

PITZER COLLEGE BULLETIN

1968-69 CATALOG

TABLE OF CONTENTS

Open Letter from the President	6
About Pitzer College	9
Community Life	15
Community Government Structure	17
Admission	23
Expenses and Financial Aid	27
Curriculum	33
<i>Distribution Requirements</i>	34
<i>Concentration Requirements</i>	37
Courses of Study	57
<i>Freshman Seminars</i>	109
Physical Education	112
Academic Regulations	115
Faculty	121
Administration	129
Board of Trustees	131
Pitzer Support Groups	133
Student Roster	135
Calendar	143
Index	144
Map of the Colleges	147

OPEN LETTER FROM THE PRESIDENT

Pitzer College is an academic community deliberately designed to encourage full participation and close communication among all elements of the community in a spirit of learning together.

It is also part of a complex of six colleges—each with a personality of its own—with the resources of a major university.

This unusual and distinctive collegiate community extends to you a cordial invitation.

Pitzer College, now in its fifth year of instruction, has matured into a highly respected residential college for women and still has retained the capacity for self-examination and improvement which provides its vitality of spirit.

Each person who comes here—faculty member, student, or administrator—shares in the responsibility of insuring quality education at Pitzer. Each can have a part in planning and assessing all phases of community life. I say can have because individuals have a choice, in fact, many choices, to pursue their own life style within the broad precepts of a liberal arts education.



You will find here a great flexibility in designing your own course of study and freedom to pursue special interests of your own. You will also be in a climate of great expectations for scholarly work.

Beyond the classroom and the office of the faculty member who serves as your advisor, you will have numerous opportunities for growth and service and for informal discussion in a community where the basic concern is the individual.

Because Pitzer's curricular emphasis is on the social and behavioral sciences, this concern with individual personality is implicit. The kinds and variety of people who comprise the college community make this concern even more pervasive.

In addition, the group concept of The Claremont Colleges provides a blend of five distinctive undergraduate colleges where students on any one campus can enroll in courses at any of the other four—to enhance their academic experience.

We invite you to bring your particular talents to our college—and grow with us in this stimulating and innovative atmosphere.



ABOUT PITZER COLLEGE

Years of Growth

THE SIXTH AND NEWEST member of The Claremont Colleges, Pitzer College was founded 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 five years of intensive growth since the founding of the College, the excitement of experimentation has spread among students, faculty and administration. This excitement is one of the unifying forces of Pitzer. The other is the sense of community, whereby student, faculty member, administrator and trustee seek together the answers to today's educational methods and problems.

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 socio-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 teacher 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—either as volunteers or in class-related projects—in the action-oriented community programs taking place in Operation Head Start, hospitals, and nursery schools. These commitments and goals are enhanced because Pitzer is part of the university-type community of The Claremont Colleges.



The Campus

The twenty-acre campus of Pitzer includes 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 and Holden Halls, dormitories each housing 200 students. Buildings completed in 1967-68 include the McConnell Dining Center, and Mead Hall, a 230-student dormitory. Another academic building, Avery Hall, is scheduled to be completed for use in the Spring Semester, 1969.

These buildings have been named in honor or memory of: Ina Scott Pitzer and her mother, Mrs. Elizabeth Fletcher; Robert J. Bernard, founding chairman of the Pitzer Board of Trustees; Flora Sanborn Pitzer, Mr. and Mrs. Roger C. Holden, Odell S. McConnell, chairman of the Board of Trustees, Mrs. Giles W. Mead, member of the Board of Trustees, and Dorothy Durfee Avery, a founding trustee.

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.

The City of Claremont

Claremont, California (pop. 22,000) is located at the base of the San Gabriel Mountains in eastern 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 and mountain and desert areas are accessible by automobile.

The Claremont Colleges

More than 40 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 life of the larger community through courses offered in adjacent colleges and through joint extra-curricular activities.

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

Claremont University Center, founded in 1925. President, Louis T. Benezet. This is 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 1,000 students and awards Doctor's and Master's degrees.

Pomona College, founded in 1887. President, E. Wilson Lyon. Enrollment, 1,200. 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, 500. 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, religion, and science.

Claremont Men's College, founded in 1946. President, George C. S. Benson. Enrollment, 700. Emphasis is on 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, 300. 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, 600. It is a liberal arts college for women with emphasis in the social and behavioral sciences, offering concentrations in 24 areas.

The joint services and facilities available to members of The Claremont Colleges 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 Pitzer 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.

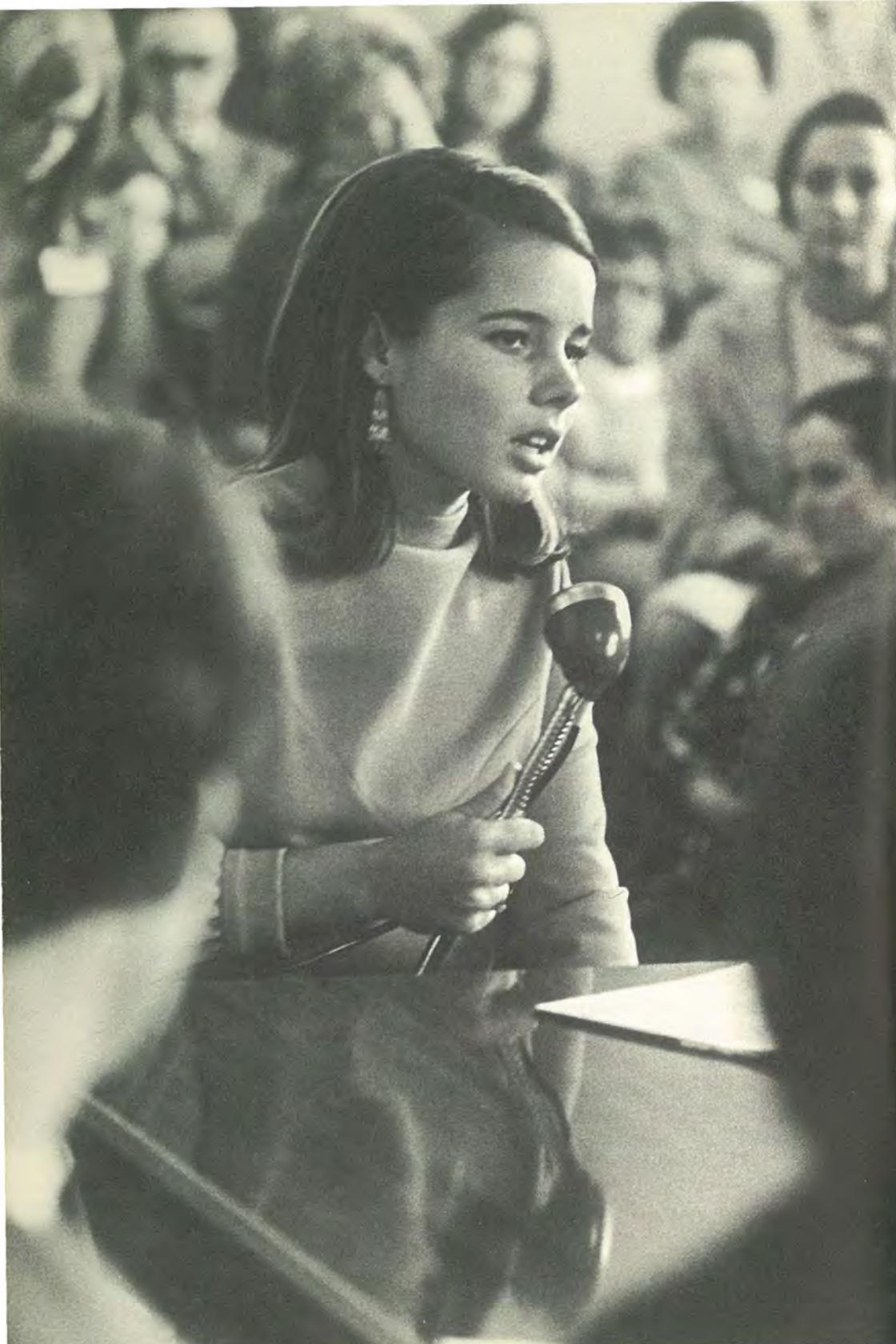
Pendleton Business Building. The gift of Mr. and Mrs. Morris B. Pendleton, this building houses the Business and Controller's Offices of The Claremont Colleges and the Print Shop. It is four blocks from the Pitzer campus.

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

Center for Special Educational Programs. The Center for Special Educational Programs, serving all The Claremont Colleges, is an advisory service for people wishing to continue their education at the collegiate, graduate, or postgraduate level. The staff carefully plans realistic programs for degree study and works with the faculty members of the colleges whenever experiments in timing or new combinations of subject matter seem indicated to serve the educational needs of part-time registrants of any age, or mature, post-degree students. Such persons should arrange for consultation at the Center, located in Harper Hall, four 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 The School of Theology at Claremont. Immaculate Heart College will move from Los Angeles in 1970.



COMMUNITY LIFE

Community Government

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

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 functions previously assigned to the faculty. Extensive revisions were made in the spring of 1966. In the fall of 1967, the Board of Trustees officially approved the plan, with only one revision: to include Trustees as part of the Community.

The goal of the Pitzer Community Government is to aid in the development of excellence in education in and out of the classroom. It is designed to achieve this aim by providing continuous communication among faculty, students, administration, and often trustees, 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 and administration. The established committees of College Council deal with such matters as admissions and financial aid, academic events, educational inquiry, foreign study, facilities development, political activities, and special projects. College Council is comprised of four faculty members, two members of the administration, and four students.

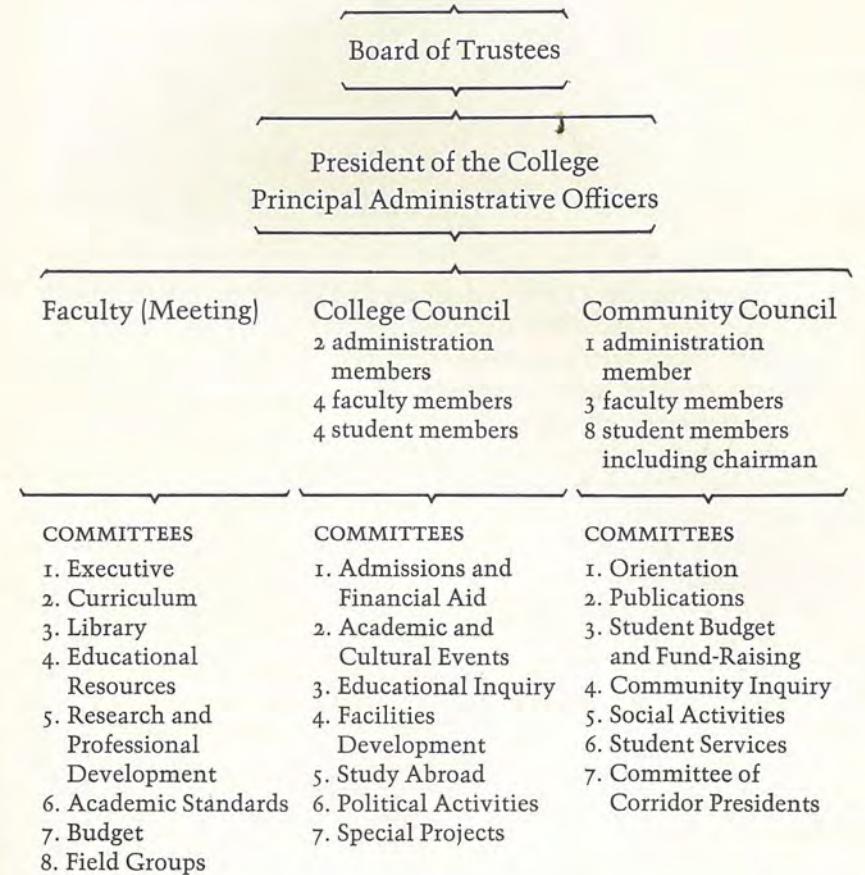


Community Council, the other elected body, deals with policies affecting community life, such as social affairs, elections and, through the Committees of Corridor Presidents, dormitory life. The established committees of Community Council concern themselves with budget and fund-raising for student activities, 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 open to all members of the community: students, faculty, administration and trustees. 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 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 Community Government to offer opportunities for participation to as many students as possible.

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. A third residence hall, Mead Hall accommodates 230 students. Rooms in this newest residence are grouped in suites of 2 doubles and 4 singles surrounding a livingroom. All rooms are furnished; each student is provided with a bed, desk and 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. Since Pitzer is a residential college, it is expected that all students will live in the residence halls.

Student Counseling. Pitzer plans to remain a small college. The President, the dean 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 activities.

The Claremont Colleges Psychological Clinic and Counseling Center provides a trained staff of psychologists to counsel students on personal problems, study difficulties, and career decisions. 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 at Baxter Medical Center where three full-time physicians and several nurses are regularly in attendance. (See page 13.)





Extracurricular 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. These non-sectarian services are conducted by the Chaplain and guest ministers. Pitzer students are welcome to attend and participate in religious activities at McAlister Center and on other campuses.

Publications. Students of The Claremont Colleges publish jointly

The Collegian, a tri-weekly newspaper of the five undergraduate colleges in Claremont. Each College has its own news editor and staff working under the supervision of *The Collegian* editors. In addition, Pitzer publishes a community quarterly, *The Participant*; a bulletin for editorial opinion, *Sound Off*, which frequently has been the forum for discussion of major issues confronting the Pitzer community; a literary magazine, *Snollygoster*; a yearbook; a student handbook; and a weekly news bulletin, *What's Happening at Pitzer*.

Drama, Music. Siddons Club (a dramatic society) and the Concert Choir are joint activities of Pitzer, Scripps, Harvey Mudd, and Claremont Men's Colleges. The Pomona College orchestra is open to qualified Pitzer students.

Claremont Colleges Artists Course Series. The Claremont Colleges Artist Course has been presented in Bridges Auditorium since 1931. By arrangement with the Claremont University Center, all full-time students at Pitzer 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 tickets for each event split evenly between both days. The box office at Bridges Auditorium is open from 9 a.m. until 12 noon, and from 1 until 5 p.m. Students are seated throughout the auditorium. Artist Course events for the 1968-69 season are: The Los Angeles Philharmonic, Soprano Maralin Niska, New York Pro Musica, and the National Arts Foundation Concert.

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 Concert 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 or 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 1968-69 season are: National Theater of the Deaf, Uday Shankar, and Ballet Folklorico.



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 for making admissions decisions. At least five members of the Committee approve each candidate accepted for admission. Criteria for admission include the secondary school record and 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.

The College does not require any specific high school program, but a candidate's record must show sufficient preparation to do college level work. This means that a college preparatory course should include four years of English; two or more years of work in science, social science, and mathematics, and three or more years of language study.

The Faculty of Pitzer College wish to encourage superior students to take advanced work in secondary school; moreover, the Faculty regard repetition in college of courses which have been completed in secondary school as academically undesirable. Entering Freshmen students who wish advanced placement or credit for college-level courses studied in high school should make such requests (accompanied by scores on Advanced Placement Examinations of the CEEB or other similar evidence) of the Registrar. Since each field group has its own policies and procedures for determining what placement or credit may be awarded, the Registrar will forward the applications to the appropriate field group.

APPLICATION 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 to the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711.

1. *Application.* A fee of \$15 must be enclosed with the application. This fee covers part of the cost of processing the application and is not refundable.



2. *Two References.* One to be filled out by the principal or counselor, and one by a classroom teacher.

3. *Secondary School Transcript.* To be sent during and/or at the completion of the first half of the senior year. An offer of admission is subject to successful completion of all secondary school work.

4. *College Entrance Examination Board Test Scores.* Each applicant is required to submit test results of the Scholastic Aptitude Test and three Achievement Tests. These should be taken no later than January of the senior year. An applicant should take the English Achievement Test and any two others of her choice. These tests are offered in November, December, January, March, May, and July. The Bulletin of Information of the College Entrance Examination Board—which contains information about fees and lists of examination centers—may be obtained from high school guidance officers or by writing to the College Board. Applicants from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming should write to: College Entrance Examination Board, Box 1025, Berkeley, California 94704; all others should write to Box 592, Princeton, New Jersey. The test scores are sent directly by the College Board to those colleges specified by the students when taking the tests.

INTERVIEWS. Although an interview is not required for consideration for admission, prospective students are urged to visit the campus, visit classes, and talk with a designated representative of the College whenever possible. The Admissions Office is open on week-

days and on Saturday mornings when college is in session. Appointments for visits may be made by writing to the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711, or by telephoning (714) 626-8511.

ACCEPTANCE. The College will notify each applicant of its decision by April 15. The College observes the Candidates Reply Date and upon receipt of required deposits on this date, the College considers students entered for the following year. Further information about these fees may be found on pages 27-28.

MEDICAL. Entering students must submit by August 1 the results of a medical examination on a prescribed 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.

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 the Achievement Tests of the College Entrance Examination Board are not required. Transcripts of all previous college work are to be submitted. Transfer candidates desiring financial assistance from the College should submit all credentials by April 15. All other transfer applications should be submitted by May 1.

FOREIGN STUDENTS. A foreign student should complete the regular application requirements. In addition, she should submit evidence of her ability to speak and write English.





EXPENSES AND FINANCIAL AID

Expenses at Pitzer College for 1968-69

COMPREHENSIVE FEE FOR RESIDENT STUDENTS \$3205
This fee includes: tuition, \$1700; room and board, \$1350; Community and Health Service Fees, \$155. It does not include books, supplies, incidentals, or room and board during Christmas and Spring vacations.

COMPREHENSIVE FEE FOR NON-RESIDENT STUDENTS \$1855
Pitzer College is essentially a residential college. However, when arrangements have been made with the Dean of Students for a student to live with members of her family in the Claremont area, or when permission has been granted by the Dean for other off-campus living, the cost of room and board may be deducted.

PAYMENT OF FEES

Fees are due and payable each semester at registration time. However, 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 Bursar, Pitzer College, Pendleton Business Building, Claremont, California 91711.

FEES FOR THE ENTERING STUDENT

1. Application fee, \$15. This fee should accompany the application form sent to the Office of Admissions. It covers part of the cost of processing the application and is not refundable.
2. Commitment deposit, \$50. This deposit should be submitted no later than May 1 by each accepted student choosing Pitzer. Upon

receipt of this deposit, the College considers the student entered for the following academic year. This fee is not refundable if the student withdraws before registration in the Fall. Thereafter, it will be held until the student is graduated or withdraws from the College, when it is refunded after any proper charges have been deducted.

3. Room reservation fee, \$100. This fee should be sent no later than May 1 to the Office of Admissions. It is credited to first semester board and room charges and is not refundable if the student withdraws after June 15.

*4. First-semester fee, \$1502.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.

*5. Second-semester fee, \$1602.50. This is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.

6. Commitment deposit and room reservation fee for transfer students and late applicants. Amounts are the same as stated above. The Office of Admissions will notify these students regarding date of payment and possible refund date.

FEES FOR THE RETURNING STUDENT

1. Room reservation fee, \$100. This fee is due on April 15, is credited to first semester board and room charges, and is not refundable after June 1.

*2. First-semester fee, \$1502.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.

*3. Second-semester fee, \$1602.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.

FEES FOR THE NON-RESIDENT

1. Application fee, \$15. Same as for entering resident applicants.

2. Commitment deposit, \$50. Same as for entering resident students.

*3. First-semester fee, \$927.50. This fee is due on or before the day of registration and covers tuition and health and community activities.

*4. Second-semester fee, \$927.50. This fee is due on or before the day of registration and covers tuition and health and community activities fees.

*See also section on *Deferred Payment Plan*, page 27.

MISCELLANEOUS FEES AND EXPENSES

1. Miscellaneous expenses for each student (including books, supplies, and incidentals) can be expected to range from \$350 to \$500 for the year. It is estimated that books and supplies may cost between \$50 and \$100 a semester and incidental personal expenses between \$100 and \$200 a semester.

2. Any student wishing private instruction in applied music should consult the catalogs of Scripps College and Pomona College for the charges involved.

3. Certain additional lab fees may be required to cover the cost of miscellaneous supplies, field trips, etc. See course description for applicable fees.

4. 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.

5. Fee for students doing part-time work (less than three courses), \$215 per course.

6. Fee for auditing, no charge for regularly enrolled students carrying full programs in The Claremont Colleges. Fee for all others is \$100 per course.

7. Summer independent study, for which the student has been granted permission, \$180 per course or \$90 per half-course.

8. Fee for graduating seniors, \$10.

WITHDRAWALS

Notice of withdrawals should be filed with the Registrar's Office. A student intending to withdraw should file her notice before January 1 for the spring semester and before June 15 for the fall semester.

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.

Financial Aid

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

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, Pitzer College, Claremont, California 91711. This is the only application necessary and it should be sent to the College Scholarship Service no later than February 15. Awards are based upon the need determined from the Parents' Confidential Statement, and vary from a few hundred dollars to total expenses. In most instances financial aid awards consist of a grant, a loan, and a paid college job.

Pitzer College participates in the National Defense Student Loan Program, the Federally subsidized Guaranteed Loan Program, and the United Student Aid Funds, Inc. Details about these programs may be obtained by writing the Director of Financial Aid. Other Federal programs are the College Work-Study Program, whereby students qualifying for assistance may earn part of their expenses, and the Educational Opportunity Grant Program for students with exceptional financial need.

Each year after entrance, the Parents' Confidential Statement should be filed no later than February 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, as long as their need continues and as long as they are in good academic standing. The amount of the stipend will be determined each year on the basis of the financial situation at that time. Notice of renewal of financial aid is sent in the Spring. A list of special Pitzer College scholarship funds follow:

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 J. Ford Scholarship Fund, for students who can especially enrich the Pitzer Community.

The Haynes Foundation Scholarship, for juniors or seniors 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 Dr. Martin Luther King Memorial Fund, for Negro students.

The Mayr Foundation Fund, for scholarships.

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

The Flora Sanborn Pitzer Endowed Scholarship Fund, preferably for students with interest and ability in mathematics. This fund was given by Kenneth S. Pitzer in memory of his mother.

The Primus Inter Pares Fund, established by the senior class of 1967 for the purpose of "perpetuating and strengthening Pitzer's commitment to diversity in its student body."

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 Frederick Salathé Fund for Music and Cultural Arts, to promote musical and other cultural events at the College and to support efforts of musicians and artists.

The Annis Van Nuys Schweppe Scholarship Fund. The income from this fund is used for scholarships.

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 combines self-knowledge and independence of judgment with a broad awareness of the world and a mastery of a particular discipline or field of knowledge. The curriculum—a liberal arts curriculum with a social science emphasis—takes normally 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. In order to graduate, a student must satisfactorily complete 32 courses, have at least a C average, and meet the following requirements:

1. *Freshman Seminar and Independent Study.*

A. In order to involve herself immediately in the on-going process of scholarly research and critical reflection, and to help prepare herself for later independent study, each student will elect a Freshman Seminar in the fall semester of her freshman year.

The Freshman Seminars are designed to engage students in the intellectual life of the College. They are distinguished from many other courses offered at an introductory level by their limited size, the flexibility with which the student's work is planned, and their intellectual purpose. Freshman Seminars are intended to introduce the student not to a subject-matter field, but to a special problem within it; not to the findings of scholarship, but to the way in which a scholar attacks a problem. 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 fifteen students or less meeting with a member of the faculty for a period of three hours per week or less. The Seminars are graded Pass/Fail and do not (except in the case of those in English) satisfy any other requirements of the College. Students select the Seminar in which they are most interested, but inevitably some students are assigned to a Seminar of their second or third choice. For descriptions of Freshman Seminars offered in 1968-69, see pages 109-111.

B. In order to develop her capacity for independent work, each student must complete one additional Seminar or an Independent

Study Project during one of the three semesters following her Freshman Seminar. The concern of the faculty is to foster intellectual development rather than simply to provide instruction. It is hoped that students will develop a capacity to plan and execute projects of their own conception and will acquire a competence in original research and writing beyond that fostered by courses of instruction depending upon fixed assignments and lectures. Both Seminars and Independent Studies should be regarded as cooperative academic ventures; their full value will be realized only if they are treated by students as enterprises in which success or failure is in greater degree their own responsibility than that of the instructor.

Independent Study projects are arranged by agreement between the student and a faculty member. By agreement they may be credited either as courses or half-courses, and they may be graded either Pass/Fail or with letter grades. Seminars other than fall semester Freshman Seminars are listed by field; they are restricted in size to approximately 15 students, and they may be graded either Pass/Fail or with letter grades by mutual agreement of instructor and student. There is no limit on the number of Seminars or Independent Studies that a student may elect to take.

2. *Distribution in the Social Sciences.*

Pitzer's curricular emphasis is founded upon a belief in the special importance of the social sciences for understanding and acting in our increasingly man-made world and for bridging the growing cultural gap between the sciences and the humanities. In order, therefore, that she may have some understanding of social, economic, and political problems and institutions, each student must satisfactorily complete four courses in the social sciences, chosen to include at least two of the following fields: anthropology (including archaeology and mythology), economics, political studies, psychology, sociology. Students electing to take Social Sciences 50-51 may satisfy this requirement by taking any two additional social science courses.

3. *Distribution in History.*

In order to gain some acquaintance with the historical dimensions of civilization, each student must complete satisfactorily, normally in her freshman or sophomore year, two Pitzer history courses, to be selected from two of the following areas: American, Asian, ancient and medieval European, modern European. The following courses

may be used to satisfy the requirements: History 12, 14, 36, 37, 55, 56, 120, 123, 140, 141, 144, 145.

4. *Distribution in the Humanities.*

In order that she may gain a more sophisticated appreciation of ethical and aesthetic values, each student must complete satisfactorily two courses in the humanities, to be selected from two of the following areas: English literature, literature in a foreign language, classics, philosophy, religion, the fine arts, music. Both academic courses and courses in studio and performing arts may be taken within the fields of fine arts and music.

5. *Distribution in the Natural Sciences.*

In order to become intelligently aware of some of the methods and findings of contemporary natural science, each student must complete satisfactorily 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 offered at another of The Claremont Colleges must obtain prior approval from the natural sciences faculty at Pitzer.

6. *Fluency in English.*

The English program emphasizes competence in writing. Each student must elect one course, seminar, or tutorial in English in her freshman year and one in her sophomore year. An English tutorial is a half-semester of intensive work in writing and confers half-course credit. Freshman Seminars in English may be counted towards this requirement.

7. *Competence in a Foreign Language.*

Pitzer requires each student to attain third-year competence in a foreign language, normally by the beginning of the junior year so that the language can be used as a research tool in the junior and senior years. Students must declare by the end of the freshman year the language in which they intend to satisfy the requirement.

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 interpreting and evaluating the text.

Competence may be demonstrated by: (1) passing an examination; (2) successfully completing the appropriate courses at Pitzer College or another of The Claremont Colleges; (3) proving in some other way acceptable to the foreign language faculty that a satisfactory proficiency has been obtained.

Students who demonstrate third-year competence at entrance must maintain their proficiency during the freshman and sophomore years. Proficiency may be maintained by language and literature courses, summer session courses, travel abroad, independent study, or verified use of the language in some other course.

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 only after having achieved proficiency in another language. Note: Reading competence in a classical language (Latin or Greek) satisfies the Pitzer foreign language requirement.

8. *American History and Government.*

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:

a. *By passing an objective examination offered early each fall semester and at other times to be announced. Students failing an examination should consider the advisability of taking a course to meet the requirement.*

b. *By completing an approved Pitzer course in American history or American government. Approved courses are: History 55, 56, 155, 156, 157, 158; Political Studies 100, 105.*

c. *By demonstrating that she has met the requirements 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. For information, see Mr. Everett.*

9. *Concentration.*

In order that each student should have the experience of attaining the kind of mastery in depth that makes informed independent judgments possible, a field of concentration will be elected by the end of the sophomore year, and a substantial part of the junior and senior years will be devoted to the concentration program.



FIELDS OF CONCENTRATION

1. Fields of concentration currently offered include: American studies, anthropology, art, Asian studies, biology, chemistry, classics, economics, English, European studies, French, German, history, human biology, humanities, Latin American studies, mathematics, philosophy, physics, political studies (including international relations), psychology, sociology, Spanish, the study of man. Certain other concentrations are available by arrangement with the other Claremont Colleges. Others at Pitzer may be added in the future.

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 Field Group(s) of the faculty. Such approval must normally be obtained not later than the end of the student's sophomore year.

CONCENTRATION REQUIREMENTS

American Studies

Each student concentrating in American Studies is required to complete satisfactorily the equivalent of 10 courses concerned with American problems. Courses may be chosen from anthropology, archaeology, economics, fine arts, 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 180.

A reading list of works with which all majors in the field should become familiar is available from the concentration advisors. Students must pass a comprehensive examination 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.

For further information, see Mr. Everett, Miss Ringler or Mr. Schwartz.

Anthropology (See also The Study of Man)

Before the beginning of their senior year, concentrators are required to complete satisfactorily four courses in anthropology and to work out in conference with a concentration advisor a program of study designed to integrate the student's knowledge and to emphasize her special interests and competences.

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, satisfactory work on comprehensive examinations or special research papers may be required. Participation in senior seminars is normally expected of all concentrators.

Art

A concentration in art requires satisfactory completion of at least seven courses in the field beyond the freshman level. Through cooperation with Pomona College and Scripps College, many of the courses for this concentration will be taken at those institutions.

A student desiring to concentrate in art history will be required to take courses dealing with the following areas: Greek Art and Archaeology; Primitive or East Asian; Medieval; Renaissance; Baroque; Modern. Students are encouraged to take courses in classics, literature, music, history, and philosophy. A reading knowledge of at least two European languages must be achieved. Satisfactory completion of an independent study in a specialized area will normally be required during the senior year.

Students desiring to concentrate in the practice of art will be re-

quired to take courses in three media beyond the introductory level. Three courses in art history are also required. A senior essay and a project in a major medium presented as an exhibition are required in the fall and spring semesters of the senior year respectively.

Students interested in art are encouraged to consider a concentration in the humanities or a joint concentration with one of the social and behavioral sciences.

Asian Studies

Asian Studies is a cooperative program of The Claremont Colleges focusing on the historical civilizations and present problems of the peoples of Asia. The concentration in Asian Studies requires satisfactory completion of a total of seven courses in the humanities and social science disciplines, an interdisciplinary senior seminar, and two years of courses in an Asian language when appropriate.

