

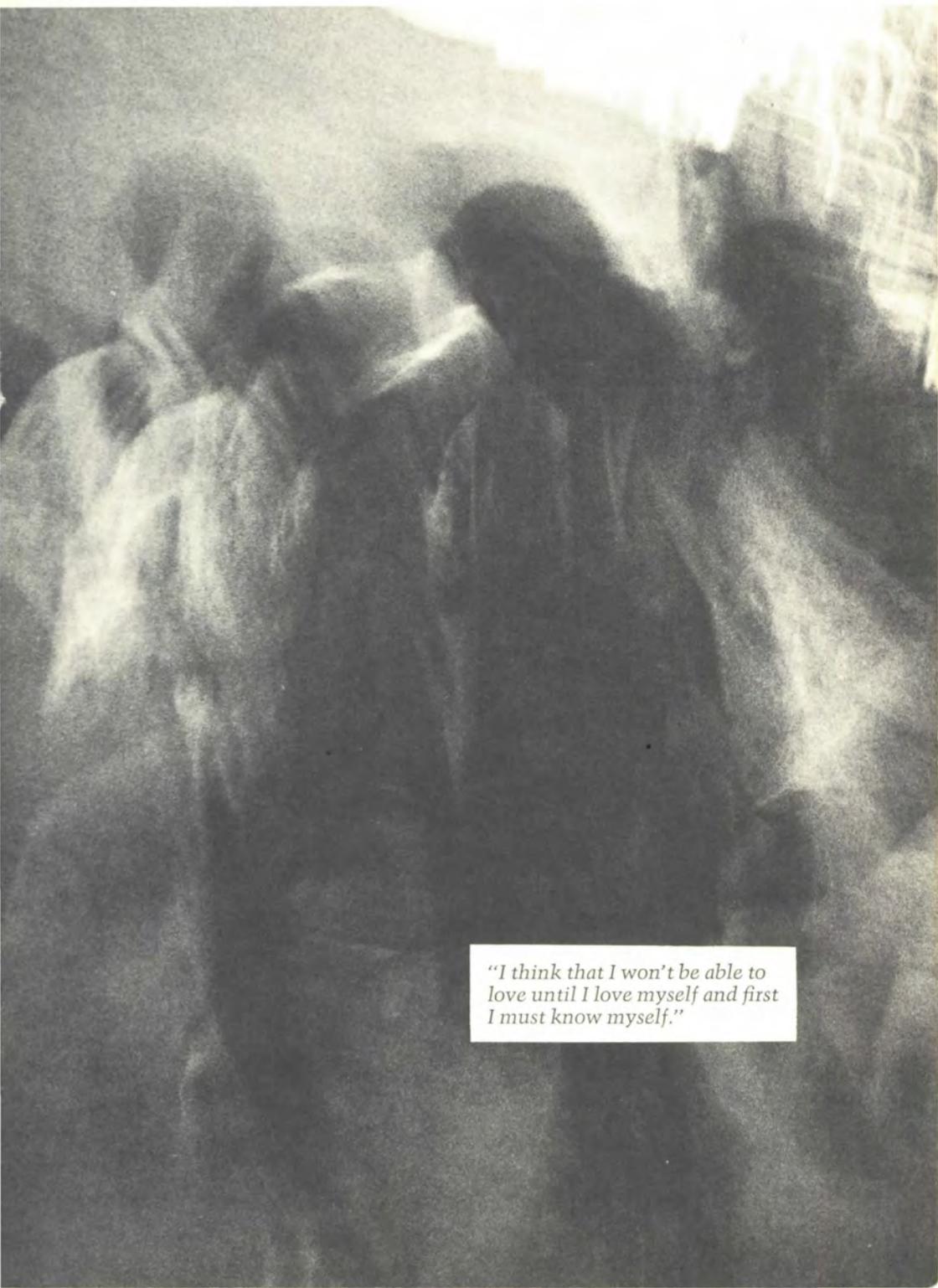




*Pitzer College, one of The Claremont Colleges, is a small, independent, residential, liberal arts college, with curricular emphasis on the social and behavioral sciences. Inquiries about admission may be addressed to:
Admissions Office, Scott Hall,
Claremont, California 91711*

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*"I think that I won't be able to
love until I love myself and first
I must know myself."*

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OPEN LETTER FROM THE PRESIDENT

At this turn of the decade, the students of today are involved in the most exciting period of growth and reform higher education has ever experienced.

You who are entering Pitzer are not only part of the national climate; you are in a very special place in which learning about society and the individual is at the heart of our curriculum and educational experience.

Our College was begun in 1963 to purposely emphasize the social and behavioral sciences—the sciences of the second half of the twentieth century and the next.

You will find your courses here both relevant to the times and supported by an historical perspective for deeper understanding. Beyond the classroom, you will be able to test and apply what you are learning in many ways—in independent projects, at social agencies, in tutoring, in every-day living experiences.

Beyond the scope of Pitzer, we urge you to take advantage of cross-registration at the other four undergraduate colleges, each



with a different curricular emphasis and personality. You have here truly a university setting—if you avail yourself of the many facilities open to you.

One of the newest, formed just last Spring, is the Human Resources Institute, where three units are already functioning: The Black Studies Center, the Program of Mexican-American Studies, and the Center for Urban and Regional Studies. The courses offered in these programs are on the frontier of higher education, designed to prepare young people to deal effectively with crucial social problems.

Here in Claremont, you will undoubtedly hear the clichés of our age—such words as relevance and commitment. We believe, however, they are not just words, but ideas which affect and move us to action.

How alive they are depends upon you, interacting with the faculty and other members of our academic community. Pitzer College relies on and has faith in individual ability and responsibility.

We welcome you here.

OPEN LETTER FROM A SOPHOMORE



Dear College Freshman:

You are probably excited and anxious, yet scared and apprehensive, about the whole idea of college. You've been getting letters from the Director of Admissions, the President, the Dean of Students, the College Church, the Linen Service, Baxter Medical Service, and receiving the Pitzer College Catalog and the Student Handbook. You, like thousands of other entering freshmen all over the country, are getting a very biased introduction to college.

Let me, as a student, share one thing with you, as a student, that all those aforementioned letters, the catalog, and handbook will not. It is this: college is built up too much in our minds by our parents and especially our high school counselors. Their inaccurate perceptions of college today are based on the memories of their alma maters of ten, twenty, or thirty years ago.

Our generation, no matter how many people may cite the parallel between the Prohibition of the 20's and the Pot-Smoking 60's, is unique. It is unique because new circumstances have brought about new problems. It takes one of us to really emphasize and understand what kind of preparation you and I are going to need to meet these problems. College is not a utopia of beer-busts, panty-raids, and striving for straight A's. College is something more than grades and fun. It is a place that doesn't have the corner on truth and even with all the Ph.D's floating around, there are a lot of stupid, unchanged things going on.

When I came to Pitzer, I stood in awe of those with all their degrees. A degree does not make an educated person, and there are ready examples of what you do not want to be when you hold a B.A. in your hand. The Pitzer faculty is young, the college is young, and you and I are young. Just remember, that youth sometimes mistakes intelligence for experience and every once in a while you will need an older anchor—so keep an eye out for one.

When I came to Pitzer, I remember that I expected all these fantastic and intense discussions in my classes and in the dining hall. What I found, much to my dismay, was silence and chit-chat that had familiarities of my high school years. We have all been through twelve years of a system that has told us what subjects we must take, has dictated the grading standards of our teachers, and generally has hindered our curiosity and creativity. We cannot expect involvement when we have been busy being inculcated with docility and compliance.

When I came to Pitzer, I expected well-planned and numerous social events to meet all sorts of people. After my first week here and the finale of Freshman Orientation, there was a critical decrease in planned social events. You then make your own. The best way is to go to a T.G. on Friday afternoon or take a class off-campus. Claremont has a quiet and an academic enthusiasm, but people are people and you need fun and "letting-go" to balance out the drain on your brain.

There are a million other tidbits I could relate to you but these you will eventually find out for yourself. I think that what is important about this letter is that you have got to have some opinions and perspectives besides the college catalog and handbook. What I am most concerned about is your attitude upon entering college, and Pitzer in particular. I want you to come to Pitzer with a critical eye, a critical eye at yourself about how you are going to utilize Pitzer to make your education a personal experience. Pitzer is not a panacea and it is certainly not a wire mother. It's growing, searching, and having its problems just like you and me. One thing about Pitzer, as compared to other colleges, is that its administration, faculty, and students will attack one another and then turn around and help each other pick up the pieces. Because of this, Pitzer can bypass the college turmoil that is now taking place on so many campuses across the country.

My only regret in writing this letter is that I didn't write it last year when I was a freshman and things that needed to be said were still very fresh in my mind. But that's all right because the good thing is that you do forget. Things that once bothered you don't now, and each year is so much different than the last. I guess we call that "growth," and that, in one word, is what college should be all about.

Peace,
Paddy O'Brien
Class of '71



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. Beginning in September, 1970, enrollment will also be open to men.

In six 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—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 gain varied environmental experiences.

In the academic year 1968-69, a group of Pitzer students conducted field studies in the Donegal Tweed areas of Ireland. Their field work was supplemented by regular meetings with Irish historians, social scientists, linguists, literary critics, and folklorists, to discuss their findings and put them in the fuller context of Irish culture.

"It's important that surroundings are good. I think Claremont gives a lot of people a feel of isolation. There's a lot in Los Angeles, but it's just far enough away to make it difficult to get there."



An archaeological expedition to the Mayan ruins in El Salvador, South America, extended from February to May, 1969. A Pitzer College faculty member and five Pitzer students conducted excavations and surface surveys, and learned laboratory techniques and analysis. In addition, students were enrolled in on-the-site seminars, The Ethnography of Mesoamerica, Archaeological Excavation and Interpretation, and Field Work in Anthropology.

Educational projects this fall will take Pitzer students to Tuscarora, Nevada, on an art studio-seminar, and into the Appalachian mountains, one of the nation's largest poverty areas, where they will live with Appalachian families and study the effects of industrial automation on the community life.

Class-related projects may take students into nursery schools, public schools, hospitals, and ghettos, if they choose.

The Campus

THE TWENTY-ACRE CAMPUS of Pitzer College 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 McConnell Dining Center, and Mead Hall, a 230-student dormitory. Another academic building, Avery Hall, will be completed for use in the Fall 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, and Mrs. Giles W. Mead, and the late Mrs. Dorothy Durfee Avery, both founding members of the Pitzer College Board of Trustees.

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. 24,000) is located at the base of the San Gabriel Mountains in Los Angeles County, 35 miles east of 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 Ontario International Airport is a twenty-minute drive from Claremont. The Greater Los Angeles Area provides excellent offerings in music, drama, fine arts, museums of natural history, science and industry, and art. Beaches and mountain and desert areas are within an hour's drive from the campus.

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 extracurricular activities.

The members of The Claremont Colleges, their founding dates and a brief description of each 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, David Alexander. Enrollment, 1,250. 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, Howard Neville, Enrollment, 700. Claremont Men's College, a liberal arts college with special competence and emphasis in the fields of public affairs. While its faculties in the fields of government and economics are unusually large for a college of its size, it offers strong majors in the following other fields as well: classics, fine arts, foreign languages, literature, philosophy, history, psychology, science, mathematics and management-engineering.

Harvey Mudd College, founded in 1955. President, Joseph B. Platt. Enrollment, 350. 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, engineering, and a non-specialized major. Plans are to expand enrollment to a maximum of 400.

Pitzer College, founded in 1963. President, John W. Atherton. Enrollment, 650. It is a liberal arts college for women with emphasis in the social and behavioral sciences, offering concentrations in 24 areas. Beginning in September, 1970, enrollment will be open to both men and women.

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 650,000 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 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 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 post-graduate 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.

The Claremont Colleges Psychological Clinic and Counseling Center. 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. The Center is located in McAlister Center, three blocks from the Pitzer campus.

Human Resources Institute. The Human Resources Institute, of which the Black Studies Center is the first unit, was established in 1969 for the purpose of developing leadership among Claremont Colleges' students for the American society of the future. Other units of the Institute are the Mexican-American Studies Center and the Center for Urban and Regional Studies.

Huntley Bookstore. A gift of the Earl W. Huntley Foundation of Los Angeles, the bookstore has a capacity of 20,000 books, including the required reading lists of all the faculties of The Claremont Colleges. It is four blocks from the Pitzer campus.

Center for Educational Opportunity. The Center for Educational Opportunity was established in 1968 to assist intellectually promising students, whose academic attainment has been restricted by economic, social and cultural limitations, to gain admission to and successfully complete college. The Center is three blocks from the Pitzer campus.

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 1971.



"One of the best things about Pitzer is the very young faculty, and young people just seem to be a little more excited about what they're doing."

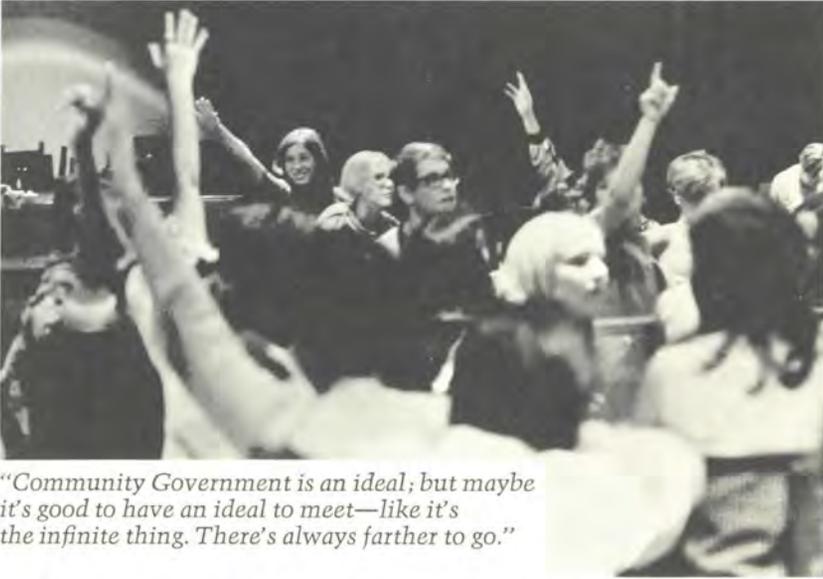
COMMUNITY GOVERNMENT

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

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.

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. In the spring of 1969 a special committee of students and faculty proposed extensive revisions, which were accepted by the community.

Prior to the adoption of these revisions Community Government operated principally through two elected councils which were advisory to the President of the College. The fall of 1969 will see these two bodies combined into a single Community Council, composed of a member of the Board of Trustees, a member of the administration, six faculty members, and six students. In addition to the merger itself, an important change involves the placement of a trustee on the Council. For the first time, trustees will have regular representation in the affairs of the community.



"Community Government is an ideal; but maybe it's good to have an ideal to meet—like it's the infinite thing. There's always farther to go."

Along with the Community Council, six committees were established (by the merger of some fourteen under the former plan) to oversee the various areas of concern to the community, including admissions and financial aid, curriculum, cultural and political events, foreign study, long-range development, social affairs, dormitory life, publications, and orientation of new students. To facilitate even greater community participation in academic policy-making, the faculty voted to place at least one student on all appointed faculty committees.

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 Council 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

BOARD OF TRUSTEES

President
Principal Administrative Officers

Faculty (Meeting)

COMMITTEES

1. Executive
 2. Academic Standards
 3. Budget
 4. Curriculum
 5. Educational Resources
 6. Library
 7. Research and Professional Development
- (At least one student on each appointed committee)

Community Council

- 1 member of Board of Trustees
- 1 administrative member
- 6 faculty members
- 6 student members

COMMITTEES

1. Admissions and Financial Aid
2. Community Services
3. Cultural and Political Events
4. Development and Long-Range Planning
5. Inquiry and Research
6. Social

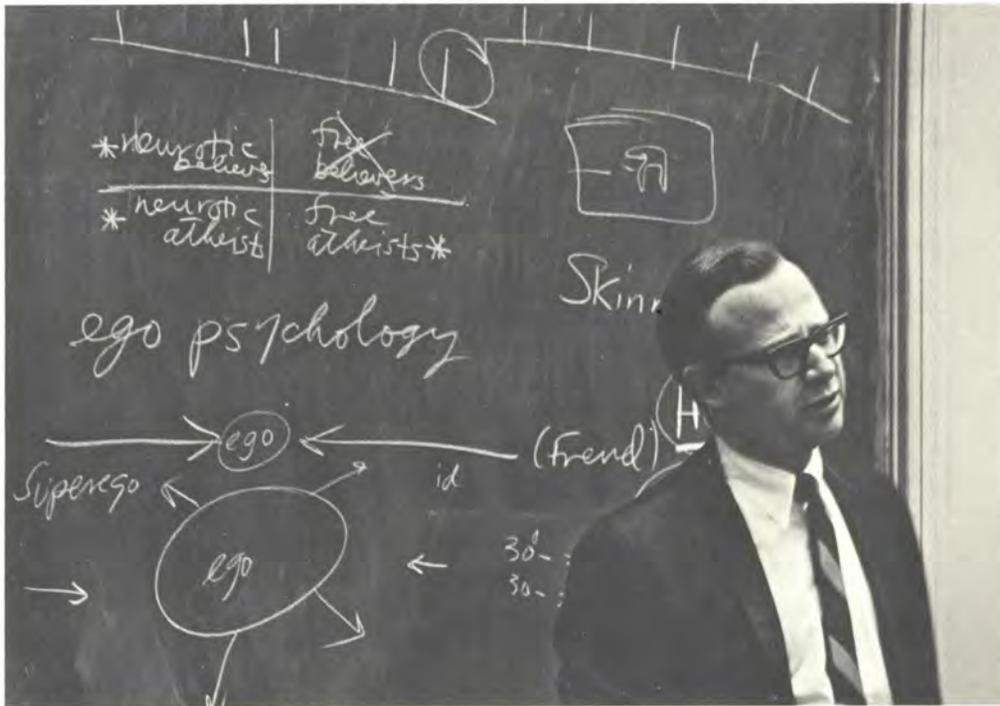
Other bodies of community government not shown in the above structure:

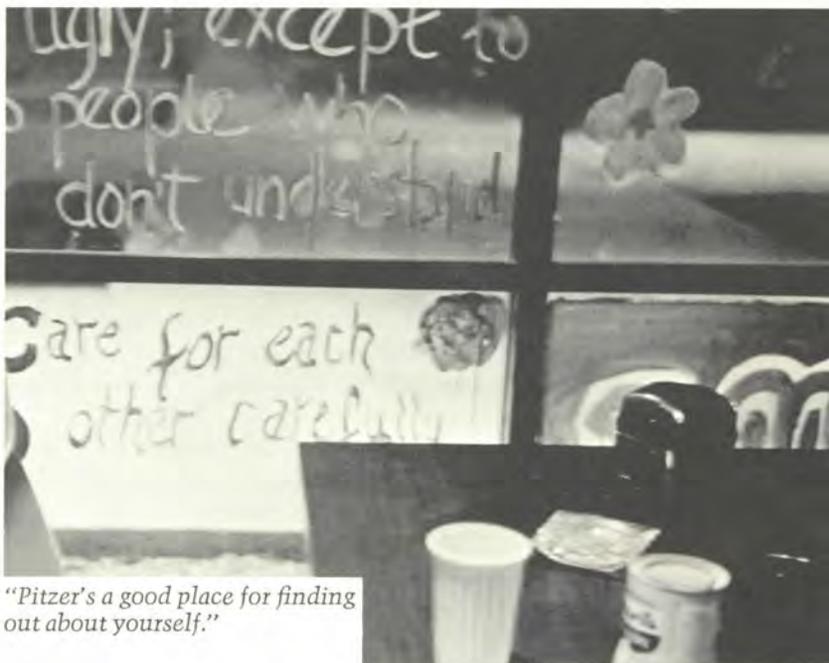
1. Town Meeting (advisory to Community Council)
2. Judicial Council (currently for academic and major social offenses)

COMMUNITY LIFE

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 residential hall, Mead Hall accommodates 230 students. Rooms in this





"Pitzer's a good place for finding out about yourself."

newest residence are grouped in suites of two doubles and four singles surrounding a livingroom. Rooms in all three halls 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, first priority is given to placing students in the residential halls.

