus area is prohibited between the hours of 8:00 a.m. and 4:00 p.m. In addition, the City of Claremont prohibits overnight parking on any streets which are not specifically designated as student parking lots. There is no parking at any time on Mills Avenue. A student residing off campus may use only the parking lot to which her vehicle is assigned. Campus curb parking is reserved for visitors and maintenance vehicles during the day.

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

Motorcycles, motor scooters and motorbikes may not be maintained and operated by Pitzer College students on the campuses of The Claremont Colleges.

The penalty for violation of motor vehicle regulations of The Claremont Colleges may be a fine, temporary sequestration and storage of the vehicle at the student's risk and expense, loss of campus driving privileges or suspension. A fine is assessed for failure to register a motor vehicle within the time limit stated above or for failure to display the authorized registration decal.

Health Service. The Claremont Colleges maintain a Health Service for students while they are on campus. Three full-time physicians and a staff of nurses provide office care at Baxter Medical Building and in-patient and emergency care at the Memorial Infirmary. Consultation and treatment in the Health Service is available to students without charge. A charge is made for medicine, laboratory tests, and special supplies. Ten



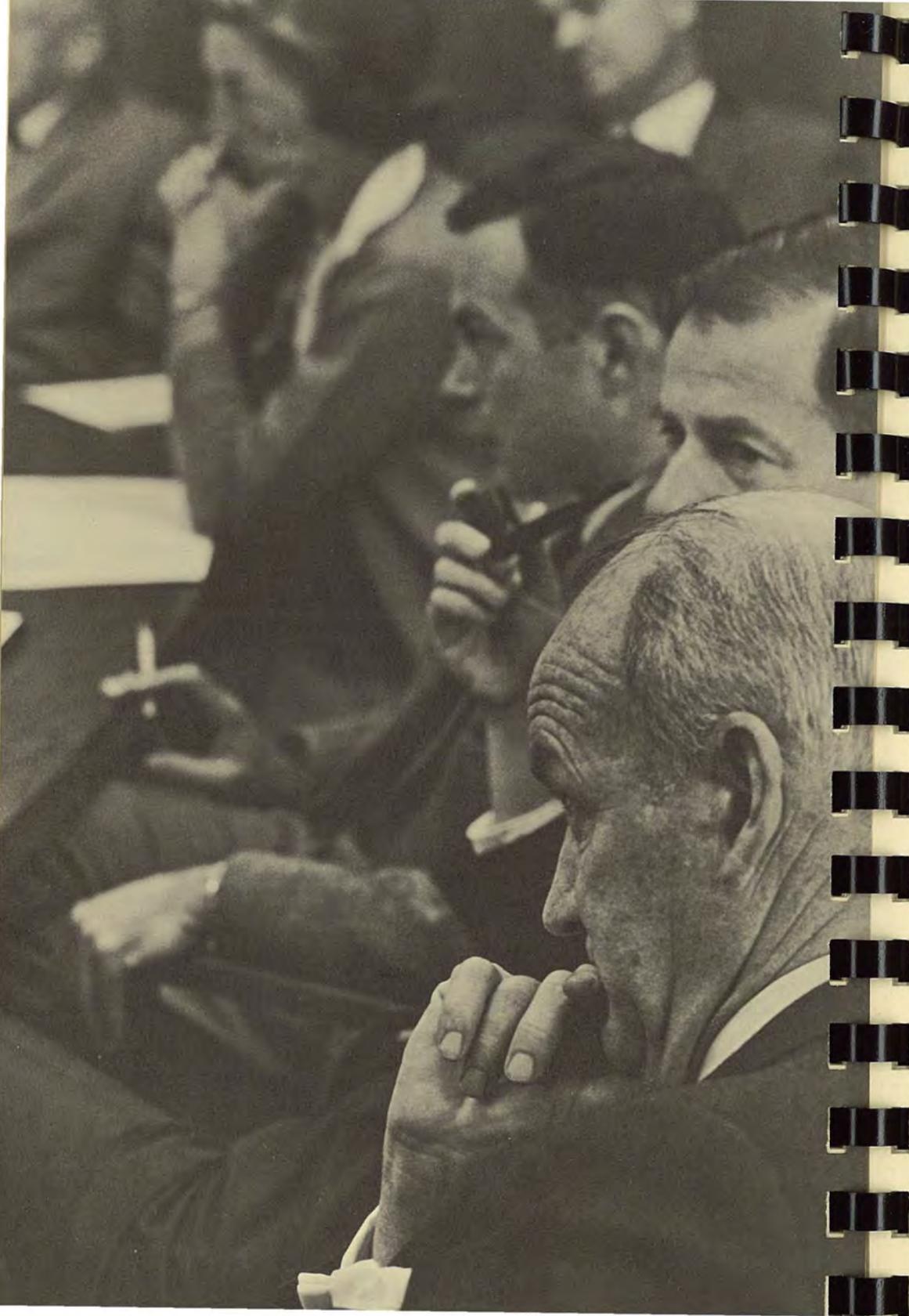
days in the Infirmary are provided each year without charge for room or meals; a charge of \$7.50 per day is made thereafter. Consultation and treatment by specialists in all fields can be arranged when needed.