The concentration or major may have either a single area emphasis, i.e., East Asia (China, Japan, and Korea), Southeast Asia, or South Asia, or a disciplinary emphasis, e.g., history or government and international relations. In the former case, four of seven required courses must be on a single area; and in the latter, four of the seven in the same discipline. The remaining courses shall be selected from a list of area and other related courses.

The intercollegiate Asian Studies committee advises each college on the concentration or major. Variations in the requirements of the concentration to meet the requirements of each college are permitted. Intercollegiate committee members serve as advisors at their respective colleges. Committee members for 1968-69 are as follows: Professor James W. Gould (Scripps College), Professor Harold W. Rood (Claremont Men's College), Professor Allen J. Greenberger (Pitzer College), and Professor Constantine Tung (Pomona College).

Biology

A biology concentration requires satisfactory completion of the following:

One year of General Biology (normally Biology 43-44)

One year of Physics (normally Physics 30-31 or Phys-chem 21 and Physics 32)

One year of Chemistry (normally Chem. 20-22 or Phys-chem 21 and Chem 22)

Senior seminar and research (189-190)



Senior comprehensive examination (given early second semester senior year)

Plus six semesters of biology electives (organic chemistry may substitute for two). These six courses must include one course each at the cellular, organismic and species or community levels. Students should consult with the biology staff in order to select appropriate courses in each area.

Chemistry

A chemistry concentration requires satisfactory completion of the following courses:

Natural Sciences 21, *Principles of Physics and 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 (half-course)*

Natural Sciences 121, 122, *Principles of Physics and Chemistry III, IV*

Natural Sciences 187, *Seminar and Research in Physical Science*

Natural Sciences 190, *Research and Senior Thesis*

Mathematics, *Calculus, I, II, and III*

Plus two elective courses in natural science chosen in consultation with a concentration advisor.

Concentrators must pass a comprehensive examination which will be administered in the senior year.

Classics

In the interest of providing a complete concentration in Classics, a coordinated program is offered at Pitzer College, Pomona College, and Scripps College.

A concentration in Classics requires a student to complete satisfactorily at least seven courses in Greek and Latin beyond the first-year college level. In addition, the student is required to do further specified reading from Greek and Latin authors and works of classical scholarship. Each student must also complete a senior thesis on a subject to be selected in conference with her concentration ad-

visor. Normally the thesis will be completed no later than the beginning of the spring semester of the senior year. In the second semester of her senior year, the student will be required to pass a comprehensive examination in Classics.

Pitzer College is a participating member of the Intercollegiate Classics Center in Rome. This Center, composed of students and faculty drawn from a limited group of liberal arts colleges, both public and private, with strong programs in the Classics, makes available to its members a carefully supervised Junior Year or Semester Abroad in Rome in Classical Studies. Nominations from Pitzer College to the Center will be made from students participating in The Claremont Colleges Classics Program.

Economics

Through the co-operation of The Claremont Colleges, a concentration is available in Economics.

Requirements:

- (a) One year of principles of economics
- (b) One year of intermediate economic theory
- (c) One semester of history of economic thought
- (d) One semester of statistics (preferably but not necessarily economic statistics)
- (e) Three upper-level "applied" courses, chosen from at least two areas, such as:
 - business cycles
 - econometrics
 - economic development
 - industrial organizations
 - international economics
 - labor economics
 - mathematical economics
 - money and banking
 - public finance
 - etc.
- (f) Comprehensive examinations in the senior year, consisting of an examination in economic theory (including history of economic thought) and examinations in any two "applied" areas of the student's own choosing—history of economic thought may also be selected.
- (g) Honors candidates will be expected to achieve excellence in the above and to prepare a senior thesis.

Recommendations:

For students not intending to pursue graduate work in economics:

At least one semester of calculus

For students intending to pursue graduate work in economics:

(a) At least one year of calculus

(b) At least one semester of linear algebra

(c) Selection of money and banking as one of the "applied" areas.

English

The concentrator in English is free to develop her own program with the close attention of and assistance from the faculty in English and her own advisor. She may choose courses, seminars, independent studies and directed readings according to her growing interests in English and American literature and related fields in order to prepare herself for graduation. Successful performance on a rigorous, written comprehensive examination, to be given during her final semester, is required. The examination will have three parts: 1) explication of a given passage, showing skills in analysis and interpretation; 2) identification of several literary texts, testing a knowledge of style, literary history, and authorship; 3) commentary on a literary problem. The problem will appear as a list of questions, to be published early in the semester preceding the examination; modifications may be worked out according to the particular interests and background of the individual student. The examination will be read by at least three faculty members. The results of the examination will be recorded as honors, pass or failure. In case of failure, a student may, in consultation with the faculty, be given a second opportunity to show her preparation for graduation; she may, however, be required to do additional work before taking the examination again.

European Studies

European Studies is an interdisciplinary concentration with an area focus. Concentrators must complete satisfactorily at least 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, art history, classics, economics, 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 interdisciplinary seminar, European Studies 195, or, if the seminar is not offered, will write a lengthy paper on a topic approved by the concentration advisor. 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. Proficiency in a European language must be achieved by the beginning of the junior year.

For further information, see Mr. Marquis.

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. Satisfactory completion of a minimum of eight advanced courses,



selected in conjunction with the concentration advisor, two of which might be in a related field. Through co-operation with Claremont Men's College, Scripps College, and Pomona College, several of the courses will be taken at those institutions.

3. A general knowledge of French political and cultural history, demonstrated by passing 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. This knowledge must be demonstrated by satisfactory performance on special examinations.

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.

Residence abroad, in a French-speaking country in which she will be speaking, writing, and reading in some established program of studies, is strongly recommended for a minimum of one semester. By special arrangement, the student may work out a concentration emphasizing language and linguistics. See Mr. Macaulay.

German

Students may start with their concentration in German when they have sufficient language abilities. They must be able (1) to read with immediate understanding of original texts, (2) to follow lectures in German, (3) to express their thoughts comprehensibly in speaking and writing.

The concentration program consists of at least eight upper division

courses in literature and related fields, to include one course in the Reformation and Counter-Reformation period, one in German Classicism, one in the Nineteenth Century, two in the Twentieth Century. A course in Advanced Composition is strongly recommended. Through co-operation with Claremont Men's College, Scripps College, and Pomona College, several of the courses will be taken at those institutions.

Pitzer students concentrating in German must acquire a good knowledge of the political, social, and cultural development of modern Germany and its geography.

Graduation requirements for concentrators in German are:

1. An essay in German in the student's particular area of interest
2. A written comprehensive examination
3. A conversation in German with her advisor on a book or a topic selected by the student in advance.

History

For concentration in history, students must satisfactorily complete a minimum of seven history courses beyond the distribution requirement in history and pass a comprehensive examination. Courses must be taken in at least three of the five following fields—Ancient and Medieval Europe, Early Modern and Modern Europe, United States, Asia, and Latin America. At least one of the three fields must be pre-modern (c. 1400).

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 preparation for the comprehensive examination to be taken during their senior year.

Superior students will be nominated by the history faculty for an honors program. Such students will write a thesis. The thesis (one or two courses) will normally be taken in addition to the basic requirements for the concentration.

Human Biology

Concentrators in human biology must complete satisfactorily the following courses:

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

3. Introductory courses in each of the following areas: anthropology, psychology, sociology.
4. Four additional semesters of advanced work in the behavioral sciences, selected from at least two of the above areas.

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 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 Humanities consists in the satisfactory completion of at least 10 courses 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 as follows:
 - a. *One Independent Study 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. *One Independent Study 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 mem-



bers. A student interested in 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 Humanities on campus. For further information, see Mr. Evans.

Humanities Advisor: Each concentrator in 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 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 of foreign language, either modern or classical.

Study Abroad: It is strongly recommended that any student concentrating in 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.

Latin American Studies

Students concentrating in Latin American Studies must complete satisfactorily at least 8 courses, or their equivalent in seminars or independent study, in fields related to their area of focus. These include at least one course from each of the following:

- a. *History or Political Studies*
- b. *Anthropology or Sociology*
- c. *Literature, Philosophy, or Fine Arts*
- d. *Economic Development: this may be a course in either general development economics or Latin American economic development.*

Students should consult a concentration advisor as well as the catalogs of the other Claremont Colleges for appropriate courses.

A concentrator's program should be designed to emphasize not only breadth of knowledge, but also special focus on (a) a particular nation or area—e.g., Mexico, Brazil, or the Bolivarian Countries; or (b) a particular field or discipline—e.g., politics, history, sociology, or literature.

During her senior year, she will be expected to take either an interdisciplinary seminar in Latin American Studies or a directed independent study, performed under the direction of her concentration advisor, and aimed at synthesizing her previous work. Superior students may be invited to honors candidacy and write a senior honors thesis, for which Independent Study credit will be given.

Language: A student concentrating in Latin American Studies 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, speaking and reading Spanish (or Portuguese, if her area interest is Brazil).

Study Abroad: It is strongly recommended, and in some cases may be required, that a student spend at least one semester in a Latin American country.

For further information, see Mr. Johnson or Miss Gurza.

Mathematics

A concentration in Mathematics can be obtained by taking courses at Pitzer College, Claremont Men's College, Harvey Mudd College, and Pomona College. A student concentrating in Mathematics is required to complete satisfactorily seven courses above the level of Calculus III. These shall include Linear Algebra, Abstract Algebra, and Advanced Calculus (or another approved analysis course of equivalent level). Also included among the courses required is "Senior Mathematics" to be taken during a student's final semester. This course may take the form of a tutorial, a seminar, or an independent study according to the numbers, needs, and interests of students and faculty.

Philosophy

A concentration in philosophical studies is offered at Pitzer College, consisting normally of satisfactory work in a set of specified courses

as described below. The philosophy staff recognizes, however, that students may enter into philosophical studies with widely differing backgrounds, expectations and goals; consequently it is anticipated that with the advice and approval of the staff, students will be able to construct and propose programs of studies which may differ from the typical requirements stated below.

Concentration Advisor: Students interested in exploring the possibility of concentrating in philosophy are urged and welcomed to confer with a member of the staff at an early time in their academic career. Since concentration advising is intended to play an important, if not crucial, role in the furthering of the student's studies and research, it is important that concentrators be assigned an advisor at as early a time as possible. No student will be considered as a concentrator in philosophy unless and until she has been assigned an advisor. Normally, this will take place before the student's junior year.

Introductory Courses: In order to meet the demands imposed on the philosophy program at Pitzer by non-majors and majors alike and to insure that there will be a variety and diversity of means to introducing oneself to philosophy, the staff offers a number of introductory courses or courses which, although listed as upper division, nevertheless can serve as a first course in philosophy. Upper division courses normally are understood to presuppose such an introductory course, unless specifically otherwise stated in the catalog. Concentrators may consider taking two introductory courses to assure a wider perspective and a better preparation for further work in philosophy. For the academic year 1968-69, four courses will serve the purpose of introductions to philosophy:

Introduction to Philosophical Problems—Phil. 1 (Mr. Bogen)

A Contemporary Approach to Philosophy—Phil. 50 (Mr. Evans)

Philosophical Classics—Phil. 2 (Mr. Bogen)

The Contemplation of Being—Phil. 165 (Mr. Evans,
Mr. Matthyssø)

Requirements: The following are normally required of a concentrator:

A) A semester's work in basic logic. Rather than enrolling formally in a course, however, students may meet this requirement through independent studies. The staff will furnish lists of texts which students may use and will examine students who feel pre-



pared to meet this requirement in this fashion. Upon successful completion of such an examination, academic credit equivalent to a normal course will be awarded to the student.

B) Three courses chosen from any of the following broad areas, it being understood that no more than one course from each area may be taken to meet this requirement:

- 1) Ethics, Theory of Value, or Political Philosophy
- 2) Metaphysics or the Philosophy of Language
- 3) Theory of Knowledge or the Philosophy of Mind
- 4) Advanced Logic

C) Three courses (on individual philosophers, philosophical works, or philosophical schools or issues in a given historical period) from the following areas, it again being understood that no more than one course from each area may be used to satisfy this requirement:

- 1) Classical (ancient) philosophy
- 2) Medieval philosophy
- 3) Modern philosophy (covering the period from Descartes to Kant)
- 4) Nineteenth Century philosophy
- 5) Recent Continental thought (phenomenology, existentialism, etc.)

Students may obtain the advice of the staff on whether a given course will be considered to meet any of the above requirements.

Joint Concentrations: In certain cases, a student may wish to combine her philosophical studies with studies in related fields, such as religion, political studies, art, etc. Those students who may wish to construct a joint concentration (as opposed to pursuing two, independent concentrations) are urged to contact staff members in the philosophy department and in the related field at a very early

date to assure that a program satisfactory to all concerned can be devised.

Physics

A physics concentration requires satisfactory completion of the following courses:

Natural Sciences 21, *Principles of Physics and Chemistry I*

Natural Sciences 22, *Principles of 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 and Chemistry III, IV*

Natural Sciences 187, *Seminar in Physical Science*

Natural Sciences 190, *Research and Senior Thesis*

Mathematics, *Calculus I, II, III, and Differential Equations*

Plus two advanced courses in physics.

Concentrators must pass a comprehensive examination, which will be administered in the senior year.

Political Studies

Political Studies is an interdisciplinary program aiming at understanding political activities, political relationships, and political organizations as they are found on the level of the national state and its subdivisions, international politics, and 'private' groups. It utilizes the methods of social science, history, philosophy, and literature.

Concentrators must complete satisfactorily at least seven courses beyond the introductory level and pass a senior examination. The courses must include at least one course in each of three general areas: comparative politics, international relations, and political philosophy. A list of readings posing issues about which Political Studies concentrators should be thinking will be provided at the beginning of the junior year. Informal discussions of the books and of current issues will be held monthly. The senior examination, which will be taken in April of the senior year, will be based on these readings and discussions. Exceptional students may be invited to undertake an honors thesis in the senior year (for which Independent Study credit will be given) in addition to the requirements for concentration.

Attention is called to certain courses in other disciplines (such as

anthropology, economics, history, philosophy, and sociology) which deal with politics or closely related matters. With the approval of the concentration advisor, some of these courses may be counted towards concentration in Political Studies.

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*
- b. *Statistics*
- c. *Research Methods*
- d. *History and Systems in Psychology*

2. The student is expected to take at least four additional advanced courses, at least one in each of the areas listed below. This can be accomplished through the satisfactory completion of regular course work or through other means approved by the faculty.

- a. *Experimental, comparative, physiological, learning, and mathematical psychology*
- b. *Personality, social, clinical, child, and adolescent psychology*

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. The student will be given credit for two courses during her senior year for satisfactory work on the thesis.

The psychology faculty may add to this list of requirements or require one or more comprehensive examinations either for all students in the department or for individuals. Comprehensive examinations, if required, would normally be given during the student's senior year, after notification by the department by June 30 of the preceding academic year.

Students considering graduate work should consult carefully with their advisors about courses that may be necessary or advisable in addition to these requirements.

Sociology

A concentration in sociology requires the satisfactory completion of seven courses. Specific courses required include:



1. Any sociology course on the lower-division level (below 100).
 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.
- Students interested in or planning to go to graduate school should consult carefully with their faculty advisors about appropriate course work.

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. Satisfactory completion of a minimum of eight advanced courses, selected in conjunction with the concentration advisor, two of which might be in a related field. Through co-operation with Claremont Men's College, Scripps College, and Pomona College, several of the courses will be taken at those institutions.

3. A general knowledge of Spanish and Latin-American history, demonstrated by passing 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. This knowledge must be demonstrated by satisfactory performance on special examinations.

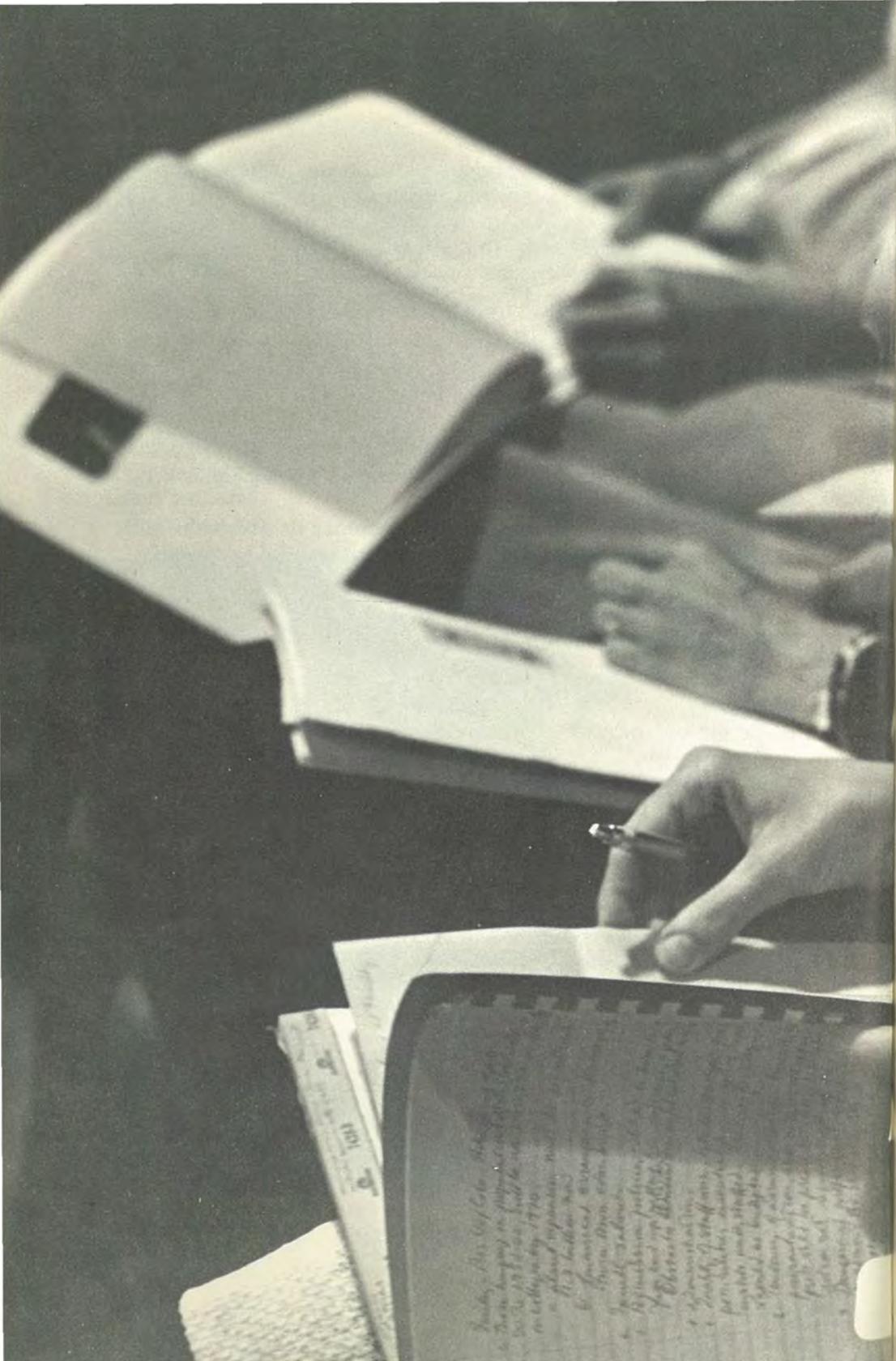
A list of recommended readings, arranged by period, will be provided; upon completion of a selection of this list, either by independent study, course work, or study abroad, the student may request an examination. A student who shows unusual proficiency and who has satisfied most of the above requirements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

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

By special arrangement, the student may work out a concentration emphasizing language and linguistics. See Mr. Macaulay.

The Study of Man (See also Anthropology)

The purpose of the Study of Man concentration is to provide selected students with the opportunity to devote themselves fully during the latter two undergraduate years to work, within the framework of a list of courses, in the comparative study of human societies and social behavior. Advisors are in anthropology and a number of closely related disciplines. Students will enroll for course work in the normal manner but will be credited on a Pass/Fail basis rather than taking regular grades. All concentrators must take a comprehensive examination given in January of the senior year. Those failing the examination will take it again in May and must pass in order to graduate. Those passing the examination in January will undertake, for independent credit, special work appropriate to their interests and abilities (in some cases, a thesis). It is principally upon the comprehensive examination and the special work that an evaluation of the final two years will be based. Acceptance into the concentration program should be obtained in the second semester of the sophomore year; interested students should discuss details of the program with a faculty member in anthropology.



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, subject to the intercollegiate regulations on page 116.

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

AMERICAN STUDIES

- 180 **Seminar: American Studies.** A study of the social, economic, political, and intellectual forces which molded American education and of the role education played in forming the American mind and character from colonial times to the present. The course will deal with both lower and higher institutions of learning as well as the non-institutional aspects of education. The role of church and state, the content of education, forms of popular culture, educational leaders and innovators, the impact of industrialism, and the place of social and ethnic groups in American education will be considered. Spring Semester. m. 2:45-5. Miss Vassar.

ANTHROPOLOGY

- 45 **The Development of Man.** The story of man's spread over the world and the development of his culture from the time of the first stone tools to the emergence of the great historical civilizations, as revealed by archaeology. The prehistory of Europe, the Near East and North America will be stressed. t.th. 1:15-2:30. Mr. Belmont.
- 48 **Indians of North America.** A general overview of the cultures of American Indians north of Mexico, utilizing the data of both archaeology and ethnography. Attention will be focused on the varied culture histories of the different peoples and the wealth of culture patterns which the white man encountered. m.w.f. 10. 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. Spring Semester. m.w.f. 9. Mr. Park.
- 56 **The Idea of Culture.** The uses and limitations of the culture concept as an aid to the understanding of human behavior. Investigations of important cultural phenomena—language, technology, economics, daily routine, social organiza-

tion, child rearing, religion, the life cycle—through analysis of published ethnographic works and original field notes. Class hours involve lectures, discussions of readings, and student presentations of materials prepared from field notes. Assignments consist of papers whose purpose is to enable the student to integrate the various course materials. Fall Semester. m.w.f. 9. Mr. Munroe.

- 58 **Religion and World View.** An examination of religious phenomena, the nature of the religious experience and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisites: One course in anthropology or consent of instructor. Fall Semester. t.th. 10. f. 2. Mr. Sharer.
- 91 **Physical Anthropology.** A general introduction to the character and scope of Physical Anthropology. Emphasis will be upon the study of human evolution through a study of living primates, the available fossil record, the origins of human variation and the concept of race. Fall Semester. t.th. 1:15-2:30. Mr. Sharer.
- 103 **Archaeological Excavation and Interpretation.** A practical application of the methods and techniques by which the archaeologist reconstructs the past. Students will conduct excavations at a local archaeological site, under the guidance of the instructors. The artifacts recovered will be analyzed, reconstructed and dated by the students, utilizing the theory and techniques presented in lectures and reading. Thereupon, they will undertake the archaeologist's central task of deriving culture history from a series of defined artifact assemblages. The ultimate goal will be the joint preparation of a scientific report of publishable significance and quality. Laboratory fee \$5. Spring Semester. t.th. 9. Mr. Belmont and Mr. Sharer.
- 105 **Socialization and Personality in Cross-Cultural Perspective.** (See Psychology 105) Spring Semester. t.th. 1:15-2:30. Mr. and Mrs. Munroe.
- 111 **Pre-Columbian Civilization: The Archaeology of Mesoamerica.** A general outline of cultural development in pre-Columbian Mexico and Central America, with special emphasis upon the origins, character and demise of the Maya Civilization. The course will rely upon evidence provided by archaeological research, supplemented by Native and Spanish Colonial-period writings. Students may undertake individual research projects focusing upon one of the many problems posed by this area. Prerequisites: One course in archaeology or anthropology, or consent of instructor. Fall Semester. w. 7-10. Mr. Sharer.
- 112 **The Law of the Saints: The Ethnology of Mesoamerica.** A study of the native village cultures of contemporary Mexico and Central America against a background of indigenous cultural development and Hispanic acculturation. Students will read several ethnographic studies from the area and undertake individual research projects. Prerequisites: Anthropology 111, or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Sharer.
- 120 **Greek Art and Archaeology.** (See Classics 120) Fall Semester. t.th. 1:15-2:30. Mr. Glass.
- 121 **Classical Mythology.** (See Classics 121) Spring Semester. t.th. 1:15-2:30. Mr. Glass.

- 125 **Understanding of Culture Through Role-Playing.** (See Freshman Seminar 25) Fall Semester. t. 7-10. Mrs. Munroe.
- 130 **The Culture of the Americans.** Contemporary culture of the United States viewed as one case in the sample of world societies. Cross-cultural perspective gained through study of model and extreme patterns around the world and through location of American culture in the world distribution. Consideration of possible culture universals, as, for example, sex and age statuses, the family, war. Consideration of possibly unique patterns in America and the Western World, as, for example, mass culture, the scientific method. Particular attention given to cross-cultural generalizations and to attempts to apply these to the United States. Spring Semester. t.th. 10. 1 hour arranged. Mr. Munroe.
- 150 **Revitalization Movements.** An advanced course in the anthropological study of religion focusing upon the various religious movements that frequently appear as a response to acculturative pressure. The several theoretical frameworks proposed to account for these phenomena will be discussed and tested against actual case studies of these movements. Prerequisite: An anthropology course dealing with religion, or consent of instructor. Mr. Sharer. (Not offered 1968-69)
- 175 **Comparison of Cultures.** A critical review for advanced students of a series of major works in anthropology, considered as landmarks in the evolution of methods and theory in the field. Recommended for juniors and seniors with serious interest in anthropology as an approach to the study of man. Prerequisites: Two anthropology courses or consent of instructor. Fall Semester. m.w. 1:15-2:30. Mr. Park.
- 184 **Seminar: Psychological Anthropology.** Advanced inquiry into applications of psychological concerns such as ecology, kinship, needs and institutions, and religion. Students will be invited to assist in the analysis and interpretation of data gathered in East Africa. The seminar is designed primarily for junior and senior concentrators in anthropology and psychology. Spring Semester. Time to be arranged. Mr. Munroe.
- 191 **Foundations of Power in Asian Societies.** A study of the organization of political power in selected regions of Asia, viewed in the light of anthropological theory and field observation of the peasant cultures in change. Emphasis is upon the theory of stability and upheaval in agrarian societies and on the background to current events, not upon the most recent developments. Open to graduate students and to undergraduates with a background in the social sciences. Spring Semester. w. 7-10. Mr. Park.
- 198 **Urban Research and Community Involvement.** (See Social Science 198) Fall Semester. Time to be arranged. Mr. Ellenhorn, Mr. Ellis, and Mr. Johnson.
- 199 **Urban Research and Community Involvement.** (See Social Science 199). Spring Semester. Time to be arranged. Mr. Ellenhorn, Mr. Ellis, and Mr. Johnson.
- 230 **Communication and Cultural Dissonance.** Graduate Course. Consent of instructor. Fall Semester. Time to be arranged. Mr. Regan.
- 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 269) but open to qualified undergraduates. Fall Semester. t. 1:30-4. Mr. Park.

- 280 **Anthropology and Education.** Graduate Course. Consent of instructor. Spring Semester. Mr. Regan.

Courses available at Pomona College:

Sociology and Anthropology

- 51 Social Anthropology. Fall Semester. m.w.f. 8. Spring Semester. Mr. Sytek.
 57 Introduction to Physical Anthropology. Fall Semester. t.th. 1:15-2:30. Spring Semester. Mr. Chrisman.
 102 South American Indians. Spring Semester. Mr. Chrisman.
 106 Culture in Personality. Fall Semester. t.th. 2:40-4:05. Mr. Sytek.
 136 Applied Anthropology. Fall Semester. m.w.f. 10. Mr. Chrisman.
 137 Primitive Law and Government. Spring Semester. Mr. Chrisman.
 142 Africa South of the Sahara. Fall Semester. m.w.f. 11. Mr. Sytek.
 144 African Political Systems. Spring Semester. Mr. Sytek.
 160 Social and Cultural Change. Spring Semester. Mr. Sytek.

Courses available at Scripps College:

Sociology

- III-113 Middle Eastern Societies and Cultures. Fall Semester. m.w.f. 10. Mr. Lutfiyya.



ARCHAEOLOGY

See Anthropology 45, 48, 103, 111, and Classics 120.

ART

- 3 **The Communal Organization of Space.** (See Sociology 3) Logically speaking, space cannot be organized. Its flow and continuity, however, can be interrupted to suit various human requirements. In this class we will be concerned with two such requirements—*aesthetic and communal*—and the ways in which human places, (buildings, villages, cities, etc.), can be structured in favor of their satisfaction. A class project will entail the practical application of certain sociological and aesthetic principles to the construction of a model place. Laboratory fee, \$5. Half-course: First Half Semester. Fall Semester. m.w. 3. Mr. Hertel and Mr. Ellis.
- 5 **Visual Art: Painting and Drawing (Studio).** An introductory course designed to acquaint the student with the basic technical problems of painting and drawing. 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 repeated for credit with permission of instructor. No prerequisites. Laboratory fee \$5. Fall Semester. t.th. 2:45-4:45 and 2 hours arranged. Mr. Hertel.
- 10 **Visual Art: Two Dimensional (Studio).** A studio course devoted to the exploration of various materials and techniques applicable to the creation of two-dimensional expressive objects. The process of formal expression will be investigated in a manner which emphasizes the making rather than the resultant product through utilization of European painting techniques in the development of wrist sensitivity and the approach of American Action painters in the development of shoulder and body responses. May be repeated for credit with permission of instructor. No prerequisites. Laboratory fee \$10. Spring Semester. t.th. 1:15-2:30 and 2 hours arranged. Mr. Parks.
- 15 **Visual Art: Three Dimensional (Studio).** A studio course which will investigate the various materials and techniques applicable to the creation of three-dimensional expressive objects. Basic finger, hand and arm responses will be developed through work with plastic materials, carving and casting. The process of formal expression will be investigated in a manner which emphasizes the making rather than the resultant product; for example, building upwards with clay until it collapses, carving in stone until nothing is left. May be repeated for credit with permission of instructor. No prerequisites. Laboratory fee \$15. Mr. Parks.
- 51 **History of Western Art.** A survey of western art history from prehistoric times to the present. The central developments in painting, sculpture, and architecture will be traced in a manner which will allow the student to become familiar with the characteristic forms, materials, techniques, and content of western art. Fall Semester. m.w.f. 9. Mr. Hertel.
- 52 **History of East Asian Art.** A survey of the painting, sculpture, and architecture of China and Japan from prehistoric times to the present. The significant char-

acteristics of the art forms in each culture and their interrelationships will be investigated. Spring Semester. m.w.f. 9. Mr. Hertel.