The college does not assume responsibility for loss or damage to personal property belonging to students. Parents and students should inspect their own insurance policies and determine whether the limits are sufficient to cover the student's belongings in Claremont.

Off-campus Housing. Since the student population at Pitzer has grown more rapidly than expected, provisions are established for a student to gain permission for off-campus residence. The student petitions the Inquiry and Research Committee and is granted permission only if there is not adequate space in the residential halls.

Married students need not petition for off-campus residence.

Students whose families live within a 10-mile radius of Claremont need not petition the Committee if they wish to live at home. Both married students and those wishing to live at home should contact the Dean of Students Office about their plans.

Student Counseling. Pitzer plans to remain a small college. New students are assigned to faculty advisors to whom they will have ready access for particular help in relation to their academic programs. In addition, the President, the Dean, and other faculty members are available to students for educational, vocational, and personal advice. Members of the residential 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 staff of trained 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 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 eleven. 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 at individual campuses.

Publications. Students of The Claremont Colleges publish jointly *The Collegian*, a tri-weekly newspaper of 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, the *Portrait Journal*, and a student handbook.

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 and Celebrity Events. During the 1969-70 season seven concerts in the field of classical music will be presented in the Mabel Shaw Bridges Music Auditorium (Big Bridges) located on College Way just east of the Marston Quadrangle. Performances by orchestral ballet and solo artists are scheduled for the *Claremont Colleges Artist Course* and *Celebrity Events* series.

Students are entitled to special rates and are encouraged to attend these concerts. Season tickets to either series may be purchased at a discounted rate upon presentation of a student body card issued by any of The Claremont Colleges. Single tickets may be acquired in the same manner. A special section of reserved seats will be available for \$2.00 per seat. Other reserved seating may be obtained for \$1.00 off the marked price.

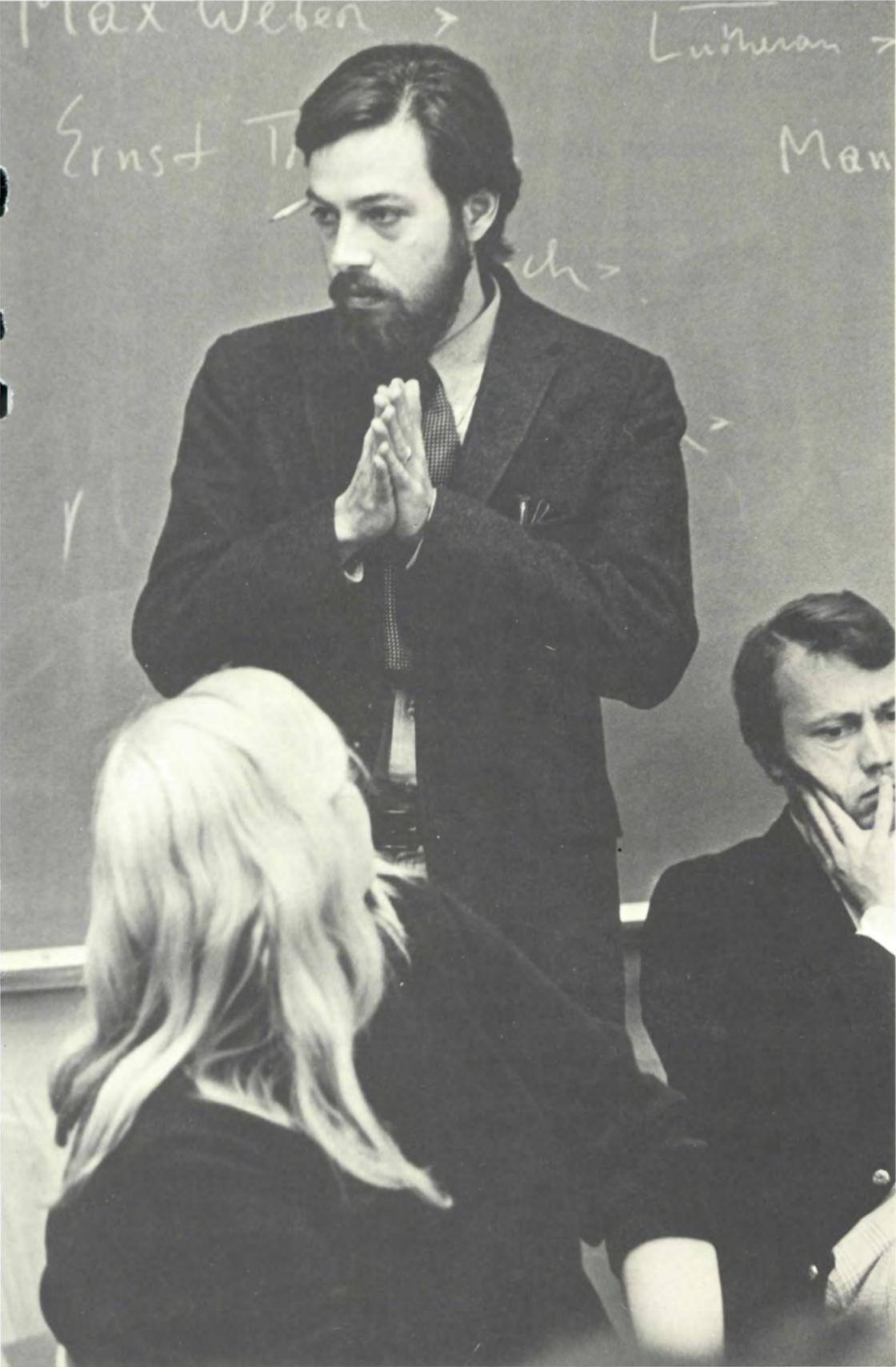
The 1969-70 *Artist Course* will present:

- Itzhak Perlman, violinist, November 10, 1969
- Los Angeles Philharmonic Orchestra, December 11, 1969
- Los Angeles Philharmonic Orchestra, February 25, 1970
- Julius Katchen, pianist, March 16, 1970

The 1969-70 *Celebrity Events* will present:

- Whittemore and Lowe, duo-pianists, October 30, 1969
- American Ballet Theater, January 21, 1970
- Stern-Istomin-Rose Trio, May 19, 1970

The Central Box Office, located at the West Portico of Bridges Auditorium, handles the tickets for all college events, including the Artist Course, Celebrity Events, Four-College Players, Pomona College Drama Productions, student-sponsored events, and many of the concerts and legitimate theater productions in the greater Los Angeles area.



ADMISSION AND FINANCIAL AID

ACADEMIC PROMISE, of which the best single indicator is secondary school performance, is the basis for admission. The Community Council of Pitzer College has given the 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. Application forms should be submitted as early as possible in the senior year but not later than February 1. All other applications should be submitted by February 1, if at all possible, but no later than March 1. Forms may be obtained by writing to the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711. (Special Note: Applications from men will be accepted for the academic year of 1970-71.)

1. *Application.* A fee of \$15 must be enclosed with the application. This 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. 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 weekdays 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 28-32.

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

lege, 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 1. All other transfer applications should be submitted by May 1.

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

Financial Aid

No student who qualifies for admission and has financial need 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 considera-

tion 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 Memorial 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 Mabel B. Ingraham Memorial Scholarship. This fund is used for scholarships.

The Elizabeth Bixby Janeway Scholarship. This scholarship is preferably for students representing a broad geographical distribution.

The Mayr Foundation Fund, scholarships for students from California.

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 William Rodgers Scholarship Fund. This fund, established by the graduating class of 1969, in memory of the late William Rodgers, writer-in-residence at Pitzer College 1966-68, is used for scholarships.

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.

The Edna McNeal Van Wart Memorial Scholarship Fund. The income from this fund, from the late Mrs. George L. Castera, is used for scholarships.

EXPENSES AND FEES

Expenses at Pitzer College for 1969-70

COMPREHENSIVE FEE FOR RESIDENT STUDENTS	\$3530
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This fee includes: tuition, \$2000; room and board, \$1350; Community and Health Service Fees, \$180. It does not include books, supplies, incidentals, or room and board during Christmas and Spring vacations.

COMPREHENSIVE FEE FOR NON-RESIDENT STUDENTS	\$2180
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Pitzer College is essentially a residential college. However, when

arrangements have been made with the Dean of Students for a student to live with family members 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 \$1.00 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 \$6.00 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. Tuition fee, \$100. This fee should be sent no later than May 1 to the Office of Admissions. It is credited to first semester tuition charges and is not refundable if the student withdraws after June 15. Similarly, payment of \$100 tuition fee will be required by December 1 to be credited to second semester tuition charges. This fee will not be refundable after January 1.
- *4. First-semester fee, \$1665. 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, \$1665. 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 tuition 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 ALL RETURNING STUDENTS

Tuition fee, \$100. This fee is due on April 1, is credited to first semester tuition charges, and is not refundable after May 1. Similarly, payment of \$100 tuition fee will be required by December 1 to be credited to second semester tuition charges. This fee will not be refundable after January 1.

FEES FOR RETURNING RESIDENT STUDENTS

1. First-semester fee, \$1665. This fee is due on or before the day of registration and covers tuition and health and community activities fees.

2. Second-semester fee, \$1665. This fee is due on or before the day of registration and covers tuition and health and community activities fees.

FEES FOR THE RETURNING NON-RESIDENT STUDENT

1. First-semester fee, \$990. This fee is due on or before the day of registration and covers tuition and health and community activities.

2. Second-semester fee, \$990. This fee is due on or before the day of registration and covers tuition and health and community activities.

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.

*See also section on deferred payment plan on page 29.



"Sometimes I get very angry when people consider the resident assistant a disciplinary office, because it's not."

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

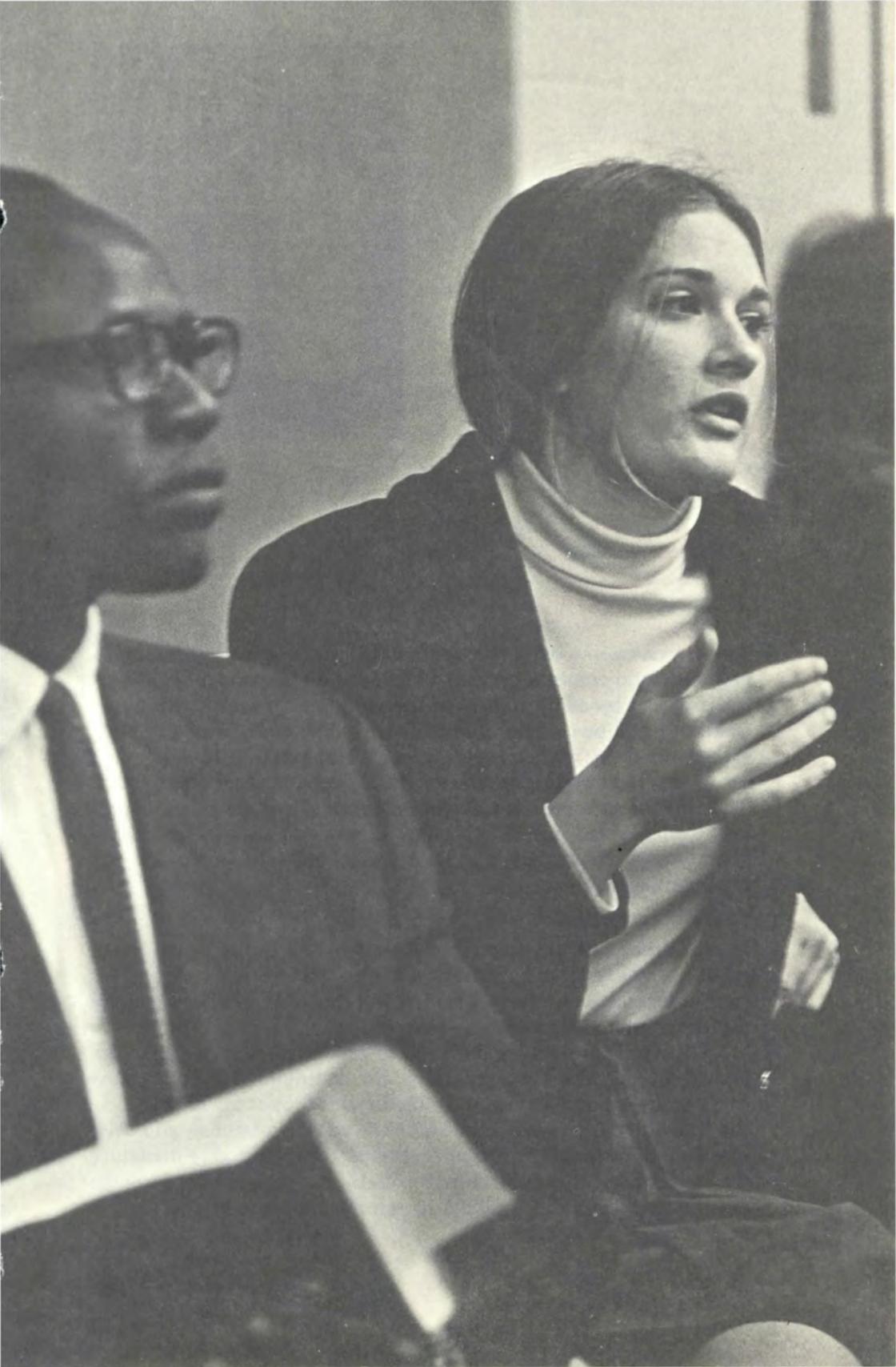
4. Reinstatement service fee. Every student is responsible for meeting promptly any payment due the College. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes her payment, she is charged a \$10 reinstatement fee. Any student 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), \$250 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, \$200 per course or \$100 per half-course.
8. Late registration fee. Students who have not registered by specified dates at the beginning of each semester will be charged a \$10 late registration fee. Dates for fall semester September 23, 1969, for freshmen; September 24, 1969, for returning students. Dates for spring semester: February 9 and 10, 1970, for all students.
9. Transcript Fee. The first transcript a student requests is provided free of charge. Thereafter, a fee of \$1.00 is charged for each additional transcript requested.
10. Fee for graduating seniors, \$40.

WITHDRAWALS AND LEAVES OF ABSENCE

Notice of withdrawals should be filed with the Registrar's Office. Requests for leaves of absence must be made to the Dean of Students and approved by the Academic Standards Committee. In addition, any student receiving financial aid and planning to withdraw or request a leave of absence must notify the Office of Financial Aid. A student intending to withdraw or request a leave of absence must give written notice before December 1 for the spring semester and before April 1 for the fall semester, the dates on which the tuition fee for the following semester must be paid. A student deciding to withdraw after January 1 or May 1 forfeits the \$100 tuition fee.

No tuition refunds are made to those leaving before the end of the semester except in the case of those leaving before the middle of the semester because of illness. One-half of the tuition may be refunded (less a pro-rata deduction of any scholarship held) upon receipt of a statement from a member of the staff of The Claremont Colleges Health Service or Counseling Center. No refund of the room charge is made. Charges for board are refunded on a pro-rata basis.





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

In order to become involved immediately in the on-going process of scholarly research and critical reflection, and to help prepare for later independent study, **each student will choose a Freshman Seminar in the fall semester of the freshman year.**

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. Seminars 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.

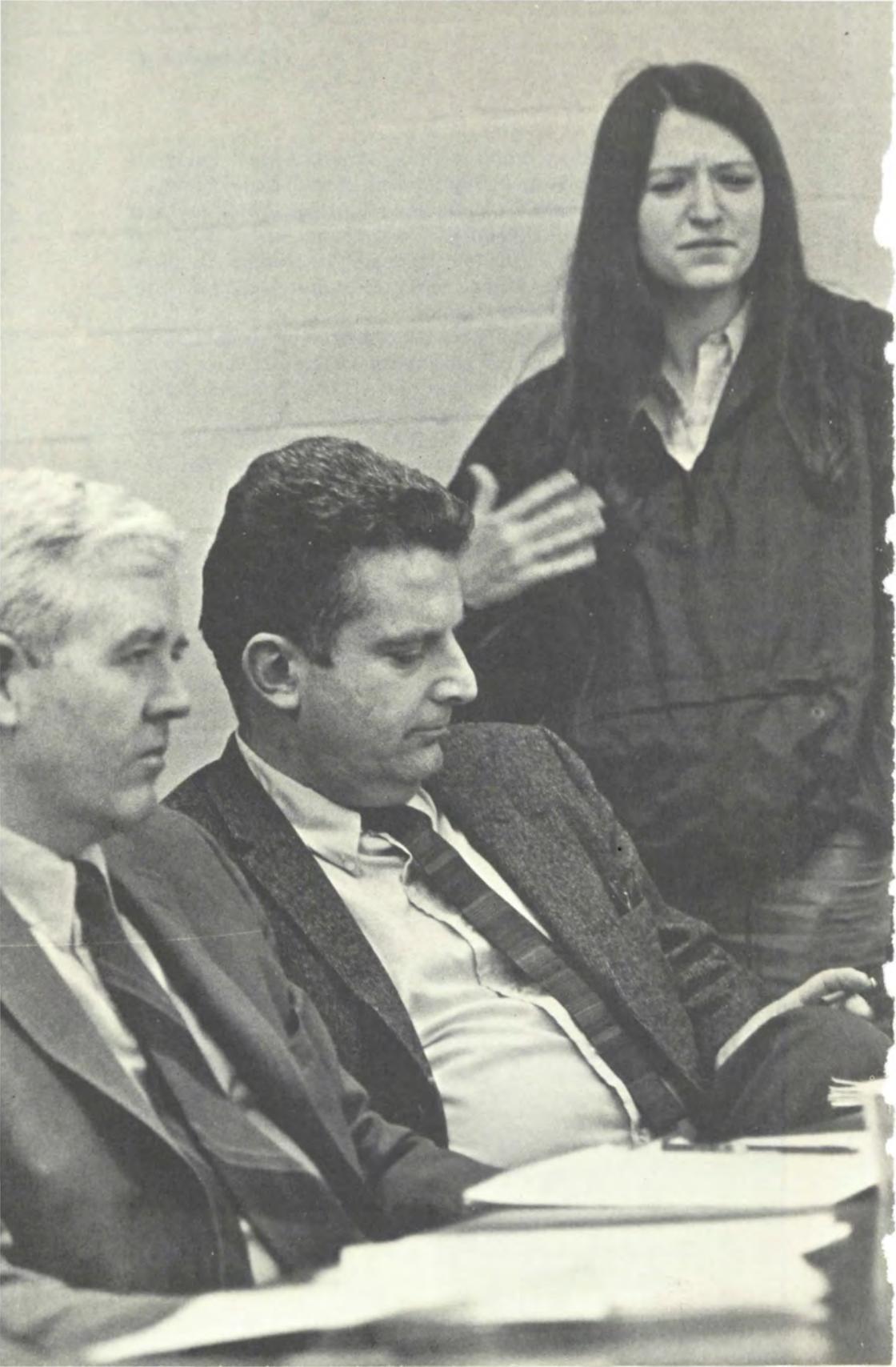
Freshman Seminars normally consist of fifteen or fewer students meeting with a member of the faculty for a period of three hours per week or less. The seminars are graded Pass/Fail and do not (except in the case of those in English) satisfy any other requirements of the College. Students select the seminar in which they are most interested, but inevitably some students are assigned to a seminar of their second or third choice.