Excellent hospital facilities are available. Outside consultation, hospitalization and surgery are arranged by the Health Service, but are not financed by the College and payment for them is a responsibility of the individual student. Health Service care is available throughout the school year with the exception of scheduled Christmas and Spring vacations.

Each academic year that a student is in residence she is required to complete a tuberculin skin test or chest x-ray by November 1. During the registration period, skin tests will be given by the Health Service staff to previously negative reactors. All positive reactors must be x-rayed yearly.

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

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



FACULTY

ROBERT S. ALBERT, *Associate Professor of Psychology, 1965.*

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

JOHN W. ATHERTON, *President and Professor of English, 1963.*

B.A., Amherst College; M.A., Ph.D., University of Chicago; LL.D., (honorary) MacMurray College; Instructor, Iowa State College; Fulbright Lecturer in American Literature, Tokyo University of Foreign Studies; Professor, Claremont Men's College, Claremont Graduate School; Dean of the Faculty, Claremont Men's College; Robert Frost Fellow, Bread Loaf School of English; also taught at Amherst College.

**EDWARD R. BAKER, *Instructor of Art, 1966.*

A.B., University of California at Los Angeles; M.S.A., Claremont Graduate School; Art Teacher, Los Angeles High School.

JOHN S. BELMONT, *Assistant Professor of Archaeology, 1966.*

B.A., Harvard University; M.A., University of Michigan; Ph.D., Harvard University. Teaching Assistant, Harvard University.

* FREEMAN C. BOVARD, *Professor of Chemistry, 1964.*

A.B., Pomona College; Ph.D., Iowa State College; Chemist, Shell Development; Research Biochemist, Stine Laboratory, E. E. duPont de Nemours and Company; Visiting Associate Professor, School of Medicine, University of Washington; National Institute of Health Fellowship.

THOMAS E. CARROLL, *Assistant Professor of Sociology, 1965.*

B.A., Indiana University; M.A., Ph.D., University of Minnesota; Instructor, University of Miami; Weatherly Prize in Sociology, Indiana University.

* RICHARD COLES, *Assistant Professor of Biology, 1966.*

B.A., Swarthmore College; Ph.D., Harvard University.

VIRGINIA CORWIN, *Visiting Professor of Religion, 1967.*

A.B., Wellesley College; B.D., Union Theological Seminary; Ph.D., Yale University. Professor of Biblical Literature, Western Reserve University; Charles N. Clark Professor of Religion and Biblical Literature, Smith College.

THEODORE CULLEN, *Assistant Professor of Mathematics, 1966.*

B.S., M.S., De Paul University. Instructor, University of Illinois; Assistant Professor, Arizona State College; Assistant Professor in Mathematics, California State College at Los Angeles.

* S. LEONARD DART, *Professor of Physics, 1964.*

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

CLAUDE DE CHERISEY, *Instructor in French and Dormitory Resident, 1965.*

Brève d'aptitude à l'Enseignement du Français hors de France; Certificado de Aptitude, Instituto de Idiomas, University of Madrid; Institute Le Clos des Abeilles, Chateau d'Oex, Switzerland.

ROBERT F. DUVALL, *Instructor in English, 1965.*

B.A., Whitworth College; M.A., Doctoral Candidate, Claremont Graduate School. I.P.G.S. Fellow, Claremont Graduate School, 1962-65.

JUDITH ELLIS, *Instructor in Sociology, 1966.*

B.A., University of London; M.A., doctoral candidate, University of California, Los Angeles. Lecturer, University of California, Riverside.

WILLIAM ELLIS, *Instructor in Sociology, 1966.*

B.A., M.A., doctoral candidate, University of California, Los Angeles, Lecturer, University of California, Riverside.

LEWIS J. ELLENHORN, *Associate Professor of Psychology, 1966.*

B.A., M.A., Ph.D., University of California, Los Angeles; Haynes Foundation Fellow; Assistant Professor of Psychology in Residence, University of California, Los Angeles; Management Development Coordinator, TRW Systems; Human Relations Consultant, Institute of Industrial Relations, University of California, Los Angeles.

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

B.A., Pomona College, M.A., Claremont Graduate School; Ed.D., Stanford Uni-

versity; LL.D., (Honorary) Pomona College; Head of the English Department, Marlborough School; Psychologist, California Bureau of Juvenile Research; Director, Child Guidance, Assistant Superintendent, Santa Barbara City Schools; Director, California Branch, Devereux Research and Training Institute, Santa Barbara.

HILDA CABANEL-EVANS, *Instructor in Romance Languages, 1965.*

Licenciada en Filosofía y Letras, Universidad de los Andes (Bogota, Colombia); Doctoral Candidate, University of Pittsburgh; Assistant Professor, Universidad Javeriana (Bogota, Colombia); Graduate Assistant, Teaching Fellow, University of Pittsburgh; Lecturer in French, Mount Mercy College; Instructor, Duquesne University, NDEA Summer Spanish Institute (Pittsburgh).