- 110 **Primitive Art.** A survey of the characteristic art forms of the principal tribal groups in the western United States, West Africa, and Oceania. The materials, motifs, techniques, and motives of so-called primitive artists in these areas will be considered. Significant aspects of the aesthetic attitudes of these artists will also be explored. Spring Semester. m.w.f. 11. Mr. Hertel.
- 120 **Greek Art and Archaeology.** (See Classics 120). Fall Semester. t.th. 1:15-2:30. Mr. Glass.
Students are advised to consult the catalogs of Pomona College and Scripps College for additional courses in art.

CHINESE LANGUAGE AND LITERATURE

Courses available at Pomona College:

- 1a,b Elementary Chinese. Both Semesters. Fall Semester. m.t.w.f. 10. Mr. Tung.
51a,b Intermediate Chinese. Both Semesters. Fall Semester. m.t.w.f. 11.
Mr. Tung.
101a,b Introduction to Classical Chinese. Both Semesters. Fall Semester. m.t.w.f. 8. Mr. Haeger.
140 Chinese Literature in Translation. Spring Semester. Mr. Tung.
151 Modern Chinese Literature in Translation. Spring Semester. Mr. Tung.
191 Selected Readings in Chinese Literature. Both Semesters. Staff.
195 Reading and Research. Both Semesters. Staff.

CLASSICS

Joint Program with Pomona and Scripps

- 8a **Elementary Latin.** Forms, syntax, vocabulary, and English derivations. Readings of simple selections from Latin authors. This course is designed to give the student an elementary reading knowledge of the Latin language. Fall Semester. m.t.w.th. 10. Mr. Glass.
- 58b **Intermediate Latin.** For students with one or two years of secondary school Latin or one year of college Latin. A continuing review of grammar and syntax with readings from Latin poetry, principally that of Vergil and Ovid. Spring Semester. m.w.f. 1:15-2:30. 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 1968-69)
- 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. t.th. 1:15-2:30. Mr. Glass.
- 121 **Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some

attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. A joint offering with Pomona College. Spring Semester. t.th. 1:15-2:30. Mr. Glass and Mr. H. Carroll.

- 170 **Roman Historians.** A careful study of Roman historiography primarily through readings in Livy, Tacitus, and Sallus. (Not offered in 1968-69)
- 175 **Roman Satire.** A study of *satira* and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. (Not offered in 1968-69)
- 195 **Readings in Latin Prose and Poetry.** Selected work in Latin literature designed to meet the qualified student's particular needs. Prerequisite: Permission of instructor. May be repeated for credit. Both Semesters. Arranged. Mr. Glass.
See also History 12, The Ancient Near East and Greece.

Courses available at Pomona College:

Greek

- 51a Elementary Greek. Fall Semester. m.w.f. 8, and 4th hour arranged.
Mr. Carroll.
101b Intermediate Greek. Spring Semester. m.w.f. 11. Mr. Carroll.
182a,b, Greek Readings and Composition. Both Semesters. Arranged.
Mr. Carroll.
190 Senior Seminar in Classics. Fall Semester. t. 4-6. Mr. Carroll and
Claremont Colleges Staff.

Hebrew

- 52a,b Elementary Biblical Hebrew. Both Semesters. m.t.w.th. 8. Mr. Whedbee.

History

- 102 Roman History. Spring Semester. m.w.f. 9. Mr. Carroll.

Courses available at Scripps College:

Greek

- I-51b Elementary Greek. Spring Semester. m.w.f. 8, and 4th hour arranged.
Miss Schmidt.
I-101a Intermediate Greek. Fall Semester. m.w.f. 11. Miss Schmidt.

Latin

- I-58a Intermediate Latin. Fall Semester. m.w.f. 1:15. Miss Schmidt.
I-104 Roman Drama. Fall Semester. m.w.f. 10. Mr. Palmer.
I-105 Lucretius. Spring Semester. m.w.f. 10. Miss Schmidt.
I-178 Roman Elegy. Fall Semester. m.w.f. 3:15-4:05. Mr. Palmer.
I-181 Medieval Latin. Spring Semester. m.w.f. 3:15-4:05. Mr. Palmer.

In translation

- I-106 Greek Comedy. Spring Semester. t. 7-10. Mr. Palmer.



DRAMA

Joint Program with Scripps, Claremont Men's College, and Harvey Mudd College

- 150a, b Development of the Theatre and the Drama.** The theatre and its development in relation to the other arts and to society. The study of significant plays from the Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both Semesters. m.w.f. 11. Mr. Swan.
- 151a, b Changing Techniques and Styles in Acting.** A course for the advanced student of drama whose main interest is in stage interpretation and delineation of character. Emphasis on actual presentation of scenes and analysis of the plays, character, and thought from selected periods of dramatic history. With the aid of the instructor, students act and direct their own scenes in the styles of the representative periods. Course is open to qualified freshmen and sophomores by permission of the instructor. Both Semesters. m.w.f. 1. Mr. Swan.

ECONOMICS

- 15 Seminar in Contemporary Economic Organization and Problems.** An examination of the different ways economic problems are solved throughout the world. Selected economic problems of the American economy will be discussed, with special reference to the distribution of income. Only for students who have previously had no courses in economics. Spring Semester. t. 7-10. Mr. Botwin.
- 20 Principles of Economics: I (Macroeconomics).** The theory of the determination of the level of national income and economic activity, including an examination of the monetary system. Within this framework, such economic problems as inflation and unemployment will be studied, as well as international economic issues and problems of economic growth. Emphasis will be placed on basic economic principles and their application to current policy questions. Fall Semester. t.th. 10, f. 1. Mr. Botwin.
- 21 Principles of Economics: II (Microeconomics).** A study of resource allocation by means of the market system (wherein relative prices are set by supply and demand). The determination of wages, profit, interest, and rent will be examined, as well as the problems arising from various forms of monopoly. The course concludes with a demonstration of the interdependence of all forms of economic activity. Spring Semester. t.th. 10, f. 1. Mr. Botwin.
- 30 Sociological Perspectives on Industrial Society.** (See Sociology 30) Spring Semester. t.th. 10. Mr. Johnson.

- 108 Social Structure and Economic Development in Latin America.** (See Sociology 108) Spring Semester. w. 7-10. Mr. Johnson.
- 120 Economic Development.** An introduction to the study of processes of economic growth and industrialization in developing areas of the world. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or consent of the instructor. Spring Semester. t.th. 1:15-2:30. Mr. Botwin.
- 140 History of Economic Thought.** The development of economic doctrines and analysis from ancient times up to the present. Particular emphasis will be placed on the historical perspective of both men and ideas. Much attention will be devoted to the works of Adam Smith, David Ricardo, Karl Marx, and John Maynard Keynes. Prerequisite: One year of Principles of Economics or consent of the instructor. Fall Semester. t.th. 1:15-2:30. Mr. Botwin.
- 160 Intermediate Economic Theory.** Prerequisite: One year of Principles of Economics. Mr. Botwin. (Not offered in 1968-69.)
- 181 Seminar in Industrialization and Social Processes.** (See Sociology 181) Fall Semester. w. 7:30-10. Mr. Johnson.

For additional courses in economics, students should consult the catalogs of Claremont Men's College, Pomona College, and Scripps College.

EDUCATION

- 157G Philosophy of Education.** Fall Semester. m. 4. Mr. Hallman.
- 170G Introduction to Public School Teaching.** Spring Semester. f. 2-5. Mr. Fielder.
- 210 Linguistics.** Graduate course. Consent of instructor. Fall Semester. w. 2-5. Mr. Macaulay.

ENGLISH

- 104 Hell: A Survey.** Readings from the classical period to the twentieth century, including Homer, Dante, Milton, Blake, Shaw, Lewis Carroll, Sartre, and others. Primarily for freshmen, the course will emphasize close criticism of these works through class discussion and paper writing. Fall Semester. m.w. 1:15-2:30. Mrs. Goslee.
- 105 Chaucer and His Contemporaries.** An examination of the variety of 14th-century English poetry as seen in Chaucer's "Book of the Duchess" and "Canterbury Tales," Langland's "Piers Plowman," "Sir Gawain and the Green Knight," and other works. The texts will be read in the original language but no detailed study of the language will be required. Fall Semester. t.th. 2:45-4. Mr. Macaulay.
- 108 The Novel of Cultural Decay.** A study of major novelists' representations, direct and oblique, of the decline of the "Grand Western Civilization" during the period extending from 1870 to the end of the First World War. Readings will comprehend a number of national perspectives: Dostoyevsky's "The Devils," Henry James' "The Ivory Tower," Thomas Mann's "Buddenbrooks," Freud's "Dora:

An Analysis of a Case of Hysteria," Proust's "Cities of the Plain," Robert Musil's "Man without Qualities," Ford Madox Ford's "Some Do Not" and "No More Parades," and Faulkner's "A Fable." Fall Semester. t.th. 9. Mr. Snyder.

- 109 **History of English Poetry.** A survey of English poetry from Wyatt to the present. Fall Semester. t.th.s. 9. Mr. Meyers.
- 115 **Shakespeare.** (Formerly English 101) 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. m.w.f. 11. Mr. Duvall.
- 122 **Studies in Seventeenth-Century Literature.** Readings in various modes of expression drawn from seventeenth-century English literature. The focus of the course will be on self-analysis in a time of intense intellectual change. Particular attention will be given to Jacobean tragedy and metaphysical poetry—with examination, too, of Bacon's empiricism, Browne's mysticism, and Burton's melancholy. Spring Semester. m.w.f. 11. Mr. Duvall.
- 125 **Milton—Poet and Prophet.** A discussion of his writings in the light of two often conflicting perspectives, Renaissance Humanism and Reformation Puritanism, which shaped his conception of the poet as prophet. Mrs. Goslee. (Not offered in 1968-69)
- 133 **Rhyme and Revolution in an Age of Reason.** A survey and analysis of Restoration and Eighteenth-Century English Literature, concentrating upon Dryden, Pope, Swift, and the major dramatists. Special attention will be paid to the philosophical background, historical context, and formal achievements of the literature of the time. Fall Semester. t.th. 1:15-2:30. Mr. Renner.
- 134 **Reason, Romance, and Revolt.** An analysis of the major English, French, and American writers in the later Eighteenth Century, plus a glance at the rise of the Gothic Novel. Opportunity to pursue an independent study of individual choice. Admission dependent upon successful completion of 133, or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Renner.
- 140 **The Romantic Movement.** An inquiry into the radical changes in English poetry at the beginning of the nineteenth century. Readings will center on the major poets—Blake, Wordsworth, Coleridge, Shelley, Keats, Byron—and will use contemporary prose statements to place them in the broader pattern of political and philosophical development. Spring Semester. m.w. 1:15-2:30. Mrs. Goslee.
- 147-148 **The English Novel.** A study of the development of the English novel from the 18th Century to the present. The course will include readings from Defoe, Fielding, Sterne, Austen, Dickens, George Eliot, Emily Bronte, Conrad, D. H. Lawrence, Virginia Woolf, E. M. Forster, Kingsley Amis, and others. Students enrolling in this course will be expected to take it for a full year. Both Semesters. m.w.f. 10. Mrs. Goslee, Mrs. Levy, Miss Ringler.
- 165 **Nineteenth-Century American Literature.** (Formerly English 139) A study of the essential conflict in Puritan, Rationalist, and Transcendental thought in early American literature; readings in Jonathan Edwards, Benjamin Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Emily Dickinson, with an

emphasis on the continuing dialogue that produced the paradoxical foundations of American literary thought. Preferential enrollment for freshmen. Fall Semester. t.th. 10. Miss Ringler.

- 180 **Problems in Aesthetics.** Topics in aesthetics and criticism including fraud and the concept of a work of art, the artist's intentions and their relevance to criticism, and McLuhan on media. Prerequisites: Previous work in philosophy or consent of the instructors. Spring Semester. t.th. 2:30-4. Mr. Duvall and Mr. Bogen.
- 182 **Modern Drama.** (Formerly English 128) A survey of the contemporary theatre from Ibsen to Albee, with emphasis on the French, English, and American plays of the last three decades. Spring Semester. m.w.f. 9. Mrs. Levy.
- 183 **Tragedy and Satire.** A speculative course aiming at definitions of the two genres through a study of their connections. Beginning with the Greek practice of following performances of tragedy with Aristophanic comedy, the study will proceed through Dante's "Inferno" to Shakespeare ("Measure for Measure," "All's Well," "Troilus and Cressida," and "Timon of Athens") and the Jacobean (Marston, Webster, Jonson). Other key works will be Swift's "Gulliver's Travels," Melville's "The Confidence-Man," Dostoyevsky's "The Devils," and Thomas Mann's "Doctor Faustus." Open to sophomores and above. Spring Semester. t.th.s. 9. Mr. Snyder.
- 185 **Senior Seminar.** Discussion of academic problems that concern the graduating senior. Fall Semester. t. 7-10. Mr. Meyers.
- 190 **Poetry Workshop.** Informal but serious reading and criticism of student poetry. Spring semester. t. 7-10. Staff.

FRENCH

In the interest of providing more flexible placement in lower division courses in French, Pitzer, Claremont Men's College, and Scripps have agreed to a combined lower division foreign language program. A Pitzer student normally enrolls in courses at her own college. She will only be placed at Claremont Men's College or Scripps if the level of work she needs is not offered at Pitzer.

- 1, 2 **Introductory French.** (Formerly 10, 11 Preparatory French I & II) Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Four class meetings per week. Course 1 given first semester only; course 2 given every semester. Laboratory arranged. Course 1: Fall Semester, m.t.w.f. 8, Miss de Cherisey. Course 2: Fall Semester, m.t.w.f. 10, Miss Martin. Spring Semester, m.t.w.f. 8, Miss de Cherisey.
- 53 **Intermediate French.** (Formerly 30, Continuing French III) Continued intensive practice of basic skills. Grammar review. Readings in literature. Given every semester. Laboratory arranged. Fall Semester. Two sections: m.w.f. 10, Miss de Cherisey. t.th.s. 9, Mr. Kardos. Spring Semester. Two sections: m.w.f. 10, Miss de Cherisey. t.th.s. 9, Mr. Kardos.
- 54 **Advanced French.** (Formerly 31, Continuing French III) Refinement of basic skills through study of literature. Given every semester. Laboratory arranged.

- Fall Semester. Two sections: m.w.f. 11, Miss Martin. t.th.s. 10, Mr. Kardos. Spring Semester, m.w.f. 10, Miss Martin.
- 101 **Elements of Style.** A course specifically designed for students who plan to take upper-division courses in French. Emphasis is on correct idiomatic expression in speech and writing. Conducted in French. Prerequisite: French 54 or equivalent. Spring Semester. m.w. 1:15-2. Half-course: through semester. Miss de Cherisey.
- 101 **Introduction to French Literature.** Pomona. Prerequisite: French 60 or equivalent. Both Semesters. m.w.f. 9. Miss Jacobson.
- 105 **French Civilization.** A swift survey of major developments in French history, thought, and art. Prerequisite: French 54 or equivalent. Fall Semester. m.w. 1:15-2. Half-course: through semester. Miss de Cherisey.
- 109 **Introduction to Stylistics and Literature.** A study of the elements of style through representative French authors. Practice in creative writing and interpretation of literature. Strongly recommended for French concentrators. Prerequisite: French 54 or equivalent. Mr. Kardos. (Not offered in 1968-69)
- I-109 a,b **Introduction to Literature and Stylistics.** Scripps. Prerequisite: French I-54. Both Semesters. Three sections: m.w.f. 11, Mr. Weisz. m.w.f. 1:15, Mr. Ogor. m.w.f. 3:15, Mr. Fine.
- 110 **The Renaissance of Myths.** A study of six French plays of the twentieth century, inspired from ancient myths: Cocteau, "La Machine Infernale," "Orphee"; Giraudoux, "La Guerre de Troie," "Electre"; Sartre, "Les Mouches"; and Anouilh, "Antigone." Designed for students who, having achieved proficiency, wish to maintain their skill. Taught in French. May be taken as a full course by doing additional research, upon previous arrangement with instructor. Prerequisite: French 54 or equivalent. Fall Semester. m. 3. Half-course: through semester. Miss Martin.
- 110 **Literature of the Renaissance.** Claremont Men's College. Spring Semester. Mrs. Smith.
- 111 **Nineteenth Century French Theatre.** A study of nineteenth century plays from the Melodrama to Antoine's Theatre Libre. Study of plays by Dumas, Hugo, Musset, Vigny, Scribe, Sardou, Labiche, Augier, Becque. May be taken as a full course by doing additional research, upon previous arrangement with instructor. Prerequisite: French 54 or equivalent. Spring Semester. m. 3. Half-course: through semester. Miss Martin.
- 118 **French Literature Since 1945.** Claremont Men's College. Fall Semester. m.w.f. 11. Mrs. Smith.
- 120 a,b **Survey of French Literature.** Pomona. Prerequisite: French 60 or equivalent. Fall Semester. m.w.f. 11. Mr. Pronko. Spring Semester. m.w.f. 11. Mr. Leggewie.
- I-120 **Representative French Authors.** Scripps. Prerequisite: French I-54 or permission of the instructor. Fall Semester. m.w.f. 10. Staff.
- 120 **Nineteenth Century French Novel.** Claremont Men's College. Prerequisite: Spring Semester. t.th. 12. Mr. Rand.

- I-121 **Seventeenth Century French Classicism.** Scripps. Prerequisite: Spring Semester. m.w.f. 1:15. Mr. Weisz.
- I-122 **French Literature and Thought of the Eighteenth Century.** Scripps. Prerequisite: Spring Semester. m.w.f. 10. Mr. Fine.
- I-123 **Nineteenth Century Poetry.** Scripps. Prerequisite: Spring Semester. m.w.f. 10. Mr. Durand.
- I-127 **Sixteenth Century French Poetry.** Scripps. Prerequisite: Fall Semester. m.w.f. 1:15. Mr. Weisz.
- 127 **Contemporary French Theatre.** Pomona. Prerequisite: French 60 or equivalent. Spring Semester. m.w.f. 1:15. Mr. Pronko.
- 130 **The Contemporary Novel.** Pomona. Prerequisite: French 60 or equivalent. Fall Semester. t. 3:15. Mr. Leggewie.
- I-131 **Sartre and Camus.** Scripps. Prerequisite: Fall Semester. m.w.f. 3:15. Mr. Ogor.
- I-133 **Art of the Novel in Twentieth Century France.** Scripps. Prerequisite: Fall Semester. m.w.f. 10. Mr. Durand.
- I-135 a,b **The Evolution of the French Novel as an Art Form.** Scripps. Prerequisite: Both Semesters. m.w.f. 2:15. Mr. Weisz.
- I-137 **French Surrealism and Twentieth Century Poetry.** Scripps. Prerequisite: Spring Semester. m.w.f. 3:15. Mr. Ogor.
- 140 **The Human Condition in Contemporary Theatre.** A study of representative twentieth century playwrights with emphasis on Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco. Miss Martin. (Not offered in 1968-69)
- 141 **Twentieth Century French Novel.** A study of contemporary French novelists including Gide, Bernanos, Malraux, Sartre, and Camus, with special emphasis on existential literature. Prerequisite: French 54 or equivalent. Spring Semester. m.w. 11. Miss Martin.
- 145 **Seminar: The Quest for the Absolute.** Pioneering with 20th Century French writers tempted by the realm of the impossible. Prerequisite: French 54 or equivalent. Miss Martin. (Not offered in 1968-69)
- 146 **The "Recit Personnel."** Studies on the conception, elaboration, and evolution of this relatively recent "genre litteraire"—Its relationships with the "roman." Emphasis is on the following authors: B. Constant, A. de Musset, E. Fromentin, Alain-Fournier, A. Gide, F. Mauriac, R. Radiguet, J.-P. Sartre. This course will meet once a week. There is no final examination, but a term paper in French is required. Lectures and discussions are in French. Mr. Kardos. (Not offered in 1968-69)
- 147 **The Enlightenment and the Stage.** A study of the evolution of Comedy, Drama, Tragedy during the eighteenth century, and their historical and social contribution to the French Revolution. Works by Crebillon, Regard, Marivaux, Destouche, Nivelle de la Chaussee, Voltaire, Sedaine, Favert, Beaumarchais, Marie-Joseph Chenier. Recommended for French concentrators. Freshmen should obtain permission of instructor. Fall Semester. w. 2:45-5:15. Mr. Kardos.

- 148 **Seminar in French Literature.** Topic to be arranged. Mr. Kardos. (Not offered in 1968-69)
- 153 **French Theater of the 17th Century.** Pomona. Prerequisite: French 60 or equivalent. Fall Semester. m.w.f. 10. Miss Johnson.
- 155 **Seminar: Music and Literature: A Long Lasting Marriage.** A (sound) study of the long relationship between Literature and Music, mainly in France, from the fifteenth century to present time: Guillaume de Machault, Adam de la Halle, Calvin, Morot, Lulli, B. de Boismortier, D'Alembert, Diderot, Rousseau, Berlioz, Th. Gautier, Beaumarchais et Rosini, Stendhal, Mailhac et Halevy, Maeterlinck, P. Louys, Stravinsky, Mallarme, Debussy, D. Milhaud, G. Auric, A. Honnegger, P. Claudel, J. Cocteau. Readings will be done in French, and accompanied by musical illustrations (recordings or live execution when possible). Prerequisite: Third-year proficiency in French and some background in Music History. Instrumentalists welcome. Spring Semester. t. 7-10. Mr. Kardos.
- 160 **Medieval French Literature.** Pomona. Prerequisite: French 60 or equivalent. Spring Semester. m.w.f. 10. Miss Johnson.
- 160 **The Silence of God.** A course designed to unite literary and philosophic studies in French. Writers discussed include Pascal, Kierkegaard, Nietzsche, Bernanos, Sartre, Camus, and others. Since all readings, papers and lectures are in French, competence in the language is required. God's silence in the face of man's plight is the unifying theme of the course: it will be seen to present as much a problem for the believer as the nonbeliever. Miss Martin. (Not offered in 1968-69)
- 165 **French Literature of the 18th Century.** Pomona. Prerequisite: French 60 or equivalent. Fall Semester. m. 3:15-5:05. Mrs. Crosby.
- 190 **Special Topic: A Theme in 20th Century French Poetry.** Pomona. Prerequisite: Permission of the instructor. Spring Semester. Miss Jacobson.

GERMAN

In the interest of providing more flexible placement in lower division courses in German, Pitzer, Claremont Men's College, and Scripps have agreed to a combined lower division foreign language program. A Pitzer student normally enrolls in courses at her own college. She will only be placed at Claremont Men's College or Scripps if the level of work she needs is not offered at Pitzer.

- 1, 2 **Introductory German.** (Formerly 10, 11, Introductory German I & II) Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Four class meetings per week. Course 1 given first semester only; course 2 given every semester. Laboratory arranged. Course 1: Fall Semester at Claremont Men's: m.t.th.f. 8, Mr. Poynter. Scripps: m.w.f. 2:15, th. 8, Mrs. Potter. Course 2: Fall Semester at Pitzer, m.w.f. 1, one hour arranged, Mrs. Kleist. Spring Semester at Scripps: Mrs. Potter. Claremont Men's College, Staff.
- 53 **Intermediate German.** (Formerly 30 Intermediate German III) Continued intensive practice of basic skills. Grammar review. Readings in literature given every

- semester. Laboratory arranged. Fall Semester: Pitzer, m.w.f. 1:15, Mrs. Kleist. Claremont Men's College, t.th.s. 9, Mr. Sabiers. Scripps, m.w.f. 3:15. Spring Semester, Pitzer, m.w.f. 11, Mrs. Kleist. Scripps, Mrs. Potter.
- 54 **Advanced German** (Formerly 31 Intermediate German IV) Refinement of basic skills through study of literature. Given every semester. Laboratory arranged. Fall Semester. Claremont Men's College, m.w.f. 10. Mr. Poynter. Spring Semester. Pitzer, m.w.f. 1:15. Mrs. Kleist. Claremont Men's College, Mr. Poynter.
- 101 **Advanced Composition.** Spring Semester. Claremont Men's College, Mr. Poynter.
- 101 **Introduction to German Literature.** Fall Semester. Pomona. t.th. 1:15. Mr. Garlick.
- 109 **Introduction to German Literature and Stylistics.** Fall Semester. Scripps. m.w.f. 1:15. Mrs. Potter.
- 110 **The Age of Goethe.** Spring Semester. Scripps. m.w.f. 1:15. Mrs. Potter.
- 130 a,b **German Literature of the 18th Century.** Full year. Pomona. m.w.f. 9. Mr. Sheirich.
- 140 a,b **German Literature of the 18th Century.** Full Year. Pomona. m.w.f. 11. Mrs. Everett.
- 130 **19th Century German Realism.** Fall Semester. Claremont Men's College. t.th. 1-2:15. Mr. Sabiers.
- 108 **The German Lyric Since Nietzsche.** Spring Semester. Claremont Men's College. w.f. 1-2:15. Mr. Poynter.
- 140 **Modern German Drama.** (Full course or half course) Plays by Hauptmann, Schnitzler, Hofmannsthal, Expressionist writers, Brecht, and contemporary authors will be studied within the social and political climate of their respective periods. a) Students concentrating on the study of German will take this course with the reading in the original and lectures in both English and German. m. 2:45-4 (in English), w. 2:45-4 (in German). b) Students in other fields will take this course as a half course with the reading in translation and lectures in English. m. 2:45-4. Prerequisites: Full course: ability to read, speak, and follow lectures in German. Half-course: no prerequisites. Fall Semester.
- 150 **Post-War Writers: Germany's "Angry Young Men."** The writings of the generation which emerged from the collapse of the Third Reich and critically evaluated the recent past. Full course for students concentrating on the study of German with the reading in German; half course for students in other fields with the reading in translation. (Not offered 1968-69)
- 160 **Berlin—Changing Image of a City.** The colorful history of Berlin will be traced through its various stages: Berlin, the capital of the Prussian kingdom, the growing metropolis during the Wilhelminic Era, the cosmopolitan cultural center in the Twenties, the capital of Hitler's Reich, the scene of the final battle 1945, and the divided Berlin after the war. Selections of literature will be read which depict the metamorphoses of this fascinating city. (Not offered in 1968-69)

HISTORY

- 12 **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. m.w.f. 9. Mr. Glass.
- 14 **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 crystallization 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. Mr. Glass. (Not offered in 1968-69)
- 36 **Enlightened Despotism, Revolution and Empire: Europe 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. t.th. 1:15-2:30 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. t.th. 1:15-2:30 Mr. Warmbrunn.
- 39 **"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 and why the leaders of the Allied Powers stood by without making a serious attempt to stop or delay the extermination program. 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.

The Seminar will also explore the question why Allied people and their governments did not make a concerted effort to slow down or delay the extermination program. Recent experiences with the war in Vietnam will be brought to bear on the question of conscience and public morality in the context of war and genocide in an attempt to shed some light on the outcome of events.

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. Mr. Warmbrunn. (Not offered in 1968-69)

- 55 **America from Colonization to 1865.** An introduction to major topics in the political, economic, and cultural development of the United States before the Civil War. Class sessions are not usually formal lectures but rather explorations of assigned topics on which students read both source materials and historical analyses. Enrollment limited to freshmen and sophomores; others only with the permission of the instructor. Fall Semester. m.w.f. 9. Miss Vassar.
- 56 **United States 1865-Present.** A continuation of History 55. Either course may be taken separately. Enrollment limited to freshmen and sophomores, except with consent of instructor. Spring Semester. m.w.f. 9. Miss Vassar.
- 120 **Early Modern Europe: Renaissance and Reformation.** The major intellectual and religious movements in the period from 1300 to 1550 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. Spring Semester. m.w. 11-1:15. Mrs. Shapiro.
- 121 **Seminar in Renaissance Florence.** This seminar will examine the political and cultural developments of Renaissance Florence. Mrs. Shapiro. (Not offered in 1968-69)
- 123 **Early Modern Europe: 1550-1715.** This course deals with the intellectual and political history of Western Europe in a period of rapid change and marked contrasts. The period was an era of capitalist growth and colonial expansion, of religious warfare and dynastic conflicts, of absolute and parliamentary monarchy. During this era 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. Mrs. Shapiro. (Not offered in 1968-69)

- 126 **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. Spring Semester. m.w.f. 9. Mrs. Shapiro.
- 127 **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. Mrs. Shapiro. (Not offered in 1968-69)
- 128 **Puritanism and Society.** 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. Mrs. Shapiro. (Not offered in 1968-69)
- 129 **Renaissance and Reformation England.** Mrs. Shapiro and Mr. Duvall. (Not offered in 1968-69)
- 133 **British Empire and Commonwealth, 1683 to Present.** The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and Southeast

Asia, the development of the Dominions in South Africa, Canada, Australia, and New Zealand, and the beginnings of nationalism in the dependent empire will be discussed. The emphasis will be on intellectual and social developments: the reasons for British expansion, its effect on domestic institutions, different methods of rule based upon different ideologies, and the different effects of British rule on the various parts of the Empire. Spring Semester. m.w.f. 11. Mr. Greenberger.

- 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 and related problems in the interpretation of history through readings, reports, and class discussions. 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. m.w.f. 2:45-4. Mr. Warmbrunn.
- 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. Mr. Warmbrunn. (Not offered in 1968-69)
- 140 **History of 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 interaction 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. m.w.f. 9. Mr. Greenberger.
- 141 **India Since 1707.** 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 they lead to the development of two independ-

ent 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. m.w.f. 9. Mr. Greenberger.