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 they may have some understanding of social, economic, and political problems and institutions, **students 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, and sociology. Students electing to take Social Sciences 50-51 may satisfy this requirement by taking any two additional social science courses.



"I look forward to the day, which may be out of the spirit of Pitzer, when things settle down a little more."



3. *Distribution in History.*

In order to gain some acquaintance with the historical dimensions of civilization, **each student must complete satisfactorily**, normally in the 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, 20, 21, 36, 37, 55, 56, 60CC, 120, 123, 124, 140, 141, 144, 145.

4. *Distribution in the Humanities.*

In order to 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 arts may be taken within the field of the fine arts.

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 elsewhere must obtain prior approval of the courses 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 the freshman year and one in the 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 toward 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.

Note: Students who demonstrate third-year competence at entrance or during the freshman year must maintain their proficiency through the sophomore year. Proficiency may be maintained by language and literature courses, by summer session courses, by travel abroad, by independent study, or by verified use of the language in some other course. Special attention is called to this last option: the use of the language as a research tool in some appropriate course other than a language or literature course. Students wishing to explore this should speak to the course instructor.

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. *State Requirement in 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, 101.

(c) By demonstrating that they have met the requirements at a California college previously attended, or that they have 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.

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 the senior year, concentrators are required to complete satisfactorily four courses in anthropology. In addition, before the spring semester of their senior year, concentrators must take Anthropology 175 and 176, which are designed to give students a comprehensive acquaintance with one field, and to fill gaps not covered by other course work.

At the end of the junior year, the anthropology staff will evaluate the student's past performance and future needs. The student and the concentration advisor will then work out a senior program in the light of this evaluation. Senior programs may center on independent field or library research, or may emphasize further course work and reading.

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 required 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.



"I basically think we have a liberal faculty, an apathetic student body and an extraordinarily conservative administration and trustees, so what happens in the decision-making process, many impulses carried out by faculty, are often dampened by the administration and trustees."

Asian Studies

Asian studies is a cooperative program of The Claremont Colleges which provides an opportunity for undergraduate students to pursue an interdisciplinary program of study. Students interested are advised to begin with History 60CC (Society and Tradition in East Asia) as an introduction. The concentration is based on at least two years of work in an Asian language and requires seven upper-division courses. These should be chosen to form a coherent program with clear emphasis on a single discipline or a single region of Asia. Students should note that course offerings are necessarily limited, and should be careful to assure that the emphasis they choose within the concentration is viable in terms of existing resources. Three-part comprehensive examinations, given in May of the senior year, will be designed individually to reflect the limits and emphasis of each student's program. Qualified students wishing to do research may sometimes substitute a thesis for these examinations, but this shall require the permission of their advisor and the designation of a thesis director no later than November 1 of the senior year.

The faculty in Asian studies encourages a period of residence and study in Taiwan, Japan, India, or other Asian countries for all interested students concentrating in the field. Study abroad is intended to emphasize the development of linguistic skill, and should be planned to follow the third or fourth semester of language training here, when possible.



The Asian Studies Field Committee advises each college on the concentration. Field Committee members serve as advisors at their respective college. Committee members for 1969-70 are as follows: For Scripps College, Mr. Edward White (acting); for Claremont Men's College, Mr. Arthur Rosenbaum; for Pitzer College, Mr. Allen Greenberger; for Pomona College, Mr. John Haeger (first semester) and Mr. Herbert Smith (second semester); for Claremont Graduate School, Mr. Stanleigh Jones.

Biology

A biology concentration requires satisfactory completion of the following:

One year of general biology (normally Natural Sciences 43-44)

One year of physics (normally Natural Sciences 30-31 or Natural Sciences 21 and 32)

One year of chemistry (normally Natural Sciences 20-22 or 21-22)

Senior Thesis Program in Biology (Natural Sciences 189-190)

Plus six semesters of biology electives (organic chemistry may substitute for two). These six courses may include one course each at the cellular, organismic and population or community levels. Students should consult with the biology staff in order to select appropriate courses in each area. Concentrators must pass a comprehensive examination which will be administered early in the second semester of the senior year.

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, 190, Senior Thesis Program in Physical Sciences

Mathematics, Calculus I, II, III (mathematics through Applied Advanced Calculus strongly recommended)

Plus two advanced chemistry courses chosen in consultation with the chemistry staff.

Concentrators must pass a comprehensive examination which will be administered early in the second semester of 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 advisor. 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 cooperation of The Claremont Colleges, a concentration is available in economics.

Requirements:

1. One year of principles of economics
2. One year of intermediate economic theory
3. One semester of history of economic thought
4. One semester of statistics (preferably but not necessarily economic statistics)
5. Three upper-level "applied" courses, chosen from at least two areas, such as
 - business cycles
 - comparative economic systems

econometrics
 economic development
 industrial organization
 international economics
 labor economics
 mathematical economics
 money and banking
 public finance
 etc.

6. 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.
7. 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

Concentrators in English are free to develop their own programs with the close attention of and assistance from the faculty in English and their own advisors. They may choose courses, seminars, independent studies, and directed readings according to their growing interests in English and American literature and related fields, in order to prepare for graduation. They must show their competence through a rigorous, written comprehensive examination, to be given during the final semester. 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) discussion of a literary problem. Suggested problems will 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 cases of failure, students may, in consultation with the faculty, be given a second opportunity to show their preparation for graduation; they 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 Twentieth 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.

In their senior year concentrators 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.*



"We must stimulate interest in the best high school students. I don't really know how to do this, but it has to be done."

(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, either in work at Pitzer or through previous contacts with the language, students can be admitted to the concentration program in French. This level of competence should be reached by the end of the 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 cooperation 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 litera-

ture 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 the senior year may be invited to write an honors thesis on a subject of special interest.

Residence abroad, in a French-speaking country in which the student 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 the student's 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 six following fields—ancient and medieval Europe, early modern and modern Europe, United States, Asia, Africa, and Latin America. At least one of the three fields must be pre-modern (c. 1400).

A list of readings, with which all history concentrators should be familiar, is available from the concentration advisor. 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 the 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.



"Don't restrict hours, don't restrict courses, don't restrict people. The hell with the image."

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 No. 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, 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 members. 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. Duvall, Mr. Glass, or Mr. Hertel.

Humanities Advisor: Concentrators in humanities will meet with their humanities advisors at least twice each semester to review and discuss their work and to plan their 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 their concentration.

Latin American Studies

Students concentrating in Latin American studies must complete satisfactorily at least eight 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 the senior year, concentrators will be expected to take either an interdisciplinary seminar in Latin American studies or a directed independent study, performed under the direction of the 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 the 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.

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

Concentrators in philosophy may choose from a varied program allowing for work at Pitzer and most of the other Claremont Colleges. Normally a concentrator will be required to take the following (a total of seven courses in addition to an introductory course):

1. A one-semester course in logic.
2. Three courses chosen from the following broad areas. No more than one course from each area will be counted toward this requirement.

(a) *Value theory (ethics, aesthetics, political or legal philosophy)*

(b) *Metaphysics or philosophy of language*

(c) *Theory of knowledge*

(d) *Philosophical psychology*

(e) *Advanced logic*

3. Three courses (on individual philosophers, philosophical works, or philosophical schools or issues in a given historical period) from the following areas. No more than one course from each area may be used to satisfy the requirement.

(a) *Ancient philosophy*

(b) *Medieval philosophy*

(c) *Modern philosophy (the period from Descartes to Kant)*

(d) *Nineteenth-century philosophy*

(e) *Recent continental thought (phenomenology, existentialism, etc.)*

(f) *Recent and contemporary 'analytical' philosophy*

These requirements are normally satisfied by taking regular courses, but may be satisfied by independent study or other specially arranged courses with permission of the staff. Students should obtain the advice of the staff on whether a given course will be counted as meeting any of the above requirements. With approval of the staff, courses from the other colleges will be accepted.

A student may wish to combine philosophical studies with studies in a related field, such as religion, political studies, art, literature, science, a behavioral science, etc. Students wishing to construct a joint concentration are urged to contact staff members in philosophy and the related field as early as possible.

No student will be considered a concentrator in philosophy until she has been assigned an advisor in philosophy. Normally this will take place before the student's junior year.

Exceptionally well-qualified concentrators and joint concentrators will be invited to participate in a specially arranged advanced tutorial (independent study) course during their senior year. The tutorial will consist of intensive work on a topic of the student's choice with one or more faculty members from Pitzer and/or the other colleges. This course may take the place of requirements from categories (2) and (3) above. Assignment of course credits will be arranged to fit the student's project. Participation in this program will be optional.

Pitzer offers a variety of courses intended to prepare the student to do further work in philosophy as well as to provide an introductory sampling of the subject. These courses are numbered from 1 to 10 in the catalog, and serve as prerequisites required by most Pitzer philosophy courses numbered above 10. Although it is not required, students planning to take intermediate or advanced courses at the



"I wouldn't recommend Pitzer to someone with a high conformity need."

other colleges are *strongly* urged to take an introductory course first. In most cases, it will be difficult for students to profit from an intermediate or advanced course unless they have first mastered the special skills and techniques which the introductory courses are aimed at teaching.

Students with questions about any of the above, or anything else pertaining to the philosophy program, are urged to consult Mr. Bogen.

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, 190, *Senior Thesis Program in Physical Sciences*

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

Plus two advanced physics courses chosen in consultation with the physics staff.

Concentrators must pass a comprehensive examination, which will be administered early in the second semester of 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 the 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, either in work at Pitzer or through previous contacts with the language, students can be admitted to the concentration program in Spanish. This level of competence should be reached by the end of the 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 cooperation 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 literature, 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 the senior year may be invited to write an honors thesis on a subject of special interest.

Residence abroad in a Spanish-speaking country in which the student 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.

INDEPENDENT STUDY

Independent study is optional, but students are encouraged to take part of their academic program in this form. The concern of the faculty is to foster intellectual development rather than simply to provide instruction. It is hoped that students will develop the capacity to plan and execute projects of their own conception and will acquire a competence in original research and writing beyond that fostered by the regular courses of instruction.

An independent study project is arranged by agreement between the student and a faculty member who is asked by the student to serve as consultant and evaluator. Independent study is most often successful when the student and the faculty member already know one another, or when the project falls in an area with which the student has some prior familiarity. By agreement between the student and the faculty member, an independent study may be credited either as a course or a half-course and may be graded either Credit/No Credit or with a letter grade. Independent study forms may be obtained from the Registrar's Office.

"At the beginning of my freshman year, faculty invited us to their houses and we got to know every one, and I thought that was one of the greatest things."



THE COURSE-PLUS PROGRAM

The Course-Plus Program is an experiment designed to provide greater curricular flexibility and relevance for a limited number of students. The program makes use of a substantial number of workshops instead of the usual pre-determined courses. These workshops are planned by students in consultation with appropriate faculty members and may be led by faculty members from Pitzer, the other Claremont Colleges, or qualified persons specially brought to the campus because of their academic or other distinction. The duration of a workshop may vary from several days to several months depending on the nature of the subject and the degree of student interest. In addition, the program offers the possibility of work in special seminars, tutorials, and independent study.

Students in the program must take twenty regular courses and satisfy the graduation requirements in a specific concentration. The remainder of the student's program is planned in consultation with a faculty advisor and reviewed by members of the Course-Plus Faculty Committee. Students are expected to take a major role in devising and justifying their own programs by means of a continuing dialogue with the Course-Plus faculty. The participation of students as full partners with the faculty in designing their curricula permits the greatest possible student involvement and responsibility.

The Course-Plus Program seeks to encourage interdisciplinary work through the active participation of students and faculty from many fields of study. Students and faculty are joined together in seeking, designing, and evaluating methods whereby the student can make the undergraduate years more intellectually meaningful and productive. For further information, see Mr. Zachrisson.



"There has to be a little bit of dictator in every leader or nothing gets done."

FRESHMAN SEMINARS

Fall Semester 1969-70

- 10 **Why Should I Obey? An Analysis of Political Obligation.** This seminar will introduce the student to the techniques of philosophical analysis through a problem in social philosophy which is relevant to each of us every time we stop at a traffic light, abide by a college rule, or, on the other hand, engage in an act of civil disobedience. We shall explore the framework of values which should enter into a decision of obedience or disobedience and examine the considerations in the choice between reform and revolution as a means of changing society. And we shall attempt to posit the state and society which would truly deserve our obedience to its rules—our own utopia. We shall provoke discussion by reading materials both ancient and contemporary. Each student and the instructor will be expected to write a series of short weekly essays and one longer piece of some scholarly merit. t. 7. Mr. Spitzberg.
- 11 **Affluence and Poverty: An American Enigma.** An examination of the economic processes and institutions that establish and perpetuate inequality in the distribution of income between individuals, socioeconomic groups, occupations, and nations. The coverage of supplementary economic topics will be directed by the interests of the class. t. 7. Mr. Botwin.
- 12 **Theory of Biography.** A wide-ranging exploration of biographical practice from ancient to modern times. The effort of the study is dual: to acquire some acquaintance with Western Culture by reading the Lives of Notable Men, and to examine the various problems lurking behind and threatening to destroy the assertion that Biography is Art. w. 7. Mr. Renner.
- 13 **The Difficulty of Understanding Social Reality.** This seminar will investigate the biases arising from the individual's own social position as he tries to understand the society around him; next, the way in which mass media, schools, and other institutions select and distort reality; finally, the biases which distort the work of professional social scientists and historians. Reading, self-observation, and field work will be used. th. 3-5. Mrs. Bell.

- 14 **The Elizabethan Age.** Elizabeth is both one of the great personages of history and the symbol of one of the most colorful historical eras. Through a study of her personality and its interaction with English political and intellectual life, this seminar will seek to shed some light on one of the great formative periods of Anglo-American culture. th. 2-4. Mrs. Shapiro.
- 15 **Education and Human Potential.** In recent years, several books concerned with the intellectual, emotional, and social potential of man, and with the role of "education" in fostering the development of this potential, have become popular among general readers. Students in this seminar will read a selection of these books, including George Leonard's **Education and Ecstasy**, Abraham Maslow's **Toward a Psychology of Being**, Sylvia Ashton-Warner's **Teacher**, and A. S. Neill's **Summerhill**. Through discussion of the ideas contained in or stimulated by the readings, alternative answers will be considered to questions concerning issues such as human potential, educational innovation, creativity, and others raised in the seminar. During the course of the semester, students will be expected to begin formulating their own orientation toward the general area, based upon relevant theories and the available empirical evidence. In order to stimulate intellectual exchange, members of the seminar will live near each other (although interspersed with upperclassmen), near a suite of advanced students who are involved in exploring many of the same ideas, and near their sponsor who is similarly interested. The seminar instructor will also be the students' faculty advisor. w. 7. Mrs. Siebel.



- 16 **Jung and Literature.** An exploration of writers who have been influenced by Jung's work (Mann, Hesse, Werfel, Barth, Lessing, etc.), and who influenced Jung (Nietzsche, Schopenhauer, Rider Haggard, etc.). th. 7. Mr. Eisenstein.
- 17 **France: Political Culture and the Political System.** The seminar will focus on French political culture and its relationship to the current political system. The approaches will vary widely, including literary works, social case studies, attitudinal surveys, and political analyses. Students with a reading ability in French will be encouraged to read much of the material, especially novels, in the original. th. 7. Miss Nickel.
- 18 **Exploring Uncommon Social Worlds.** An exploration of some unconventional styles of social life in the U.S., e.g., The Hollywood Scene, convents, Bohemian worlds, senior citizen communities, nudist camps, high society, poverty pockets, religious and secular cults, etc. Extensive use will be made of social, scientific, journalistic, and literary sources. Seminar members are expected to conduct field research and prepare a research report on an "uncommon social world" of their own selection. The seminar's objectives include sharpening students' talents for social observations as well as deepening and expanding their understanding of those social circles which differ from their own. t. 7. Mr. Schwartz.
- 19 **The Good City.** An examination of the philosophical, religious, and economic dimensions of the city. Each student will be required to contribute toward a definition of the good city. Readings will include Aristotle's *Politics* and Fustel's *The Ancient City*. w. 7. Mr. Murphy.



"I had greater expectations of Community Government than it turned out to be. It's an ideal theory and ideal situations cannot exist anywhere."