JOHN P. EVANS, *Assistant Professor of Humanities, 1965.*

B.A., St. Anselm's College; doctoral candidate, University of Pittsburgh Graduate School; Honorary Associate Member, Boston Museum of Science; Honorary Member, New Hampshire Academy of Sciences; Vice-President, International Samovar Club, Pittsburgh.

MILES C. EVERETT, *Assistant Professor of History, 1965.*

B.A., University of California, Davis; M.A., Ph.D., University of California, Berkeley; Instructor, Fresno State College, California State College at Hayward, University of California, Davis.

ARTHUR FERARU, *Dean of the Faculty and Associate Professor of Political Studies, 1965.*

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

NORMAN J. FRY, *Instructor in French, 1966.*

B.A., Pomona College; doctoral candidate, Stanford University; NDEA Fellowship in French; Fulbright Grant, University of Bucharest.

SANDRA D. GLASS, *Instructor in English, 1965.*

B.A., Pomona College; M.A., University of Kansas; Assistant Instructor, University of Kansas.

STEPHEN L. GLASS, *Assistant Professor of Classics, 1964.*

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

ALLEN JAY GREENBERGER, *Assistant Professor of History, 1966.*

B.A., M.A., Ph.D., University of Michigan. Instructor, Smith College.

ESPERANZA GURZA, *Instructor in Romance Languages, 1965.*

B.A., University of Puget Sound; M.A., University of Oregon; Instructor, University of Oregon; FLES Foreign Language Specialist, Demonstration Teacher, Tacoma Public Schools; Instructor, NDEA Spanish Summer Institute, University of Puget Sound.

* DANIEL A. GUTHRIE, *Assistant Professor of Biology, 1964.*

B.A., Amherst College; M.A., Harvard University; Ph.D., University of Massachusetts; Teaching Fellow, Harvard University; Laboratory Assistant, Amherst College.

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CARL H. HERTEL, *Associate Professor of Art, 1966.*

B.A., Pomona College; M.A., Harvard University; M.F.A., Claremont Graduate School. Lecturer, Cerritos College; Lecturer and Director Art Gallery, Mt. San Antonio College.

* HERBERT WILSON HOSKINS, JR., *Associate Professor of English, 1966.*

A.B., Wesleyan University; Harvard Graduate School of Business Administration, Alumni Fellow; M.A., Ph.D., Columbia University, Winchester Fellow; Instructor in English, Rutgers University, Wesleyan University; Claremont Graduate School, 1963.

* RICHARD L. JACOB, *Associate Professor of Physics, 1965.*

B.S., Stanford University, M.S., and Ph.D., University of Wisconsin; Research Assistant, University of Wisconsin; Assistant Professor, Tufts University.

JAMES B. JAMIESON, *Assistant to the President for Development and Assistant Professor of Political Studies, 1965.*

B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Brown University; President, Creative Capers, Inc.; Teaching Assistant, Brown University; Resources for the Future Doctoral Dissertation Fellow; Research Assistant, United States Department of Commerce; Assistant Research Political Scientist, University of California, Los Angeles; consultant, Institute of Government and Public Affairs, University of California, Los Angeles.



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DALE L. JOHNSON, *Assistant Professor of Social Theory and Economic Development, 1966.*

B.A., San Francisco State College; M.A. and Ph.D., Stanford University; Lecturer, University of California, Riverside.

** LOIS LANGLAND, *Director of Career Counseling and Professor of Psychology, 1965.*

B.S., Northwest Missouri State College; M.A., Smith College; M.A., Ph.D., University of California, Los Angeles; Lecturer, Department of Psychology; Counseling Psychologist and Associate Manager, Student Counseling Center, University of California, Los Angeles.

*** JOHN M. LILLEY, *Instructor in Music and Director of Choral Work, 1966.*

B.M.E., B.M., M.M., Baylor University; Doctoral Candidate, University of Southern California; Instructor, Church music and assistant to the dean, School of Music, Baylor University; Chior director, Calvary Baptist Church, Gardena.

VALERIE BRUSSEL LEVY, *Instructor in English, 1964.*

A.B., Barnard College; M.A., University of Pennsylvania; taught at the University of Pennsylvania. (On leave, 1966-67)

* GEORGE G. LOWRY, *Associate Professor of Chemistry, 1964.*

B.A., Chico State College; M.S., Stanford University; Ph.D., Michigan State University; Teaching Assistant, Stanford University; Research, Dow Chemical Co., Stanford Research Institute.

RONALD K. S. MACAULAY, *Assistant Professor of Linguistics, 1965.*

M.A. (Hons.), University of St. Andrews; Graduate Studies, University College of North Wales, Bangor; Lecturer, British Institute, Lisbon, Portugal; British Council Lecturer, Association Argentina de Cultura Inglesa, Buenos Aires.

LUCIAN C. MARQUIS, *Associate Professor of Political Studies, 1966.*

Certificate of Graduation, Black Mountain College; Institute of Political Science "Cesare Alfieri" University of Florence; M.A., Ph.D., University of California, Los Angeles; Associate Professor of Political Science and Director of the Honors College, University of Oregon; Fulbright Lecturer, University of Exeter, England; Fulbright Lecturer, Institute of Political Science, University of Turin, Italy.