- 144 **Japan to 1800.** The development of Japanese culture from pre-history to the mid-Tokugawa period will be discussed largely from the viewpoints of the intellectual and cultural traditions. Among the problems to be considered through the reading of source materials in translation are the relationship between native Japanese culture and imported Chinese culture, the development of the idea of the Japanese state, early Western contacts, and the preconditions for modernization. Fall Semester. m.w.f. 11. Mr. Greenberger.
- 145 **Japan, 1800 to the Present.** From the mid-Tokugawa period the emphasis will be on the modernization of Japan. 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. Mr. Greenberger. (Not offered in 1968-69)
- 155 **Modern California.** The course begins with the impact of American settlement of the Indian and Mexican societies of California, but the major emphasis is on the problems of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: Previous study in history or the social sciences or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Everett.
- 156 **The United States in the Twentieth Century, 1890-1950s.** (Formerly History 113) A study of the economic, social, political, and intellectual developments which have fostered and shaped America's emergence as a world power. Mr. Everett. (Not offered in 1968-69)
- 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. Prerequisite: Previous study in history and the social sciences or consent of the instructor. Fall Semester. t.th. 9, f. 2. Mr. Everett.
- 158 **The United States, 1933-Present.** A continuation of History 157. The depression, the New Deal, 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. Prerequisite: Previous study in history and the social sciences or consent of the instructor. Spring Semester. t.th. 9, f. 2. Mr. Everett.
- 181 **Seminar in 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 theoretical works on this subject by such writers as J. A. Hobson, Lenin, Joseph Schumpeter, O. Mannoni, and Hannah Arendt. There will also be discussion of some of the intellectual and popular justifications for imperialism as expressed by late 19th Century writers. Fall Semester. m. 2:45-5. Mr. Greenberger.

- 193 **Seminar: Topics and Methods in the Study of Contemporary History: The History of Pitzer College, 1963-68.** This seminar is designed to instruct students in the methods of the study of contemporary history through the study of the history of Pitzer College in its opening years. Such methods may include (1) oral interviews, (2) the development of archival materials, (3) the preparation of microfilm materials, and (4) the establishment of an ongoing archival system to assure the preservation of materials vital to future historians of Pitzer College. Each student also will complete a paper on some specific aspect or phase of the history of Pitzer College. Enrollment is limited to fifteen students. Preference will be given to graduating seniors. Mr. Warmbrunn. (Not offered in 1968-69)
- 202 **The Literature of European History.** Graduate course: consent of instructor. Spring Semester. w. 2-5. Mr. Warmbrunn.
- 211 **Tudor and Stuart England.** Graduate course: consent of instructor. Spring Semester. w. 2:30-5. Mrs. Shapiro.

Courses available at Claremont Men's College:

- 81 Ancient Mediterranean World. Fall Semester. w.f. 12. Mr. Cooper.
- 82 Ancient Mediterranean World. Spring Semester. Mr. Cooper.
- 87 Survey of Modern China. Fall Semester. t.th.s. 10. Mr. Rosenbaum.
- 92 Intro. Modern European Political History. Spring Semester. Mrs. Rodman.
- 105 Intro. to Ancient Near East. Fall Semester. m.w.f. 10. Mr. Cooper.
- 106 Intro. to Ancient Near East. Spring Semester. Mr. Cooper.
- 108 History Pol. Inst. Ancient World. Spring Semester. Mr. Cooper.
- 123 Russian Intellectual History. t.th.s. 9. Fall Semester. Mr. Rogers.
- 124 Russia and China. Spring Semester. Mr. Rogers.
- 127 European Intell. History 1815-1914. Fall Semester. t.th.s. 10. Mr. Rogers.
- 145 Age of Metternich 1815-1852. Spring Semester. Mrs. Rodman.
- 150 Radicals & Reformers Mod. America. Spring Semester. Mr. Hagan.
- 154 English History 1867-1960. Fall Semester. m.w.f. 11. Mrs. Rodman.
- 160 History Chinese Communism. Spring Semester. Mr. Rosenbaum.
- 161 Probs. in the Ch'ing Dynasty 1800-1911. Spring Semester. Mr. Rosenbaum.
- 175 Modern Japan. Spring Semester. Mr. Beckmann.
- 176 Social & Intell. History Lat. Amer. Fall Semester. t.th. 1:30. Mr. Koldewyn.
- 177 Social & Intell. Hist. Latin America. Spring Semester. Mr. Koldewyn.
- 181 U.S. Diplo. History to 1898. Fall Semester. w.f. 12. Mr. Hagan.
- 182 U.S. Diplo. History Since 1898. Spring Semester. Mr. Hagan.
- 183 History European Liberalism. Fall Semester. m.w.f. 9. Mrs. Rodman.
- 195 Sem. in Modern Euro. Pol. Hist. Fall Semester. w.f. 1:30. Mrs. Rodman.

Courses available at Harvey Mudd College:

- 151 Technology in Civilization III. Fall Semester. m. 1:15-3:05. Mr. Rae.
 152 Technology in Civilization. Spring Semester.

Courses available at Pomona College:

- 60 Society and Tradition in E. Asia. Spring Semester. Mr. Haeger.
 102 Rome. Spring Semester. Mr. Carroll.
 104 Medieval Institutions. Fall Semester. t.th.s. 9. Mr. Learnihan.
 106 Tudor England. Fall Semester. m.w.f. 8. Mr. Gleason.
 107 Great Britain and the Empire Since 1760. Spring Semester. Mr. Gleason.
 113a Europe Since 1848. Fall Semester. m.w.f. 10. Mr. Koblik.
 113b Europe Since 1948. Spring Semester. Mr. Koblik.
 114 Russia. Fall Semester. t.th.s. 8. Mr. Poland.
 116 Intellectual History of Ancient and Medieval Europe. Spring Semester.
 Mr. Learnihan.
 125 American Social History Since 1865. Spring Semester. Mr. Harris.
 130 Modern Maritime and Naval History. Spring Semester. Mr. Kemble.
 135 Spain and Hispanic America: 1400-1810. Fall Semester. m.w.f. 9. Mr. Levy.
 136 Latin America in Crisis. Spring Semester. Mr. Levy.
 137 Pattern of Revolution in Latin America. Fall Semester. m.w. 2:15 & arr.
 Mr. Levy.
 140 The Study of History. Both Semesters. Fall Semester. t.th. 2:40-3:55. Staff.
 144a,b China. Both Semesters. Fall Semester. t.th. 1:15-2:30. Mr. Haeger.
 148 Southeast Asia. Fall Semester. m.w.f. 9. Mr. H. B. Smith.
 152 Sweden Since 1864. Spring Semester. Mr. Koblik.
 155 Men of Principle: Conscientious Dissent. Spring Semester. Mr. Gleason.
 170 French Revolution. Fall Semester. t. 7:30-10. Mr. Poland.

Courses available at Scripps College:

- III-54 The American Nation. Spring Semester. Mr. White.
 III-66 America in Crisis, 1929-1945. Fall Semester. t.th. 4:15-5:30. Mr. White.
 III-107 Renaissance Italy: 1300-1527. Fall Semester. m. 4:15-5:05 & w. 4:15-5:55. Mr. Geerken.
 III-108 Reformation Europe: 1500-1648. Spring Semester. Mr. Geerken.
 III-110 Machiavelli and Machiavellism. Fall Semester. t. 3:15-4:05 & th. 3:15-4:55. Mr. Geerken.
 III-111 Pattern of Reformation Thought. Spring Semester. Mr. Geerken.
 III-117 The Emergence of Modern America. Fall Semester. m.w.f. 11.
 Mr. White.
 III-118 The Age of Reform. Spring Semester. Mr. White.
 III-132 Germany in the 19th Century. Fall Semester. m.w. 3:15-4:30.
 Mr. Brogden.
 III-133 The Rise and Fall of Nazi Germany. Spring Semester. Mr. Brogden.
 III-134 Revolutionary Ideals. Spring Semester. Mr. Brogden.
 III-139 The Medieval Mediterranean World. Spring Semester. Mr. Blaine.
 III-140 History of Early Middle Ages. Fall Semester. t.th. 2:15-3:30.
 Mr. Blaine.

- III-141 History of the Later Middle Ages, C. 1000-1500. Spring Semester.
 Mr. Blaine.
 III-142 Readings in Tudor History. Fall Semester. t. 3:15-5:15. Mr. Curtis.
 III-143 Readings in Stuart History. Spring Semester. Mr. Curtis.
 III-144 History of England in Middle Ages. Fall Semester. m.w. 2:15-3:30.
 Mr. Blaine.
 III-151 Technology in Civilization 3. Fall Semester. m. 1:15-3:05. Mr. Rae.
 III-152 Technology in Civilization 4. Spring Semester. Mr. Rae.
 III-188 Historiography. Fall Semester. m.w. 1:15-3:30. Mr. Brogden.

INTERNATIONAL RELATIONS

See Political Studies

ITALIAN*Courses available at Scripps College:*

- I-1 Introductory Italian. Fall Semester. m.w.th.f. 1:15. Mrs. Ewing.
 I-2 Introductory Italian. Spring Semester. Mrs. Ewing.
 I-53 Intermediate Italian. Fall Semester. m.w.f. 2:15. Mrs. Ewing.
 I-54 Advanced Italian. Spring Semester. Mrs. Ewing.
 I-132a,b Italian Literature. Both Semesters. Fall Semester. m.w.f. 3:15.
 Mrs. Ewing.

JAPANESE*Courses available at Claremont Graduate School:*

- 105G Japanese Language Ia, b. Both Semesters. m.t.w.th.f. 9. Mr. Jones.
 112G Japanese Language IIa, b. Both Semesters. m.w.f. 11. Mr. Jones.
 118G Japanese Language IIIa, b. Both Semesters. m.w.f. 2. Mr. Jones.

Instruction in Hindi, Urdu, Bahasa-Indonesia, Sanskrit, Arabic, Malay, and Thai is available at the Claremont Graduate School.

LINGUISTICS

- 75 **Language and Culture.** The course will investigate the fundamental questions concerning the nature of language, its relation to thought, and its role in setting and limiting human experience. The approach will be through the formal analysis of language as well as through cross-cultural studies of language and thought. How does language influence world view and social attitudes? How much of a culture is "contained" in the language? And how much of a culture could survive a change of language? How much of a language is ontologically independent of the context of use? Are linguistic universals related to anything stable and universal in human societies? How far can the methods of theoretical linguistics be applied to the more general study of culture? Mr. Macaulay & Mr. Park. (Not offered 1968-69)

- 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. Strongly advised for students who intend to register for Linguistics 151, 161, or 170. Fall Semester. t.th. 1:15-2:30. 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 formal 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. Mr. Macaulay. (Not offered 1968-69)
- 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. Prerequisites: Competence in Spanish or another Romance language, plus Linguistics 103 or consent of instructor. Mr. Macaulay. (Not offered 1968-69)
- 172 **Psycholinguistics.** An examination of recent theories and methods in the study of language in relation to language users. Topics covered will include: the nature and scope of psycholinguistics, the acquisition and development of language, the physiological correlates of speech, language disturbances, implications of recent changes in linguistic theory. Prerequisites: A course in linguistics or psychology, or consent of instructor. Spring Semester. th. 2:45-4. Mr. Macaulay.
- 210 **Linguistics.** Graduate course: consent of instructor. Fall Semester. w. 2-5. Mr. Macaulay.
- 236a, b **Language and Learning.** Graduate course: consent of instructor. Both Semesters. Mr. Regan.
- 251 **Linguistics.** Graduate course: consent of instructor. Spring Semester. th. 9-12. Mr. Macaulay.

MATHEMATICS

- 10 **Finite Mathematics.** A course outside the traditional mathematics sequence which will discuss topics of special interest to students of the social and behavioral sciences. The course will include logic, sets, counting, the binomial theorem, and topics selected from elementary probability theory. Spring Semester. m.w.f. 11. Miss Beechler.



- 11 **Introduction to College Mathematics.** Inequalities, topics selected from trigonometry and the analytic geometry of the plane, functions, graphs, and an introduction to limits. Prerequisites: Two years of secondary school algebra and one of plane geometry. Miss Beechler. (Not offered 1968-69)
- 12 **Calculus I.** A first course in differential and integral calculus. Functions, limits, continuity, derivatives, mean value theorem, the definite integral. Prerequisite: 4 years of secondary school mathematics, placement, or Mathematics 11. Fall Semester, m.w.f. 9. Miss Beechler.
- 13 **Calculus II.** Transcendental functions, techniques of integration, sequences, infinite series, Taylor's Theorem. Prerequisite: Mathematics 12. Spring Semester. m.w.f. 9. Miss Beechler.
- 54 **Linear Algebra.** Finite dimensional vector spaces, linear transformations and the algebra of matrices. Applications to systems of linear equations and linear inequalities. Prerequisite: Mathematics 12 or consent of instructor. Fall Semester. m.w.f. 8. Miss Beechler.
- 133 **Number Systems.** A study of the development of the familiar number systems starting with the natural numbers and culminating in a set-theoretical construction of the real number system. The course will include some discussion of sets, functions, relations, order, well-order, and, as time permits, cardinal and ordinal numbers and their arithmetics. Prerequisite: Three semesters mathematics above Mathematics 11. Fall Semester. m.w.f. 2:45-4. Miss Beechler.
- 155 **Number Theory.** Unique decompositions, congruences and arithmetic functions. Solved and unsolved problems in the theory of numbers. Prerequisite: Three semesters of mathematics above the level of Mathematics 11. (Offered in co-operation with Claremont Men's College, Harvey Mudd College, and Pomona College; offered in 1968-69 at Pomona College.) Spring Semester. Time to be arranged. Mr. Hales.
- 199 **Claremont Mathematics Seminar.** A seminar open to advanced students. The topic, instructor, and college will vary. In 1968-69 the seminar will be "Topics in Graph Theory and Multicoloring Problems," given at Pomona College by Mr. Hales and Mr. Cooke. Fall Semester. Time to be arranged.

For additional mathematics courses, see also the catalogs of Harvey Mudd College, Pomona College, and Claremont Men's College.

MUSIC

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

- 81 **Introduction to Music I.** An historical survey of major composers and musical styles of the Classic and Romantic periods of composition with emphasis on intelligent listening. No previous musical experience required. Open to freshmen. Fall Semester. m.w.f. 11. Mr. Lilley.
- 82 **Introduction to Music II.** Continuation of Music 81. An historical survey of major composers and musical style of the Middle Ages. Renaissance, Baroque, and Contemporary periods of composition with emphasis on intelligent listening. Spring Semester. m.w.f. 11. Mr. Lilley.
- 155 **Music and Literature: A Long Lasting Marriage.** See French 155. Spring Semester. t. 7-10. Mr. Kardos.
- 173a, b **Concert Choir.** A study of music from the sixteenth century to the present day through rehearsals leading to public performance. Membership obtained through audition and maintained through successful completion of performance requirements. Four semesters may be counted for one half-course credit. Both Semesters. m. 4:15-6 & th. 7:15-9. Mr. Lilley.

NATURAL SCIENCES

Joint Program with Scripps and Claremont Men's College.

- 20 **Principles of Chemistry I.** Elementary atomic theory with application to chemical periodicity and bonding. Properties of the elements and their compounds. Course designed primarily for science majors in fields other than physics and engineering, or non-science majors with strong high school science background. Prerequisites: High school chemistry or permission of instructor. Laboratory fee \$7. Fall Semester. Lecture m.w.f. 8. Laboratory m.t.w. 1:15-5:15. Mr. Pinnell.
- 21 **Principles of Physics and Chemistry I.** A study of Newtonian mechanics, energetics, atomic theory (Daltonian and modern quantum approaches) and introductory thermodynamics. Applications of these principles to periodicity of elements, the chemical bond, and kinetic molecular theory. Prerequisites: Mathematics 12 preceding or accompanying the course, one year physics and one year chemistry in high school or permission of instructor. Laboratory fee \$6. Fall Semester. Lecture m.w.f. 11. Laboratory th.f. 1:15-5:15. Staff.
- 22 **Principles of Chemistry II.** Properties of gases, liquids and solids. Chemical equilibria, kinetics and thermodynamics. Prerequisites: Natural Sciences 20 or 21. Laboratory fee \$7. Spring Semester. Lecture m.w.f. 8. Laboratory m.t.w.th.f. 1:15-5:15. Mr. Pinnell.
- 30, 31 **General Physics.** A first year general physics course with laboratory introducing mechanics, heat, light and wave motion, electricity and structure of matter. The course is designed for science majors in fields other than physics and engineering or non-science majors with a strong high school physical science background. A calculus course is not a prerequisite, but topics in calculus will be developed as

required. Prerequisites: One year of high school physics or permission of instructor. Both Semesters. Lecture m.w.f. 11. Laboratory m.t.w. 1:45-4:15. Mr. Dart.

- 32 **Principles of Physics II.** A continuation of Physics and Chemistry I, above, 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 nuclear physics. Prerequisite: Principles of Physics and Chemistry I. Laboratory fee \$6. Spring Semester. Lecture m.w.f. 11. Laboratory th. 1:15-4:15. Mr. Klein.
- 43 **Introductory Biology I.** The objectives of the course are to provide the student with a basic knowledge of biology, to introduce the student to experimental technique and the scientific method, and to indicate the importance of biological factors in current world affairs. The course treats life at the molecular, cellular, species, and community levels. Emphasis is placed on biological principles and life functions rather than on descriptive biology. The laboratory consists of experiments selected to illustrate basic biological principles. Laboratory fee \$8. Fall Semester. Lecture m.w.f. 10. Laboratories m.t.w.th.f. 1:15-4:15. Mr. Guthrie and Staff.
- 44 **Introductory Biology II.** Prerequisite: Introductory Biology I or consent of instructor. Laboratory fee \$8. Spring Semester. Lecture m.w.f. 10. Laboratories t.w.th.f. 1:15-4:15. Mr. Coles and Staff.
- 50 **Natural Science I.** An introduction to the natural sciences as an integrated and expanding field of knowledge. Lectures and laboratory emphasize the general fields and interrelations of astronomy, chemistry, physics, geology, and biology. Fall Semester. Lecture t.th. 10. Laboratories m.t.w.th.f. 1:15-4:15. Discussion sections f. 8, 9, 10, th.f. 1:15. Staff.
- 51 **Natural Science II.** Prerequisite: Natural Science I or consent of instructor. Spring Semester. Lecture t.th. 10. Laboratories m.t.w.th.f. 1:15-4:15. Discussion sections, f. 8, 9, 10, th.f. 1:15.
- 71, 72 **Organic Chemistry I and II.** A course designed to integrate the chemistry of the aromatic and aliphatic compounds from the standpoints of structure, reaction mechanism and synthesis. Prerequisite: Principles of Chemistry II. Laboratory fee \$7. Both semesters. m.w.f. 10. Laboratory th. 1:15-4:15. Mr. Bovard.
- 81 **Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisites: Principles of Physics II and Calculus II. Laboratory fee \$6. Fall Semester. m.w.f. 10. Laboratory t. 1:15-4:15. Mr. Merritt.
- 82 **Electricity and Magnetism.** Fields, potential, D.C. and A.C. circuits, and applications of Maxwell's equations. Prerequisites: Principles of Physics II and Calculus III. Laboratory fee \$6. Spring Semester. m.w.f. 10. Laboratories t. 1:15-4:15. Mr. Merritt.
- 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 Science 82, but may be taken separately for a half-course credit with the permission of the in-



structor. Prerequisite: Natural Sciences 32 or equivalent. Laboratory fee \$6. Spring Semester. t. 1:15-4:15. Mr. Merritt.

- 121, 122 **Principles of Physics and Chemistry III.** A study of quantum mechanics, classical and statistical thermodynamics and transport theory. Applications to atomic and molecular structure, spectroscopy, properties of matter, equilibrium and non-equilibrium physical and chemical systems and chemical kinetics. Prerequisites: Principles of Chemistry II, Principles of Physics II, and Calculus III. Laboratory fee \$6. Both semesters. m.w.f. 9. Laboratory th. 1:15-5:15. Staff.
- 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. The laboratory deals primarily with techniques of handling and identifying bacteria and with studies of bacterial physiology. Prerequisite: Introductory Biology or consent of instructor. Laboratory fee \$8. Fall Semester. t.th.s. 8. Laboratory m. 2:15-5:15 and arranged. Miss Mathies.
- 140 **Ontogeny and Evolution of Invertebrates.** Aspects of invertebrate biology included are physiology, embryology, structure of ecology. The course theme revolves around the evolutionary history of invertebrates with evaluation of a number of the ideas expounded concerning phylogenetic relationships. All forms significant to the evolutionary story are dealt with. Insects will receive considerable coverage. Prerequisite: Introductory Biology. Two lectures and one third-hour laboratory and three hours arranged laboratory per week. Weekend field trips will be included. (Offered in alternate years) Laboratory fee \$8. Fall Semester. Lecture f. 11, 1:15-2:15. Laboratory f. 2:15-5:15 and arranged. Mr. Eriksen.
- 141 **Ontogeny and Evolution of Vertebrates.** Morphology, ontogeny and evolution of vertebrate organ systems, with emphasis on the evolutionary aspects of vertebrate development. The laboratory will include dissection of major vertebrate types and examination of basic histologic and embryologic materials. Prerequisite:

site: Introductory Biology. Three lectures, one three-hour laboratory and three hours arranged laboratory per week. Laboratory fee \$8. Spring Semester. Lecture t.th. 10. Laboratory w. 1:15-5:15 and arranged. Mr. Guthrie.

- 142 **Comparative Physiology.** Lectures and laboratory experiments treating functional processes from the standpoint of adaptation of invertebrate and vertebrate animals in relation to the environment. Prerequisites: Introductory Biology and consent of instructor. Three lectures and one four-hour laboratory per week. Laboratory fee, \$8. Fall Semester. Lecture t.th. 10 and one hour arranged. Laboratory w. 1-5. Mr. Coles.
- 143 **General Genetics.** The course deals with the basic principles of heredity, primarily as exemplified by non-microbial systems. Particular emphasis is given to human and population genetics. Prerequisite: Introductory Biology. Three lectures per week. (Offered in alternate years; not offered 1969-70) Spring Semester. m.w.f. 11. Miss Mathies.
- 145 **Evolution.** This course attempts to give students further understanding of the modern theory of evolution and of the status of our research in evolutionary studies. The course is run as a seminar, with students discussing assigned reading with the instructor in class meetings and preparing papers for class discussion. Student paper topics have ranged from study of Teilhard de Chardin to studies of the evolution of behavior, the role of isolating mechanisms, and the importance of zoogeography in the evolution of certain groups. Prerequisites: Introductory Biology and consent of instructor. Three hours of arranged meetings per week. Mr. Guthrie. (Offered in alternate years; not offered in 1968-69).
- 146 **Ecology.** A course dealing in interrelationships of plants and animals with the environment and with each other and including the study of individuals, populations, and communities. Prerequisites: Introductory biology and one other laboratory science course. Several weekend field trips will be taken. Three lectures and one three-hour laboratory per week. Laboratory fee \$8. (Offered in alternate years; not offered in 1969-1970) Spring Semester. Lecture t.th. 8, f. 1:15. Laboratory f. 2:15-5:15 and arranged. Mr. Eriksen.
- 149 **Vertebrate Biology.** Lectures, assigned readings, and student reports devoted to topics in the behavior, ecology, reproduction, orientation and physiology of the vertebrates. Prerequisites: Introductory Biology and consent of instructor. (Offered in alternate years; not offered in 1969-70) Spring Semester. w. 7-10. Mr. Coles.
- 152 **Independent Study in Biology.** Students who have the necessary qualifications and who wish to investigate an area of study not covered in regularly scheduled courses may arrange for independent study under the direction of a faculty member. Open to all students with permission of instructor. Full or half course. Both Semesters. Time to be arranged. Staff.
- 160 **Immunology.** A seminar course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers and occasional lectures may supplement the material. Prerequisites: Introductory Biology, preferably a

course in Microbiology and consent of instructor. (Offered in alternate years; not offered in 1968-69) Miss Mathies.

- 161 **Ecology in Extreme Environments.** Reports and discussions concerned with aspects of the physiological ecology, morphology or behavior of plants and animals of various populations, communities or homes. The course will take a particular direction although within limits geared to the interests of the participants. Prerequisites: A course dealing with ecology or physiology and consent of instructor. (Offered in alternate years; not offered in 1968-69) Mr. Eriksen.
- 163 **The Biological Basis of Behavior.** Lectures, assigned readings and student reports devoted to sensory and neuro-physiology and the role of the nervous system in the behavior of animals. Prerequisite: A physiology course or consent of instructor. (Offered in alternate years; first offered in 1969-70) Mr. Coles.
- 164 **Vertebrate Paleontology.** The evolutionary history of vertebrates as seen in the fossil record. Lectures will include the fossil record of vertebrates, their zoogeography, and problems related to the interpretation of the fossil record. Occasional laboratories will include collecting and preparation techniques of vertebrate paleontology as well as identification of mammalian fossils. Prerequisites: A course in vertebrate anatomy, historical geology, or permission of instructor. Two lectures and arranged laboratory time. (Offered in alternate years) Laboratory fee \$8. Fall Semester. Lecture t.th. 10. Laboratory w. 1:15-5:15. Mr. Guthrie.
- 165 **Limnological Problems.** A team approach to the study of a particular aquatic situation. Each participant will take a facet of the problem, plan his field research, gather data and make the latter available in table form to all. Then, from his own work and all data, each student writes a 'chapter' of the original topic. Finally, several seminars will be held for oral presentation of the papers. Limited to 7 students. Prerequisites: for biologists, a course dealing with ecology or some aquatic group of organisms and consent of instructor. For chemists, geologists, or physicists, consent of instructor. (Offered in alternate years; first offered 1970-71) Mr. Eriksen.
- 170 **Advanced Synthetic Chemistry.** An arranged course in advanced theory and techniques of synthesis or both organic and inorganic compounds. May be repeated for credit. Prerequisites: Organic Chemistry I and II. Both Semesters. Arranged Hours. Staff.
- 187 **Seminar and Research in Physical Science.** Original experimental and theoretical investigations carried out under supervision of a member of the staff and presentation of advanced topics. Must be followed by Natural Sciences 190. Fall Semester. Hours Arranged. Staff.
- 189-190 **Research and Senior Thesis.** Presentation of advanced topics in biology by both students and staff as well as occasional outside speakers. Original individual experimentation and theoretical investigations culminating in the writing of a senior thesis and carried out under the supervision of a staff member. A year-long course, with the grade for both semesters given at the end of the spring semester. Staff.

Courses available at Harvey Mudd College:

Chemistry

- 51 Chemical Bonding and Structure. Fall Semester. Lecture t.th. 9. Laboratories t. 1:15-5:15. Mr. Kubota.
- 56 Organic Chemistry. Spring Semester.
- 103, 104 Inorganic Chemistry. Both Semesters. Fall Semester. Lectures t.th.s. 9. Laboratory th. 1:15-5:15. Mr. Whiteker.
- 105 Organic Chemistry. Fall Semester. Lecture m.w.f. 11. Laboratory w. 1:15-5:15. Mr. Myhre.
- 114 Advanced Analytical Chemistry. Spring Semester.
- 156 Advanced Organic Chemistry. Spring Semester.
- 157, 158 Advanced Physical Chemistry. Both Semesters. Fall Semester, m,w,f, 9. Mr. Campbell.

Physics

- 62 Astrophysics, Spring Semester.
- 64 Introduction to Nuclear Reactor Theory. Spring Semester.
- 111 Theoretical Mechanics. Fall Semester. m.w.f. 8, t. 9. Mr. Brown. m.w.f. 11, th. 9. Mr. Bell.
- 113, 114 Electricity and Magnetism. Both Semesters. Fall Semester m.w.f. 10. Mr. Sandmann, m.w.f. 8. Mr. Waggoner.
- 116 Quantum Mechanics. Spring Semester.
- 133, 134 Junior Physics Lab. Both Semesters. Fall Semester w.th. 1:15-4:15. Mr. Tubbs.
- 152 Applications of Quantum Mechanics. Spring Semester.
- 153, 154 Fields and Waves. Both Semesters. Fall Semester. m.w.f. 9. Mr. Stoddard.
- 157 Thermodynamics and Statistical Mechanics. Fall Semester. m.w.f. 11. Mr. Wolf.
- 181 Advanced Laboratory. Fall Semester. th. 8-11. 1:15-4:15. Mr. Goodman. t. 8-11. 1:15-4:15. Mr. Robertson.

Courses available at Pomona College:

Botany

- 5 General Botany: Evolution in Action. Fall Semester. t.th. 1:15-3:30. Mr. Benson.
- 13 General Botany: Ecology, Fall Semester. w.f. 11. w. 1:15-4:05. Mrs. Page.
- 15 Field Classification, flowering plants. Spring Semester. Mr. Benson.
- 75 Individual plant classification. Fall and Spring Semester arranged. Mr. Benson, Mr. Baker.
- 100 Mosses, Ferns, Cone-bearing Trees. Fall Semester. t. 1:15-4:05. Mr. Benson.
- 103 Plant Ecology II. Spring Semester. Mrs. Page.
- 107 Algae, Fungi, Lichens. Spring Semester. Mr. Baker.
- 167 Plant Microtechnique. t. 1:15-5:05. Mr. Carlquist.
- 199 Botanical Problems. Both Semesters. Arranged. Staff.

Chemistry

- 110a,b Organic Chemistry. Both Semesters. Fall Semester. Lecture m.w.f. 8. Mr. Hansch. Laboratory m.w. or f. 1:15-4:05. Mr. Allen.

- 115a,b Biochemistry. Both Semesters. Fall Semester. Lecture m.w.f. 9. Laboratory m.th. or f. 1:15-4:05. Mr. Cornell.
 125 Advanced Organic Laboratory. Fall Semester. 1 hour arranged. Laboratory m. 2:15-5:05. w.f. 1:15-4:05. Mr. Allen.
 158a,b Physical Chemistry. Both Semesters. Fall Semester. m.w.f. 11. and 1 hour arranged. Mr. Quinlan.
 159 Physical Chemistry Laboratory. Spring Semester. Mr. Beilby.
 183 Advanced Analytical Chemistry. Spring Semester. Mr. Beilby.
 186 Advanced Topics in Organic and Inorganic Chemistry. Fall Semester. m.w.f. 10 and 1 hour arranged. Mr. Hansch, Mr. Beilby.