- 20 **Hell: A Survey.** Readings from the classical period to the twentieth century, including Homer, Dante, Milton, Blake, Shaw, Lewis Carroll, Sartre, and others. t. 7. Mrs. Goslee.
- 21 **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 their findings will be a major responsibility of students 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. 7. Mr. Everett.
- 22 **Pressure, Participation, and Power.** An examination of the changing roles of students, faculty members, administrators, and trustees in the administration of colleges. Through readings and discussion the seminar will attempt to identify present and evolving patterns of authority and responsibility in higher education. t. 7. Mr. Feraru.
- 23 **Man and Society.** The effort to explain the nature of man and society lends itself to many varied perspectives and frames of reference. This seminar will be oriented toward evaluatively exploring some of these major perspectives. Questions concerning the nature of society will be explored for their interrelationships. Students will discuss how various assumptions of human nature give rise to certain conceptions of society and vice-versa. The works of such thinkers as Freud, Marx, the contemporary and classical anarchists, Thomas Hobbes, and John Locke are among those who will be discussed. A social theoretical perspective will be the "emphasis of the day." w. 7. Mr. Goodwin.
- 24 **"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. 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 deals 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

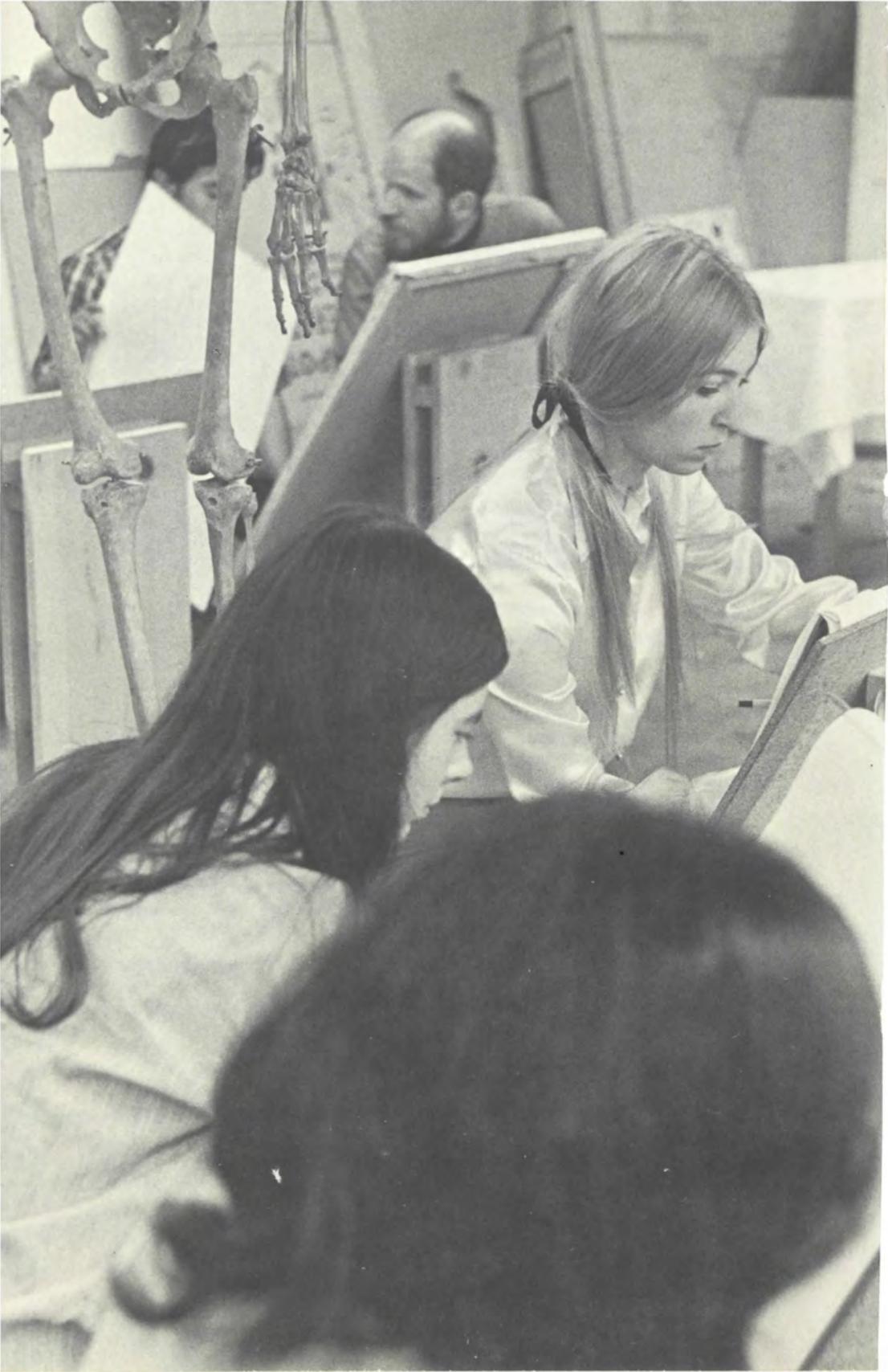


"I think Pitzer is a good school, but it has problems. Some of the courses are better than others. Some of the faculty are better than others."

same social forces. The exploration of facts and interpretations will be based on such materials as government documents, including those provided for the Nuremburg 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. Students will be expected to prepare short papers and one long paper which may become a section of a collaborative seminar report. t. 7. Mr. Warmbrunn.

- 25 **Introduction to Poetry.** The course will provide, through reading and discussion, an introduction to the nature and criticism of poetry. Instead of papers, there will be oral reports and a written examination at the end of the semester. th. 7. Mr. Meyers.



COURSES OF STUDY

FOLLOWING IS A LIST OF COURSES offered by the Pitzer College faculty. Pitzer students may register in courses offered in the other Claremont Colleges with the approval of their advisors, subject to the intercollegiate regulations on page 131. Intercollegiate Courses designated by the letters "CC" or "G" affixed to the course number are counted as Pitzer courses.

ANTHROPOLOGY

- 45 **The Development of Man.** The development of man and his culture, from the time of the first stone tools to the emergence of the first great civilizations. Attention will focus on the prehistory of Africa, Europe, and the Near East as discovered through archaeology. Spring Semester. m.w.f. 11. Mrs. Miller.
- 48 **Indians of North America.** A general survey of the cultures of Indians north of Mexico, utilizing the data of archaeology and ethnography. The wealth of different cultural patterns in various geographical regions will be investigated. Fall Semester. m.w.f. 11. Mrs. Miller.
- 55 **Social Anthropology.** An introduction to social anthropology through the study of original field reports. Descriptive and analytical approaches to the understanding of custom as a mirror of man's nature. Fall Semester. m.w.f. 10. Mrs. Levine.
- 56 **Cultural Anthropology.** 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 organization, child rearing, religion, the life cycle—through analysis of published ethnographic works and original field notes. Class hours involve lectures, discussions of readings, and student presentations of materials prepared from field notes. Assignments consist of papers whose purpose is to enable the student to integrate the various course materials. Spring 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. Prerequisite: One course in anthropology or consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mrs. Levine.
- 64 **The Family.** A study of the different ways of finding a spouse and relating to inherited and acquired kinsmen; the empirical processes will be examined in the

1. Pitzer College gives quieting to all these about to read these words

2. Since it is an ancient custom among institutions of learning to honor with an appropriate title those distinguished in the sciences and humane letters

COLLEGIUM PITZERIENSE
Omnibus has litteras lecturis salutem dicit

Cum academiis antiquis mos sit scientiis litterisque humanioribus excoltos titulo iusto condecorare nos igitur auctoritate Curatorum nobis commissa

3. Therefore on the authority vested in us by the Board of Trustees

4. and by reason of a course of study approved by the faculty, we have admitted to the degree Bachelor of arts,

ob studia a Professoribus approbata ad gradum BACCALAUURIS ARTIUM

5. and we have willingly granted to her (or him) all of the rights, honors, and privileges pertaining to this degree.

admisimus eique omnia iura honores privilegia ad hunc gradum pertinentia libenter concessimus

Cuius rei testimonio nomina nostra die mensis Iunii IX Anno Domini MCMLXVIII et Collegii conditi IV Claremonti subscripsimus

In witness whereof we have signed our names at Claremont on the day of the month of — in the year of our Lord — and since the founding of the college.

Mindful of the future

light of the principles underlying the institution of marriage and the boundaries of the family. Spring Semester. m.w.f. 10. Mrs. Levine.

- 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. Laboratory th. 2:30-4:30. Mr. Sharer.
- 101 **Techniques of Archaeology.** A practical course using collections of artifacts excavated in Africa, designed to give each student an opportunity to apply techniques of analysis and interpretation customarily employed in archaeology to reconstruct the past. Prerequisite: Anthropology 45 or 123 (may be taken concurrently) or consent of the instructor. Fall Semester. f. 1-4. Mrs. Miller.

- 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 Psychology 105). Spring Semester. m.w. 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 Mayan 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. Fall Semester. w. 7-10. Mr. Sharer.
- 112 **Seminar: 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. Prerequisite: Anthropology 111 or consent of the instructor. Offered Spring Semester in El Salvador. Mr. Sharer.
- 123 **Old World Prehistory: Africa.** A study of the Stone Age in Africa, from its origin some two million years ago to its probable extinction in the twentieth century. Cultural interrelationships, as understood through archaeological discovery and ethnographic analogy, will be explored. Fall Semester. m.w.f. 9. Mrs. Miller.
- 124 **Old World Prehistory: Europe and Asia.** A survey of man's cultural development in Europe and Asia, from its Stone Age beginnings through the important discovery of agriculture to the rise of the first great civilizations. Particular attention will be given to the Neolithic Revolution and its impact. Spring Semester. m.w.f. 9. Mrs. Miller.
- 140 **Primitive Classification.** An introduction to the study of "primitive" aspects of thought and some of the basic features of perception and cognition. Readings from Levy-Bruhl, Whitehead, Cassirer, Langer, Turner, Gombrich, Jung, among others. Spring Semester. th. 7. Mrs. Levine.
- 175 **Seminar: Comparison of Cultures: Social and Cultural Anthropology.** 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 the instructor. Spring Semester. f. 2-5. Mr. Munroe.
- 176 **Seminar: Comparison of Cultures: Prehistory and Ethnography.** A critical review for advanced students of a series of major works in prehistory and ethnography. Recommended for junior and senior concentrators in anthropology. Prerequisites: Two anthropology courses or consent of the instructor. Fall Semester. Time arranged. Mr. Sharer.
- 187 **Fieldwork in Anthropology.** A practical application of the methods and tech-

niques by which the archaeologist reconstructs the past. Students will conduct excavations at a local archaeological site, under the guidance of the instructor. 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. Offered in 1969-70 in El Salvador. Mr. Sharer.

- 190 **Anthropological Theory.** An examination of some important theories including structuralism, which have been influential in the development of useful techniques of anthropological inquiry. Spring Semester. m.w. 2:45-4. Mrs. Levine.

See also: **Classics 120**, Greek Art and Archaeology. Fall Semester. t.th. 1:15-2:30. Mr. Glass.

Classics 121, Classical Mythology. Spring Semester. t.th. 1:15-2:30. Mr. Glass.

See also the catalog of Pomona College.

ARCHAEOLOGY

See **Anthropology 45, 48, 101, 111, 123, 124**, and **Classics 120**.

ART

- 3 **The Communal Organization of Space.** 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. Studio fee: \$5. Half-course, first half semester. Fall Semester. m.w. 3-5. Mr. Hertel.
- 10a, b **Visual Art: Two Dimensional (Studio).** A studio-seminar 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 the instructor. No prerequisites. Studio fee: \$10. Fall Semester. t.th. 3-5. Mr. Hertel. Spring Semester. m.w. 3-5. Mr. Parks.

- 15 **Visual Art: Three Dimensional (Studio).** A studio-seminar 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 the instructor. No prerequisites. Studio fee: \$15. Spring Semester. t.th. 3-5. 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. 10. Mr. Hertel.
- 52 **History of East Asian Art.** A survey of painting, sculpture, and architecture of China and Japan from prehistoric times to the present. The significant characteristics of the art forms in each culture and their interrelationships will be investigated. Spring Semester. m.w.f. 9. Mr. Hertel.
- 100 **Tuscarora Project: Art Studio-Seminar.** A field course in studio art to be taken in conjunction with environmentally related independent studies in anthropology, archaeology, sociology, and psychology. Student-led seminars will be organized to discuss interrelated topics as well as specific questions such as how art is affected by physical environment, isolation, material limitations, tools, and community. Students in this program will have the opportunity to utilize local materials in their work—clay, stone, and scrap metal. During the first two weeks, students will decide in which area—pottery, sculpture, or drawing and painting—they wish to study. Individual instruction will be offered in each area. Offered in Tuscarora, Nevada. Course fee: \$100. First half of Fall Semester. Limited to 15 students. 1 1/2 courses credit.
- 110 **Primitive Art.** An investigation 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.
- 198-199 **Directed Projects in Studio Art.** An advanced course for experienced students wishing to explore contemporary media. Two or three-dimensional approaches may be used. Students are expected to choose one medium, or a selective group of media, and through creating objects attempt to define its aesthetic and technical limitations—that is define a project not only by its positive qualities, but by its obvious and/or subtle limitations. The emphasis is not merely on gaining a thorough knowledge of the chosen material, but also on developing a method of approach to materials—any material. In this course students learn how a medium

can enrich and limit the emotive qualities of an object; how material restrictions can excite the imagination. Studio fee: \$15. May be taken as a full-course or a half-course. time arranged. Both semesters. Mr. Parks.

See also the catalogs of Scripps College and Pomona College.

ASIAN LANGUAGES

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

Courses in **Chinese** and **Japanese** are listed under those headings.

BLACK STUDIES

An intercollegiate program of The Claremont Colleges.

(For registration purposes, these courses count as Pitzer College courses.)

ECONOMICS

- 94CC **Economic History: The Role of the Black in Africa and America.** The role of the Black from the opening of the New World to the present is the central theme of



"Pitzer is a haven for creativity."

this course. In the economic history of Africa, Europe, and the Americas, attention is focused on landmarks such as the slave trade, the industrial revolution, and the great wars. The Blacks' contribution to agriculture, industry, commerce, and education are evaluated critically in the light of the shifting economic environment of the period. Spring Semester. w.f. 1:30. Mr. Ijere.

- 96CC **Economics of Pocket Underdevelopment: The Ghetto.** The course emphasizes the various factors retarding economic progress in ghetto areas and the methods by which necessary changes can be affected. To be dealt with in detail are agrarian problems, measures for agricultural development, roles for large and small industries, growth of local entrepreneurship, market problems, financial institutions and mobilization of funds, role of government and economic planning. Several case studies will be utilized. Fall Semester. w.f. 1:30. Mr. Ijere.
- 139CC **Economic History of Africa.** Designed to seek understanding of the internal and external factors influencing African economic development into the present century, this course lays emphasis on the growth of and change in various sectors such as agriculture, industry, and commerce, as well as on the impact of various national and international organizations. Special consideration is given to measures designed to improve living standards both in individual states and throughout the African continent. Prerequisite: Economics 20 or 21, or consent of the instructor. Fall Semester. w.f. 12. Mr. Ijere.
- 141CC **Problems of Human Capital Formation in Africa and America.** This course examines problems connected with the formation and utilization of human capital for more rapid economic growth in the developing areas of Africa and America. To be investigated are various manpower policies and programs of government and quasi-governmental bodies to train, recruit, and deploy human resources; remedies for unemployment; measures for increasing productivity; effects of wages and incentives; problems of economic and social security; and the role of education to meet present and future needs. Prerequisite: Economics 20 or 21, or consent of the instructor. Fall Semester. t.th. 12. Mr. Ijere.
- 142CC **Comparative Economic History.** The emphasis in this course is on the economic history of the United States as compared and contrasted to that of Russia and Japan in the period from 1776 to 1945. Developments in agriculture, industry, commerce and trade, and business organization and finance will provide the basis for this comparative study in terms of their effects on the social and economic lives of people. The study of such developments leads to a better understanding of the similarities and differences in the methods of achieving economic growth in the context of the particular characteristics of each country. Prerequisite: Economics 20 or 21, or consent of the instructor. Spring Semester. m.w.f. 10. Mr. Ijere.

EDUCATION

- 272CC **Policy Determination in Education.** Open to undergraduate students with consent of instructor. Fall Semester. th. 4-6. Mr. Dymally.

ENGLISH

- 91CC **Introduction to Black American Writers.** Selected reading and analysis of short and long fiction, poetry, drama, autobiography, and the essay from the nineteenth century to the present, with a primary focus on materials written since 1930. For freshmen and sophomores, the course will emphasize close criticism of representative works through class discussion, lectures, paper writing, and some library research. Both semesters. m.w.f. 10. Mrs. Jackson.
- 191CC **Black Writers in America.** Readings in fiction, drama, poetry, and the essay written since the turn of the century to the present, with emphasis on contemporary materials. Authors to be studied include W. E. B. DuBois, Richard Wright, Langston Hughes, Ralph Ellison, James Baldwin, LeRoi Jones, Eldridge Cleaver, etc. An **advanced** survey for juniors and seniors, the course will emphasize analytical reading of the material, lectures, class discussion, library research, and paper writing. Both semesters. m.w.f. 1. Mrs. Jackson.
- 192CC **Special Studies in Black American Writers: Langston Hughes.** Intensive reading and analysis of the major works—poetry, drama, short story, and essay. Open to juniors and seniors. Spring Semester. w. 7. Mrs. Jackson.

GOVERNMENT

- 138CC **The Black Man in American Politics.** After a brief historical review, a study of racism in American government, the Civil Rights movement, minority group coalitions, the impact of reapportionment, black political personalities, Black Power politics, and the black voter in California. Prerequisites: None. Open to juniors and seniors and, with consent of the instructor, to lower-division students. Spring Semester. t.th. 9. Mr. Dymally.

HISTORY

- 103CC **Reconstruction and Its Aftermath: 1865-1900.** An account of American life in a time of great challenge—the first attempt to establish an interracial democracy. Special attention will be given to the conduct and contribution of black men who participated in the short democratic experiment and why it failed. It will further examine the socio-political-economic relations and tensions between blacks and whites in an effort to understand the present racial crisis in America. Both semesters. m.w.f. 11. Mr. Namasaka.
- 121CC **Slavery in America: 1619-1865.** This course will be concerned with the black experience in American society from the colonial period to the Civil War. Some attention will be given to the African way of life—from whence most black slaves came. Special emphasis will be placed on documents and special studies that will show how black people felt, acted, and reacted to the slave experience, the war, emancipation, and their contributions to the war effort. Both semesters. t. 1:15, th. 1:15-3:15. Mr. Namasaka.
- 132aCC, 132bCC **Tropical Africa.** An analysis of the history of the African peoples between the Sahara and the Zambesi. First semester: the migrations, civilizations, and em-

pires of pre-colonial Africa with emphasis on the knowledge currently gathered from oral tradition, archaeological, linguistic, and other non-documentary sources. Second semester: a detailed consideration of the African peoples under colonial rule and the movement to independence in the twentieth century. m.w.f. 9. Mr. Dwyer.

- 162CC **Seminar: Pioneers in Black Protest.** Readings, discussions, and papers that will trace the conflict between what black Americans wanted and what white Americans refused to give them—as reflected in the ideas, philosophies, and methods of selected black (and white) men and women who have been pioneers in the black protest movement from the early national period to the present. Juniors and seniors only. Miss Holloway. (Not offered in 1969-70)

HUMANITIES

- 90CC **Contemporary Black Arts.** Listening and reading to examine the historical and contemporary importance of black American music, including music by Coleman, Coltrane, Albert Ayler, Pharaoh Sanders, etc., and the great influence it has had on black American writing. Emphasis of the first half-semester will be on music appreciation, the second half on literature. Fall Semester. m.w.f. 2. Mr. Crouch.