JACQUELINE MARTIN, *Assistant Professor of Romance Languages, 1965.*

Brevet, Ecole Superieure, Luneville, France; B.A., University of Washington; M.A., Boston University; Graduate Studies, University of Washington and Boston University; doctoral candidate, University of Oregon; Danforth Foundation Fellow; Teaching Fellow, University of Washington; Instructor, Central Washington College; Associate Professor, University of Puget Sound.

* MARGARET J. MATHIES, *Assistant Professor of Biology, 1965.*

B.A., Colorado College; Ph.D., Western Reserve University; Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College.

STEVEN MATTHYSSE, *Assistant Professor of Psychology, 1966.*

B.S., B.A., Yale University; M.A., doctoral candidate, Harvard University. Teaching Fellow, Harvard University.

NANCY MATTICE, *Counselor and Lecturer, 1966.*

B.A., State University College at Fredonia; M.A., Syracuse University; Head Resident, Syracuse University.

DAVID MCGRAIL, *Instructor in English, 1965.*

B.A., Gettysburg College; M.A., Pennsylvania State University; doctoral candidate, University of Pennsylvania; Teaching Fellow, University of Pennsylvania; Instructor, Ohio University.

ELIZABETH C. MCGRAIL, *Instructor in English, 1965.*

B.A., Fairleigh Dickinson University; M.A., doctoral candidate, University of Pennsylvania; Graduate Assistant, University of Pennsylvania; Part-time instructor in English, Ohio University.

* JACK MERRITT, *Professor of Physics, 1966.*

A.B., Pomona College; Ph.D., University of California, Berkeley; Administrative Analyst, Bureau of the Budget; Administrative Officer Atomic Energy Commission; Physicist, Radiation Laboratory, University of California; Physicist, Shell Development Company.

ROBERT L. MUNROE, *Assistant Professor of Cultural Anthropology, 1964.*

B.A., University of California, Berkeley; Ph.D., Harvard University, Field Work in British Honduras. (On leave, 1966-67)

RUTH H. MUNROE, *Assistant Professor of Developmental Psychology, 1964.*

A.B., Antioch College; Ed.M., Ed.D., Harvard University; Research Fellow and Teaching Fellow, Laboratory of Human Development, Harvard University; Research, British Honduras. (On leave, 1966-67)

ADELA NAVARRO, *Instructor in Spanish and Dormitory Resident, 1966.*

B.A., M.A., University of Southern California.

JOYCE L. NORMAN, *Instructor in Physical Education, 1965.*

B.S., M.S., University of California, Los Angeles; Graduate Studies, California Western University, San Diego State College, Claremont Graduate School; Instructor, California Western University.

ALFONSO ORTIZ, *Assistant Professor of Anthropology, 1966.*

A.B., University of New Mexico; A.M., doctoral candidate, University of Chicago.

BEVERLY W. PALMER, *Instructor in English, 1964.*

B.A., College of William and Mary; M.A., University of California, Berkeley; Writer, radio, television KBTB, Denver; Instructor, Fullerton Junior College.



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

* ROBERT P. PINNELL, *Assistant Professor of Chemistry, 1966.*
B.S., Fresno State College; Ph.D., University of Kansas; Post-doctoral study, University of Texas.

W. R. RODGERS, *Writer in Residence, 1966.*
Queen's University, Belfast; Elected to the Irish Academy of Letters to fill the vacancy caused by the death of Bernard Shaw, 1951. Author of: *Awake, and Other Poems* (1941), *Europa and the Bull* (1952).

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

ALBERT SCHWARTZ, *Instructor in Sociology, 1965.*
B.A., Hunter College; M.A., doctoral candidate, Ohio State University, Teaching and research assistant, Ohio State University; Alvin Johnson Scholarship, Hunter College.

BARBARA SHAPIRO, *Assistant Professor of History, 1966.*
B.A., University of California, Los Angeles; M.A., Ph.D., Harvard University; Assistant Professor, Occidental College.

LISA G. SHELLBERG, *Instructor in Psychology, 1966.*
B.A., Occidental College; M.A., doctoral candidate, Claremont Graduate School; Research Assistant, Occidental College; Teaching Assistant, Claremont Graduate School; Student Professional Assistant, Socio-Behavioral Research Laboratory, Pacific State Hospital.

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

*** JESSE R. SWAN, JR., *Associate Professor of Drama and Speech, 1966.*
A.B., University of California; M.A., University of Southern California. Graduate work, Pasadena Playhouse College of Theatre Arts; Director, Valley Community Theatre; Director, Claremont Shakespeare Festival; Scripps College, 1956.

RICHARD S. THILL, *Instructor in German, 1966.*
B.A., University of California, Riverside; M.A. and doctoral candidate, University of California, Los Angeles.