Physics

- 100 Fields, Waves, and Particles. Fall Semester. m.w.f. 10. Mr. Fowler.
 101 Atomic and Nuclear Structure. Spring Semester. Mr. Fowler.
 110 Quantum Chemical Physics. Spring Semester. Mr. Harris.
 141a,b Electricity and Magnetism. Both Semesters. Fall Semester. Lecture m.w.f. 9. Laboratory w. 1:15-4:05. Mr. Mitescu.
 151a,b Mechanics. Both Semesters. Fall Semester. t.th.s. 9. Mr. Hughes.
 192 Advanced Physics Laboratory. Fall Semester. t. 1:15-4:05. Staff.
 195a,b Thermodynamics. Both Semesters. Fall Semester. t.th. 10. Mr. Mitescu.
 196 Quantum Mechanics.
 197 Atomic Physics.

Zoology

- 100 Aquatic Biology. Spring Semester. Mr. Oglesby.
 112 Genetics. Fall Semester. m.w.f. 10. Laboratory 1:15-4:05. Mr. Cohen.
 115 Comparative Anatomy. Fall Semester. t.th. 9. Laboratory t.th. 1:15-4:05.
 120 Vertebrate Embryology. Spring Semester. Mr. Andrus.
 122 Cellular Physiology. Fall Semester. m.w.f. 11. Laboratory w. 1:15-4:05. Mr. Andrus.
 125 Microtechnique. Fall Semester. m. 2:15-4:05 and arranged. Mr. Ryerson.
 126 Histology. Spring Semester. Mr. Ryerson.
 151 Invertebrate Zoology. Fall Semester. m.w. 11. Laboratory m. 2:15-4:05, w. 1:15-4:05. Mr. Oglesby.
 157 Animal Ecology. Spring Semester.
 160 Symbiosis. Spring Semester. Mr. Amrein.
 183 Macromolecular Biosynthesis. Spring Semester. Mr. Cohen.
 189 Seminars in Selected Topics. Both Semesters. Arranged. Staff.
 199 Introduction to Research in Zoology. Both Semesters. Arranged. Staff.
 99 Physical Biology Seminar. w. 12. Both Semesters. Mr. Cohen.

PHILOSOPHY

- 1 **Introduction to Philosophical Problems.** As in ancient times, a great deal of the most important philosophical work continues to be carried on in written and spoken dialogue. This course is intended to prepare the student to begin taking part in this dialogue. It will provide an introduction to the study of good and evil, the existence of God, freedom of the will, scepticism and other traditional

- philosophical topics. Readings will include selections from traditional and contemporary sources. For students who have had no previous work in philosophy or who have taken only a single introductory course. Enrollment is limited to Pitzer students. Fall Semester. m.w. 1:15-2:30. Mr. Bogen.
- 2 **Philosophical Classics.** An introduction to philosophy through the study of texts which have become philosophical classics. Authors include Descartes, Kierkegaard, and Hume on morality, philosophy or religion and theory of knowledge. Classroom work will consist largely of informal discussion (see Philosophy 1). For students who have had no previous work in philosophy or only one introductory course. Enrollment limited to Pitzer students. Spring Semester. m.w. 1:15-2:30. Mr. Bogen.
- 50 **A Contemporary Approach to Philosophy.** A beginning course in philosophy, focused on twentieth century problems and situations. While the student will be brought inevitably into contact with the classic philosophical tradition from Plato to Kant, the principal direction of the course will be towards acquainting her with the philosophical problems and issues of her times. To this end, materials used in the course will be drawn not only from professional philosophers but from contemporary authors, playwrights, poets, screenwriters, and others as well. Fall Semester. m.w.f. 11. Mr. Evans.
- 55 **Introduction to Logic.** A first course in logic, designed to acquaint the students with the theory and practice of detecting, constructing, analyzing, and evaluating reasoning in science, mathematics, ethics, politics, and daily life. The important although neglected role of logic in the shaping of Western culture will be stressed, as well as its recent extensions in areas beyond those of traditional logic. Especially recommended for philosophy majors. For students who have had no previous work in philosophy or who have taken only a single introductory course. Fall Semester. m.w.f. 10. Mr. Evans.
- 123 **Rationalism: Descartes, Leibniz and Spinoza.** A study in seventeenth century rationalism, focused on three major thinkers. While most of the readings will be centered on Descartes, Leibniz and Spinoza, their position within the broad Western rationalist tradition will be studied and their contributions to subsequent periods will be examined. Prerequisites: An introductory course in philosophy or the consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mr. Evans.
- 130 **A Study in the Films of Ingmar Bergman.** In recent years, Ingmar Bergman has come to be recognized as one of the world's greatest film-makers. This course will center on ten major Bergman films in an attempt to trace the development of his philosophical and theological themes. Students will normally be expected to see the films (which will be shown locally) twice—once for aesthetic enjoyment, the second time for critical understanding. They will read the screenplays and will read pertinent background material in such areas as the death-of-God theology. Among the films included are: "The Seventh Seal," "Wild Strawberries," "The Magician," "The Virgin Spring," "Through a Glass Darkly," "Winter Light," and "The Silence." Prerequisite: consent of the instructor. Spring Semester. Time to be arranged. Mr. Evans.
- 162 **Philosophy of Law.** A discussion of selected controversies bearing on the meaning of law, e.g., the nature of rights, the relation of law to morals and the impact



of psychiatry and social science on the law. Spring Semester. th. 1:15-4. Mr. Louch.

- 165 **The Contemplation of Being.** "Not how the world is, but that it is, is the mystical." (L. Wittgenstein, *Tractatus*.) Since its beginnings on the Ionian shores, the contemplation of being has been considered synonymous with philosophy generally and metaphysics specifically. Three pervasive themes will be developed in this course. The first will involve the notion of being itself. A cluster of concepts—essence, existence, analogy, necessity, the "ontological difference"—will be explored as they arise. Secondly, the idea of being as the ground of aesthetic, ethical, and other values will be pursued. Finally, the nature of the contemplative act itself—its logical presuppositions, its psychological conditions, and its philosophical expectations—will be scrutinized. Criticisms of the fruitfulness of such contemplation, inspired by the Vienna Circle and others, will be discussed; and an understanding will be sought of what led so many philosophers, theologians, poets, and others so persistently to search for and inquire into, the reality and significance of being. Readings will include selected writings of Plato, Plotinus, Aquinas, Spinoza, Hegel, and Heidegger. Spring Semester. w. 1:15-4. Half-course: first half semester. Mr. Evans and Mr. Matthyse.
- 169 **Philosophy of Religion: Doubt and Belief.** Why should the existence of God require a proof? What conclusions about religious doubt and belief can be drawn from the fact that it does? These questions will be introduced by means of a study of traditional arguments for belief. Readings from Anselm, Paley, Hume, Pascal, Kierkegaard, and John Wisdom. Prerequisites: An introductory course in philosophy or consent of instructor. Fall Semester. t.th. 3:15-4:30. Mr. Bogen.

- 180 **Problems in Aesthetics.** (See English 180) Spring Semester. t.th. 2:30-4. Mr. Duvall and Mr. Bogen.
- 381 **Philosophy of Mind.** Graduate course. Consent of instructor. Spring Semester. f. 1-3. Mr. Bogen.

Courses available at Claremont Men's College:

Philosophy

- 116 History of Philosophy: Hume and Kant. Fall Semester. m.w.f. 11. Mr. Smith.
- 142 Contemporary Analytical Philosophy. Fall Semester. w.f. 1:30. Mr. Smith.
- 193 Fundamentals of Logic. Spring Semester. Mr. Smith.
- 194 American Philosophy. Fall Semester. m.w.f. 10. Mr. Roth.

Courses available at Pomona College:

Philosophy

- 53 Introduction to Logic. Spring Semester. Mr. Beckner.
- 110 Ancient Philosophy. Fall Semester. m.w.f. 11. Mr. Sontag.
- 111 Medieval Philosophy. Spring Semester. Father Winance.
- 112 Modern Philosophy. Spring Semester. Mr. Beckner.
- 113 19th Century Philosophy. Fall Semester. m.w.f. 9. Mr. Erickson.
- 114 Contemporary Analytic Philosophy. Spring Semester. Mr. King.
- 120 Phenomenology. Fall Semester. th. 1:15-3:05. Mr. Beckner and Mr. Erickson.
- 124 Existentialism. Spring Semester. Mr. Sontag.
- 135 Symbolic Logic. Fall Semester. m.w.f. 11. Mr. Vickers.
- 160 Theory of Knowledge. Fall Semester. t.th.s. 10. Mr. McGilvray.
- 164 Ethics. Fall Semester. m. 2:15-4:05. Mr. King.
- 194 Political and Legal Philosophy: Justice. Spring Semester. Mr. King.
- 196 Kant. Spring Semester. Mr. Erickson.

POLITICAL STUDIES

- 20 **Introduction to 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. t.th. 2:45-4. 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. m.w. 11-12:15. Mr. Murphy.

- 30 **Introduction to International Relations.** An introduction to the nature of politics, law and organization on the international level. Theories and concepts of world politics will be examined in the light of diplomatic history of the nineteenth and twentieth centuries. Fall Semester. m.w.f. 9. Mr. Zachrisson.
- 100 **Contemporary American Problems: The City.** An examination of recent responses by the various levels of government to such perennial urban issues as poverty, education, unemployment, housing, and health. Included will be an analysis of (1) the political history of these issues, (2) suggested alternatives for their amelioration, and (3) the political role of the city in a nation of cities. Open to freshmen with consent of instructor. Fall Semester. t.th. 9 and one hour arranged. Mr. Murphy.
- 105 **The Supreme Court and Civil Rights.** An inquiry into the changing position of black Americans from slavery to black power, as reflected in and affected by decisions of the Supreme Court. Readings include autobiographies and comparative analyses as well as Supreme Court opinions. Prerequisites: Political Studies 20, 25 or 105, or consent of instructor. Spring Semester. m.w. 2:45-4. 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. t.th. 2:45-4. Mr. Marquis.
- 120 **Freedom and Oppression: The South African Case.** (See Social Science 120) Spring Semester. m.w. 1:15-2:30. Mr. Park and Mr. Zachrisson.
- 130 **International Organization.** An analysis of the nature, functions, and problems of the United Nations and of selected regional organizations. Prerequisite: Political Studies 30 or consent of instructor. Spring Semester. m.w.f. 9. Mr. Zachrisson.
- 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. Mr. Marquis. (Not offered in 1968-69)
- 138 **Seminar: African International Relations.** The seminar will examine the political and economic relations of the new African states with each other and with the rest of the world. Particular attention will be given to the regional and sub-regional organizations which have been established to promote economic and political cooperation among the African nations. The seminar is intended for juniors and seniors. Admission only by consent of instructor. Fall semester. m. 7-10. Mr. Zachrisson.
- 139 **Seminar: The Politics of West Africa.** The seminar will discuss the impact of colonial rule on the African population and the politics of modernization in West Africa. Problems of decolonization, nation-building, inter-state coopera-

- tion and neo-colonialism will be considered in the context of the recent political history of several new African states, including Ghana, the Ivory Coast, Nigeria and Senegal. Admission by consent of instructor. Spring Semester. t. 7-10. Mr. Zachrisson.
- 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. Mr. Marquis. (Not offered in 1968-69)
- 160 **Contemporary Political Theory.** An examination of selected writers representing contemporary versions of existentialist, positivist, Marxian, classical, and Christian political theory. Included will be Hannah Arendt, Arnold Brecht, David Easton, Herbert Marcuse, Leo Strauss, and Eric Voegelin. Prerequisite: History of Political Philosophy or consent of instructor. Fall Semester. t.th. 1:15-2:30. Mr. Murphy.
- 181 **Seminar in Imperialism.** (See History 181) Fall Semester. m. 2:45-5. Mr. Greenberger.
- 190 **The Concept of Freedom.** An exploration of one of the central concepts in modern politics and philosophy, together with an inquiry into the philosophical implications of positions taken in contemporary controversies over free speech and publication, association, and acts of protest. For graduate students and advanced undergraduates; admission by permission of the instructor. Fall Semester. f. 2-5. Mr. Rodman.
- 219 **Topics in Recent Political Philosophy.** Graduate course: consent of instructor. Mr. Rodman. (Not offered in 1968-69)
- 271 **The Intellectual in Politics: A Comparative Study.** Graduate course. Consent of instructor. See Claremont Graduate School catalog—Government 271. Mr. Marquis.

Intercollegiate Courses:

- 124G Comparative Politics: The Developing Nations. Spring Semester. m.w.f. 11. Mr. Goodall.
- 145G The Politics of Urbanization. Fall Semester. m.w.f. 10. Mr. Blair.

Courses available at Claremont Men's College:

Political Science

- 121 Intergovernmental Relations. Fall Semester. t.th. 1:30. Mr. Grant.
- 129 American Response to Twentieth Century Revolutions. Spring Semester. Mr. Haley.
- 132 Problems of Developing Countries. Spring Semester. Mr. Elliott.
- 133 South Asian Government and Politics. Spring Semester. Mr. Wheeler.
- 140 The Legislative Process. Spring Semester. Mr. Heslop.
- 169 State and Local Politics. Fall Semester. t.th. 12. Mr. Roach.
- 173 Modern Political Thought and the Separation of Powers. Fall Semester. t.th. 3-4:15. Mr. Diamond.



- 177 Theory and Methods of Empirical Research. Spring Semester. Mr. Grant.
 178 Twentieth Century American Foreign Policy. Fall Semester. w.f. 1:30.
 Mr. Haley.

Courses available at Harvey Mudd College:

Political Science

- 101 Designs for Development: The Underdeveloped World. Fall Semester. m.
 1:15-3:05. Mr. Smith.
 102 Designs for Development: The Developed World. Spring Semester. Mr.
 Smith.

Courses available at Pomona College:

Government

- 129 Comparative Asian Politics. Spring Semester. Mr. Vieg.
 131 Parties and Pressure Groups. Fall Semester. m.w.f. 11. Mr. Flynn.
 138 Political Biography. Spring Semester. Mr. Shock and Mr. Vieg.
 140 Public Administration and Public Policy. Spring Semester. Mr. Vieg.
 154 Comparative Foreign Relations. Fall Semester. m.w.f. 9. Mr. Shock.
 155 American Foreign Relations. Fall Semester. m.w.f. 11. Mr. Stoddard.
 156 The Politics of Modernization. Spring Semester. Mr. Tugwell.
 157 International Relations of Internal Wars. Spring Semester. Mr. Stoddard.
 158 Comparative Latin American Politics. Fall Semester. m.w.f. 10.
 Mr. Tugwell.

Courses available at Scripps College:

- III-129 Asia and America. Second Semester. Mr. Gould.

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. m.w. 11-12:15. Section 1—Miss Ackerland. Section 2—Mrs. Munroe. Section 3—Mrs. Siebel. Spring Semester. Time to be arranged. Staff.
- 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. Fall Semester. m.w. 1:15-2:30. Spring Semester. m.w. 11-12:15. Mrs. Munroe.
- 60 **Physiological Psychology.** An introduction to the physiological basis of behavior. The course will include an overview of the structure and functions of the nervous system and an investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, attention. Prerequisite: Psychology 10 or consent of instructor. Spring Semester. t.th. 10 and one hour arranged. Miss Ackerland and Mr. Hord.
- 86 **Personality Theories.** The purpose of the course is to examine the various theories about human personality that have developed in the past fifty years. The theories will be compared for their strengths in explaining aspects of human behavior and being empirically verifiable. Fall Semester. t.th.s. 10. Mr. Albert.
- 91 **Statistical Methods for the Behavioral Sciences.** An introduction to descriptive statistics and statistical inference regarding hypothesis testing, estimation, and prediction, as applied to the behavioral sciences. Emphasis will be placed on application and interpretation. Topics include: frequency distributions, measures of central tendency, dispersion, relationships, simple and multiple correlations, regressions and statistically significant differences. Prerequisite: Mathematics 10 after 1968-69. Fall Semester. t.th. 9. Mr. Wolter.
- 105 **Socialization and Personality in Cross-Cultural Perspective.** A study of the applicability of social-learning, psychoanalytic, and developmental theories to socialization practices and outcomes in non-Western cultures. (Also listed as Anthropology 105). Spring Semester. t.th. 1:15-2:30. Mr. and Mrs. Munroe.
- 110 **Tests and Measurements.** The course will examine the place of tests and of measurements in psychology. Some of the different types of standard psychological tests and methods of measurement will be studied empirically under the supervision of the instructor. Prerequisites: Psychology 10 and one semester of statistics or college mathematics. Spring Semester. w. 1-4. Mrs. Munroe.
- 118 **Learning.** A survey of the field directed towards an understanding of the experimental and theoretical issues involved in learning and memory. Various theories of learning will be critically reviewed and their relation to the experimental literature discussed. Fall Semester. t.th. 1:15-2:30. Mr. Wolter.

- 119 **Cognition.** An introductory survey of the field directed towards an understanding of the variables involved in the thought process. Topics will include associative thinking, abstraction, concept formation, problem solving, critical and creative thought, and the ontogeny of thought in children. Prerequisite: Psychology 10. Spring Semester. t.th. 10. Mr. Wolter.
- 124 **Research Methods.** An introduction to the research techniques and approaches prevalent in psychological research, with emphasis on collection, analysis, and application of data. Prerequisite: Psychology 91. Spring Semester. t.th. 9. Mr. Wolter and Mrs. Munroe.
- 131 **The Psychology of Mental Illness.** An examination of the causes, syndromes and treatment of mental illness. An objective of the course will be to view mental illness as an exaggeration of normal defensive processes. Experimental approaches and case studies will both be considered. Student papers will review current research literature. Prerequisites: Psychology 10 and one additional psychology course. Mr. Matthyse. (Not offered 1968-69)
- 140 **Development Psychology.** A study of developmental processes in humans and animals, encompassing such areas as the social, emotional, perceptual, intellectual, and physical development of the organism. Prerequisites: Psychology 10 or consent of instructor. Mrs. Kovar. (Not offered 1968-69)
- 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 on an individual person on the basis of his own interviews. Supervision of interview techniques will be provided through playback of tape readings. 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. For advanced students. Laboratory Fee of \$10. Spring Semester. m. 2:45-5. Mr. Albert.
- 149 **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. m.w. 11-12:15. Mr. Oskamp.
- 150 **Psychology of Religion** (See Religion 150). Spring Semester. t.th.10. Mr. Matthyse.
- 151 **The Psychology of Kurt Lewin.** Although described by some as one of the three major influences on modern psychology, Lewin is often only a reference that one encounters in social psychology, group dynamics and personality theory. This seminar will study the development of Lewin's field theory, the relationship between field theory, and his dynamic theory of personality, the stimulation of action research and the contemporary manifestations of Lewinism origin. Spring Semester. m. 1:15-4. Mr. Ellenhorn.
- 158 **Experimental Psychology.** Basic principles and methods of measurement in psychological research with emphasis on the design, performance, and presentation of representative experiments. Laboratory, lecture, and demonstrations. Prerequisites: Psychology 91 and Psychology 124. Laboratory Fee \$10. Spring Semester. m. 1:15-4. Mr. Wolter.
- 165 **Psychoanalytic Theories of Personality.** A critical analysis of the major assumptions, concepts and postulates of psychoanalytic 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. Prerequisites: Psychology 10, one additional social science course, and consent of instructor. Mr. Albert. (Not offered 1968-69)
- 166 **Neo-Psychoanalytic Theories and Research.** A continuation of Psychology 165. This course will examine the changes and the importance of the changes that have occurred in psychoanalytic theory since 1930. Non-analytic theories also will be discussed; where possible empirical research will be considered in an effort to understand the validity of the theories and the nature of future changes in personality theory. Prerequisites: Two social science courses and consent of instructor. Mr. Albert. (Not offered 1968-69)
- 170 **Psychology of Perception.** A study of the sensory and cognitive aspects of perceptual processes. Emphasis will be placed on vision and audition, but the minor senses will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisite: Psychology 10 or consent of instructor. Spring Semester. t.th. 2:45-3:45 and 1 hour arranged. Miss Ackersland.
- 172 **Psycholinguistics** (See Linguistics 172) Spring Semester. t.th. 2:45-4. Mr. Macaulay.
- 175 **Group Dynamics.** 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 form an integral part of the course content. Prerequisites: Psychology 10 and consent of instructor. Fall Semester. w. 7-10. (See Graduate School catalog, Psychology 235A). Mr. Ellenhorn.
- 178 **Mathematical Models of Behavior.** An introductory examination of the mathematical approach to the behavioral sciences. Topics include: mathematical models of learning, motivation, psychophysics, judgment, choice, language, and social interaction. Prerequisite: Psychology 91, or consent of instructor. Mr. Wolter. (Not offered 1968-69)
- 185 **The Study of Genius.** Various views about the nature of genius, reasons for its infrequent occurrence, and what it can suggest about the psychological development of the human organism will be the focus. The general aim of the seminar will be to fashion a model of human development and achievement. Prerequisites: Psychology 10 and one other Social Science course (not a Freshman Seminar). Fall Semester. th. 2:45-5. Mr. Albert.

- 186, 187 **Field Work in Psychology.** Supervised practical experience in psychology to be arranged on an independent study basis by the psychology staff together with cooperating institutions. Some students enrolled may participate in Social Science 198-9. For senior psychology concentrators. Admission by consent of instructor. Psychology 10, 49, 124, 131, 175 should be completed or taken concurrently. Both Semesters. Time to be arranged. Mr. Ellenhorn.
- 188 **Current Literature in Psychology.** This seminar is designed to help students become acquainted with current research in psychology and to improve their ability to evaluate research designs. Each student will select a number of recent articles according to her interests with the guidance of the instructor. Both clinical and experimental studies may be included. Students will present a critical review of each article for group discussion. Prerequisite: three semesters of psychology. (Half-course; first half of semester.) Spring Semester. f. 2-5. Miss Ackerland.
- 189 **Seminar: Research in Psychology.** A seminar dealing with current and on-going research in psychology. Students will be expected to design and carry out a research project. The seminar will afford an opportunity to discuss the field and research strategy. The group will be used as a creative resource for individual members. For seniors. Mr. Ellenhorn. (Not offered 1968-69)
- 190 **History and Systems in Psychology.** A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures and the development of psychology as a field. (Half-course, first half semester). Fall Semester. m.w. 2:45-4. Miss Ackerland.
- 197 **Seminar in Experience and Ego Development.** The purpose of the course is three-fold: to present the major theories regarding Ego Psychology and the role of experience in the development of perceptual and cognitive processes; to review experimental studies with infrahuman, infant, and adult subjects, and to work toward a conceptual model that might assist in systematizing the various theories and data. Material will be drawn from many of the social and behavioral sciences. Students will be expected to read and present to the class some of the "classics" in these areas. Qualified upper-division undergraduates may take the course with the consent of instructor. Mr. Albert. (Not offered in 1968-69)
- 202a,b **Core Course in Social-Personality.** Graduate course. Consent of instructors. Both semesters. t. 1-4. Mr. Ellenhorn and Mr. Oskamp.
- 235 **Group Processes.** Graduate course. Consent of instructor. Fall Semester. w. 7-10. Mr. Ellenhorn.

RELIGION

- 58 **Religion and World View** (See Anthropology 58) Fall Semester. t.th. 10, f. 2. Mr. Sharer.
- 105 **Mysticism.** A study of mystical experience, philosophy and practice through intensive reading and discussion of several authoritative texts representing Hindu, Buddhist, neo-Platonic and Christian mysticism. Spring Semester. t.th. 2:45-4. Mr. Matthyse.

- 111 **Sociology of Religion** (See Sociology 111). Spring Semester. Time to be arranged. Mrs. Bell.
- 115 **Religion and Politics** (See Political Studies 115). Spring Semester. t.th. 2:45-4. Mr. Marquis.
- 150 **Psychology of Religion.** An introduction to the study of religious experience. 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 the relation of religion to mental health. The course will not be devoted to the psychoanalysis of religion, but to an exploration of the mental states of religious man and of non-religious man pondering religious questions. Spring Semester. t.th. 10. Mr. Matthyse.
- 165 **The Contemplation of Being** (See Philosophy 165). Spring Semester. w. 1:15-4. Mr. Matthyse and Mr. Evans.
- 169 **Philosophy of Religion: Doubt and Belief** (See Philosophy 169). Fall Semester. t.th. 3:15-4:30. Mr. Bogen.

Intercollegiate Courses:

- 125G Eastern Religious Traditions. Fall Semester. m.w.f. 9. Mr. Hutchison.

Courses available at Claremont Men's College:

Philosophy & Religion

- 90 Intro. Religious Thought. Spring Semester. Mr. Kucheman.
- 111 Current Problems in Christian Ethics. Fall Semester. t.th.s.9. Mr. Kucheman.
- 120 Modern Judaism. Fall Semester. t.th. 1:30. Mr. Beerman.
- 125 Contemporary Catholic Thought. Fall Semester. t. 1:30-4. Mr. Winance.
- 132 Oriental Philosophy. Spring Semester. Mr. Hutchison.
- 144 Religion, Society and Social Criticism. Spring Semester. Mr. Kucheman.
- 197 Philosophy of Religion. Spring Semester. Mr. Roth.
- 369c Science and Religion. Fall Semester. Time to be arranged. Mr. Henry.

Courses available at Pomona College:

Religion

- 1 The Biblical Heritage. Fall Semester. t.th.s. 9. Mr. Whedbee.
- 2 Issues in Religious Thought. Fall Semester. t.th. 8. Mr. Fern.
- 3 Religion and American Culture. Spring Semester. Mr. Fern.
- 101 Religion and Mythology. Fall Semester. m.w.f. 10. Mr. Whedbee.
- 104 The Formation of the Catholic and Protestant Traditions. Fall Semester. t.th. 1:15-2:30. Mr. Reckard.
- 106 Contemporary Culture. Spring Semester.
- 120 Studies in Biblical Interpretation. Spring Semester. Mr. Job and Mr. Whedbee.
- 122 Studies in Religion and Culture Topic for 1968-69: Nineteenth and Twentieth Century Critics of Religion. Fall Semester. w. 1:15-3:05. Mr. Fern.

Courses available at Scripps College:

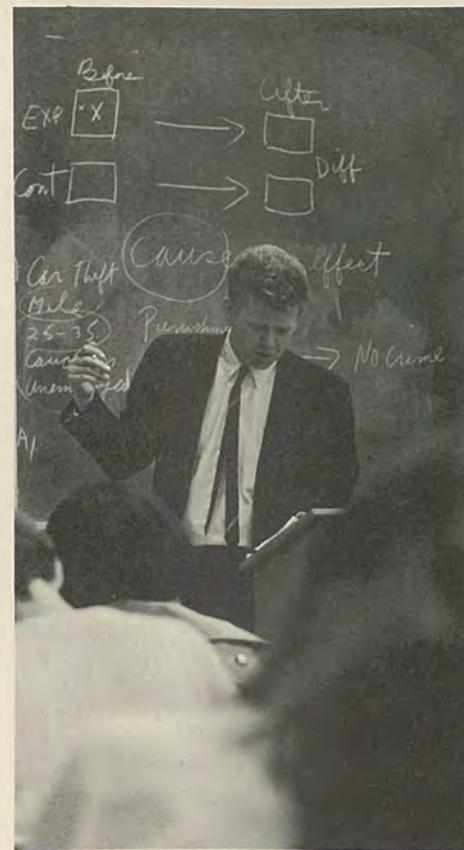
- IV-127 Problems in the History of Jesus. Fall Semester. w. 3:15-5:45. Mr. Hamerton-Kelly.
 IV-128 The Theology of Paul. Spring Semester. Mr. Hamerton-Kelly.
 IV-130 Studies in Theology—Classical and Medieval. Spring Semester. Mr. Hamerton-Kelly.

Courses available at the School of Theology:

Courses at The School of Theology at Claremont are available to qualified Pitzer students with consent of instructor. A selection of these likely to be of special interest is given below. Registration in these courses is not subject to the restrictions on intercollegiate registration.



- 244 Theology of the Reformers. Spring Semester. Mrs. Douglas.
 251 Theology and Philosophy in Late Antiquity. First Semester. Mr. Muhlenberg.
 252 Christian Civilization of the Middle Ages. Spring Semester. Mr. Muhlenberg.
 255 Religion, Experience and Truth. Spring Semester. Mr. Rhoades.
 262 Knowledge of God. Fall Semester. Mr. Verheyden.
 286 Christian Faith and Economic Order. Fall Semester. Mr. Seifert.
 288 Christianity and American Race Relations. Fall Semester. Mr. Hough.
 291 Christian Ethics in a Secular Society. Fall Semester. Mr. Rhoades.
 292 Introduction to Psychology of Religion. Fall Semester. Mr. McConahay.
 293 Religion and Prejudice. Spring Semester. Mr. McConahay.

**RUSSIAN***Courses available at Claremont Men's College:*

- 1 Introductory Russian. Fall Semester. m. 2:15, t.th.s. 10. Mr. Rand.
 2 Introductory Russian. Spring Semester. Mr. Rand.

Courses available at Pomona College:

- 1a,b Elementary Russian. Both Semesters. Fall Semester. m.t.w.f. 9. Mr. Ulitin.
 m.t.w.f. 10. Mrs. Kishkovsky.
 50 Intermediate Russian. Fall Semester, m.w.f. 11:15. Mrs. Kishkovsky.
 51 Intermediate Russian. Fall Semester. m.w.f. 11. Mr. Ulitin.
 60 Advanced Russian. Both Semesters. Fall Semester, m.w.f. 2:15. Mr. Ulitin.

SOCIAL SCIENCE

- 51 **Introduction to the Social Sciences.** This course is intended to introduce the student to the basic concepts and methods of the social sciences, especially to those with which anthropologists, psychologists, sociologists, economists, political scientists, historians, and philosophers are concerned. The course attempts to acquaint the student with social science as a unified field rather than with each

of the social sciences as a separate field. Thus, cultural, social, and historical factors are considered in terms of shared concepts. The course is intended both for the student who will move on to later specialization in one of the social sciences and for the student who desires an understanding of human behavior as an integral part of her education. A two-semester course with the final grade largely determined by a comprehensive examination given at the end of the spring semester. A discussion course primarily for sophomores. Enrollment will be limited to 30. Both Semesters. Fall Semester, t.th. 10-11 and one hour arranged. Spring Semester, m.w. 11-12:15. Messrs. Ellenhorn, Ellis, Evans, Johnson, Warmbrunn, and Marquis (coordinator).