SWAHILI

- 101CC **Introductory Swahili I.** An introduction to Swahili and to the structure of a Bantu language. May be taken for credit as a one-semester course or as the beginning of a four-semester sequence in the Swahili language. Emphasis on establishing conversational fluency in tutorial sessions. Fall Semester. Time arranged. Staff.
- 102CC **Introductory Swahili II.** A continuation of Swahili I. Spring Semester. Time arranged. Staff.
- 151CC, 152CC **Intermediate and Advanced Swahili III, IV.** Work to be arranged with instructor according to interest and need of students. Both Semesters. Time arranged. Staff.

CHINESE LANGUAGE AND LITERATURE

Courses available at Pomona College:

- 1a,b Elementary Chinese. Both semesters. m.w.f. 10. Mr. Tung.
 51a,b Intermediate Chinese. Both semesters. m.t.w.f. 11. Mr. Tung.
 101a Introduction to Classical Chinese. Fall Semester. m.t.w.f. 9. Mr. Haeger.
 145 Classic Chinese Fiction. Fall Semester. m.w.f. 9. Mr. Tung.
 151 Modern Chinese Literature in Translation. Spring Semester. Mr. Tung.
 191 Selected Readings in Chinese Literature. Both semesters. Time arranged. Full or half course. Staff.
 195 Reading and Research. Both semesters. Time arranged. Full or half course. Staff.
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"I'd like to see Pitzer run in the red if it has to—to become what it wants to become."

CLASSICS

Joint Program with Pomona and Scripps Colleges

- 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. Offered at Scripps College in 1969-70.
- 58a, b **Intermediate Latin.** For students with one or two years of secondary school Latin or one year of college Latin. Review of grammar and syntax with readings from Latin prose and poetry, principally that of Cicero, Vergil, and Ovid. Offered at Scripps and Pomona Colleges in 1969-70.
- 102 **The Roman Letter.** Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. Spring Semester. m.w.f. 10. Mr. Glass.
- 120 **Greek Art and Archaeology.** An introductory survey of Greek sculpture, architecture, and vase painting from 4000 to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. Fall Semester. 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. Spring Semester. t.th. 1:15-2:30. Mr. Glass.
- 170 **The Roman Historians.** A careful study of Roman historiography, primarily through readings in Livy, Tacitus, and Sallust. Offered at Scripps College in 1969-70.
- 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. Fall Semester. m.w.f. 2:15-3:05. Mr. Glass.
- 190 **Senior Seminar in Classics.** A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of the field. Required of all concentrators. Fall Semester. Time arranged. Mr. Glass and The Claremont Colleges staff.
- 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. Time 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 1 hour arranged. Mr. Evans.
 101b Intermediate Greek. Spring Semester. m.w.f. 11. Mr. Evans.
 182a,b Greek Readings and Composition. Both Semesters. Time arranged.
 Mr. Evans.

Hebrew

- 102 Readings in Biblical Hebrew. Fall Semester. m.w.f. 8. Mr. Whedbee.

Latin

- 58b Intermediate Latin. Spring Semester. m.w.f. 1:15-2:05. Mr. Evans.

History

- 101 History of Greece. Spring Semester. m.w.f. 9. Mr. Evans.
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Courses available at Scripps College:

Greek

- 1-6b Elementary Greek. Spring Semester. m.w.f. 8 and 1 hour arranged.
 Mr. Howe.
 1-101a Intermediate Greek. Fall Semester. m.w.f. 11. Mr. Howe.

Latin

- 1-8a,b Elementary Latin. Both Semesters. m.t.w.th. 9. Mr. Palmer.
 1-58a Intermediate Latin. Fall Semester. m.w.f. 1:15-2:05. Mr. Howe.
 1-103 The Latin Lyric. Fall Semester. m.w.f. 10. Mr. Palmer.
 1-108 Latin Prose Composition. Spring Semester. Time arranged. Mr. Palmer.
 1-177 The Roman Historians. Spring Semester. m.w.f. 2:15-3:05. Mr. Howe.

In Translation

- 1-107 Greek Tragedy. Fall Semester. t. 7. Mr. Palmer.
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DRAMA

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

- 149a, b **Theory of Dramatic Production.** Study of the theory and processes of modern play production. Practical work in the fundamentals of acting, directing, and producing, covering flexible and conscious control of focal and bodily expression, the understanding of staging principles, and the problems of production. The class work will culminate in the production and presentation of a play. Each

member of the class will be expected to participate in the production in some capacity. Open to freshmen with permission of the instructor. Both semesters. m.w.f. 1:15-3:05 and arranged hours. Mr. Swan.

- 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 style of the representative periods. Course is open to qualified freshmen and sophomores by permission of the instructor. Both semesters. Mr. Swan (Not offered in 1969-70)

See also drama courses listed under English in the Pomona College catalog.

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 other course in economics. Prerequisite: Consent of the instructor. Spring Semester. w. 7. 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. 1:15-2:30. 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. 1:15-2:30. Mr. Botwin.
- 108 **Social Structure and Economic Development in Latin America.** (See Sociology 108) Mr. Johnson. (Not offered in 1969-70)
- 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. 2:45-4. 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. Mr. Botwin. (Not offered in 1969-70)
- 160 **Intermediate Economic Theory.** Prerequisite: One year of Principles of Economics. Mr. Botwin. (Not offered in 1969-70)

Intercollegiate Courses:

- 94CC Economic History: The Role of the Black in Africa and America. Spring Semester. w.f. 1:30. Mr. Ijere.
- 96CC Economics of Pocket Underdevelopment: The Ghetto. Fall Semester. w.f. 1:30. Mr. Ijere.
- 139CC Economic History of Africa. Fall Semester. w.f. 12. Mr. Ijere.
- 141CC Problems of Human Capital Formation in Africa and America. Fall Semester. t.th. 12. Mr. Ijere.
- 142CC Comparative Economic History. Spring Semester. m.w.f. 10. Mr. Ijere.

See also the catalogs of Claremont Men's College and Pomona College.

EDUCATION

Intercollegiate Courses:

- 157G Philosophy of Education. Fall Semester. m. 4-6:30. Mr. Hallman.
- 170G Introduction to Public School Teaching. Spring Semester. f. 1-3. Mr. Fielder.
- 272CC Policy Determination in Education. Open to undergraduates with consent of instructor. Fall Semester. th. 4-6. Mr. Dymally.

ENGLISH

- 91CC* **Introduction to Black American Writers.** (For description, see Black Studies 91CC.) Both semesters. m.w.f. 10. Mrs. Jackson.
- 101 **Seminar in Literary Method.** The seminar is designed as an introduction to the varieties of literary method, with emphasis on textual analysis of poems, plays, and novels. Open to current and prospective English majors, sophomores or above. Enrollment limited to 15. Fall Semester. t. 2-5. Mrs. Levy.
- 103 **Seminar: The Arthurian Romance.** Readings in revisions of the Arthurian material from the medieval period to the twentieth century, from Geoffrey of

"Town Meeting is just a great big hassle with a lot of kids with a lot of ideas, going in forty-two circles talking about fifty-two subjects and getting absolutely nowhere."



Monmouth's **History of the Kings of Britain**, to T. H. White's **The Once and Future King**. Enrollment limited to 15. Spring Semester. w. 7. Mrs. Goslee.

- 105 **Chaucer and His Contemporaries.** An examination of the variety of fourteenth-century English poetry as seen in the works of Chaucer, Langland and the Gawain-poet. The texts will be read in the original language. Not recommended for freshmen. Fall Semester. t.th. 1:15-2:30. Mr. Macaulay.
- 110 **John Donne.** This half-course is the first in a series of four (including studies of Gerard Manley Hopkins, T. S. Eliot, and W. H. Auden). The poetic technique, themes, and ideas of Donne—and each poet following—will be examined in detail. Analysis will be on the model of **explication de texte**. Students may enroll for any one of the half-courses, or any combination, or all four during the academic year. The concern, throughout, is with the relationship of poetry and belief and with the subject matter of religious conversion. The critical positions of I. A. Richards, T. S. Eliot, C. Day Lewis, and R. K. Eliot will serve as points of reference. The series of courses will look at contemporary poetry and its conceptual unifications of form and content. Enrollment limited to 15. Prerequisite: Consent of the instructor. Half-course, first half of Fall Semester. m.w. 2:45-4. Mr. Duvall.
- 134 **Reason, Romance, and Revolt.** An experimental approach to Restoration and eighteenth-century English literature. The study will focus on Johnson's **Lives of the English Poets** and Boswell's **Life of Johnson**, testing Johnson's critical opinions against our own readings of Dryden, Pope, Swift, and other writers, and examining Johnson's political and philosophical prejudices in light of our own historical discoveries. Spring Semester. m.w.f 1:15-2:30. Mr. Renner.
- 138* **Theory of Fiction: Novels and Critics.** A practical and theoretical examination of the nature of the Novel. At once a survey of the early development of the

- Novel, an introduction to the concepts necessary to discussion of the form (Point of View, Action, Character, etc.), and an exploration of various theoretical responses to the Novel. Fall Semester. m.w. 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.f. 10. Mrs. Goslee.
- 146* **The Great Tradition: Victorian Novel.** A study of the major novels of the Victorian period in depth. We will read such works as *Wuthering Heights*, *The Way of All Flesh*, *Middlemarch*, *Bleak House*, *The Portrait of A Lady*, etc., to explore the themes and conditions which contributed to the richest flowering of the English novel. One of our major problems will be to understand what the "great tradition" of the English novel comprises. Fall Semester. t.th.s. 10. Miss Ringler.
- 147* **Twentieth Century British Novel.** A survey of the modern novel in England, with emphasis upon changing social and political attitudes in the twentieth century. Novels will be grouped around topics such as "the empire," "politics and the intellectual," "sex and manners," and "the angry young man." Readings will include works of Hardy, Conrad, Ford, Huxley, Lawrence, Woolf, Forster, Orwell, Golding, and Amis. Fall Semester. t.th.s. 9. Mrs. Levy.
- 151 **Seminar: Dickens.** A study of Dickens' major novels. Enrollment limited to 15. Prerequisite: Consent of the instructor. Spring Semester. w. 7. Mr. Renner.
- 165* **The Damned and the Divine: Eighteenth and Nineteenth Century American Prose and Poetry.** 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. Spring Semester. t.th. 10. Miss Ringler.
- 167 **Gerard Manley Hopkins.** A reading of the poetry of Hopkins, centering on the problem of poetry and belief (see the description for English 110). Enrollment limited to 15. Half-course, second half of Fall Semester. m.w. 2:45-4. Mr. Duvall.
- 169* **The European Novel.** Emphasis on the late nineteenth and twentieth century writers in Western and Eastern Europe and England, their preoccupation with failing cultural and moral values, and the search for a new mythology. Spring Semester. t.th. 1:15-2:30. Mr. Eisenstein.
- 172 **T. S. Eliot.** A reading of the poetry and theory of T. S. Eliot, centering on the problem of poetry and belief in the twentieth century (see the description for English 110). Enrollment limited to 15. Half-course, first half of Spring Semester. th. 7. Mr. Duvall.
- 173 **Seminar: Jews at Princeton: Fitzgerald and Hemingway.** A study of the major novels and stories of Fitzgerald and Hemingway to illuminate the relationship

between the two writers, their understanding of alienation in the American twenties and thirties, and their reassessment of the American Dream. We will also try to evaluate the relative achievements of these authors by exploring their aesthetic theories and practices. Enrollment limited to 15. Both semesters. t. 7. Miss Ringler.

- 176 **W. H. Auden.** A reading of the poetry and plays of W. H. Auden, centering attention on the problems of poetry and belief in the twentieth century (see the description for English 110). Enrollment limited to 15. Half-course, second half of Spring Semester. th. 7. Mr. Duvall.
- 179 **Seminar in Faulkner.** The seminar will be devoted to an intensive study of five or six novels of William Faulkner, with readings in the major works of literary criticism. The emphasis will be on close readings of the texts which will include **The Sound And The Fury**, **Light In August**, and **Absalom, Absalom!** Open to junior and senior English majors. Enrollment limited to 15. Spring Semester. t. 2:45-5:45. Mrs. Levy.
- 181* **Survey of American Poetry.** The course will encourage the reading and discussion of American poetry and poetics from the Puritans to our contemporaries. Each student will give an oral report and write at least one paper. Spring Semester. t.th.s. 10. Mr. Meyers.
- 182* **Modern Drama.** 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. t.th.s. 9. Mrs. Levy.
- 185 **Senior Seminar.** A discussion of areas and problems in English literature, the seminar will emphasize the development of certain forms and themes from one historical period to another. Strongly recommended for senior majors. Open to senior majors and others by consent of the instructor. Enrollment limited to 15. Fall Semester. w. 7. Mrs. Goslee.
- 187a, b **Creative Writing.** Reading and criticism of student prose and poetry. Fall Semester. t.th. 1:15-2:30. Mr. Eisenstein. Spring Semester. t. 7. Mr. Meyers.
- 189* **Japanese Literature in Translation.** Japanese prose and poetry from the eleventh century **Tales of Genji** to Mishima, Kawabata, and others in the twentieth century. Emphasis will be on writers students choose to study. Spring Semester. t.th. 4-5:15. Mr. Eisenstein.
- 191CC **Black Writers in America.** (For description, see Black Studies 191CC.) Both semesters. m.w.f. Mrs. Jackson.
- 192CC **Special Studies in Black American Writers.** (For description, see Black Studies 192CC.) Spring Semester. w. 7. Mrs. Jackson.

**Recommended for non-majors as well as majors—that is, for all students interested in literary study.*

English Tutorials (discussion classes limited to six students each) are scheduled each half-semester by members of the English faculty to provide intensive practice and in-class analysis of writing skills. Topics of tutorials range from close consideration of style and structure to the planning and writing of a research paper or practice in writing essay examinations. Open to all students, these classes are not required, but they are strongly recommended for students who have difficulty in analytic writing. A list of tutorials is published twice each semester by the English faculty. Tutorials are offered each half-semester for half-course credit.

See also the catalogs of Claremont Men's, Harvey Mudd, Pomona, and Scripps Colleges.

FRENCH

In the interest of providing more flexible placement in lower-division courses in French, Pitzer College, Claremont Men's College, and Scripps College have agreed to a combined lower-division foreign language program. Pitzer students normally enroll in courses at their own college and will be placed at Claremont Men's College or Scripps College only if the level of work needed is not offered at Pitzer.

- 1, 2 **Introductory French.** 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 Barko. Course 2: Fall Semester, m.t.w.f. 9, Mrs. Grange; Spring Semester, m.t.w.f. 9, Miss Barko.
- 53 **Intermediate French.** Continued intensive practice of basic skills. Grammar review. Readings in literature. Given every semester. Laboratory arranged. Fall Semester: m.w.f. 10, Miss Barko; m.w.f. 11, Mrs. Grange. Spring Semester: Claremont Men's College, m.w.f. 9, Mrs. Smith; Scripps College, m.w.f. 10, Mr. Fine.
- 54 **Advanced French.** Refinement of basic skills through study of literature. Given every semester. Laboratory arranged. Fall Semester: m.w.f. 9, Mrs. Klein; m.w.f. 1:15, Mrs. Grange. Spring Semester: m.w.f. 9, Mrs. Grange; t.th.s. 10, Mrs. Klein.
- 105 **French Civilization.** A study of selected major developments in French history, thought, and art. Prerequisite: French 54 or equivalent. Half course, given both halves of Spring Semester. m.w.f. 11. Mrs. Grange.
- 114 **French Writers and the Establishment.** Claremont Men's College. Prerequisite: French 54 or permission of the instructor. Fall Semester. t.th. 12. Mr. Groos.
- I-115 **French Culture and Civilization.** Scripps. Prerequisite: French 54 or equivalent. Spring Semester. m.w.f. 1:15. Mr. Durand.
- 118 **Four Novels of the Early Twentieth Century.** Gide, *l'Immoraliste*; Alain-Fournier, *Le Grand Meaulnes*; Mauriac, *Therese Desqueyroux*; Proust, *De Cote de Chez Swann*. Half course, first half of Fall Semester. m.w. 2:45-4. Miss Barko.

- 119 **Baudelaire and Rimbaud.** Half course, second half of Fall Semester. m.w. 2:45-4. Miss Barko.
- 120 **Nineteenth Century French Novel.** Claremont Men's College. Prerequisite: For advanced students. Fall Semester. w.f. 1:30. Mr. Rand.
- 120a, b **Survey of French Literature and Civilization.** Pomona College. Both Semesters. m.w.f. 11. Mr. Leggewie.
- I-120 **Representative French Authors.** Scripps College. Prerequisite: French 54 or equivalent. Fall Semester. m.w.f. 11. Mr. Durand.
- 122 **Moliere and His Time.** Claremont Men's College. Prerequisite: For advanced students. Spring Semester. m.w.f. 11. Mrs. Smith.
- I-122 **The Age of Enlightenment.** Scripps College. Prerequisite: French 54 or equivalent. Spring Semester. m.w.f. 9. Mr. Fine.
- I-124 **Selections from Modern French Literature.** Scripps College. Prerequisite: French 54 or equivalent. Spring Semester. m.w.f. 11. Mr. Durand.
- 125 **From Symbolism to Surrealism in French Poetry.** A study of the concepts of symbolism and surrealism and their expression in French poetry. Emphasis is on the following poets: Mallarme, Valery, Eluard, Aragon, and Reverdy. Spring Semester. t.th. 1:15-2:30. Miss Barko.
- 125 **Theater of the Nineteenth Century.** Pomona College. Fall Semester. m.w.f. 1:15. Mr. Pronko.
- I-125a, b **Social and Metaphysical Revolt from Rousseau to Existentialism.** Scripps College. Prerequisite: French 54 or equivalent. Fall Semester. m. 4:15; w. 1:15-3:05. Miss Chefedor.
- I-126 **The French Theatre.** Scripps College. Prerequisite: French 54 or equivalent. Fall Semester. m.w.f. 11. Miss Chefedor.
- 127 **Modern French Theater.** Pomona College. Spring Semester. m.w.f. 1:15. Mr. Pronko.
- I-127a, b **Masterpieces of French Poetry.** Scripps College. Prerequisite: French 54 or equivalent. Both Semesters. m.w.f. 10. Mr. Arie.
- I-133 **Art of the Novel in Twentieth Century France.** Scripps College. Prerequisite: French 54 or equivalent. Spring Semester. m.w.f. 11. Miss Chefedor.
- I-138 **Voyage et Exotisme.** Scripps College. Prerequisite: Permission of the instructor. Fall Semester. m.w.f. 11. Miss Chefedor.
- I-139 **French Stylistics.** Scripps College. Prerequisite: French 54 or equivalent. Spring Semester. m.w.f. 11. Mr. Arie.
- 150 **Contemporary French Poetry.** Pomona College. Spring Semester. m.w.f. 10. Miss Jacobson.
- 170 **Renaissance.** Pomona College. Spring Semester. m. 3. Mrs. Crosby.