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

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

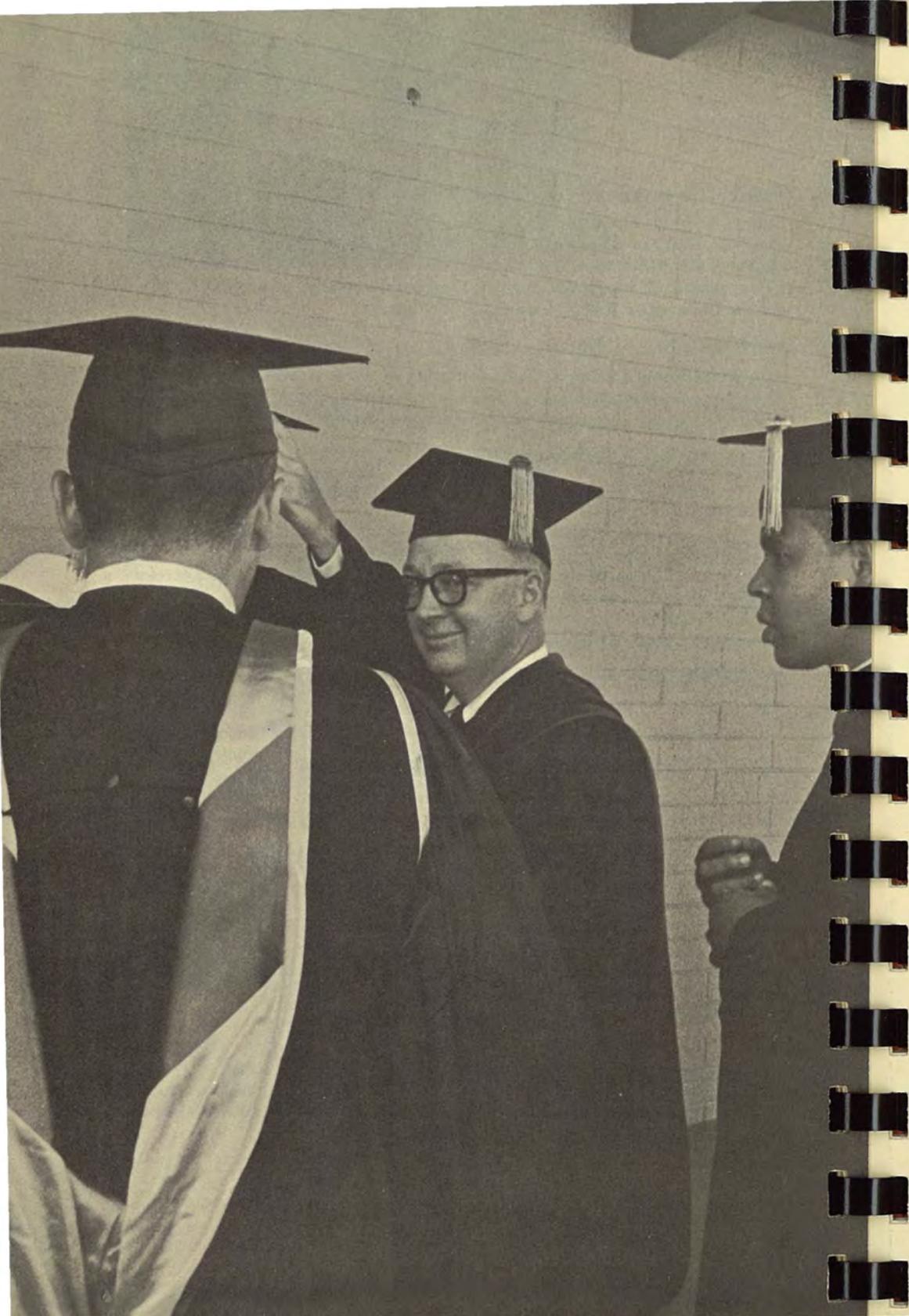
HELEN M. WALKER, *Visiting Professor of Psychology, 1966.*
Ph.D., Teachers College, Columbia University; Professor Emeritus, Teachers College, Columbia University.

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

*Joint Appointment with Claremont Men's College and Scripps College.

**Joint Appointment with Scripps College.

***Joint Appointment with Claremont Men's College, Harvey Mudd College and Scripps College.



ADMINISTRATION

EVA D. ABBOTT, *Head Resident, Sanborn Hall, 1965.*

R.N., St. Helena Hospital and Sanitarium; Assistant Night Supervisor, O'Connors Hospital.

VELMA O. ABBOTT, *Head Resident, Holden Hall, 1964.*

Pacific Union College; Head Resident, Kappa Kappa Gamma, University of Southern California; House Mother, Westlake School for Girls.

JULIE M. ALBERT, *Counselor, 1966.*

B.A., Smith College; M.A., Boston University School of Social Work; James Jackson Putnam Children's Center, Boston; Psychiatric Social Worker and Counselor, Skidmore College.

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

WINSTON C. BLACK, JR., C.P.A., *Assistant Controller, 1966.*

B.A., Stanford University; M.B.A., Dartmouth University.

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

B.A., University of Buffalo; M.S., Harvard University; M.A., Ph.D., Boston University; Research School of Public Health.

VIRGINIA BROCK, *Research Assistant, 1966.*

MARY ANN CALLAN, *Assistant to the President for Development and
Acting Development Director, 1965.*

B.A., M.A., University of Southern California; Instructor, School of Journalism, University of Southern California; Women's Editor and Staff Writer, *Los Angeles Times.*

** MYRON G. CHAPMAN, *Physician, 1964.*

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

** DAVID W. DAVIES, *Librarian, 1963.*

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

** ROBERT W. EDWARDS, *Associate Physician, 1964.*

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

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

(See Faculty)

** ZANER FAUST, *Coordinator, Office of Public Information, 1963.*

Journalist, Radio writer, editor; Associate Editor, Newton (Conn.) Bee.