- 120 **Freedom and Oppression: The South African Case.** An interdisciplinary examination of the social, political and economic conditions of contemporary South Africa in their historical perspective. The intent of the course is to focus upon the generic nature of freedom and systems of oppression through the detailed study of the South African case using the appropriate methodological tools available to the historian and social scientist. Spring Semester, m.w. 1:15-2:30. Mr. Park and Mr. Zachrisson.
- 198, 199 **Urban Research and Community Involvement.** An interdisciplinary research course in which teams of faculty and students design and carry-out research projects in the Greater Los Angeles area. Students are invited to join in the ongoing research of faculty members or to initiate projects of interest to them. Research problems could range from the politics of smog to treatment programs in mental illness. Students interested in researching aspects of community problems prior to initiation of student action programs in relation to these problems are encouraged to enroll. Sociology 170 "The Community Study" (Mr. Ellis) is now incorporated into this course. Some students enrolled in Psychology 186-187 "Field Work in Psychology" may participate in this course. Students will be awarded graded or non-graded credit from one-half to two courses as arranged. Consent of instructor. Both Semesters. Meetings by arrangement throughout the year. Mr. Ellenhorn, Mr. Ellis, Mr. Johnson.

SOCIOLOGY

- 2 **Tutorial in Sociology.** A survey of the major areas and concepts. Approximately 2 hours per week of tutorial sessions. Emphasis is on readings and discussions. Not open to students who have taken sociology courses. Freshmen and Sophomores only. Enrollment is limited to 15 students. Spring Semester. Time to be arranged. Mr. Schwartz.
- 3 **The Communal Organization of Space** (See Art 3). Fall Semester. m.w. 3. Mr. Hertel and Mr. Ellis.
- 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. Mrs. Ellis. (Not offered in 1968-69)



- 22 **Problems of Poverty and Minority Youth.** The first section of the course will cover the "culture of poverty" and its effect on the young, unemployment patterns and their effect on family stability, isolation from the larger community, and the pattern of overlapping problems in areas like mental and physical health, housing, delinquency, and drug addiction. We will also look at factors specific to the Negro and Mexican-American communities: problems of identity, language barriers, and cultural differences. The second part will be devoted to a study of the public school system and its effect on minority youth, together with exploration of more effective ways of reaching and teaching the underprivileged young. Students involved in the tutoring program may arrange to satisfy part of the course requirements through their tutoring activity. Spring Semester. Time to be arranged. Mrs. Bell.
- 30 **Sociological Perspective on Industrial Society.** Students are introduced to some of the main concepts of sociology through examination of some of the principal structural features and problems of modern industrial society. Spring Semester. t.th. 10. Mr. Johnson.
- 38 **American Folk Music and Folk Life Studies.** How people live, work, worship, play, express themselves and deal with their problems in the folk communities of America. Particular emphasis on the rural Negro South and Appalachian white areas. Also included will be a consideration of the transition to urban styles of life and more modern forms of folk expression. Guest resource people and field trips. Spring Semester. m.w.f. 11. Mr. Carawan.
- 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. Spring Semester. m.w.f. 9, Mrs. Ellis. t.th. 10, Mr. Ellis.

- 75 **The Civil Rights Movement in the 1960s.** A study of the changes taking place in the Civil Rights movement. The non-violent direct action approach in the South in the early 1960s; the later Black Power mood and black nationalist groups; white participation in the movement and its limitations; riots in northern ghettos; the role of music and the problems of cultural identity. Many guest resource people and field trips. Fall Semester. m.w.f. 10. Mr. Carawan.
- 86 **America: A Black Perspective.** An historical and analytical critique of American social institutions, with particular emphasis on the changing role of the Negro. Both Semesters. t.th. 1:15-2:30. Mr. Truly.
- 91 **Statistical Methods** (See Psychology 91). Fall Semester. t.th. 9. Mr. Wolter.
- 95 **Immigrants, Negroes and Anglo-Saxons: Inter-Ethnic Relations.** The first quarter of the course will consider the Southern and Eastern European immigrants who came to the U.S. during the great wave of migration between 1880 and 1920. We will explore their European social background; their adjustment to American society, and the opposition of the old inhabitants to the newcomers. The remaining three quarters of the course will explore the Negro's experience in America and his relationship with the "old" and "new" Americans. Three major areas will be explored: the history and sociological meaning of the Southern experience from slavery to the present day; selected problems of particular interest to the Northern Negro, such as education, housing, and employment; and a consideration of the various Negro protest movements, separatist and integrationist. Fall Semester. m.w.f. 11. Mrs. Bell.
- 108 **Social Structure and Economic Development in Latin America.** The course examines Latin American social structure and politics in relation to the problem of economic development and social change. Prerequisites: Introductory economics and sociology or consent of instructor. Spring Semester. w. 7-10. Mr. Johnson
- 110 **Right Wing Movement in the United States.** The course will focus on the current American "right" ranging from the conservative wing of the Republican Party through far-right extremist groups like the Minutemen and Nazis. The main emphasis, however, will be on the "moderate far right" typified by such groups as the John Birch Society and Hargis' "Christian Crusade." We will examine the historical political and religious roots of current rightist groups, the socio-economic characteristics of the membership, the ideology, and the organization and strategy of rightist groups. (Half-course.) Spring Semester. Time to be arranged. Mrs. Bell.



- 111 **Sociology of Religion.** The course will explore existing theories about the connection between the social situation of groups and the nature and intensity of religious beliefs, as well as the influence of social situations on the organization of religion: the development of schism within established churches and the development of sects into institutionalized churches. Case studies from American and nonwestern religious movements and established religious organizations will be used to illustrate and evaluate the theories. Spring Semester. Time to be arranged. Mrs. Bell.
- 115 **Power and Change.** The course examines four general problem areas: the nature of power, power in relation to social change, community and societal power structures, and the interrelationships between social structure and democratic and authoritarian political orders. Prerequisite: introductory sociology or political studies. Spring Semester. t.th. 2:45-4. Mr. Johnson.
- 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: 2 courses in sociology. Fall Semester. m.w. 11-12:15. Mr. Schwartz.
- 125 **The Urban Environment.** A study of the city as a place to live and of the influence of the urban way of life. The course will cover urban ecology, urban inhabitants and life styles, urban problems, and possible solutions. Prerequisites: one course in sociology (not a seminar), or consent of instructor. Fall Semester. t.th. 10. Mrs. Ellis.
- 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. Spring Semester. m.w.f. 11. 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: at least one course in sociology. Mrs. Ellis. (Not offered in 1968-69)
- 139 **Deviance.** Consideration of the 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: One course in sociology. Fall Semester. m.w. 1:15-2:30. Mr. Schwartz.
- 149 **Self and Society.** A sociological approach to the sensitivity of human behavior to social influence; the symbolic nature of human interaction; the nature of identity in various social settings; status and role as attributes of the self. Prerequisite: 1 course in sociology or consent of instructor. Spring Semester. m.w. 1:15-2:30. Mr. Schwartz.

- 165 **Sociology of Complex Organizations.** The course will use a small number of case-studies of institutional expansion from various areas: educational institutions, business enterprises, religious institutions, etc. It will trace their development from small, relatively simple forms—usually originating in the 19th century—to the large and complex form they have assumed today. Using these case studies as our empirical material, we will discuss some of the major trends which underlie all such institutional development; the change from informal to formal bureaucratic structure; the “rationalization” of activity; the shifts in power-relationships; and the growing problems of impersonality and alienation.” (Half-course). Fall Semester. f. 1:15-4. Mrs. Bell.
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of social theories of Marx, Weber, Simmel, and Durkheim. Prerequisites: 2 courses in sociology, anthropology, or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Ellis.
- 170 **The Community Study** (See Social Science 198-199). Offered in conjunction with Social Science 198-199. Fall Semester. Time to be arranged. Mr. Ellis.
- 180 **Seminar in Industrialization and Social Processes I.** The seminar attempts to put the process of industrialization in interdisciplinary and comparative perspective. The interrelations of economic, social, and political factors are examined in three case studies: England in the 17th to 19th centuries, post-Meiji Restoration Japan, and Soviet Russia. The Seminar considers the relevance of major theoretical approaches to economic and social changes and the experience of the advanced industrial countries to the problems of development in today's underdeveloped areas. For advanced undergraduate and graduate students interested in economic development and social change. Mr. Johnson. (Not offered in 1968-69)
- 181 **Seminar in Industrialization and Social Processes II.** The process of industrialization in interdisciplinary and comparative perspective. The interrelations of economic, social, and political factors are examined in distinct cases. The seminar considers the relevance of major theoretical approaches to economic and social changes and the experience of the advanced industrial countries to the problems of development in today's underdeveloped areas. Special emphasis on Latin American cases. Fall Semester. w. 7:30-10. Mr. Johnson.
- 195 **Advanced Seminar in Sociology.** A consideration of the major theoretical and methodological approaches to sociology, focusing on those issues which are of central concern to the discipline. Specific topics to be announced. Strongly recommended for seniors concentrating in sociology. Prerequisites: 4 upper-division courses in sociology and consent of instructor(s). Spring Semester. w. 7-10. Mrs. Ellis and Mr. Schwartz.

Courses available at Pomona College:

Sociology and Anthropology

- 105 Sociological Research. Spring Semester. Mr. Herman.
 106 Culture in Personality. Fall Semester. t.th. 2:40-4:05. Mr. Sytek.
 140 Social Organization. Spring Semester. Mr. McPherson.
 154a,b Modern Social Theory. Both Semesters. Fall Semester. m.w.f. 11.
 Mr. McPherson.

Courses available at Scripps College:

- III-113 Middle Eastern Societies and Culture. Fall Semester. m.w.f. 10.
 Mr. Lutfiyya.

SPANISH

In the interest of providing more flexible placement in lower division courses in Spanish, Pitzer College, Claremont Men's College, and Scripps College have agreed to a combined lower division foreign language program. A Pitzer student normally enrolls in courses at her own college. She will be placed at Claremont Men's College or Scripps only when the level of work she needs is not offered at Pitzer.

- 1, 2 **Introductory Spanish.** (Formerly 10, 11, Preparatory Spanish I & II). Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Four class meetings per week. Course 1 given first semester only; course 2 given every semester. Laboratory arranged. Course 1: Fall Semester: m.t.w.f. 8, Mrs. Reese. Course 2: Fall Semester: at CMC, t.w.th.s. 8, Mr. Koldewyn. At Scripps, m.w.th.f. 1:15, Mrs. Wilmot. Spring Semester: m.t.w.f. 8, Mrs. Reese.
- 53 **Intermediate Spanish.** (Formerly 30, Continuing Spanish III.) Continued intensive practice of basic skills. Grammar review. Readings in literature. Given every semester. Laboratory arranged. Fall Semester. Two sections: m.w.f. 10 and m.w.f. 11, Mrs. Reese. Spring Semester. Two sections: at CMC and at Scripps. Staff.
- 54 **Advanced Spanish.** (Formerly 31, Continuing Spanish IV.) Refinement of basic skills through study of literature. Given every semester. Laboratory arranged. Fall Semester. m.w.f. 10, Miss Gurza. Spring Semester: m.w.f. 10, Miss Gurza.
- 109 **Introduction to Stylistics and Literature.** A study of the elements of style through representative Spanish authors. Practice in creative writing and interpretation of literature. Strongly recommended for students wishing to enter upper division courses. Conducted in Spanish. Prerequisite: Spanish 54 or equivalent. Fall Semester. m.w.f. 11. Miss Gurza.
- 110 **Readings in Spanish Short Stories.** Designed for students who, having achieved proficiency, wish to maintain their skills. Oral and written analysis of Spanish short stories. Conducted in Spanish. Students may take this as a full course by doing additional research, upon previous arrangement with instructor. Prerequisite: Spanish 54 or equivalent. Half-course: through semester. Fall Semester. t. 9. Miss Gurza.
- 111 **Studies in Spanish Poetry.** Designed for students who, having achieved proficiency, wish to maintain their skill. Oral and written analysis of representative Spanish poems of various periods. Conducted in Spanish. Students may take this as a full course by doing additional research, upon previous arrangement with instructor. Prerequisite: Spanish 54 or equivalent. Half-course: through semester. Spring Semester. m. 9. Miss Gurza.
- 120a, b **Survey of Spanish Literature.** Pomona. Prerequisite: Spanish 51b or the equivalent. Year course. m.w. 1:15-2:30. Mr. Young.

- 130 **The Spanish American Psychological Novel.** Designed for students who, having achieved proficiency, wish to maintain their skill. Readings will include works from Manuel Diaz Rodriguez (1868-1927) to the present. Prerequisite: Spanish 54 or equivalent. (Offered in alternate years: not offered 1968-69.)
- 131 **The Feminine Contribution to Post-War Spanish Literature.** Designed for students who, having achieved proficiency, wish to maintain their skill. Studies of the poetry, novels, and short stories of women writers. Prerequisite: Spanish 54 or equivalent. (Offered in alternate years: not offered 1968-69.)
- 150 **Man, Traveller on Earth (The Origins of Spanish Literature).** 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, students will be encouraged to pursue their own interests in other aspects of Spanish Medieval life. Conducted in Spanish. Prerequisite: consent of instructor. Fall Semester. m.w. 1:15-2:30. Miss Gurza.
- I-150 **Modern Latin American Short Story.** Scripps. Prerequisite: Spanish 109 or equivalent. Spring Semester. m.w.f. 11. Mrs. Lamb.
- I-156 **Latin American Novel Since 1930.** Scripps. Prerequisite: Spanish 109 or equivalent. Fall Semester. m.w.f. 10. Mrs. Lamb.
- 170 **Cervantes.** Pomona. Prerequisite: Spanish 51b or the equivalent. Spring Semester. m.w.f. 10. Mr. Young.
- 172 **Theater of the Golden Age.** Pomona. Prerequisite: Spanish 51b or the equivalent. Fall Semester. m.w. 3:15-4:05. Mr. Ricapito.
- I-172 **The Spanish Southwest in American Literature.** Scripps. Spring Semester. m.w. 1:15. Mrs. Lamb.
- 173 **Literature of a Selected Latin American Country**
 A. Mexico. (Not offered 1968-69)
 B. Argentina. (Not offered 1968-69)
 C. Brazil. (Not offered 1968-69)
 D. Chile. (Not offered 1968-69)
 E. Colombia, Ecuador, Peru. (Not offered 1968-69)
 F. Cuba. (See Spanish 173 for full description). Prerequisite: consent of instructor. Spring Semester. t. 7-10. Mrs. Reese.
- 173 **Seminar: The Cuban Novel Since the Movement of the 26th of July.** An analytical look at the works of major writers of revolutionary Cuba. Based on works of Lezama Lima, Severo Sanduy, Rodriguez Feo, etc. Conducted in Spanish. Prerequisite: consent of instructor. Spring Semester. 7-10. Mrs. Reese.
- I-174 **Twentieth Century Latin American Theatre.** Scripps. Prerequisite: Spanish 109 or equivalent. Fall Semester. m.w.f. 11. Mrs. Lamb.
- I-175 **Contemporary Latin American Poetry.** Scripps. Prerequisite: Spanish 109 or equivalent. Fall Semester. m.w.f. 3:15. Mrs. Wilmot.
- 183 **Latin American Essayists.** CMC. Prerequisite: Spanish 54 or consent of instructor. Spring Semester. t.th.s. 10. Mr. Koldewyn.

FRESHMAN SEMINARS

Fall Semester 1968-69

- 10 **The Individual and the Demands of the Group.** The problem of the individual-group relationship arises in considering almost any area of existence. Students will analyze, through fiction and social science studies, some of the important questions pertaining to this relationship, such as pressures, priorities, benefits and disadvantages of certain courses of action, and the expectations of parents and peers. The variety of topics which will come under scrutiny in the seminar—topics such as love, baboons, adolescence, Everyblob, conformity, Utopia, politics, sex, and hair curlers in the dining hall—is illustrative of the central and pervasive nature of the individual-group problem. f. 2-5. Mr. Munroe.
- 11 **Art, Artists, and Society.** This seminar will investigate the nature and function of art and the role of the artist in selected societies throughout history. The Medieval, Renaissance and Nineteenth Century periods in western Europe together with the particular problems for art and the artist in contemporary America will receive special emphasis. For comparative purposes the roles of art and the artist in East Asia will also be considered. Reading will include works by Arnold Hauser, Susanne K. Langer, Marshall McLuhan, Ortega y Gasset and Herbert Read among others. Discussions with contemporary American artists will also comprise a part of our investigations. The seminar is intended for students with an interest in the social sciences as well as the arts. w. 7-10. Mr. Hertel.
- 12 **Contemporary Confessional Fiction.** A group study of twentieth-century fictional presentations of first-person self-analysis. The seminar will discuss the pressure of the author on the reader, the strong sense of "I," in Hemingway, Updike, Bellow, and others, while also giving attention to Fitzgerald at Princeton, Holden Caulfield in New York, and freshmen at Pitzer. w. 7-10. Mr. Duvall.
- 13 **Death as a Way of Life.** An examination of the ideas, actions and people concerned with dying and death in our society. The major purpose of the seminar is to trace the treatment of this theme from fictional, through journalistic to social scientific accounts, and to ascertain the distinguishing features and relative merits of each approach. t. 7-10. Mrs. Ellis.
- 14 **Violence in American Literature: 1940-1968.** This seminar will explore the nature of violence in our contemporary literature. Readings will include Faulkner, Baldwin, Le Roi Jones, William Styron, Tennessee Williams, Ken Kesey, Joseph Heller, and Edward Albee. w. 7-10. Mrs. Levy.
- 15 **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. 7:30-10:30. Mr. Marquis.
- 16 **American Biography.** A study of a select number of biographies of outstanding American men and women who have made significant contributions to American life. The development of biographical techniques and the place of biography in

the writing of history will also be included. w. 7-10. Miss Vassar.

- 17 **The Historical Origins of Contemporary American Problems.** The seminar will choose two or three contemporary problems on which to focus its attention throughout the semester. Participants will then search the historical record for understanding of how and why these problems have arisen, working back in time as far as their findings suggest is necessary. While frequent, informal oral reports of her findings will be a major responsibility of each student in seminar meetings, special emphasis will be placed on written analysis embodied in several short papers. Students will be expected to read and comment on each other's papers before they are submitted to the instructor, who will serve as provocateur and chief critic. Cooperative effort will be facilitated by arranging for all the students in the seminar to live in a single dormitory unit, and enrollment therefore must be arranged by mail prior to arriving on campus in September. t.th. 1:15-2:30. 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. t. 7-10. Mr. Ellis.
- 19 **From the Sherman to the Pueblo.** In 1866, an armed American schooner sailed into Korean waters and into history as the General Sherman affair. The members of the crew of that ship were never heard from again. In 1968, the USS Pueblo, an intelligence ship, was seized off the coast of Korea. This ship's complement was imprisoned. A hundred years of Korean-American relations have provided many examples of misunderstandings, confusion, and ignorance. Through readings and discussion we will attempt to trace broadly and better understand the course of relations between these two countries. t. 7-10. Mr. Feraru.
- 20 **The American Poet.** A study of the development of American poetry through selected readings in the works of Poe, Whitman, Dickinson, T. S. Eliot, Frost, Cummings, Wallace Stevens, and William Carlos Williams. t. 7-10. Miss Ringler.
- 21 **Folk Culture of the United States Natives.** The instructor will take the role of anthropologist from a quite different society and will use members of the seminar as "native informants," obtaining information on various aspects of the culture ranging from funeral rites, to native conceptions of time and space, to native myths and legends. At the beginning of every session, the "anthropologist's" field notes and comments from the previous session will be read back. Selected reading on American culture and comparative materials from other cultures will be assigned. The object of the course is (1) to give students some idea of how sociologists and anthropologists work, what kinds of questions they ask and how they try to interpret culture and social structure, and (2) to provide the student with an "outsider's view" of his own culture. Time to be arranged. Mrs. Bell.
- 22 **Psychological Aspects of Sleep and Dreaming.** Recent technological advances have made the scientific study of sleep and dreaming possible. This seminar will

focus on several aspects of sleep, including the psychology of sleep cycles and sleep pathology. Sleep learning, the psychology of dreaming, sleep therapy, etc., will be discussed. Data acquisition and analysis will be demonstrated. f. 2-5. Mr. Hord.

- 23 **The Psychology of the Theatre.** What does it mean "to be on stage?" What does it feel like to be an actor? When are you you, and when are you the character you are acting? What are the relationships of the audience to the theatrical presentation? These are some of the questions that will be dealt with by discussion, reading, and experience in conjunction with Pomona course, Theater Arts 17, Introduction to the Theatre. Consent of instructor is required. m. 1:15-3:05 and one hour arranged. Mr. Ellenhorn.
- 24 **Did Hitler Want War, the World or Valhalla?** 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. In order to provide more opportunity for discussion of the questions raised, students selected for the Seminar will live in the same dormitory corridor or suite. The Seminar instructor also will serve as the student's faculty advisor. There will be one additional tutorial session a week designed to relate to the main themes of the Seminar questions raised in other courses. w. 7-10. Mr. Warmbrunn.
- 25 **Understanding of Culture Through Role-Playing.** After a brief exposure to categories normally used by anthropologists to describe cultures, students will form groups to study intensively a single culture. Each group will, at the end of the semester, role-play a typical scene from the culture and act as cultural informants while members of other groups act as anthropologists. Cultures which might be included are the Eskimo, the Israeli Kibbutz, the Trobriand Islanders, or French Villagers. t. 7-10. Mrs. Munroe.
- 32 **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 selected urban problems. 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. 3. Mr. Jamieson.



PHYSICAL EDUCATION

Physical Education is the term used to designate Pitzer College's voluntary 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 below for a list of instructional activities and programs.

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 obtained from any member of the Physical Education Faculty.

Opportunities for recreation and competition on an intramural level are made available throughout the year in such activities as bowling, softball, sailing, skiing, volley ball, etc. In addition Pitzer participates in the Southern California Women's Intercollegiate Sports Program which offers intercollegiate competition in badminton, basketball, bowling, softball, tennis and volleyball.

Activities and Programs

The following activities will be available as often as facilities and personnel permit. Some classes will be taught on a quarter basis to allow for more flexible scheduling.

Instruction for the beginning to advanced student is available in many of the sports listed.

Archery	Hockey	Softball
Badminton	Fencing*	Swimming and Diving
Basketball	Ice Skating*	(Synchronized Swimming,
Bowling	Judo*	Life Saving and Water
Camping	Leadership Program	Safety, Water Safety
Cycling	(see description below)	Instructors)
Dance	Movement Exploration	Tennis
(Folk or Modern)	(see description below)	Track and Field
Golf	Riding*	Trampoline
Gymnastics	Roller Skating*	Volleyball
Hiking, Backpacking	Sailing	

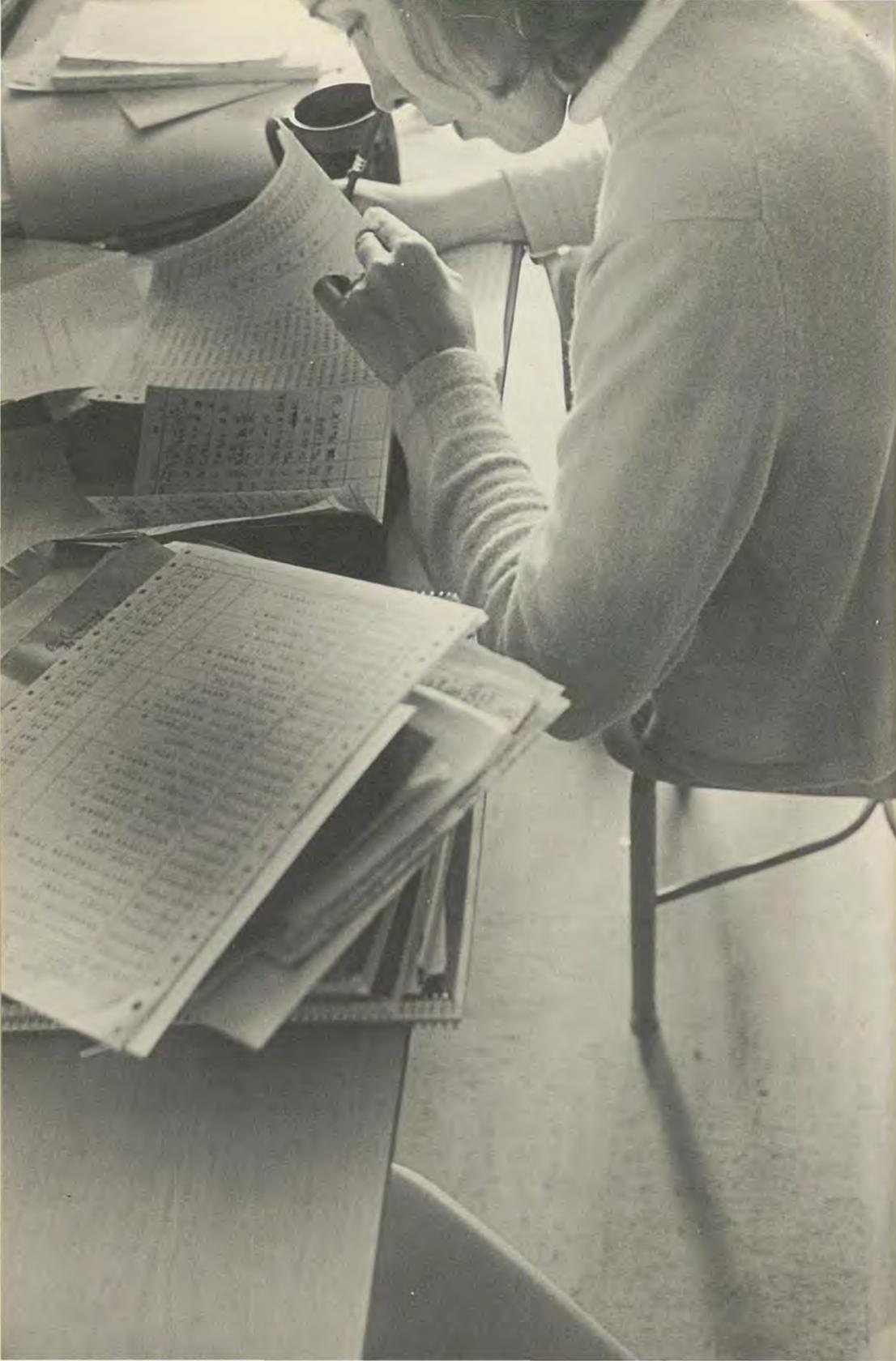
*Classes not taught by personnel of The Claremont Colleges and for which an instruction fee is charged.

Descriptions

Movement Exploration. An exploratory or problem-solving approach to movement skills will be the basis for looking at human movement as it operates in everyday activities, perception, sports, communication, and creativity.

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 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.



ACADEMIC REGULATIONS

Residence and Course Requirements. The satisfactory completion of thirty-two courses is required for graduation. The equivalent of four courses each semester is the normal student load; three to five courses is the permissible range. Courses, seminars, and independent study projects are designated as courses or half-courses. To be eligible for graduation in eight semesters, a student must complete an average of four courses each semester. Normally a student must be registered at least four semesters of her college years at Pitzer; it is expected that the final two semesters will be spent in a close working relationship with the faculty in her field of concentration. For other graduation requirements see pages 33-36.

Evaluation. The final grade of a student in each course is determined by the instructor and is based on class performance, 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 date 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, or F. Fall semester freshman seminars are graded on a Pass/Fail basis as CR (credit) or NC (no credit). By agreement between a student and her instructor at the beginning of the semester, other seminars, tutorials, and independent study projects may be graded CR/NC or by letter grade. Juniors and seniors may take one course each semester, not within their fields of concentration or to meet distribution requirements, for credit (CR). The grade CR is awarded to students who do the equivalent work of C work or better. In addition to a grade of CR or NC, the instructor may submit a written evaluation which is placed in the student's permanent file.

A student's Grade Point Average (GPA) is computed by adding the grade points given for each 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, F-0) and dividing the result by the total number of graded courses 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 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 Academic Standards Committee on behalf of the faculty.

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

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.

Classification. Classification is determined at the beginning of each semester on the following basis: a student who has successfully completed eight courses is classified as a sophomore; sixteen courses, as a junior; twenty-four courses, as a senior. A student should file a completed "Application to be Considered a Candidate for a Degree" form at the pre-registration prior to her classification as a senior.

Enrollment in Courses Offered by other Claremont Colleges. Academic interchange between the undergraduate colleges and between the undergraduate colleges and the graduate school provide opportunities for curricular enrichment and active membership in the wider community of The 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. A first semester Freshman normally registers for her entire program in her college of residence. Exceptions may be made in fields of study not available in the student's own college. During her second semester, a Freshman may register for one course outside her college of residence.

B. A Sophomore may register for one course per semester outside her college of residence.

C. A Junior or Senior may register for one-half of her total program in any one semester outside her college of residence.

Registrations for courses in joint programs are not considered outside registrations. Exceptions to these regulations must be approved by the Dean of the Faculty.

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.

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 Academic Standards Committee and consent of the instructor.

Withdrawal. A regularly enrolled student who finds it necessary to withdraw or who wishes to delay her education for one or more semesters must notify the Dean of Students immediately.

Requests for re-admission should be submitted to the Director of Admissions who will direct them to the proper committee for action.

Leaves of Absence. All requests for leaves of absence (with the exception of study abroad) should be submitted to the Academic Standards Committee for action. The normal deadline for filing for leaves is April 1 for the following fall semester; and December 1, for the following spring semester. If a student on any type of leave wishes to undertake academic work and receive credit for it, she should inform the Registrar immediately. The following types of leaves may be requested:

A. Leave for personal reasons: When a financial, medical, or other problem makes it impossible or unwise for a student to continue in College, she may apply for leave. The application should be accompanied by a supporting statement from the Dean of Students. Leaves for personal reasons are ordinarily given for an indefinite period with the provision that the student's return to College is subject to the approval of the Dean of Students and, when appropriate, by the College physician or the Director of The Claremont Colleges Counseling Center.

B. Leave to attend approved exchange programs: The Academic Standards Committee will approve a leave to attend certain exchange programs (for example, the Washington Semester).

C. Leave to "explore the world": A student applying for this type of leave should present a petition, endorsed by her advisor, describing her tentative plans for the period of the leave, including effective dates. Academic credit is not normally extended for this type of leave.

D. Leave for study in other educational institutions in the United States: To apply for a leave to study in another educational institution in the United States, a student should obtain permission from her academic advisor before submitting a request to the Academic Standards Committee.