- 181 **Masterpieces of European Literature in Translation.** Pomona College. Fall Semester. t.th. 10. Mr. Leggewie.
- 190 **Special topics: Medieval French Literature.** Pomona College. Spring Semester. t. 3. Miss Johnson.
- 192 **Reading and Research.** Pomona College. Both semesters. Staff.
- I-195 **Senior Seminar in French.** Scripps College. Spring Semester. Time arranged. Miss Chefdor.

GERMAN

In the interest of providing more flexible placement in lower-division courses in German, Pitzer, Claremont Men's, and Scripps Colleges have agreed to a combined lower-division foreign language program. Pitzer students normally enroll in courses at their own college and will be placed at Claremont Men's College or Scripps College only if the level of work needed is not offered at Pitzer.

- 1, 2 **Introductory German.** Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Four class meetings per week. Course 1 is given first semester only; course 2 every semester. Laboratory arranged. Course 1: Fall Semester: at Claremont Men's College: m.t.w.f. 8, Mr. Poynter; at Scripps College: m.w.f. 2:15 and 1 hour arranged, Mrs. Potter. Course 2: Fall Semester: at Pitzer College: m.w.f. 11 and 1 hour arranged, Mrs. Kleist. Spring Semester: at Claremont Men's College: m.w.th.f. 8, Mr. Sabiers; at Scripps College: m.w.f. 2:15 and 1 hour arranged, Mrs. Potter.
- 53 **Intermediate German.** Continued intensive practice of basic skills. Grammar review. Readings in literature. Given every semester. Laboratory arranged. Fall Semester: m.w.f. 1:15, Mrs. Kleist. Spring Semester: m.w.f. 11, Mrs. Kleist.
- 54 **Advanced German.** Refinement of basic skills through study of literature. Given every semester. Laboratory arranged. Fall Semester: at Claremont Men's College: t.th. 1:30, Mr. Poynter. Spring Semester: at Claremont Men's College: m.w.f. 9, Mr. Sabiers; at Scripps College: m.w.f. 1:15, Mrs. Potter.
- 101 **Introduction to German Literature.** Pomona College. Spring Semester. Mr. Garlick.
- I-111 **Selections from Modern German Literature.** Scripps College. Fall Semester. m.w.f. 10. Mrs. Potter.
- 112 **German Civilization and Culture.** Pomona College. Spring Semester. Mr. Sheirich.
- 123 **German Literature 800-1750.** Pomona College. Fall Semester. m.w. 1:15-2:30. Mr. Sheirich.
- 136 **Modern German Novella.** Claremont Men's College. Fall Semester. w.f. 1:30. Mr. Sabiers.



"Pitzer's trying too hard to establish a reputation. It's necessary, but it's like we're not getting to the business at hand. To me, to build a reputation you should do the business at hand, then worry what comes out of it."

- 140 **Kafka and Mann.** Claremont Men's College. Spring Semester. Mr. Sabiers.
- 150a, b **Modern German Literature.** Pomona College. Full year. m.w.f. 9. Mr. Brueckner.
- I-164 **Classical German Drama.** Scripps College. Spring Semester. Mrs. Potter.
- 192 **Reading and Research.** Pomona College. Both semesters. Staff.
- 130 **Thomas Mann: His Life and Works.** This study considers Thomas Mann in his long career as an outstanding representative of European intellectual life, spanning the period from the turn of the century to the time after World War II. Special consideration is given to the fact that he, like many other writers, had to emigrate from Germany to find a haven in the United States. Selections from his fiction and autobiographical writings. Lectures in English, readings in either German or translation. (Not offered in 1969-70) Mrs. Kleist.
- 140 **Modern German Drama.** Plays by Hauptmann, Schnitzler, Expressionist writers, Brecht, and contemporary authors are studied within the social and political climate of their respective periods. (Not offered in 1969-70) Mrs. Kleist.
- 150a **The Post-War German Novel.** Prose writings of the generation which emerged from the collapse of the Third Reich and critically evaluated the recent past. The novels depict the political and social conditions in Germany during the war years and the final disaster, during military occupation, recovery, and the period of prosperity in West Germany. We will discuss works by Theodor Plievier, Heinrich Boll, Gunter Grass, Gerd Gaiser, Max Frisch, Friedrich Durrenmatt, and two observers from the outside: Thomas Mann and Hermann Hesse. Lectures and discussions in English; all works are available in German and in translation. No prerequisites. Half course, first half of Fall Semester. t.th. 2:45-4:00. Mrs. Kleist.
- 150b **Germany's "Angry Young Men": The Novel after the year Zero (1945).** The focus is on those writers who felt most strongly committed to the political and social cause. Their "engagement" compelled them to experiment with stylistic

devices in order to find adequate expression for the conditions of our time. We will analyze narrative techniques which are part of the critical message of the authors to their contemporaries. Readings and discussions in German. Prerequisite: German 150a. Half course, second half of Fall Semester. t.th. 2:45-4:00. Mrs. Kleist.

160a **Berlin—Changing Image of a City.** The colorful history of Berlin is traced through its various stages: Berlin, the capital of the Prussian Kingdom, the growing metropolis during the Wilhelmian Era, the cosmopolitan cultural center in the twenties, the capital of Hitler's Reich, the scene of the final battle in 1945, and the divided Berlin after the war. We will discuss selections of literature which depict the metamorphoses of this fascinating city. Readings in translation, discussions in English. No prerequisites. Half course, first half of Spring Semester. t.th. 2:45-4:00. Mrs. Kleist.

160b **Berlin.** While the first half of the course concentrates on the changes caused by historical and political developments, the second half is devoted to works of literature in which the psychological and aesthetic aspects are predominant. Readings and discussions in German. Prerequisite: German 160a. Half course, second half of Spring Semester. t.th. 2:45-4:00. Mrs. Kleist.

HISTORY

Note: The following courses may be counted toward fulfillment of the distribution requirement in history (see page 37): History 12, 14, 20, 21, 36, 37, 55, 56, 60CC, 120, 123, 140, 141, 144, 145.

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 strength 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 1969-70)

20, 21 **A Survey of European History from the Middle Ages to the Present.** A study of European history and civilization from the Middle Ages to the present with special emphasis on intellectual and cultural developments. Must be taken as a year course and grades will be given at the end of the year. Primarily for freshmen and sophomores. Not open to students enrolled in History 36 or 37. Enrollment

limited to 30 students. Fall Semester, t.th. 10, and 1 hour arranged, Mrs. Shapiro. Spring Semester, m.w. 11-12:15, Mr. Warmbrunn.

- 36 **Enlightened Despotism, Revolution, and Empire: Europe 1713-1815.** A Study of Europe in the eighteenth 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. 2:45-4. 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 twentieth century. The major intellectual movements of the nineteenth century such as Marxism, Darwinism, the new sciences of man, and the counter-revolutions of the twentieth century will be examined in their historical contexts through the writings of their main figures and 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, m.w. 2:45-4. Mr. Warmbrunn.
- 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 consent of the instructor. Fall Semester, m.w.f. 8. Mr. Everett.
- 56 **United States 1865-Present.** A continuation of History 55. Either course may be taken separately. Enrollment limited to freshmen and sophomores, except with the consent of the instructor. Spring Semester, m.w.f. 9. Mr. Lopez.
- 60CC **Society and Tradition in East Asia.** A topical introduction to the development of pre-modern political, social, and cultural forms in China and Japan, with correlated, chronological readings. Several major instances will serve as a framework for presenting related material. Fall Semester. Lecture m. 2:15. Section 1, m.w. 8, Mr. Haeger. Section 2, m.w. 9, Mr. Haeger. Section 3, m.w. 9, Mr. Greenberger. Section 4, m.w. 10, Mr. Rosenbaum. Section 5, m.w. 3:15, Mr. Rosenbaum. Section 6, m.w. 3:15, Mr. Greenberger.
- 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. 11-12:15. Mrs. Shapiro.

- 121 **Seminar in Renaissance Florence.** This seminar will examine the political and cultural developments of Renaissance Florence. Mrs. Shapiro. (Not offered in 1969-70)
- 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 1969-70)
- 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 seventeenth century. The course will emphasize religious and intellectual developments and their relation to political, social, and economic conditions. Mrs. Shapiro. (Not offered in 1969-70)
- 127 **Seminar: England in the Seventeenth Century.** The seventeenth 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. Enrollment limited to 15. Spring Semester. m.w.f. 9. Mrs. Shapiro.
- 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 sixteenth and seventeenth 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 seventeenth century literature. Mrs. Shapiro. (Not offered in 1969-70)
- 129 **Renaissance and Reformation England.** Mrs. Shapiro and Mr. Duvall. (Not offered in 1969-70)
- 130 **From Bismarck to Hitler: Germany, 1871-1945.** This course will cover the intellectual and political history of Germany since the founding of the Second Empire in an attempt to identify some of the reasons why the Third Reich could come into existence and why it came so close to succeeding. Open to juniors and seniors with previous work in modern European history. Enrollment limited to 20 students. Sophomores must obtain consent of the instructor. May be taken for half-course credit, if taken in conjunction with German 150 a-b "The Post-War German Novel." Fall Semester. m.w. 2:45-4. Mr. Warmbrunn.

- 133 **British Empire and Commonwealth, 1783 to Present.** The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and South-east 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. 1:15-2:30. 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 with consent of the instructor. Enrollment limited to 20 students. Mr. Warmbrunn. (Not offered in 1969-70)
- 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**. Mr. Greenberger. (Not offered in 1969-70)
- 141 **India Since 1707.** From the decline of the Mogul Empire, 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 independent nations on the subcontinent. Post-independence India and Pakistan will also be discussed. Source materials such as the writings of Indian nationalist leaders and fiction, both Indian and British, will be widely utilized. Fall Semester. m.w. 11-12:15. 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. Mr. Greenberger. (Not offered in 1969-70)

- 145 **Japan, 1800 to Present.** From the mid-Tokugawa period 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 1969-70)
- 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 problem of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: Previous study in history or the social sciences or consent of the instructor. Mr. Everett. (Not offered in 1969-70)
- 156 **The United States in the Twentieth Century, 1890-1950's.** A study of the economic, social, political, and intellectual developments which have fostered and shaped America's emergence as a world power. Graduate students' re-enrollment is encouraged and there will be a special discussion section for graduates and advanced undergraduates. Prerequisite: Substantial work in history or the social sciences. Fall Semester. m.w.f. 10. Mr. Everett.
- 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. Mr. Everett. (Not offered in 1969-70)
- 158 **The United States, 1933-Present.** A continuation of History 157. The depression, the New Deal, World War II, the American response to Communism, post-war 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. Mr. Everett. (Not offered in 1969-70)
- 181 **Seminar in Imperialism.** The late nineteenth 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 those 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 nineteenth century writers. Mr. Greenberger. (Not offered in 1969-70)

- 199 **Senior Seminar in History.** An examination of advanced problems in history and historiography designed for the senior major. One meeting per month. One half-course credit for both semesters. Half-course, throughout the year. Time arranged. Staff.
- 250 **Readings in Modern Indian History.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Spring Semester. w. 4-6. Mr. Greenberger.
- 394 **Research Seminar in English History.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Spring Semester. w. 2-4. Mrs. Shapiro.

Intercollegiate Courses:

- 80CC The Southwestern United States in the Nineteenth Century. Fall Semester. Staff.
- 81CC The Southwestern United States in the Twentieth Century. Spring Semester. m. 9. Mr. Lopez.
- 103CC Reconstruction and Its Aftermath, 1865-1900. Both semesters. m.w.f. 11. Mr. Namasaka.
- 121CC Slavery in America, 1619-1865. Both semesters. t. 1:15, th. 1:15-3:15. Mr. Namasaka.
- 122G The United States, 1815-1877. Fall Semester. m.w.f. 10. Mr. Niven.
- 132a, b (CC) Tropical Africa. Both semesters. m.w.f. 9. Mr. Dwyer.
- 162CC Seminar: Pioneers in Black Protest. Miss Holloway. (Not offered in 1969-70)
- 178CC Social and Intellectual History of Modern Mexico. Fall Semester. t.th. 1:30-2:45. Mr. Koldewyn.

Courses available at Claremont Men's College:

- 81 Civilization of Greece. Fall Semester. m.w.f. 10. Mr. Cooper.
- 82 Civilization of Rome. Spring Semester. Mr. Cooper.
- 105 Egypt of the Pharaohs. Fall Semester. m.w.f. 12. Mr. Cooper.
- 106 Earliest Civilization of Fertile Crescent. Spring Semester. Mr. Cooper.
- 120 Military History. 1790-1945. Fall Semester. m.w.f. 11. Mrs. Rodman.
- 123 Russian Intellectual History. Fall Semester. t.th.s. 9. Mr. Rogers.
- 124 Russia and China. Spring Semester. Mr. Rogers.
- 127 Nineteenth Century European Intellectual History. Fall Semester, t.th.s. 10. Mr. Rogers.
- 153 Problems of English History. Spring Semester. Mrs. Rodman.
- 160 History of Chinese Communism. Fall Semester. t.th.s. 10. Mr. Rosenbaum.
- 163 Modern China. Spring Semester. Mr. Rosenbaum.
- 165 United States and China. Spring Semester. Mr. Rosenbaum.
- 175 Modern Japan. Spring Semester. Mr. Beckmann.
- 180 American Diplomatic History. Fall Semester. m.w.f. 11. Mr. Lofgren.
- 184 United States Since 1929. Spring Semester. Mr. Lofgren.
- 191 Constitutional Development of Athenian Polis. Spring Semester. Mr. Cooper.
- 193 History of European Liberalism. Fall Semester. w.f. 1:30. Mrs. Rodman.



"I think there are discrepancies between what is in the catalog and what is actually here, and I have my own theories why..."

Courses available at Harvey Mudd College:

- 105 History of Science. Fall Semester. m. 1:15-3:05. Mr. Rae.
- 106 History of Science. Spring Semester. Mr. Rae.
- 149 Technology in Civilization I. Fall Semester. t. 2:45-5:15. Mr. Blaine.
- 150 Technology in Civilization II. Spring Semester. Mr. Blaine.

Courses available at Pomona College:

- 101 Greece. Spring Semester. Mr. Evans.
- 103 The Middle Ages. Fall Semester. t.th.s. 9. Mr. Learnihan.
- 106 Tudor and Stuart England. Fall Semester. m.w.f. 8. Mr. Gleason.
- 107 Britain Since 1760. Spring Semester. Mr. Dwyer.
- 110 Revolutionary Europe. Spring Semester. Mr. Poland.
- 113a Europe Since 1848. Fall Semester. m.w.f. 10. Mr. Koblik.
- 113b Europe Since 1848. Spring Semester. Mr. Koblik.
- 114a Russia. Fall Semester. t.th. 8. Mr. Poland.
- 114b Russia. Spring Semester. Mr. Poland.
- 117 Intellectual History of Modern Europe. Spring Semester. Mr. Learnihan.
- 118 Economic History of the Modern World. Western Europe. Spring Semester. Mr. Palmer.
- 120a American Civilization. Fall Semester. m.w.f. 11. Mr. Kemble.
- 120b American Civilization. Spring Semester. Mr. White.
- 125 American Social History since 1865. Spring Semester. Mr. Harris.
- 128 United States Foreign Relations in the Twentieth Century. Spring Semester. Mr. Campbell.
- 132a Tropical Africa. Fall Semester. m.w.f. 9. Mr. Dwyer.
- 132b Tropical Africa. Spring Semester. Mr. Dwyer.
- 136 Latin America Since 1810. Spring Semester. Mr. Levy.
- 137 Revolution in Latin America. Fall Semester. m.w. 2:15 and arranged. Mr. Levy.
- 140 The Study of History. Fall Semester. t.th. 2:40-3:55. Staff.
- 144 China. Fall Semester. t.th. 1:15. Mr. Haeger.
- 148 Southeast Asia. Fall Semester. m.w.f. 9. Mr. H. B. Smith.
- 151 Scandinavia. Spring Semester. Mr. Scott.
- 157 Human Migration. Fall Semester. m.w. 2:15-3:30. Mr. Scott.
- 170 The French Revolution. Fall Semester. t. 7:30-10. Mr. Poland.
- 177 Western America. Spring Semester. Mr. Kemble.

Courses available at Scripps College:

- III-63 American Civilization in Brown Decades. Fall Semester. m.w.f. 10.
Mr. White.
- III-66 America in Crisis, 1929-1945. Spring Semester. Mr. White.
- III-116 American Renaissance. Spring Semester. Mr. White.
- III-130a France in the Nineteenth Century. Fall Semester. m.w. 1:15-2:30.
Mr. Brogden.
- III-130b France in the Twentieth Century. Spring Semester. Mr. Brogden.
- III-131a Nationalism, Liberalism, Socialism. Fall Semester. m.w. 2:45-4.
Mr. Brogden.
- III-131b European Social History. Spring Semester. Mr. Brogden.
- III-140 History of Early Middle Ages. Fall Semester. m.w. 4:15-5:30.
Mr. Blaine.
- III-141 History of the Later Middle Ages. Spring Semester. Mr. Blaine.
- III-149 Technology in Civilization I. Fall Semester. t. 2:45-5:15. Mr. Blaine.
- III-150 Technology in Civilization II. Spring Semester. Mr. Blaine.
- III-155 Renaissance Italy. Fall Semester. t.th. 11-12:15. Mr. Geerken.
- III-156 Reformation Europe: 1500-1648. Spring Semester. Mr. Geerken.
- III-157 Problems in Renaissance Thought. Fall Semester. t.th. 1:15-2:30.
Mr. Geerken.
- III-158 Patterns of Reformation Thought. Spring Semester. Mr. Geerken.

HUMANITIES

- 20 **Social Imagination in the West.** This course will be an introduction to the manner in which men have thought about society and social problems, ranging from Sophocles and Plato to Marcuse and Malcolm X. Each week the class will examine one or two major works of social commentary—some literary, some historical, some philosophical—and through these writings come to terms with the problems raised in them, the men who wrote them, and the culture that was midwife to them. Since the instructor makes no claims of omniscience, he will invite other members of the Pitzer community to provide guest lectures on the writings with which they are especially familiar. This course will be designed to provide the first-term student with a perspective from which to view the intellectual opportunities available in future studies in the humanities and social sciences. Fall Semester. t.th. 10 and 1 hour arranged. Mr. Spitzberg.
- 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.
- 100 **Philosophy and Social Institutions: The University.** This course will be an exercise in the philosophical analysis of the social values which should be considered in deciding what a university ought to be. This examination of social values is

undertaken in the belief that one can come to understand the important concepts of social philosophy only within the framework of specific social problems and that an understanding of these concepts will illuminate the design of social institutions. Students will examine competing philosophies of education, various conceptions of the nature of a university, and the impact of specific social values on one's conception of education and educational institutions. The class will then conduct an abbreviated survey of the history of European and American higher education before turning to a series of practical problems facing universities—for example, the design of curriculum, the rights of students, the protection of academic freedom, the governance of a university, and the use of universities as instruments of social reform. The student will be asked to write two papers: the first about a concept in social philosophy; the second applying the conceptual analysis to a practical problem of the university, with special reference to The Claremont Colleges. This course will be open to sophomores, juniors, and seniors who have had introductory courses in philosophy in addition to one of the social studies. Fall Semester. t.th. 2:45-4. Mr. Spitzberg.