ARTHUR FERARU, *Dean of the Faculty and Associate Professor of Political Studies, 1965.*

(See Faculty)

WILLIAM E. FRENAYE, *Director of Student Aid, 1963.*

B.A., Kenyon College; Graduate Studies, Teachers' College, Columbia University; Cost Analyst, Bankers Trust Co.; Instructor, Newark Academy; Alumni Secretary and Placement Director Kenyon College; Assistant Director of Development and Public Relations, Smith College.

GEORGE A. GRANGER, *Administrative Assistant to the President, 1966.*

B.A. Pomona College; Instructor and Assistant Principal, Brown Military Academy.

** JOHN W. HARTLEY, *Treasurer and Business Manager, 1963.*

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

** RICHARD C. HILL, *Controller, 1966.*

B.A., Pomona College; M.B.A., Stanford University.

DAVID R. HOOKER, *Consultant in Aural-Visual Systems, 1964.*

California Institute of Technology; Designer, Boller and Chivens; Engineer, Superweld Corporation and Consolidated Electrodynamics; Chief, Management Information Center, Jet Propulsion Laboratory.

JAMES B. JAMIESON, *Assistant to the President for Development and Assistant Professor of Political Studies, 1965.*

(See Faculty)

* LOIS LANGLAND, *Director of Career Counseling and Professor of Psychology, 1965.*

(See Faculty)

ANN MABERRY, *Registrar, 1964.*

Assistant to the Registrar, Claremont Men's College.

NANCY MATTICE, *Counselor and Lecturer, 1966.*

(See Faculty)

SARAH J. NEEDHAM, *Director of Admissions, 1966.*

B.Mus., Oberlin College; M.Mus., Drake University, Instructor and Music Librarian, Ohio State University; Instructor, Otterbein College; Office of Admissions, Kalamazoo College and University of Chicago; Assistant Director of Educational Services, National Merit Scholarship Corporation.

** EDGAR C. RECKARD, JR., *Chaplain, 1964.*

B.A., Yale University; B.D., Yale Divinity School; Graduate study, University of Edinburgh and University of Cambridge; Chaplain and Advisor, Overseas students at Edinburgh; Instructor, Chaplain, Westminster College and Brown University.

SYLVIA M. SALVADOR, *Assistant Resident, Sanborn Hall, 1965.*

Great Falls Business College; Housemother, St. Vincent's Hospital.

SUSAN SCHWARTZ, *Chairman of Counselors, 1966.*

B.A., Mills College; Resident Counselor, Ohio State University; Director of Guidance, Columbus Urban League, Columbus, Ohio; Assistant Dean of Women, Ohio Wesleyan University.