Leave to 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. Students should consult their faculty advisors and the Registrar well in advance concerning plans for study abroad. Applications for leave to study abroad are available in the Registrar's office. Completed applications should be returned to the Registrar by February 1 for review by the Study Abroad Screening Committee. The Academic Standards Committee oversees the general quality of Study Abroad Programs and makes a final recommendation to the Study Abroad Screening Committee as to the student's preparedness to undertake such a program.

Summer Independent Study. A student, with the agreement of a faculty member,

may arrange to undertake a summer independent study project, limited to the equivalent of one course. A form, obtainable in the Registrar's office, describing the project for the approval of a faculty member and the Dean of the Faculty, must be completed before the end of the spring semester examination period.

OTHER REGULATIONS

As members of the Pitzer Community, students 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.

Motor Vehicles. Freshmen are not encouraged to bring their cars, motorcycles, motor scooters, or motor bikes to college. However, if a freshman has a legitimate need for a motor vehicle, she may apply to the Dean of Students for permission to bring it 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 a motor vehicle 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 obtain 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 wish to drive in Claremont within 10 days after entering the State must contact the California Motor Vehicle Department at 211 Erie Street, Pomona, California, to verify the validity of their driver's licenses 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 a.m. and 4 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 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.

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 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

Valerie Ackerland, Instructor in Psychology, 1968. B.A., University of Puget Sound; M.A., doctoral candidate, Claremont Graduate School; Research Assistant, Pacific State Hospital; Consultant in Psychophysiology, Beckman Instrument Company; Teaching Assistant, Pitzer College and Pomona College.

Robert S. Albert, 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, Acting Dean of the Faculty, 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.

Barbara J. Beechler, Professor of Mathematics, 1967. B.A., M.S., Ph.D., University of Iowa; Instructor, Smith College; Assistant Professor, Associate Professor, Chairman, Department of Mathematics, Wilson College; Associate Professor, Wheaton College, Massachusetts; National Science Foundation Science Faculty Fellow and Research Associate, University of California, Berkeley.

Inge Bell, Assistant Professor of Sociology, 1968. B.A., M.A., Ph.D., University of California, Berkeley; Acting Assistant Professor, University of California, Santa Barbara; Assistant Professor, University of California, Irvine.

John S. Belmont, Assistant Professor of Archaeology, 1966. B.A., doctoral candidate, Harvard University; Teaching Assistant, Harvard University.

James B. Bogen, Assistant Professor of Philosophy, 1967. B.A., Pomona College; M.A., Ph.D., University of California, Berkeley; Teaching Assistant, James Sutton Fellow, University of California, Berkeley; Instructor, Oberlin College.

Seth Boorstein, Assistant Professor of Chemistry, 1968. B.A., Ph.D., Harvard University; post-doctoral research, Massachusetts Institute of Technology; Assistant Professor, University of California, Riverside.

Harvey J. Botwin, Assistant Professor of Economics, 1967. B.A., M.A., University of Miami; M.A., doctoral candidate, Princeton University; Foundation for Economic Education (Bank of America) Fellow; Assistant Instructor, University of Miami; Instructor, Princeton 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. I. DuPont de Nemours and Company; Visiting Associate Professor,

School of Medicine, University of Washington; National Institutes of Health Fellowship.

Guy Carawan, Folklorist-in-Residence, 1968. B.A., Occidental College; M.A., University of California, Los Angeles; Fieldwork in Negro South and Appalachia; Negro heritage festivals and documentary work for SNCC and SCLC, and in Sea Islands of South Carolina; Music Director, Highlander School, Monteagle, Tennessee; Travel to USSR, China, and Europe.

***Richard Coles**, Assistant Professor of Biology, 1966. B.A., Swarthmore College; M.A., Ph.D., Harvard University; Teaching Fellow, Harvard University.

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

Claude de Cherisey, Instructor in French, 1965. Baccalaureat, Paris; Brevet d'Aptitude a l'Enseignement de Francais Hors de France; Alliance Francais, Paris; Certificado de Aptitud, Instituto de Idiomas, Madrid; Instructor, Institut le Clos des Abeilles, Chateau d'Oex, Switzerland.

Robert F. Duvall, Assistant Professor of English and Humanities, 1965. B.A., Whitworth College; M.A., doctoral candidate, Claremont Graduate School; Fellow of the Intercollegiate Program of Graduate Studies in Claremont, 1962-65.

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; Associate, National Training Laboratory.

Judith Ellis, Instructor in Sociology, 1966. B.A., University of London; M.A., doctoral candidate, University of California, Los Angeles; Fulbright Fellowship to U.S.; Teaching Fellow, University of California, Los Angeles; Lecturer, University of California, Riverside.

W. Russell Ellis, Instructor in Sociology, 1966. B.A., M.A., Ph.D., University of California, Los Angeles; Lecturer, University of California, Riverside; Research Fellow, Social Science Research Council 1964-65.

***Clyde H. Eriksen**, Associate Professor of Biology, 1967. B.A., University of California, Santa Barbara; M.S., University of Illinois; Ph.D., University of Michigan; Teaching Fellow, Universities of California, Illinois, and Michigan; Research Fellow, University of Michigan; Research Assistant, Great Lakes Research Institute; Field Specialist, National Sanitation Foundation; Limnological Consultant, Allan Hancock Foundation and Department of Biology, University

of Southern California; Instructor, University of California Extension; Assistant Professor, Los Angeles State College; Assistant Professor, NSF, Summer Institute; Assistant Professor, Associate Professor, University of Toronto, Canada.

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, Associate Professor of Political Studies, and Research Associate, Office of Institutional Research, Claremont University Center, 1965. B.A., Long Island University; M.A., Columbia University; Docteur en Droit de l'Universite, Universite 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; Dean of the Faculty, Pitzer College.

Stephen L. Glass, Assistant Professor of Classics, 1964. B.A., Pomona College; M.A., Ph.D., 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.

Nancy Moore Goslee, Instructor in English, 1967. B.A., Smith College; M.A., doctoral candidate, Yale University; Teaching Fellow, Yale University.

Allen J. Greenberger, Assistant Professor of History, 1966. B.A., M.A., Ph.D., University of Michigan, Teaching Assistant, University of California, Berkeley; Teaching Fellow, University of Michigan; Horace H. Rackham Fellow; Instructor, Smith College.

Esperanza Gurza, Assistant Professor of Romance Languages, 1965. B.A., University of Puget Sound; M.A., University of Oregon; doctoral candidate, University of California, Riverside; Instructor, University of Oregon; FLES Foreign Language Specialist; Demonstration Teacher, Tacoma Public Schools; Instructor, NDEA Spanish Summer Institute, University of Puget Sound; Instructor, Peace Corps; Instructor, Claremont Graduate School.

***Daniel A. Guthrie**, Assistant Professor of Biology, 1964. B.A., Amherst College; M.A., Harvard University; Ph.D., University of Massachusetts (4 College Cooperative Program); Teaching Fellow, Harvard University; Laboratory Assistant, Amherst College.

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 of Art Gallery, Mt. San Antonio College; Director, Scripps Art Galleries, 1966-67.

David Hord, Instructor in Psychology, 1968. B.A., M.A., San Diego State College; doctoral candidate, Claremont Graduate School; Consultant, Beckman Instrument Company; Teaching Assistant, Pitzer College and Pomona College; Research Psychologist, Navy Medical Neuropsychiatric Research Unit; Pre-doctoral Fellow, National Institutes of Health.

James B. Jamieson, Vice-President, Administration 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, United States Department of Commerce; Research Political Scientist, University of California, Los Angeles.

Dale L. Johnson, Assistant Professor of Social Theory and Economic Development, 1966. B.A., San Francisco State College; M.A., Ph.D., Stanford University; Lecturer, University of California, Riverside.

Paul Kardos, Jr., Instructor in French, 1967. Baccalaureat, Bordeaux; M.A., University of Miami; doctoral candidate, Harvard University; Instructor Casablanca, Morocco; Instructor, Ecole Arcadie, Maine; Teaching Fellow, Harvard University; Instructor, Harvard University Extension Program; Visiting Lecturer, Boston University; Harvard Travelling Fellow, 1966; Assistant Professor, NDEA Institute, Rennes, France.

***Stanley Klein**, Assistant Professor of Physics, 1967. B.S., California Institute of Technology; M.A., Ph.D., Brandeis University; National Science Foundation Fellow; Teaching Assistant, Brandeis University.

Dorothea Kleist, Assistant Professor of German, 1967. B.A., City College of New York; M.A., Ph.D., Stanford University; Instructor, San Diego State College; Instructor, Pennsylvania State University; Visiting Assistant Professor, Mills College.

Constance W. Kovar, Assistant Professor of Psychology, 1967. B.A., Mount Holyoke College; M.A., Ph.D., University of California, Los Angeles; Teaching Fellow, Mount Hermon School, Massachusetts. (On leave 1968-69)

Valerie Brussel Levy, Assistant Professor of English, 1964. B.A., Barnard College; M.A., University of Pennsylvania; doctoral candidate, Claremont Graduate School; Teaching Fellow, University of Pennsylvania.

****John M. Lilley**, Assistant Professor of 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.

Ronald K. S. Macaulay, Associate Professor of Linguistics, 1965. M.A., University of St. Andrews; Graduate Studies, University College of North Wales, Ban-

gor; Lecturer, British Institute, Lisbon, Portugal; British Council Lecturer, Association Argentina de Cultura Inglesa, Buenos Aires.

Lucian C. Marquis, 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 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, Associate Professor of Romance Languages, 1965. Brevet, Ecole Supérieure, Luneville, France; B.A., University of Washington; M.A., Boston University; Graduate Studies, University of Washington and Boston University; Ph.D., University of Oregon; Danforth Foundation Fellow; Teaching Fellow, University of Washington; Instructor, Central Washington College; Associate Professor, University of Puget Sound.

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

Steven Matthyse, Assistant Professor of Religious Studies, 1966. B.S., B.A., Yale University; Ph.D., Harvard University; Teaching Fellow, Harvard University. (On leave Fall Semester)

Nancy Mattice, Assistant Dean of Students, Foreign Student Advisor and Lecturer, 1966. B.A., State University College at Fredonia; M.A., Syracuse University; Head Resident, Syracuse University.

***Jack Merritt**, Professor of Physics, 1966. B.A., 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.

Bert Meyers, Assistant Professor of English, 1967. M.A., doctoral candidate, Claremont Graduate School; Lecturer, Claremont Men's College; Ingram Merrill Award for Poetry, 1964 and 1966; author of "Early Rain" (1960), "The Dark Birds," (1968). (On leave Spring Semester)

Robert L. Munroe, Assistant Professor of Cultural Anthropology, 1964. B.A., University of California, Berkeley; Ph.D., Harvard University; Field work in British Honduras and Kenya.

Ruth H. Munroe, Assistant Professor of Developmental Psychology, 1964. B.A., Antioch College; Ed. M., Ed. D., Harvard University; Research Fellow and Teaching Fellow, Laboratory for Human Development, Harvard University; Guest Lecturer, Makerere University College, Uganda; Research, British Honduras and Kenya.

John E. Murphy, Instructor in Political Studies, 1968. B.A., Sacramento State College; doctoral candidate, Claremont Graduate School; Instructor, Sacramento City College; Lecturer, Claremont Men's College.

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.

Stuart Oskamp, Associate Professor of Psychology, Claremont Graduate School; Ph.D., Stanford University.

George K. Park, Professor of Social Anthropology, 1964. Undergraduate studies, Yale University; M.A., Ph.D., University of Chicago; Postdoctoral studies, Cambridge University; Assistant Professor, Ohio University; Research Fellow, Makerere University College, Uganda; National Science Foundation and Mellon postdoctoral Fellowships.

Dennis Parks, Assistant Professor of Art, 1968. B.A., University of North Carolina; M.F.A., Claremont Graduate School; Instructor, Knox College; Director and Instructor, Tuscarora Summer Pottery School; Instructor, Elko Community College.

***Robert P. Pinnell**, Assistant Professor of Chemistry, 1966. B.S., Fresno State College; Ph.D., University of Kansas; Teaching and Research Assistant; University of Kansas; Robert A. Welch Foundation and National Institutes of Health post-doctoral Fellow, University of Texas.

Helia Maria Reese, Instructor in Spanish, 1967. B.A., M.A., California State College; doctoral candidate, University of California, Irvine; Research, National Archives, Mexico City; Cataloguer, Central Library, National University of Mexico; Orange County high school teacher; NDEA Faculty, Universities of Idaho, Wyoming, and Southern California; Instructor, University of California, Irvine; Instructor, Cypress Junior College; Instructor of Spanish for teachers, California State College, Fullerton.

Michael Renner, Instructor in English, 1968. B.A., Whitman College; M.A., doctoral candidate, Claremont Graduate School; Drama Critic, "Claremont Courier"; Lecturer, Claremont Men's College.

Ellin J. Ringler, Assistant Professor of English, 1967. B.A., Wellesley College; M.A., University of Connecticut; Ph.D., University of Illinois; Instructor, Assistant Professor, Lake Forest College.

John R. Rodman, Chairman, Executive Committee of the Faculty, and 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, Assistant Professor of Sociology, 1965. B.A., Hunter College; M.A., Ph.D., Ohio State University.

Barbara Shapiro, Assistant Professor of History, 1966. B.A., University of California, Los Angeles; M.A., Ph.D., Harvard University; Assistant Professor, Occidental College. (On leave Fall semester)

Robert J. Sharer, Assistant Professor of Anthropology, 1967. B.A., Michigan

State University; M.A., Ph.D., University of Pennsylvania; Research Associate, Museo Nacional, El Salvador; Teaching Fellow, University of Pennsylvania; Woodrow Wilson Dissertation Fellow.

Cynthia C. Siebel, Assistant Professor of Psychology, 1968. B.A., Pomona College; M.A., University of California, Berkeley; Ph.D., Claremont Graduate School; Instructor, La Verne College; Director, Workshop in Creative Experiences in Early Childhood, Claremont Graduate School.

John R. Snyder, Instructor in English, 1968. B.A., University of Illinois; M.A., doctoral candidate, Claremont Graduate School; Assistant Professor, California Polytechnic College, Pomona.

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

Lois A. Tidgwell, Assistant Professor of Physical Education and Director of Physical Education, 1965. B.A., Pomona College; M.S., Indiana University; Graduate study, Claremont Graduate School; Camp Assistant, Relief and Service Program of the Mennonite Central Committee, Germany; Director, Women's Physical Education, Taylor University; Instructor, Pomona College; Girl's Physical Education Director, American School, Tokyo, Japan.

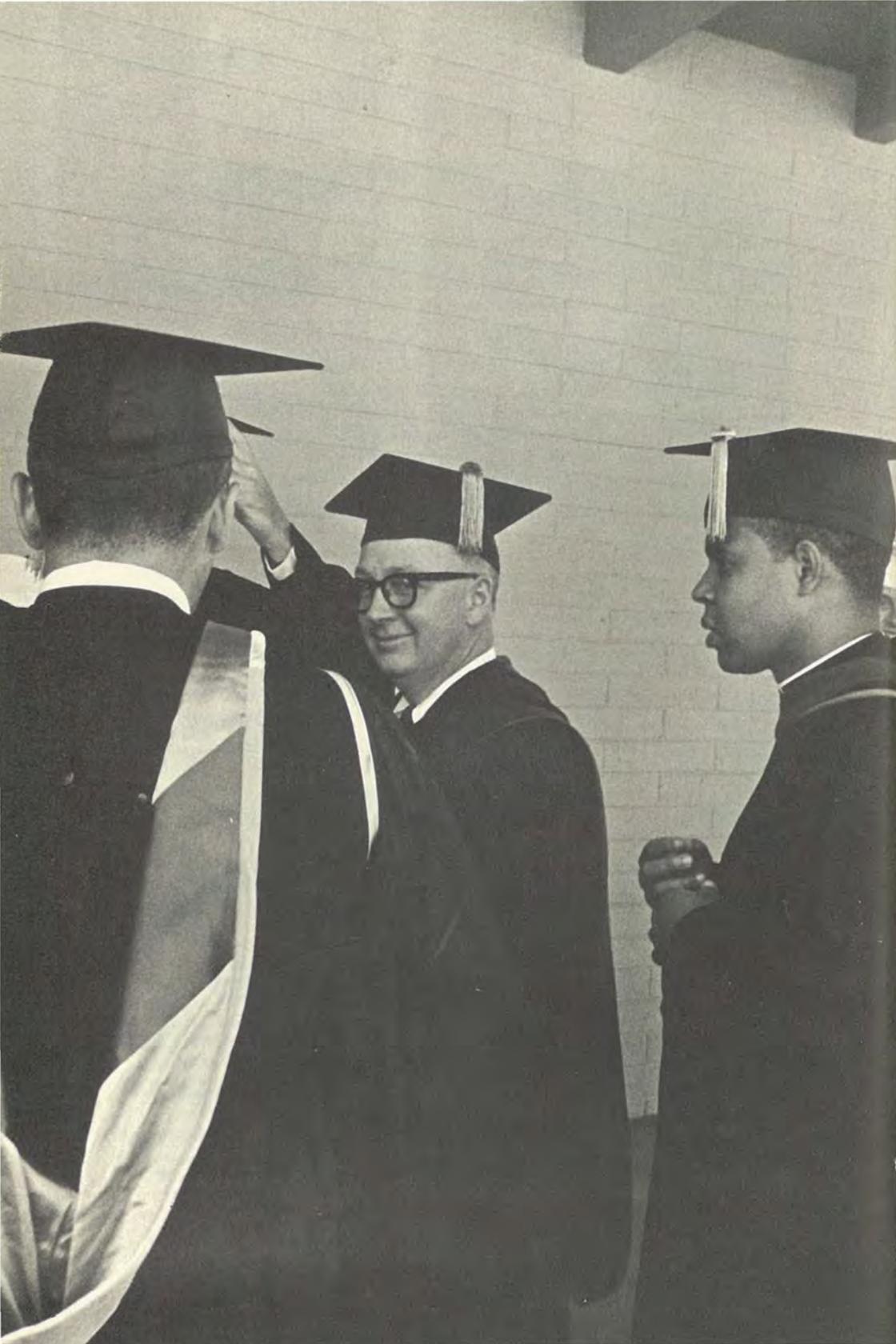
Harry O. Truly, Instructor in Sociology, 1968. B.A., San Francisco State College; M.A., California State College, Los Angeles; doctoral candidate, University of California, Los Angeles; Instructor, California State College, Los Angeles.

Rena L. Vassar, Visiting Associate Professor of History, 1968. B.A., University of Colorado; M.A., Ph.D., University of California, Berkeley; Instructor, University of Maryland, London; Instructor, Assistant Professor, Indiana University; Visiting Lecturer, University of Colorado; Assistant Professor, Associate Professor, San Fernando Valley State College.

***Jon Michael Veigel**, Assistant Professor of Physical Chemistry, 1968. B.S., University of Washington; Ph.D., University of California, Los Angeles; DuPont Teaching Award, Civil Air Patrol Graduate Fellowship, Research and Teaching Assistant, University of California, Los Angeles; Research Chemist, E. I. DuPont Company; Research Associate and Assistant Professor, United States Air Force Academy.

Werner Warmbrunn, 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.

David G. Wolter, Instructor in Psychology, 1967. B.S., Harvey Mudd College; M.A., doctoral candidate, Claremont Graduate School; Research Assistant, Re-



search Center for Mental Retardation, Pacific State Hospital, Pomona; Instructor, Claremont Graduate School.

Carl Uddo Zachrisson, Instructor in Political Studies, 1967. B.A., Stanford University; License es Sciences Politiques, Graduate Institute of International Studies, University of Geneva; doctoral candidate, Oxford University; Research Grants, Committee on Advanced Studies, Oxford University, Cyril Foster Fund; Field work in West and Equatorial Africa.

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

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

ADMINISTRATION

Eva D. Abbott, Manager of Residence Halls, 1965. R.N., St. Helena Hospital and Sanitarium; Assistant Night Supervisor, O'Connor Hospital.

Gail Andrews, Assistant Director of Admissions and Financial Aid, 1968. B.A., Albion College; Admissions Counselor, Albion College.

John W. Atherton, President, Acting Dean of the Faculty, 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.

Virginia Brock, Coordinator of News and Special Events, 1964.

Mary Ann Callan, Director of Development and Public Relations, 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.D., B.S., M.D., University of Chicago.

***Elizabeth Cless**, Director of Special Educational Programs for The Claremont Colleges, 1966. B.A., Radcliffe College.

Kenneth H. Exeter, Associate Director of Development, 1968. B.S., University of Utah; Sales Marketing Representative, R.E.A. Express, Inc., Los Angeles; Sales Representative, I.B.M. Corporation, Office Products Division, Riverside.

William E. Frenaye, Assistant to the President, 1963. B.A., Kenyon College; Graduate Studies, Teachers' College, Columbia University; Cost Analyst, Bankers Trust Company; Instructor, Newark Academy; Alumni Secretary and Placement Director, Kenyon College; Assistant Director of Development and Public Relations, Smith College.

Madeline B. Frishman, Secretary to the President, 1963. B.A., University of Rochester.

George A. Granger, Administrative Assistant to the President, 1966. B.A., Pomona College; Instructor and Assistant Principal, Brown Military Academy.

***Bert D. Hammond**, Executive Director, Project Open Future, 1967. B.S., Ohio State University; M.Ed., Cornell University.

***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.

James B. Jamieson, Vice President, Administration and Assistant Professor of Political Studies, 1965. (See Faculty)

***Richard D. Johnson**, Librarian, 1968. B.A., Yale University; M.A., University of Chicago; Chief Technical Services Librarian, Stanford University.

Ann Maberry, Registrar, 1964. Assistant to the Registrar, Claremont Men's College.

Diana L. Malan, Dean of Students, 1967. B.A., Smith College; M.A., Columbia University; Director of Economic and Community Development, CARE; Ellis Phillips Foundation Intern in college administration; Director of Admissions, Claremont Graduate School and University Center.

Pamela A. Malone, Coordinator of Educational Resources, 1966. Secretary to Chairman, Humanities Division, University of Louisville; Coordinator, Talking Books, American Printing House for the Blind; Secretary to the President, Scripps College.

Nancy Mattice, Assistant Dean of Students and Foreign Student Advisor, 1966. (See Faculty)

***Karem J. Monsour**, Director of the Psychological Clinic and Counseling Center, 1967. B.S., M.D., University of Nebraska; M.S., University of Minnesota; Mayo Clinic; Associate Professor of Psychiatry, University of Southern California School of Medicine; Consultant, Metropolitan State Hospital.

Sarah J. Needham, Director of Admissions and Financial Aid, 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 and Director, Center of Educational Opportunity, 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.

Elizabeth Barrett Stanton, Assistant to the Director of Admissions and Alumnae Secretary, 1968. B.A., Pitzer College.

***Clifford T. Stewart**, Director of Institutional Research, 1965. B.S., Pennsylvania State University; M.A., Ph.D., University of Denver; Assistant Director, Office of Evaluation Services and Institutional Research, University of South Florida.

Mary Ellen Town, Assistant Director of Admissions and Financial Aid, 1967. B.A., Pomona College; Admissions Assistant, La Verne College. (On leave 1968-69)

***John M. Vail**, Bursar, 1964. B.S., Oregon State University.

*Joint Appointment with other Claremont Colleges

BOARD OF TRUSTEES

Russell K. Pitzer

Honorary Chairman

Odell S. McConnell, *Chairman*

Roger C. Holden, *Vice Chairman*

Mrs. Giles W. Mead, *Vice Chairman*

Mrs. Will Ward, *Vice Chairman*

George H. Whitney, *Vice Chairman*

Mrs. Andrew Morthland, *Secretary*

John W. Atherton, *Claremont*

Harry M. Bardt, *Beverly Hills*

Louis T. Benezet, *Claremont*

ex officio

Robert J. Bernard, *Claremont*

Mrs. M. Philip Davis, *Beverly Hills*

Clarence Faust, *Claremont*

Miss Jill Ford, *West Los Angeles*

Robert F. Ford, *Pebble Beach*

Chinn Ho, *Honolulu*

Roger C. Holden, *South Laguna*

Mrs. Ralph R. Huesman, *Los Angeles*

Mrs. P. James Kirby, *Pasadena*

Mrs. George R. Martin, *Los Angeles*

Mrs. Elise M. Marvin, *San Marino*

Odell S. McConnell, *Los Angeles*

Mrs. Giles W. Mead, *Beverly Hills*

Mrs. Andrew Morthland,

Laguna Beach

Mrs. Harold R. Pauley, *Los Angeles*

Mrs. Godwin J. Pelissero,

Santa Barbara

Frank L. Pellissier, Jr., *San Marino*

Kenneth S. Pitzer, *Houston, Texas*

Russell K. Pitzer, *Pomona*

John P. Pollock, *San Marino*

Harold B. Pomeroy, *Claremont*

Mrs. John A. Richards, *Long Beach*

Frederick Salathé, Jr., *Montecito*

Mrs. Will Ward, *Los Angeles*

George H. Whitney, *Upland*

Howard D. Williams, *Los Angeles*

Honorary Life Member

William W. Clary, *Pasadena*



PITZER SUPPORT GROUPS

In Pitzer College's short history, many concerned and interested citizens have come to its support through membership in its affiliated organizations. These include parents, alumnae, and other friends of higher education.

The following is a list of these organizations according to the date of their founding and a brief description of their purposes and goals:

THE PITZER COLLEGE PARENTS ASSOCIATION, 1965. Open to parents of present Pitzer students. Comprised of a Board of Officers and area chairmen across the nation. Three main events—a Parents Dinner in the fall, an area benefit in winter, and an annual Meeting in the spring. Principal project at present—landscaping the College.

THE ACADEMY OF PITZER COLLEGE, 1966. Open to anyone committed to quality in teaching and scholarship on the undergraduate level. Membership sustained yearly at \$100 for members, \$1,000 as an Academy fellow, with all monies given to the College's Educational Advancement Program. Three main events—a Fall Dinner, a Spring Banquet, and an annual lecture series featuring the faculty of Pitzer College in such areas as anthropology, psychology and sociology.

THE PRESIDENT'S ADVISORY COUNCIL, 1967. Membership limited to 35, by invitation of the President, to leaders within the larger community, who can serve in an advisory capacity on matters crucial to the present and future of independent liberal education.

THE PITZER ALUMNAE, 1967. Open to all graduates of Pitzer College. Future projects and activities now in the discussion stage.



STUDENT ROSTER

Class of 1968

Tina Appleton, *Northridge*; Sarah Baker, *Portland, Ore.*; Betsy Bamford, *Portland, Ore.*; Cynthia Barry, *Riverside*; Ann Batteen, *San Bernardino*; Louise Beaudette, *Santa Barbara*; Barbara Bowen, *Oxnard*; Lindsey Brashear, *Hillsborough*; Gayle Carlsmith, *Honolulu, Hawaii*; Linda Carmona, *Lancaster*; Joyce Carne, *Los Angeles*; Carol Corden, *Riverside*; Harriett Crosby, *New York, N.Y.*; Susan Culver, *Menlo Park*; Linda DeBaun, *Covina*; Deborah Deutsch, *Beverly Hills*; Diana Dike, *San Jose*; Sandra Douglas, *Portland, Ore.*; Marjorie Dunn, *Claremont*; Sarah Dunn, *Winnetka, Ill.*; Nancy Dutton, *St. Joseph, Mo.*; Mardell Ehmke, *Escondido*; Mistie Erickson, *Seattle, Wash.*; Marcia Farnady, *Los Angeles*; Priscilla Fawcett, *Santa Fe*; Emiko Frances, *Claremont*; Louisa Francis, *Denver, Colo.*; Kay Gerard, *Altadena*; Catherine Gillen, *Ann Arbor, Michigan*; Betty Greenwood, *San Diego*; Kirsten Gronbjerg, *Denmark*; Susan Gulick, *Pacific Palisades*; Margaret Habecker, *Redlands*; Janet Handley, *Lancaster*; Melinda Hartnett, *Seattle, Wash.*; Lane Haywood, *San Marino*; Suzanne Henkel, *Oxnard*; Marcia Hunt, *Santa Barbara*; Marina Iossif, *Athens, Greece*; Jennifer Kiddie, *Denver, Colo.*; Abbey Klein, *Los Angeles*; Linda Kugler, *Quartz Hill*; Iris Levine, *Los Angeles*; Cathy Lewis, *South Gate*; Margaret Lowe, *Corona*; Carole Lucan, *Arcadia*; Virginia Ann Lynn, *Glendora*; Jyotsna Madhvani, *Uganda, East Africa*; Maxine Martin, *Colton*; Nancy Mary, *Whittier*; Pamela McClelland, *Gross Pointe Farms, Mich.*; Elizabeth McGuire, *Brea*; Kit McKircher, *Covina*; Judy Meyerhoff, *Santa Fe*; Eunice Ann Miles, *Santa Ana*; Diane Mooney, *West Covina*; Raquel Moscote, *Panama*; Maria Mulira, *Uganda*; Mary Neal, *San Jose*; Secret Nelson, *Seward, Alaska*; Pat Watson, *Seattle, Wash.*; Susan Norwick, *San Lorenzo*; Sarah Oakie, *Pasadena*; Robyn D. Olsen, *Whittier*; Roberta J. Olsen, *La Mesa*; Susan Page, *Santa Cruz*; Pamela Pattison, *Los Angeles*; Susan Perelli-Minetti, *Delano*; Cornelia Perthou, *Seattle*; June Reed, *San Marino*; Caroline Reid, *Hillsborough*; Carolyn Reznikoff, *San Diego*; Jonnie Russell, *Auburn, Wash.*; Heidi Scheuber, *Pleasant Hill*; Joan Schirtzinger, *Pasadena*; Edith Schwartz, *El Paso, Texas*; Suzanne Silverman, *Scottsdale, Arizona*; Kathleen Stahl, *Ontario*; Betsy Stanton, *Palos Verdes*; Pamela Stoloff, *Portland, Ore.*; Joan Sutphen, *Santa Barbara*; Penny Sutton, *Long Beach*; Marsha Tadano, *Phoenix, Arizona*; Noel Thomas, *Guatemala, C.A.*; Lynn Thompson, *Atherton*; Linda Tremelling, *San Jose*; Kate Wade, *La Canada*; Joan Wilson, *La Canada*; Lynn Wilson, *Denver, Colo.*; Elizabeth Witte, *Glencoe, Ill.*; Kathleen Wyatt, *Tacoma, Wash.*; Jamie Young, *Santa Monica*; Roberta Zeifert, *Fresno*.