- 101 **Philosophy and Social Institutions: Urban Affairs.** This course will examine the relationship between concepts in social philosophy and the design of social institutions consistent with a possible framework of social values. Here students will face the problem of all philosopher-kings—how to develop an analytical perspective which will satisfactorily deal with the most intractable of social problems, those of the cities. The class will analyze such traditional social concepts as society, the city, equality, justice, freedom, representation, alienation, and the public interest, and see how effectively this analysis clarifies their thinking about poverty, welfare programs, urban renewal, city planning, public education, and the techniques of change—whether by reform or revolution. Students will be asked to write two papers: the first about a concept in social philosophy; the second applying the conceptual analysis to a practical problem in urban affairs. This course will be open to sophomores, juniors, and seniors who have had introductory courses in philosophy and one of the social studies. Spring Semester. t.th. 1:15-2:30. Mr. Spitzberg.

See also courses listed under art, classics, English, music, philosophy, as well as literature courses in foreign languages.

Intercollegiate Courses:

Humanities

90CC Contemporary Black Arts. Fall Semester. m.w.f. 2. Mr. Crouch.

INTERNATIONAL RELATIONS

See Political Studies



"I'd like to see more faculty-student activities, especially outside the college."

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-132 Contemporary Italian Literature. Fall Semester. m.w.f. 3:15. Mrs. Ewing.
I-163 Renaissance Italian Literature. Spring Semester. Mrs. Ewing.
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JAPANESE

Courses available to undergraduates at the Claremont Graduate School:

- 1a, b, (G) Elementary Japanese. Both semesters. m.w.f. 9. Mr. Jones.
101a, b (G) Intermediate Japanese. Both semesters. m.w.f. 11. Mr. Jones.
201a, b (G) Advanced Japanese. Both semesters. m.w.f. 2. Mr. Jones.
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LINGUISTICS

- 80 **The Social Significance of Language.** An examination of the importance of differences in the way people speak and why such differences should exist. The course will examine such topics as: "non-standard" language, slang, swearing, bilingualism, linguistic change, literacy, and the importance of linguistic skills in education. Mr. Macaulay. (Not offered in 1969-70)

- 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 172. Fall Semester. t.th. 2:45-4. Mr. Macaulay.
- 151 **The Linguistic Study of Contemporary English.** A systematic study of present-day English. The main emphasis will be on syntax and morphology, following the transformational approach of N. Chomsky, but some reference will also be made to phonology and semantics. Other topics covered include regional and social differences in language usage, styles, and deviance, slang and jargon, euphemisms and taboo expressions, neologisms and archaisms. Prerequisite: Linguistics 103 or consent of instructor. Mr. Macaulay. (Not offered in 1969-70)
- 161 **Linguistics and Foreign Language Learning.** The central purpose of the course is to enable students to make a linguistic comparison of two languages in order to focus attention on the difficulties faced by the speaker of one of the languages in learning the other. The primary emphasis will be on the contrastive analysis of Spanish and English, but students of another romance language could also participate. The course will also touch on such topics as: theories of language learning and language teaching, language laboratories, the value of text-books, realistic goals in language teaching programs, literary and cultural aspects of foreign language learning. Prerequisite: Competence in Spanish or another romance-language, plus Linguistics 103 or consent of instructor. Mr. Macaulay. (Not offered in 1969-70)
- 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. Prerequisite: A course in linguistics or psychology, or consent of instructor. Mr. Macaulay. (Not offered in 1969-70)
- 236a, b **Language and Learning.** Graduate course: Consent of instructor. Both semesters. Mr. Regan.
- 251 **Linguistics.** Graduate course: Consent of instructor. Fall Semester. t. 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. Spring Semester. m.w.f. 10. Mr. Contino.
- 12 **Calculus I.** A first course in differential and integral calculus. Functions, limits, continuity, derivatives, mean value theorem, the definite integral. Prerequisite: Four years of secondary school mathematics, placement, or Mathematics 11. Fall Semester. t.th. 10, f. 1:15. Miss Beechler.
- 13 **Calculus II.** Transcendental functions, techniques of integration, sequences, infinite series, Taylor's Theorem. Prerequisite: Mathematics 12. Spring Semester. t.th. 10, f. 1:15. 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. Miss Beechler. (Not offered in 1969-70)
- 55 **Calculus III.** A continuation of Mathematics 13 which will include study of partial derivatives, multiple integrals, and an introduction to differential equations. Prerequisite: Mathematics 13. Fall Semester. m.w.f. 10. 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 of mathematics above Mathematics 11. Miss Beechler. (Not offered in 1969-70)
- 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 cooperation with Claremont Men's College, Harvey Mudd College, and Pomona College; offered in 1969-70 at Pitzer College.) Fall Semester. t.th. 2:45-4. Miss Beechler.

See also catalogs of Claremont Men's, Harvey Mudd, and Pomona Colleges.

MEXICAN AMERICAN STUDIES

An intercollegiate program of The Claremont Colleges.

(For registration purposes, these courses count as Pitzer College courses.)

HISTORY

- 80CC **The Southwestern United States in the Nineteenth Century.** Ethnic origins of population. History of social, political, and economic developments with special

emphasis on interaction among ethnic components of the population. Fall Semester. Time arranged. Staff.

- 81CC **The Southwestern United States in the Twentieth Century.** Study of social, political, and economic institutions with special emphasis on the Mexican-American in California. The history of immigration, expatriation, and farm labor will receive particular attention. Spring Semester. m. 7. Mr. Lopez.
- 178CC **Social and Intellectual History of Modern Mexico.** Ethnic origins of Mexico's *mestiza* culture. Social patterns and intellectual currents during the nineteenth and twentieth centuries. Fall Semester. t.th. 1:30-2:45. Mr. Koldewyn.

POLITICAL STUDIES

- 75CC, 76CC **Contemporary Politics of the Southwest.** Analysis of the southwestern political system. Interaction of Mexican Americans with federal, state, and local government. Comparative study of ethnic groups in their attempts to participate in government. Internal barrio politics and farm labor politics; external efforts to manipulate their systems. Examples from the east, south, and other regions will be drawn upon to illustrate the special character of the southwestern political system. Fall Semester will emphasize conceptual framework and the political ideology of social movements. Spring Semester will focus on barrio politics, the farm labor movement, and other movements. Prerequisite for 76CC: 75CC or consent of the instructor. m.w.f. 9. Mr. Munoz.

PSYCHOLOGY

- 80CC **Psychological Development in Mexican-American Children and Youth.** Effects of the Mexican-American culture, the forces of acculturation, and the Civil Rights movement on the personality development of the child and adolescent. Although the course will focus on Mexican-Americans, comparisons will also be made with Afro and Anglo-Americans. Fall Semester. m.w. 4-6. Mr. Ramirez.
- 153CC **The Marginal Man: Experiments and Research in Personality.** A review of current personality research with emphasis on the relationship of social institutions to identity problems of the bi-cultural person, that is, "the marginal man." Students will design and carry out research projects. Prerequisite: Introductory Psychology and Statistics, or consent of instructor. Spring Semester. m.w. 4-6. Mr. Ramirez.

SOCIOLOGY

- 60CC **Sociology of the Mexican-American.** Sociological perspectives on family patterns, social structure, and Mexican culture in general within the context of another dominant culture. Fall Semester. t.th. 10. Mr. Sena Rivera.
- 90CC **Mexican-American Social Problems.** Analysis of cases and the consequences of poverty, crime, and delinquency, family dissolution, and deviant behavior. Sociological aspects of formal institutions as they relate to Mexican-Americans. Comparative study involving formal institutions and other ethnic minorities. Prerequisite: Sociology 60CC, or introductory sociology course, or consent of the instructor. Spring Semester. t.th. 10. Mr. Sena Rivera.

SPANISH

- 10CC, 11CC **Spanish as a Native Language: Level I.** Basic concepts of language for use in oral and written communication. All course work in Spanish. Intended primarily for students who already have some familiarity with the sound of Spanish. Both semesters. m.w.f. 1:30. Miss Ibarra.
- 50CC, 51CC **Spanish as a Native Language: Level II.** Advanced practice in written and spoken use of Spanish. Introduction to some Mexican and Chicano literary works and newspapers. All course work in Spanish. Intended primarily for students who already have some familiarity with the sound of Spanish. Both semesters. m.w.f. 3:30. Staff.
- 173CC **Seminar: The Literature of Mexico.** Mexican literature with emphasis on contemporary works. Prerequisite: Consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mrs. de Sheldon.

MUSIC

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

- 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.
- 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. No academic credit. Both semesters. m. 4:15-6, th. 7-9. Mr. Lilley.

No academic credit is given for private instruction in voice or instrument or for ensemble.

See also the catalogs of Scripps and Pomona Colleges.

NATURAL SCIENCES

A Joint Program with Scripps and Claremont Men's Colleges

BIOLOGY COURSES

- 43, 44 **Introductory Biology I and II.** The objectives of the course are to provide the student with a basic knowledge of biology, to introduce him to experi-

mental technique and the scientific method, and to indicate the importance of biological principles and life functions rather than focus on descriptive biology. The course treats life at the molecular, cellular, species, and community levels. The laboratory consists of experiments selected to illustrate basic biological principles. Three lectures and one three-hour laboratory per week. Laboratory fee \$8 per semester. Lectures m.w.f. 10. Laboratories: Fall Semester, m.-f. 1:15-4:15, Miss Mathies and Staff; Spring Semester, t.-f. 1:15-4:15, Mr. Coles and Staff.

- 50, 51 **Natural Science I and II** (see Physical Science area courses).
- 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. Lectures and laboratory m. 2:15-5:15, f. 1:15-4:15 and arranged. Mrs. Dickinson.
- 140 **Ontogeny and Evolution of Invertebrates.** Aspects of invertebrate biology included are physiology, embryology, structure and 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. Laboratory fee \$8. Fall Semester. Lectures m.w.f. 11. Laboratory th. 1:15-5:15. Some weekend field trips. Mr. Eriksen.
- 141 **Ontogeny and Evolution of Vertebrates.** Morphology, ontogeny and evolution of vertebrate organs 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: Introductory Biology. Laboratory fee \$8. Spring Semester. Lectures t.th. 10. Laboratory w. 1:15-5:15 and arranged. Mr. Guthrie.
- 142 **Physiological Homeostasis.** A course dealing with the physiology of organisms, chiefly vertebrate animals, and the principles by which organs, organ systems and animals maintain stable functioning in a changing environment. Prerequisite: Introductory Biology and consent of instructor. Laboratory fee \$8. Fall Semester. Lectures t.th. 10. Laboratory w. 1:15-5:15. 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. Miss Mathies. (Not offered 1969-70)
- 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. Prerequisite: Introductory Biology or consent of instructor. Fall Semester. Lectures w. 7:30-10.30 p.m. Mr. Guthrie.

- 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. Except for discussion of the environmental crises caused and faced by men, examples will emphasize other than vertebrate organisms. Prerequisite: Introductory Biology, one other laboratory science course, and consent of instructor. Laboratory fee \$8. Spring Semester. Lectures t.th. 8, f. 1:15. Laboratory f. 2:15-5:15 and field trips. 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. Prerequisite: Introductory Biology and consent of instructor. Mr. Coles. (Not offered in 1969-70)
- 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 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 current literature. Outside speakers and occasional lectures may supplement the material. Prerequisite: Introductory Biology, preferably

a course in Microbiology and consent of instructor. Miss Mathies. (Not offered in 1969-70)

- 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. Prerequisite: a course dealing with ecology or physiology and consent of instructor. Mr. Eriksen. (Not offered in 1969-70)
- 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. Spring Semester. Lectures w. 7:30-10:30 p.m. 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. Mr. Guthrie. (Offered in alternate years; not offered in 1969-70)
- 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. Mr. Eriksen. (Offered in alternate years; first offered in 1970-71)
- 166 **Man and Contemporary Problems in the Natural Sciences.** A course conducted as a seminar but involving readings, invited speakers, and papers. Course content will vary but will concern selected topics of current interest involving man and problems related to the natural sciences. Important topics which could be considered are: heat, noise, drugs, air, water, and soil pollution, pesticides, environmental quality, population control and food supply, eugenics, and human and environmental evolution. Prerequisite: A year of introductory college science or consent of instructor. Spring Semester. Lectures m.w.f. 11. Mrs. Carpelan.
- 189-190 **Senior Thesis Program in Biology.** Presentation of advanced topics in biology by both students and staff as well as occasional outside speakers. Original individual experimentation and theoretical investigations 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. Time arranged. Mr. Guthrie and Staff.

*Courses in Biology available at Pomona College***Botany**

- General Botany: Evolution in Action 5. Fall Semester. Mr. Benson.
 General Botany: Physiology and Structure 12. Fall Semester. Mr. Phillips.
 General Botany: Field Classification of Flowering Plants 15. Second Semester.
 Mr. Benson.
 Individual Plant Classification 75. Both semesters. Mr. Benson or Mr. Baker.
 Principles of Evolution and Taxonomy 105. Fall Semester. Mr. Benson.
 Plant Physiology 112. Second Semester. Mr. Phillips.
 The Angiosperms 115. Second Semester. Mr. Baker.
 Seminar: Botany and Related Fields 149. Both semesters. Staff.
 Botanical Problems 199. Each Semester. Staff.

Zoology

- Aquatic Biology 100. Spring Semester. Mr. Oglesby.
 Genetics 112. Fall Semester. Mr. Cohen.
 Comparative Anatomy 115. Fall Semester. Mr. Wirtz.
 Vertebrate Embryology 120. Spring Semester. Mr. Andrus.
 Cellular Physiology 122. Fall Semester. Mr. Andrus.
 Microtechnique 125. Fall Semester. Mr. Ryerson.
 Histology 126. Fall Semester. Mr. Ryerson.
 Mammalian Anatomy 135. Spring Semester. Mr. Ryerson.
 Animal Ecology 157. Spring Semester. Mr. Wirtz.
 Symbiosis 160. Spring Semester. Mr. Amrein.
 Comparative Physiology 167. Fall Semester. Mr. Oglesby.
 Macromolecular Biosynthesis 183. Spring Semester. Mr. Cohen.
 Seminars in Selected Topics 189. Both semesters. Staff.
 Introduction to Research in Zoology 199. Both Semesters. Staff.
 Physical Biology Seminar 99. Both semesters. Mr. Cohen.

(Details may be obtained from the Pomona College catalog)

Physical Science Courses

- 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. Prerequisite: high school chemistry or permission of instructor. Laboratory fee \$7. Fall Semester. Lectures, m.w.f. 8. Laboratory m. or t. or 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. Prerequisite: Calculus I preceding or accompanying the course, one year physics, and one year chemistry in high

- school, or permission of instructor. Laboratory fee \$6. Fall Semester. Lectures m.w.f. 9. Laboratory th. or. f. 1:15-5:15. Mr. Veigel.
- 22 **Principles of Chemistry II.** Properties of gases, liquids and solids. Chemical equilibria, kinetics and thermodynamics. Prerequisite: Chemistry 20 or Physics-Chemistry 21. Three lectures and one three-hour laboratory per week. Laboratory fee \$7. Spring Semester. Lectures m.w.f. 8. Laboratories m.-th. 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. Prerequisite: One year of high school physics or permission of instructor. Laboratory fee \$6. 30 Fall Semester, 31 Spring Semester as a two-semester sequence. Lectures m.w.f. 10. Laboratory m. or t. or w. 1:15-4:15. Mr. Dart.
- 32 **Principles of Physics II.** A continuation of Physics and Chemistry I, 21 above, dealing with electrical measurements, D.C. and A.C. circuits, electronics, properties of waves, and Maxwell's equations. Prerequisite: Physics-Chemistry 21. Laboratory fee \$6. Spring Semester. Lecture m.w.f. 10. Laboratory w. or th. 1:15-4:15. Mr. Klein.
- 50 **Natural Science I.** An introduction to the natural sciences as an integrated and expanding field of knowledge. The modern theories of cosmology, astronomy, geology, evolution, ecology, and the brain will be considered in the context of the questions, "Do the known laws of nature indicate how order and intelligent life arose on earth?" and "What is the likelihood of other intelligent life occurring in the universe?" Three lectures and one three-hour laboratory per week. Fall Semester. Lectures m.w.f. 9. Laboratories m.-f. 1:15-4:15. Mr. Klein and Staff.
- 51 **Natural Science II.** The basic laws and interrelations of physics, chemistry and molecular biology will be discussed. Certain philosophical-scientific questions, such as "Does man have free will?" and "Why do particles exist?" will also be examined. Three lectures and one three-hour laboratory per week. Spring Semester. Lecture m.w.f. 9. Laboratories m.-f. 1:15-4:15. Mr. Klein and Staff.
- 71, 72 **Organic Chemistry I and II.** A course designed to integrate the chemistry of aromatic and aliphatic compounds from the standpoints of structure, reaction mechanism and synthesis. Prerequisite: Chemistry 22. Laboratory fee \$7. 71 Fall Semester, 72 Spring Semester as a two-semester sequence. Lectures m.w.f. 10. Laboratory th. 1:15-5:15. Mr. Bovard.
- 81 **Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisite: Physics 32 and Calculus II. Laboratory fee \$6. Fall Semester. Lecture 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. Prerequisite: Physics 32 and Calculus III preced-

"The best thing about Pitzer for me was that it afforded me the opportunity to talk to a lot of people, to look at myself, both in a personal sense and an academic sense, and learn what my strengths and weaknesses were."



ing or accompanying the course. Laboratory fee \$6. Spring Semester. Lectures m.w.f. 10. Laboratory 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 82, but may be taken separately for half-course credit with consent of the instructor. Prerequisite: Physics 32. Laboratory fee \$6. Spring Semester. Laboratory t. 1:15-4:15. Mr. Merritt.

121, 122 **Principles of Physics and Chemistry III, IV.** 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 are considered. Prerequisite: Chemistry 22, Physics 32 and Calculus III. Laboratory fee \$6. 121 Fall Semester, 122 Spring Semester as a two-semester sequence. Lectures m.w.f. 9. Laboratory th. 1:15-5:15. Mr. Boorstein.

- 152 **Independent Study in Physical Science.** 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 arranged. Staff.