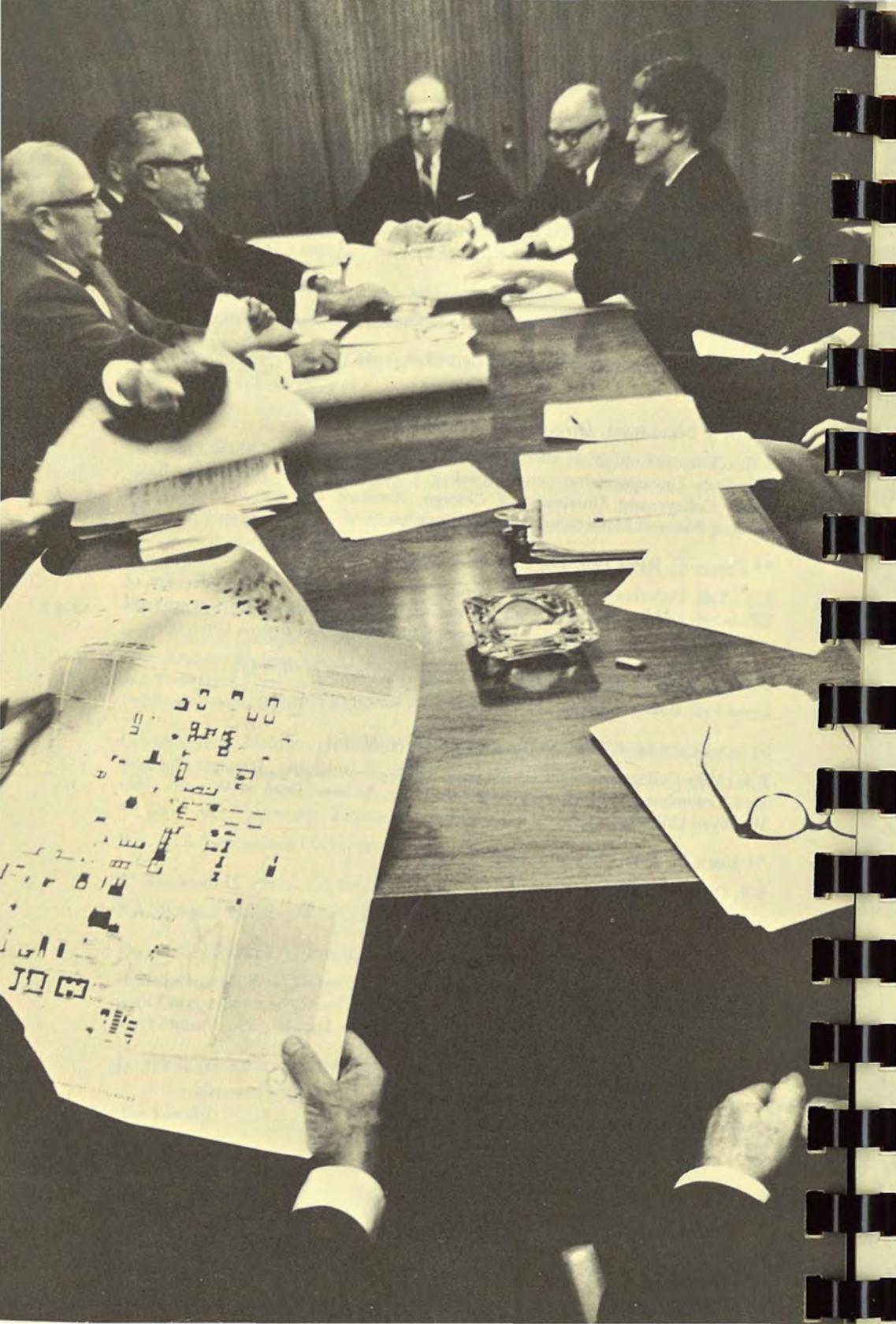
** JOHN M. VAIL, *Bursar, 1964.*

B.S., Oregon State University.

*Joint Appointment with Scripps College.

**Joint Appointment with other Claremont Colleges.

Date denotes year of first appointment.



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Susan Rush, *New Milford, Conn.*
 Nancy Sanders, *San Lorenzo*
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 Christine Seeholzer, *Tempe, Ariz.*
 Sara Jane Segerstrom, *Sonora*
 Mickie Shapiro, *Winnetka, Ill.*
 Susanne Sheahan, *Ojai*
 Cheryl Sigler, *Pomona*
 Jean Singer, *Phoenix, Ariz.*
 Anita Skewes-Cox, *Ross*
 Victoria Speer, *Palos Verdes Estates*
 Alison Spiro, *Winnetka, Ill.*
 Judith Stainbrook, *Pasadena*
 Margaret Stamps, *Champaign, Ill.*
 Leslie Sternberg, *Glen Cove, N.Y.*
 Laurel Strand, *Pasadena*
 Mary Stringfellow, *Colton*
 Barbara Stuart, *Palos Verdes Peninsula*
 Sheila Sussman, *Long Beach*
 Susan Tanner, *Fallbrook*
 Barbara Thompson, *Little Rock, Ark.*
 Ellen Thompson, *Long Beach*
 Lynn Thompson, *Atherton*
 Catherine Traub, *San Diego*
 Carole Ulmer, *Arcadia*
 Martha Van Liere, *Miraleste*
 Vicki Varner, *Coronado*
 Anne Vogel, *Hillsborough*
 Susan Voorhees, *Denver, Colo.*
 Catherine Wallace, *West Covina*
 Victoria Weber, *West Brattleboro, Vt.*
 Susan Whelen, *Thousand Oaks*
 Marcia Whitley, *Arcadia*
 Elizabeth Williams, *La Canada*
 Mary Williams, *Tacoma, Wash.*
 Kathleen Winslow, *Arcadia*
 Jan Wolff, *Chicago, Ill.*
 Jan Woodward, *Los Angeles*
 Kathleen Wyatt, *Tacoma, Wash.*
 Margaret Yao, *Claremont*
 Jo Deane Zalay, *West Covina*