Class of 1969

Mary Alway, *Portola Valley*; Carol Anderson, *Pasadena*; Anne Archer, *Sherman Oaks*; Lauren Arnold, *El Monte*; Lee Ann Arnold, *Santa Barbara*; Nancy Atkinson, *Long Beach*; Marilyn Barton, *Claremont*; Ana Maria Benitez, *Buenos Aires, Argentina*; Printha Berry, *Sacramento*; Joanna

Biden, *Claremont*; Nancy Bishop, *Ventura*; Lois Blackaller, *Berkeley*; Gretchen Boeck, *Coconut Grove, Florida*; Verna Caldwell, *Santa Barbara*; Elizabeth Dearborn, *Los Angeles*; Josie Doubleday, *Houston, Texas*; Ruth Dudleston, *Monrovia*; Jeanne Edgel, *Manchester, N.H.*; Jerrine Erxleben, *Altadena*; Linda Farnam, *Beverly Hills*; Susan Feldman, *Mutchen, N.J.*; Karen Fetterhoff, *Denver, Colo.*; Sally Fisher, *Blythe*; Carol Flint, *Sacramento*; Linda Gaulding, *Pomona*; Mary Gibbs, *Menlo Park*; Marcia Green, *Lafayette*; Caren Haas, *Hartford, Conn.*; Mollie Hagen, *Billings, Mont.*; Irene Halouchko, *Los Angeles*; Martha Hart, *Portland, Ore.*; Carolyn Harvey, *Bonita*; Paula Heath, *Friday Harbor, Wash.*; Christine Hehmeyer, *New York, N.Y.*; Laurie Hill, *Claremont*; Candace Hull, *Pomona*; Paula Hunt, *La Canada*; Ellen Huntington, *Princeton, N.J.*; Douglas Hyde, *Tacoma, Wash.*; Mary Jackson, *Seattle, Wash.*; Judy Jennings, *Phoenix, Arizona*; Robyn Jolly, *Claremont*; Chris Keedy, *Altadena*; Nedenia Kennedy, *Pasadena*; Joan Kimball, *Kentfield*; Becky Krieger, *Riverside*; Terry Lamb, *Chino*; Marcia Lapierre, *Menlo Park*; Ann Lawson, *Riverside*; Brenda Lemmon, *Los Alamitos*; Mary Levy, *Santa Barbara*; Jeanne Long, *Claremont*; Sarah Lothrop, *Willmette, Ill.*; Jennifer Mackby, *Kentfield*; Mary Magee, *Abilene Texas*; Dianne Marcus, *Minneapolis, Minn.*; Alice Meier, *Palo Alto*; Leslie Moore, *Winnetka, Ill.*; Elizabeth Mueller, *Los Alamos, N.M.*; Nancy Nelson, *Berkeley*; Diana Norcross, *Taft*; Denise O'Brien, *Pasadena*; Kerry O'Donnell, *Phoenix, Arizona*; Barbara O'Gorman, *Concord*; Carol Osborn, *Pasadena*; Judy Ostendorff, *Pomona*; Jane Pesante, *Los Angeles*; Pat Phillips, *Sierra Madre*; Susan Phillips, *Anchorage, Alaska*; Jan Pollard, *Seattle, Wash.*; Susan Pratt, *Corona Del Mar*; Linda Rees, *Diamond Bar*; Nancy Sanders, *San Lorenzo*; Jo Ann Schroeder, *Claremont*; Heidi Schwyzer, *Raton, N.M.*; Mickie Shapiro, *Culver City*; Susan Shapiro, *Lcs Angeles*; Naomi Shaw, *Santa Barbara*; Elizabeth Shirley, *Whittier*; Cheryl Sigler, *Pomona*; Linnea Sowers, *Fresno*; Victoria Speer, *San Marino*; Judy Stainbrook, *Pasadena*; Katherine Stover, *Lincoln, Nebraska*; Susan Tanner, *Fallbrook*; Barbara Thompson, *Little Rock, Ark.*; Ellen Thompson, *Long Beach*; Philothei Tsouvelli, *Athens, Greece*; Carol Ulmer, *Arcadia*; Martha Van Liere, *Miraleste*; Anne Vogel, *Hillsborough*; Kathy Wallace, *West Covina*; Victoria Weber, *Brattleboro, Vt.*; Laurel Weight, *Chino*; Susan Whelan, *Thousand Oaks*; Marcia Whitley, *Arcadia*; Linda Witwer, *Lynn, Mass.*; Margaret Yao, *Claremont*; Jo Deane Zalay, *West Covina*; Becky Zavitz, *Ontario*.

Class of 1970

Lynne Allyn, *Venezuela*; Jane Anderson, *Portland, Ore.*; Nancy Ashbrook, *Whittier*; Lorraine Asher, *San Mateo*; Laurel Babeaux, *Pasadena*; Darlene Barrientos, *Atherton*; Donna Barton, *Los Angeles*; Shelley Bernardo, *Redwood City*; Susan Black, *Seattle, Wash.*; Clare Bly, *Riverside*; Daphne Bowen, *Pasadena*; Barbara Bradford, *Northfield, Ill.*; Susan Brock, *Bellevue, Wash.*; Elizabeth Brown, *Los Angeles*; Judy Bruff, *Menlo Park*; Joanne Butera, *Lancaster*; Leslie Butterfield, *Portland, Ore.*; Sally Caldecott,



Oakland; Barbara Cameron, *Pasadena*; Margaret Carothers, *Livermore*; Mary Cavanagh, *Littleton, Colo.*; Elizabeth Childs, *Wayne, Ill.*; Pat Cochran, *Menlo Park*; Linda Cole, *Los Angeles*; Cynthia Combs, *Tulsa, Oklahoma*; Sheilah Cooper, *Los Angeles*; Mary Copenhagen, *Palo Alto*; Gail Cox, *Arlington, Virginia*; Anne Cronin, *Houston, Texas*; Leslie Dashew, *Santa Monica*; Margaret Eaton, *Coronado*; Eileen Edmundson, *Dana Point*; Karen Erickson, *Phoenix, Arizona*; Leslie Erwin, *Los Angeles*; Lynn Feher, *Modesto*; Stephanie Feinn, *Fresno*; Susan Friedman, *Beverly Hills*; Juliette Graham, *Sacramento*; Kathryn Harman, *Pomona*; Lynn Harris, *Los Angeles*; Margaret Hartley, *Santa Barbara*; Susan Haywood, *San Marino*; Monica Heilbron, *San Diego*; Melissa Holmes, *Pasadena*; Kathleen A. Howell, *Albuquerque, N.M.*; Kathleen L. Howell, *Santa Ana*; Ann Hudelson, *Salinas*; Sue Innerarity, *Midland, Texas*; Carolyn Johnson, *New York, N.Y.*; Loren Kahn, *Los Angeles*; Eleanor Kelleher, *Sacramento*; Jane Kimball, *Bellaire, Texas*; Jennifer Kircher, *Seattle, Wash.*; Kathleen Kirkwood, *Seattle, Wash.*; Francie Kleiner, *San Marino*; Linda Knowles, *Montclair*; Jeannette Koberg, *Downey*; Johanna Kropp, *Pasadena*; Kathryn Kvapil, *Phoenix*; Priscilla Lambert, *Ojai*; Elissa Lane, *Tacoma, Wash.*; Tamar Lane, *Los Angeles*; Marilyn Lester, *Sepulveda*; Margaret Lile, *Bellevue, Wash.*; Barbara Loeb, *Meridian, Miss.*; Camille Lombardo, *La Canada*; Anita MacGregor, *Portland, Ore.*; Sherry Mack, *Claremont*; Mary Ann MacNulty, *San Diego*; Karen Mann, *San Marino*; Nancy C. Martin, *Floss Moor, Ill.*; Nancy L. Martin, *Boulder, Colo.*; Clara Masquelier,

Los Altos; Corene May, *Oakland*; Melaine McCann, *Tacoma, Wash.*; Eldora McCoul, *Walnut Creek*; Marian McDevitt, *Portland, Ore.*; Alana McGuire, *Brea*; Karen Meub, *Atherton*; Sally Miller, *Wilmette, Ill.*; Diane Minter, *Tucson, Arizona*; Gretchen Mixon, *Ontario*; Nerice Moore, *San Francisco*; Victoria Mortensen, *Torrance*; Allyn Nelson, *Oxnard*; Susan Nemer, *Hillsborough*; Margaret Newton, *Laguna Beach*; Virginia Nichols, *Arcadia*; Janet Norman, *Portland, Ore.*; Kathleen Normand, *San Luis Obispo*; Laurin Ober, *Riverside*; Margarita Ortiz, *Phoenix, Arizona*; Rebecca Perkins, *Providence, R.I.*; Gina Pickering, *Encino*; Martha Stockton, *Los Angeles*; Rebecca Stout, *Beaver, Pa.*; Nancy Strohl, *Seattle, Wash.*; Lari Tiller, *Brawley*; Laura Trull, *Miraleste*; Maya Tsuji, *San Mateo*; Carol Unruh, *San Marino*; Valeria Von Bergen, *Huntington Beach*; Elizabeth Voorhees, *Kentfield*; Robin Waddell, *San Francisco*; Jean Waldron, *Miraleste*; Karen Waldron, *Miraleste*; Diana Walstrom, *Los Angeles*; Linda Ware, *Claremont*; Leslie Wemple, *Scarsdale, N.Y.*; Elyse West, *Portland, Ore.*; Marilyn Williams, *Phoenix, Arizona*; Susan Winblad, *San Francisco*; Margaret Winden, *Palo Alto*; Miriam Wingfield, *Palo Alto*; Sally Wise, *Hartsdale, N.Y.*; Lesley Wood, *Portola Valley*; Lee Wylie, *San Francisco*; Eugenie Yaryan, *San Francisco*; Joan Zacharias, *Winnetka, Ill.*



Class of 1971

Deborah Adler, *Whittier*; Heidi Anderson, *Menlo Park*; Lee Appleton, *Elgin, Arizona*; Ann Barysh, *New Milford, Conn.*; Emilie Bassett, *Whittier*; Betsy Beebe, *Portland, Ore.*; Susan Beers, *Seattle, Wash.*; Susan Benedict, *Chestnut Hill, Mass.*; Carolyn Bergson, *Bellevue, Wash.*; Janet Besson, *Los Altos*; Linda Bishop, *Ventura*; Pat Blosten, *Highland Park, Ill.*; Janet Blum, *Sherman Oaks*; Mary Boyce, *Huntington Beach*; Alice Bremer, *West Covina*; Katherine Broadbent, *Rochester, Minn.*; Susan Brown, *Bellevue,*



Wash.; Marian Bruce, *Beaumont, Texas*; Pamela Burge, *Los Angeles*; Carol Burpee, *Doylestown, Pa.*; Linda Campbell, *Lexington, Ky.*; Leslie Carne, *Los Angeles*; Julie Christensen, *Beaverton, Ore.*; Marilyn Clapp, *Rolling Hills*; Diane Clark, *Palo Alto*; Margo Covington, *Ellensburg, Wash.*; Harriet Davenport, *Redlands*; Diane Davidson, *Paraguay*; Margitta Dietrick, *Los Angeles*; Lisa Dollar, *Kentfield*; Diantha Douglas, *Chicago, Ill.*; Lucretia Drance, *Palo Alto*; Deborah Eastman, *Portuguese Bend*; Cynthia Easton, *Kerman*; Mablean Ephriam, *Los Angeles*; Krista Ericson, *Hillsborough*; Gina Esteva, *San Marino*; Pat Fenwick, *Portland, Ore.*; Laurie Findlay, *Bronxville, N.Y.*; Victoria Fleming, *South Laguna*; Peggy Fridstein, *Glencoe, Ill.*; Ilona Frieden, *Los Angeles*; Nancy Friedman, *Los Angeles*; Judy Friess, *Palos Verdes*; Mona Fukuda, *Hilo, Hawaii*; Gail Goodman, *Los Angeles*; Patricia Gram, *Pasadena*; Phyllis Greig, *Glendora*; Gayle Gubman, *Tarzana*; Pat Gustke, *San Jose*; Heidi Hadsell, *Berkeley*; Sharon Hare, *Wayne, Pa.*; Christine Harestad, *Palos Verdes*; Kathleen Hartman, *Los Angeles*; Cheryl Hartzler, *Arcadia*; Marie Heiple, *Upland*; Regan Heiserman, *Chicago, Ill.*; Holly Hermanson, *Modesto*; Karen Hilfman, *Fair Lawn, N.J.*; Heather Ho, *Honolulu, Hawaii*; Coral Hoffman, *Covina*; Barbara Horosko, *Seattle, Wash.*; Cheryl Hunsinger, *Arcadia*; Yvette Jackson, *Los Angeles*; Diane Johnson, *Hillsborough*; Anne Johnston, *Pasadena*; Netty Kahan, *Los Angeles*; Elene Kallimanis, *Los*

Angeles; Lisa Kasle, *Menlo Park*; Judy Kettenhofen, *Pomona*; Carla Kimball, *Montclair, N.J.*; Lucinda Klarer, *Elsinore*; Marjo Koch, *Arcadia*; Mary Kushner, *Portland, Ore.*; Carole Kuyama, *San Diego*; Andreas Lappen, *Pacific Palisades*; Carol Larsen, *Moraga*; Ann Latta, *Pacific Palisades*; Susan Lebo, *San Francisco*; Lisa Lieberman, *San Diego*; Elaine Livengood, *Aurora, Ohio*; Clydie Lynn, *Hillsborough*; Jennifer Macy, *Fresno*; Mary Manous, *Seattle, Wash.*; Katherine Marking, *Canoga Park*; Pat Matson, *Englewood, Colo.*; Susan Matsuura, *Honolulu, Hawaii*; Katherine Mayher, *Cleveland, Ohio*; Mary Midkiff, *Honolulu, Hawaii*; Annjeannette Moore, *Palo Alto*; Michele Morris, *Altadena*; Diane Mosbacher, *Houston, Texas*; Deborah Moskowitz, *New York, N.Y.*; Diane Moskowitz, *Los Angeles*; Christine Murphy, *Malibu*; Nancy Murray, *Tacoma, Wash.*; Anne Nelson, *Guilford, Conn.*; Hellen Nestor, *E. Africa*; Linh Nguyen, *South Vietnam*; Martha Noyes, *Honolulu, Hawaii*; Mary Nyberg, *Minneapolis, Minn.*; Sheilah O'Brien, *Grove, Ore.*; Virginia Oldendorf, *Fullerton*; Lesley Oliver, *Pasadena*; Kristin Olsen, *Ellyn, Ill.*; Leslie Oslin, *Fresno*; Nancy Packouz, *Portland, Ore.*; Susan Padfield, *Shawneemiss, Kansas*; Lisa Paradise, *Arcadia*; Doren Parsons, *San Marino*; Georgann Pasnick, *Seattle, Wash.*; Alison Patterson, *Glenview, Ill.*; Elizabeth Peet, *St. Paul, Minn.*; Anne Plazikowski, *Stockholm, Sweden*; Alicia Quarles, *Los Angeles*; Mary Quinn, *Fontana*; Linda Reimer, *Portola Valley*; Virginia Rogers, *Los Angeles*; Virginia Roper, *Rockport, Wash.*; Susan Roth, *Philadelphia, Pa.*; Kathryn Rupp, *Costa Mesa*; Deborah Sacks, *Glendora*; Ellen Savage, *Palo Alto*; Marilyn Scaff, *Iowa City, Iowa*; Nancy Schaffer, *San Carlos*; Donna Schmitt, *Portland, Ore.*; Helen Schneider, *Encino*; Judy Schramm, *Santa Barbara*; Lee Scott, *San Bernardino*; Shelly Scott, *Claremont*; Elizabeth Shafrock, *Burbank*; Sharon Shapiro, *Los Angeles*; Suzanne Shelton, *Los Angeles*; Hattie Snell, *Alexandria, Virginia*; Diane Soash, *Altadena*; Ellen Spencer, *Tacoma, Wash.*; Carol Stansbury, *Ojai*; Alice Steele, *Los Angeles*; Emily Stevens, *Pacoima*; Elizabeth Stover, *Lincoln, Neb.*; Sally Stroud, *Sacramento*; Ann Sweet, *Seattle, Wash.*; Lauren Talalay, *Cleveland, Ohio*; Gail Tanabe, *Hilo, Hawaii*; Susan Tannehill, *Glendora*; Susan Tompkins, *Yorba Linda*; Cynthia Tuell, *Vancouver, Wash.*; Marguerite Tupper, *Milwood, Va.*; Jill Turner, *Oswego, Ore.*; Marlene Vakerics, *Upland*; Margaret van der Pas, *South Pasadena*; Abigail Wack, *Kenilworth, Ill.*; Lessie Wady, *Los Angeles*; Janice Wahl, *Portland, Ore.*; Terri Walsh, *Tarzana*; Tomoko Watanabe, *Tokyo, Japan*; Lucia Watkins, *Phoenix, Arizona*; Pamela Weaver, *Fullerton*; Leanora Weber, *Redondo Beach*; Wendy Weeks, *Seattle, Wash.*; Constance Weller, *Whittier*; Mary Wheeler, *Fair Lawn, N.J.*; Sara Willen, *Beverly Hills*; Emily Wilson, *Aurora, Ohio*; Carol Wise, *Upland*; Christina Woosley, *Downey*; Marilyn Wright, *Lafayette*; Diana Ziegler, *Burbank*.

Special Students

Treacy Barnett, *Australia*; Elsa Johnson, *Pomona*; Ann Sigurdson, *Pomona*; Nancy Stub, *Diamond Bar*; Iris Terry, *Claremont*; Helen Wetlaufer, *Claremont*.



1968-69 CALENDAR

First Semester

September 15,	Sunday	<i>Dinner for parents of new students</i>
September 20,	Friday	<i>Residence halls open for new students only</i>
September 21,	Saturday	<i>Language Placement Tests</i>
September 22,	Sunday	<i>Transfer students arrive</i>
September 24,	Tuesday	<i>Registration for returning students</i> <i>Residence halls open for returning students</i>
September 25,	Wednesday	<i>Registration for freshmen and transfers</i>
September 26,	Thursday	<i>First semester classes begin at 8 a.m.</i>
September 30,	Monday	<i>Community Conference</i>
October 4,	Friday	<i>Parents Association General Meeting</i>
October 7,	Monday	<i>Final day for entering classes</i>
October 31,	Thursday	<i>Final day for withdrawing from classes</i>
November 15,	Friday	<i>Low grade reports due in Registrar's Office</i>
November 27,	Wednesday	<i>Thanksgiving recess begins after last class</i>
December 2,	Monday	<i>Thanksgiving recess ends at 8 a.m.</i>
December 4,	Wednesday	<i>Parents Association Annual Dinner</i>
December 21,	Saturday	<i>Christmas vacation begins after last class</i>
January 6,	Monday	<i>Christmas vacation ends at 8 a.m.</i>
January 23,	Thursday	<i>Last day of first semester classes</i>
January 25,	Saturday	<i>Final examinations begin</i>
February 3,	Monday	<i>Final examinations end</i>
February 8,	Saturday	<i>First semester ends</i>

Second Semester

February 10,	Monday	<i>Registration for all students</i> <i>Second semester classes begin</i>
February 20,	Thursday	<i>Final day for entering classes</i>
March 17,	Monday	<i>Final day for withdrawing from classes</i>
March 28,	Friday	<i>Low grade reports due in Registrar's Office</i>
April 5,	Saturday	<i>Spring vacation begins, 12 noon</i>
April 6,	Sunday	<i>Easter Sunday</i>
April 14,	Monday	<i>Spring vacation ends, 8 a.m.</i>
May 9,	Friday	<i>Parents Association Annual Meeting</i>
May 28,	Wednesday	<i>Last day of second semester classes</i>
May 30,	Friday	<i>Final examinations begin</i>
June 7,	Saturday	<i>Final examinations end</i>
June 8,	Sunday	<i>Commencement</i>

INDEX

- Academic Regulations 115
Accreditation 33
Achievement Tests 24
Activities 20
Administration 129
Admission 23
Alumnae 133
American History and Government 36
American Studies 37, 57
Anthropology 38, 57
Application (see Admission)
Archaeology (see Anthropology and Classics)
Art 38, 61
Asian Studies 39
Attendance 116
Auditing 29

Biological Sciences 39
(see also Natural Sciences and Human Biology)

Calendar 143
Campus and Buildings 10
Chemistry 40
(see also Natural Sciences)
Chinese 62
Choir 21
Church, College
(see Religious activities)
Claremont Colleges 11
Classics 40, 62
Classification 116
College Board Tests 24
Community Government 15
Concentrations 37
Concerts 21
Conduct 118
Cost (see Fees)
Counseling 18

Course List 57
Credentials, admission
(see Admission)
Cross-registration 116
Curriculum 33

Deposit 27
Dining Hall 10
Dismissal 118
Dormitories (see Residence halls)
Drama 21, 64

Economics 41, 64
Education 65
Employment, part-time
(see Financial Aid)
English and Literature 35, 42, 65
Entrance requirements
(see Admission)
European Studies 42
Examinations 116
Expenses 27
Extracurricular activities
(see Activities)

Faculty 121
Fees 27
Financial Aid 30
Foreign languages 35
Foreign students 25
French 43, 67
Freshman Seminars 33, 109
Furniture, Residence halls 18

German 44, 70
Government, Community 15
Grading system 115
Graduation requirements 33, 115
Greek 63 (see also Classics)

Health services
(see Medical services)
Hebrew 63 (see also Classics)
History 36, 45, 72
Housing 18
Human Biology 45
Humanities 35, 46

Incomplete work 115
Independent Study 33
Infirmary (see Medical services)
International Relations
(see Political Studies)
Interview 24
Italian 79

Languages (see Foreign languages)
Latin 62 (see also Classics)
Latin American Studies 47
Leaves of absence 117
Library 12
Linguistics 79
Literature (see English and Literature)
Loans 30

Majors (see Concentrations)
Map of The Claremont Colleges 147
Mathematics 48, 80
Meals (see Dining Hall)
Medical services 13, 119
Monthly payments 27
Motor Vehicles 118
Music 82

Natural Sciences 35, 82
Newspaper, student
(see Publications)

Orientation 18

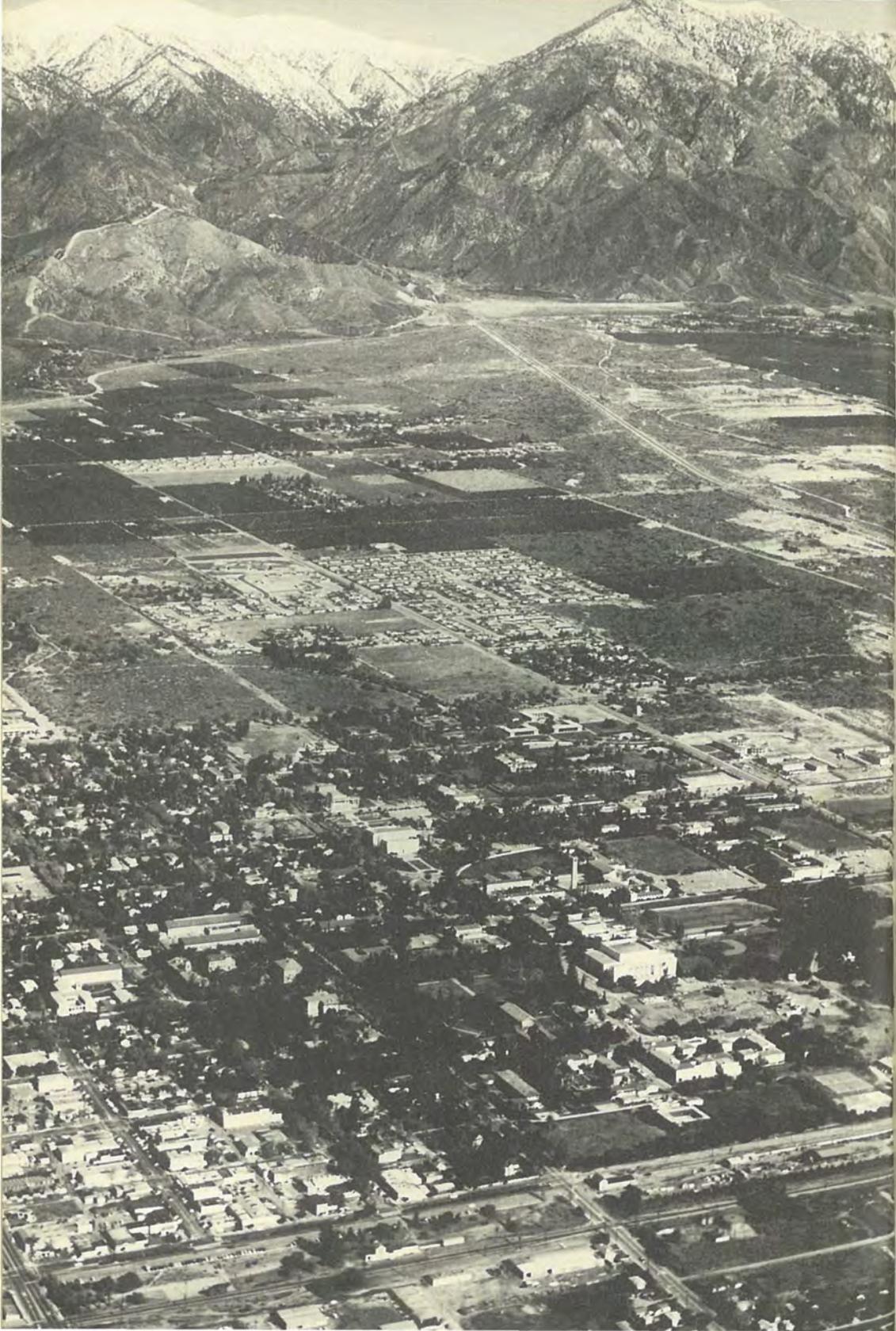
Philosophy 48, 88
Physical Education 112
Physics 51 (see also Natural Sciences)
Political Studies 51, 91
Pre-registration 116
Psychology 52, 95
Publications 20

Refunds 29
Registration 116
Religion 98
Religious activities 13, 20
Requirements 33, 115
Residence 115
Residence halls 118
Romance languages
(see Foreign languages)
Rooms (see Residence halls)
Russian 101

Scholarships 30
Scholastic Aptitude Test
(see Admission)
Science (see Natural Sciences)
Seminars 33
Social Science 34, 101
Sociology 52, 102
Sophomore seminars 33
Spanish 53, 107
Student roster 135
Study of Man 55
Support Groups 133

Transcripts 24
Transfer 25
Trustees 131
Tuition (see Fees)

Withdrawal from College 29
Withdrawal from Courses 117



CAMPUS MAP
OF THE
CLAREMONT
COLLEGES

CLAREMONT UNIVERSITY CENTER

- 1 Graduate Residence Halls
- 2 Joint Science Center
- 3 Baxter Science Laboratory
- 4 Harper Hall
- 5 W. S. Rosecrans Tower
- 6 Harper East
- 7 McManus Hall
- 8 Dean's House
- 9 Institute for Antiquity and Christianity
- 10 President's House
- 11 Harvey Mudd Quadrangle

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

CLAREMONT MEN'S COLLEGE

- 1 President's House
- 2 Pitzer Hall
- 3 Seaman Hall
- 4 Pitzer Hall North
- 5 McKenna Union
- 6 The Book Store
- 7 Wohlford Hall
- 8 Boswell Hall
- 9 Appleby Hall
- 10 Green Hall
- 11 Bauer Hall
- 12 Story House
- 13 Collins Hall
- 14 Beckett Hall
- 15 Badgley Garden
- 16 Marks Hall
- 17 Phillips Hall
- 18 Parents' Field
- 19 Berger Hall
- 20 Benson Hall
- 21 North Tower
- 22 South Tower
- 23 North Field

- 24 Voit Pool and Field House
- 25 Gymnasium
- 26 South Field

HARVEY MUDD COLLEGE

- 1 Laboratory Building
- 2 Kingston Hall
- 3 Thomas-Garrett Hall
- 4 Joseph B. Platt Campus Center
- 5 Swimming Pool
- 6 West Hall
- 7, 8 Seeley W. Mudd Quadrangle and Residence Halls
- 9 President's House

PITZER COLLEGE

- 1 Scott Hall
- 2 Bernard Hall
- 3 Fletcher Hall
- 4 Sanborn Hall
- 5 McConnell Center
- 6 Holden Hall
- 7 Mead Hall

POMONA COLLEGE

- 1 Harwood Garden
- 2 Walker Hall
- 3 Smith Tower
- 4 Clark Hall
- 5 Frary Hall
- 6 Norton Hall
- 7 Athearn Field
- 8 Seaver Laboratory, Chemistry
- 9 Seaver Laboratory, Biology - Geology
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Harwood Hall
- 14 Pearsons Hall
- 15 Holmes Hall
- 16 Edmunds Union
- 17 Smiley Hall
- 18 Memorial Pool and Gymnasium
- 19 Alumni Field
- 20 Carnegie Building
- 21 Marston Quadrangle
- 22 Renwick Gymnasium
- 23 Replica House

- 24 Observatory and Astronomy Laboratory
- 25 Greek Theater
- 26 Earl J. Merritt Field
- 27 President's House
- 28 Claremont Inn
- 29 Montgomery Art Building
- 30 Rembrandt Hall
- 31 Bridges Hall of Music
- 32 Sumner Hall
- 33 Oldenborg Center for Modern Languages and International Relations
- 34 Director's Residence
- 35 Wig Hall
- 36 Harwood Court
- 37 Harwood Dining Hall
- 38 Olney Dining Hall
- 39 Gladys Pendleton Swimming Pool
- 40 Blaisdell Hall Mudd Hall
- 41 Gibson Dining Hall
- 42 Brackett House
- 43 Kenyon House

SCRIPPS COLLEGE

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

AFFILIATED INSTITUTIONS

- Francis Bacon Library
- College Student Personnel Institute
- Blaisdell Institute
- Rancho Santa Ana Botanical Garden