Special Students

Marcia Farnady, *Claremont*
 Susan Platt, *Claremont*



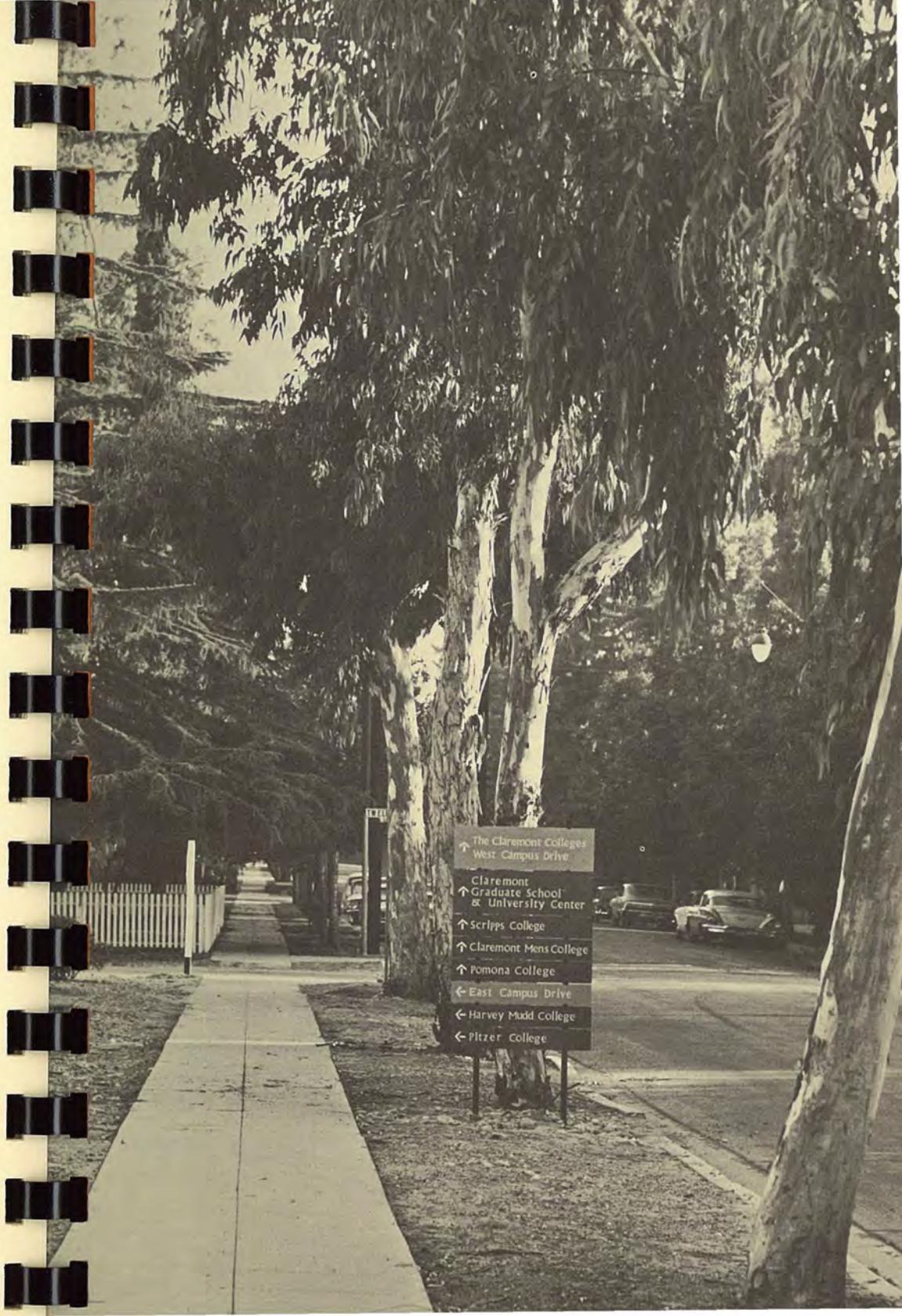
1966-1967 CALENDAR

First Semester

SEPTEMBER 23, FRIDAY	<i>Orientation Committee and officers arrive</i>
SEPTEMBER 24, SATURDAY	<i>New transfer students arrive</i>
SEPTEMBER 25, SUNDAY	<i>Residence Halls open for freshmen</i>
SEPTEMBER 27, TUESDAY	<i>Residence Halls open for returning students</i>
SEPTEMBER 28, WEDNESDAY	<i>Registration for returning students</i>
SEPTEMBER 29, THURSDAY	<i>Classes begin at 8:00 a.m.</i>
OCTOBER 10, MONDAY	<i>Final day for entering classes</i>
NOVEMBER 3, THURSDAY	<i>Final day for withdrawal from courses</i>
NOVEMBER 18, FRIDAY	<i>Low grade reports due Registrar</i>
NOVEMBER 23, WEDNESDAY	<i>Thanksgiving vacation begins after last class</i>
NOVEMBER 28, MONDAY	<i>Thanksgiving vacation ends at 8:00 a.m.</i>
DECEMBER 17, SATURDAY	<i>Christmas vacation begins at noon</i>
JANUARY 4, WEDNESDAY	<i>Christmas vacation ends at 8:00 a.m.</i>
JANUARY 26, THURSDAY	<i>Final day of classes for first semester</i>
JANUARY 30, MONDAY	<i>Final examination period begins</i>
FEBRUARY 8, WEDNESDAY	<i>Final examination period ends</i>
FEBRUARY 11, SATURDAY	<i>First semester ends</i>

Second Semester

FEBRUARY 13, MONDAY	<i>Registration for all students</i>
FEBRUARY 23, THURSDAY	<i>Classes begin at 8:00 a.m.</i>
MARCH 20, MONDAY	<i>Final day for entering classes</i>
APRIL 3, MONDAY	<i>Final day for withdrawal from courses</i>
APRIL 8, SATURDAY	<i>Low grade reports due Registrar</i>
APRIL 17, MONDAY	<i>Spring vacation begins at noon</i>
MAY 31, WEDNESDAY	<i>Spring vacation ends at 8:00 a.m.</i>
JUNE 2, FRIDAY	<i>Final day of classes for second semester</i>
JUNE 10, SATURDAY	<i>Final examination period begins</i>
JUNE 11, SUNDAY	<i>Final examination period ends</i>
	<i>Commencement</i>



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