- 170 **Advanced Synthetic Chemistry.** An arranged course in advanced theory and techniques for synthesis of both organic and inorganic compounds. May be repeated for credit. Prerequisite: Chemistry 71 and 72. Both semesters. Time arranged. Staff.

187, 190 **Senior Thesis Program in Physical Science.** Original experimentation and theoretical investigations carried out under the supervision of a member of the staff and presentation of advanced topics. Completion of the investigations begun in 187 and preparation of the results as a senior thesis. A year-long course. Time arranged. Staff.

Courses available at Harvey Mudd College:

Chemistry

Inorganic Chemistry 103-104. Mr. Whiteker.
 Advanced Organic Chemistry 156. Spring Semester. Staff.
 Advanced Analytical Chemistry 114. Spring Semester. Staff.
 Advanced Physical Chemistry 157, 158. Mr. Campbell.

Courses available at Pomona College:

Biochemistry 115 a, b. Mr. Cornell.
 Advanced Organic Laboratory 125. Fall Semester. Mr. Allen.
 Advanced Analytical Chemistry 183. Spring Semester. Mr. Beilby.

Courses available at Harvey Mudd College:

Physics

Astrophysics 62. Spring Semester. Staff.
 Introduction to Nuclear Reactor Theory 64. Spring Semester. Staff.
 Theoretical Mechanics III. Fall Semester. Mr. Brown, Mr. Bell.
 Electricity and Magnetism 113-114. Mr. Sandmann, Mr. Waggoner.
 Quantum Mechanics 116. Spring Semester. Staff.
 Junior Physics Laboratory 133-134. Mr. Tubbs.
 Applications of Quantum Mechanics 152. Spring Semester. Staff.
 Fields and Waves 153-154. Mr. Stoddard.
 Thermodynamics and Statistical Mechanics 157. Fall Semester. Mr. Wolf.
 Advanced Laboratory 181. Fall Semester. Staff.

Courses available at Pomona College:

Physics

Fields, Waves, and Particles 100. Fall Semester. Mr. Fowler.
 Atomic and Nuclear Structure 101. Spring Semester. Mr. Fowler.
 Quantum Chemical Physics 110. Spring Semester. Mr. Harris.
 Electricity and Magnetism 141 a, b. Mr. Mitescu.
 Mechanics 151 a, b. Mr. Hughes.
 Advanced Physics Laboratory 192. Staff.
 Thermodynamics and Statistical Mechanics 195 a, b. Mr. Mitescu.

(Details may be obtained from catalogs of the individual colleges.)

PHILOSOPHY

- 1 **Introduction to Philosophical Problems.** A great deal of philosophical work continues to be carried on in written and spoken dialog. This course is intended to prepare the student to begin taking part in this dialog and to provide an introduction to the philosophical study of morality, the existence of God, freedom of will, skepticism, and other traditional topics. Readings from traditional and contemporary sources. For students who have had no previous work in philosophy. Open only to Pitzer students. Enrollment limited to 25. Spring Semester. t.th. 1:15-2:30. Mr. Bogen.
- 3 **Philosophy and Morality.** An introduction to philosophical analysis by way of a consideration of problems in moral philosophy. Topics include freedom and responsibility, moral and political obligation, conflicts of duty, cultural relativism, and the question whether morality is based on religious belief. Readings from traditional and contemporary sources including Mill, Ross, Kant, Anscombe, Kierkegaard. For students with no previous work in philosophy. Enrollment limited to Pitzer students. Fall Semester. m.w.f. 10. Mr. Bogen.
- 5 **Introduction to Logic.** An introduction to the techniques of formal logic and topics in the philosophy of language and logic. The techniques to be studied have turned out to be essential for precise and fruitful work on philosophical problems in a number of areas including metaphysics, theory of knowledge, ethics, and philosophy of language. Problems to be discussed are characteristic of important areas of twentieth century philosophy. Fall Semester. t.th. 1:15-2:30. Mr. Scales.
- 111 **Knowledge and Perception.** An exploration of questions dealing with skepticism and the nature of knowledge and perception. Readings from recent and contemporary philosophy. Prerequisite: One introductory course in philosophy or consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mr. Bogen.
- 112 **Seminar in the Philosophy of Law.** We shall critically examine *The Concept of Law* by H. L. A. Hart, and through this examination hopefully illuminate the nature of "law" and such related issues as the relationship between law and morality, the rationales of punishment, and the manner in which judges ought to make decisions. This course will be a writing seminar: each student will be expected to prepare a weekly essay and to undertake a more extensive writing assignment to be presented to the seminar *en banc*. Enrollment will be strictly limited and will require the consent of the instructor. Spring Semester. t. 7. Mr. Spitzberg.
- 120 **Topics in Ancient Philosophy.** The period covered constitutes the beginnings of Western philosophy. This was a period of extraordinary men who opened up most of the areas with which philosophers in the west have been concerned and made contributions of incredible brilliance and value to philosophy. Readings in metaphysics, philosophical psychology, and theory of knowledge from the pre-Socratics, Plato, Aristotle, and Sextus. Emphasis will be placed on the articulation of problems and doctrines which have turned out to be crucial for recent and contemporary philosophers. Prerequisite: An introductory course in philosophy or consent of the instructor. Fall Semester. w. 3. Mr. Bogen.

- 170, 171 **Special Studies in Philosophy.** Directed independent study of a philosophical topic of the student's choice. Intended primarily for majors, but open to some non-majors. Prerequisite: Consent of the instructor. Both semesters. Time arranged. Mr. Bogen.
- 203 **Aristotle.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Spring Semester. t. 10. Mr. Bogen.
- See also: **Political Studies 25, History of Political Philosophy.**
Spring Semester. m.w. 1:15-2:30. Mr. Murphy.

Intercollegiate Courses:

Philosophy

- 160G Sartre. Fall Semester. Time arranged. Mr. Vickers.
132G Oriental Philosophies. m.w.f. 9:00. Mr. Hutchison.

Courses available at Claremont Men's College:

Philosophy

- 118 Problems in Theory of Knowledge. Fall Semester. t.th.s. 10. Mr. Smith.
122 The Rationalists. Fall Semester. t. 1:30-4. Mr. Winance.
150 Mathematics and Western Thought. Fall Semester. w.f. 1:30. Mr. Henry.

Courses available at Pomona College:

Philosophy

- 111 Medieval Philosophy. Fall Semester. t. 1:15-3:05. Mr. Winance.
113 Nineteenth-Century Philosophy. Fall Semester. m.w.f. 9. Mr. Erickson.
120 Phenomenology. Fall Semester. th. 1:15-3:05. Mr. Beckner and Mr. Erickson.
124 Existentialism. Fall Semester. w. 1:15-3:05. Mr. McGilvray.
150 Philosophy of Science. Fall Semester. m.w.f. 9. Mr. Beckner.
166 Political Philosophy. Fall Semester. t. 1:15-3:05. Mr. King.

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. Each Semester. t.th. 10 and 1 hour arranged. Miss Nickel.
- 25 **History of Political Philosophy.** This course provides an historical introduction to some of the important political philosophers, from Plato to Marx, paying spe-

cial attention to the distinctions between ancient and modern political philosophy, and to such basic concepts and issues as the nature of politics, the state, authority, freedom, justice, law, rights, obligation. Primarily for freshmen and sophomores. Spring Semester. m.w. 1:15-2:30. 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. 1:15-2:30. Mr. Zachrisson.
- 90 **American Attitudes and the Formulation of an East Asian Foreign Policy.** This course will focus on the domestic attitudes which have contributed to the formulation of United States policy towards East Asia. Emphasis will be placed upon such events and themes as: Perry's mission to Japan; anti-Orientalism on the West Coast; America's immigration policies vis-a-vis East Asians; the myth of the China market; the influence of returned China missionaries upon the American public; and the relocation of Japanese-Americans during World War II. Fall Semester. m.w.f. 9. Mr. Marsh.
- 91 **Modern East Asian International Relations.** The emphasis of this course will be on the period since 1945 and will explore America's relations with China, Japan, and Korea. A number of topics will be explored. These include the occupation of Japan; the Marshall mission to China; the Korean War; the China lobby; the United States-Japanese Mutual Security Treaty; the status of Okinawa; the Taiwan question; and the containment of China. Spring Semester. m.w.f. 9. Mr. Marsh.
- 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. Mr. Murphy. (Not offered in 1969-70)
- 101 **Contemporary American Problems: The Environment.** An examination of some of the ways human beings affect their natural environment; effects of environmental deterioration on the quality of life; and strategies of environmental control. Attention will be paid to a wide range of conservation issues, with special attention to air and water pollution, to the underlying population problem, and to the interplay of political, economic, and technological factors involved in policy formation. Prerequisite: Consent of the instructor. Spring Semester. t. 2:45-5:30. 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. Mr. Marquis. (Not offered in 1969-70)
- 130 **International Law and Organization.** The course will consider alternative approaches to world peace through international legal and institutional means. The nature and function of the United Nations and selected regional organizations

will be discussed with particular reference to problems of economic and social development. Prerequisite: Political Studies 30 or consent of the instructor. Spring Semester. t.th. 1:15-2:30. 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 1969-70)
- 136 **Seminar: The Nature of Revolution.** An examination of the concept of revolution as seen and developed by writers living in revolutionary times, including historical figures such as Galileo and Locke, as well as contemporary writers such as Fanon and Marcuse. Prerequisite: Consent of the instructor. Spring Semester. m.w. 2:45-4. Miss Nickel.
- 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 co-operation among the African nations. The seminar is intended for juniors and seniors. Prerequisite: Consent of the instructor. Fall Semester. m. 7. 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 co-operation 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. Prerequisite: Consent of the instructor. Mr. Zachrisson. (Not offered in 1969-70)
- 150 **American Political Thought.** An investigation of the theories of democracy, property, power, freedom, revolution, etc., put forth by influential thinkers of four major periods of American history: Revolutionary-Constitutional, Civil War, the 30's, the 60's. Prerequisite: Political Studies 25 or consent of the instructor. Mr. Murphy. (Not offered in 1969-70)
- 160 **Seminar: 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 Voeglin. Prerequisite: History of Political Philosophy or consent of the instructor. Fall Semester. t. 7:30. Mr. Murphy.

- 165 **The Industrial State and the Future of Politics.** An examination of the nature and assumptions of industrial society and its effect on the role and conception of politics. Spring Semester. m.w.f. 10. Miss Nickel.
- 170 **Seminar: Contemporary Problems in International Relations.** Contemporary issues in international relations will be discussed in the light of the new methodological approaches to their study. Members of the seminar will be expected to investigate the usefulness of some of the newer approaches by conducting research on a problem of interest to them. Prerequisites: Political Studies 30 and 130, or consent of the instructor. Spring Semester. t. 7. Mr. Zachrisson.
- 238 **Environmental Policy.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Fall Semester. f. 2-5. Mr. Rodman.
- 260 **Comparative Government.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Fall Semester. w. 2-5. Mr. Marquis.
- 264 **Politics of the European Left.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Fall Semester. m. 2-5. Mr. Marquis.
- See also: **Humanities 101, Philosophy and Social Institutions: Urban Affairs.** Spring Semester. t.th. 1:15-2:30. Mr. Spitzberg.
- Philosophy 112, Philosophy of Law.** Spring Semester. t. 7. Mr. Spitzberg.



Community Government is a good way for students to find out how colleges are run, what pressures administrators are under.



"I wanted the freedom. I wanted the independence. I've got them, and I'm very pleased. You can be very much of an individualist at Pitzer."

Intercollegiate Courses:

Government

- 138CC The Black Man in American Politics. Spring Semester. t.th. 9.
Mr. Dymally.
145G Politics of Urbanization. Fall Semester. m.w.f. 10. Mr. Blair.
150 a, b (G) The Urban Complex. Both semesters. Fall Semester, th. 4.
Mr. Criley and Staff.

Political Studies

- 75-76CC Contemporary Politics of the Southwest. Both semesters. m.w.f. 9.
Mr. Munoz.

Courses available at Claremont Men's College:

Political Science

- 106 Politics and Technology. Spring Semester. Mr. Rood.
107 The Politics of Population. Spring Semester. Mr. Elliott.
110 American Foreign Policy and the Cold War. Spring Semester. Mr. Haley.
119 Representation and the Supreme Court. Spring Semester. Mr. Elliott.
122 Constitutional Law. Fall Semester. w.f. 1:30. Mr. Elliott.

114 Psychology

- 129 American Response to Twentieth Century Revolution. Fall Semester. w.f. 1:30. Mr. Haley.
133 South Asian Governments. Fall Semester. m.w.f. 10. Mr. Wheeler.
135 Contemporary British Politics. Spring Semester. Mr. Wheeler.
140 Legislative Process. Fall Semester. t.th. 1:30. Mr. Heslop.
147 The First Amendment in Theory and Law. Fall Semester. t.th. 12. Mrs. Sheldon.
170 Theories of American Democracy. Spring Semester. Mr. Diamond.
177 Theory and Methods of Empirical Research. Fall Semester. m.w.f. 9. Mr. Grant.
178 American Foreign Policy. Spring Semester. Mr. Rood.
187 Shakespeare's Politics. Spring Semester. Mr. Jaffa.
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Courses available at Harvey Mudd College:

Political Science

- 101 Designs for Development: The Underdeveloped World. Fall Semester. f. 1:15-3:05. Mr. Smith.
102 Designs for Development: The Developed World. Spring Semester. Mr. Smith.
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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. Vieg.
132 Public Opinion and Voting Behavior. Spring Semester. Mr. Flynn.
140 Public Administration and Social Policy. Spring Semester. Mr. Vieg.
154 Comparative Foreign Relations. Fall Semester. m.w.f. 9. Mr. Armacost.
155 American Foreign Relations. Fall Semester. m.w.f. 11. Mr. Armacost.
160 a, b Approaches to the Study of Modernization. Both semesters. Fall Semester, t.th. 2:40-3:55. Mr. Tugwell and Mr. Tsukahara.
161 Constitutional Law. Fall Semester. m.w.f. 10. Mr. Flynn.
164 The Judicial Process. Spring Semester. Mr. Flynn.
-

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 psy-



chology. Closed to cross-registration. Intended primarily for freshmen and sophomores (others admitted only with consent of the instructor). Fall Semester: three sections, m.w. 11-12:15, Mr. Ellenhorn, Mrs. Kovar, and Mrs. Siebel. Spring Semester: one section, m.w.f. 8, Mrs. Munroe.

- 49 **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). Primarily for students who have completed Psychology 10. Fall Semester. t.th. 10 and 1 hour arranged. Mr. Ellenhorn.
- 55 **Child Development.** Experimental evidence pertaining to the development of the child (primarily in the pre-school) 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 the instructor. Both semesters. m.w.f. 10. Mrs. Siebel.
- 56 **Adolescence to Adulthood.** An examination of the processes and areas of development past childhood. Special attention is given to selected theories of personality development (Freud, Sullivan, Erickson, and White) and to an examination of adolescence and early adulthood as critical formative periods of development. Lectures and small-group discussion sections. Prerequisite: Psychology 10 or consent of the instructor. Fall Semester. m.w. 11-12:15. Mr. Albert.
- 60 **Physiological Psychology.** An introduction to the physiological basis of behavior. This course will include an overview of the structure and functions of the ner-

vous 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 the instructor. Spring Semester. t.th. 10 and 1 hour arranged. Mrs. Kover.

- 80CC **Psychological Development in Mexican-American Children and Youth.** Effects of the Mexican-American culture, the forces of acculturation, and the Civil Rights movement on the personality development of the child and adolescent. Although the course will focus on Mexican-Americans, comparisons will also be made with Afro- and Anglo-Americans. Fall Semester. m.w. 4-6. Mr. Ramirez.
- 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. m.w.f. 9. 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 difference. Prerequisite: Mathematics 10. (Also listed as Sociology 91.) Fall Semester. t.th. 2:45-4. 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. m.w. 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. (Not offered in 1969-70)
- 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.



"I like the coed living idea very much. The mishaps that people expected with boys living in the same dorm with the girls—nothing came of it."

- 119 **Cognition.** An introductory survey of the field 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 ontogeny of thought in children. Prerequisite: Psychology 10. Spring Semester. t.th. 9 and 1 hour arranged. 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. 2:45-5:30. Mr. Wolter.
- 130 **Development in Later Childhood.** A study of the important, but often ignored, period in human development which begins with school entrance and concludes with the beginning of adolescence. Through consideration of empirical evidence, theoretical formulations and direct observation, the seminar will focus upon discovering the major characteristics of the period and upon understanding the meanings of these characteristics for children and for society. Prerequisite: Psychology 10 or consent of the instructor. Spring Semester. m.w.f.9. Mrs. Siebel.
- 131 **The Psychology of Mental Illness.** An examination of the causes, syndromes, and treatment of deviant behavior. An objective of the course will be to view "mental illness" as an exaggeration of normal processes. Efforts will be made to arrange experiences in field agencies that will relate to the subject matter. Prerequisites: Psychology 10 and one additional psychology course. Juniors and seniors will receive priority. Enrollment limited to 30 students. Fall Semester. t. 3-5 and 1 hour arranged. Mr. Levitt.
- 140 **Developmental Psychology.** A study of developmental processes including the effects of early experience in humans and animals, encompassing such areas as the emotional, intellectual, perceptual, social as well as the physical development of the organism. Prerequisite: Psychology 10 or consent of instructor. Spring Semester. t.th. 9 and 1 hour arranged. Mrs. Kovar.
- 143 **The Study of Lives.** A seminar on the intensive study of individual lives as a way of understanding clinical approaches to behavior and personality configurations. Each student will write a life history on an individual person on the basis of his own interviews. Examination and supervision of interview techniques will be a focal point of the course. 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 juniors and seniors. Laboratory fee: \$10. Enrollment limited to 12. Fall Semester. th. 7-9 and 1 hour arranged. Mr. Levitt.
- 151 **Theories of Social Psychology.** (Lewin, Festinger, Heider, Newcomb, Baker, Bandura, and others.) Although described by E. Tolman as one of the three major influences of modern psychology, Lewin is often only a reference that one encounters in the literature of social psychology, group dynamics, and personality theory. This seminar will focus on the development of some current social psychological theories using Lewin's work on the development of some current social psychological theories using Lewin's work as a starting point. Non-Lewinian

theories will also be studied and compared. Small group experiences and experiments will be utilized in order to demonstrate theoretical constructs. Prerequisite, any one of the following: Psychology 49, 86, 149, 165, 166, or consent of the instructor. Spring Semester. m. 1:15-4. Mr. Ellenhorn.

- 153CC **The Marginal Man: Experiments and Research in Personality.** A review of current personality research with emphasis on the relationship of social institutions to identity problems of the bi-cultural person, that is "the marginal man." Students will design and carry out research projects. Prerequisites: Psychology 10 and Psychology 91 or consent of instructor. Spring Semester. m.w. 4-6. Mr. Ramirez.
- 160 **Seminar in Advanced Child Development.** It is the intent of the course that students will gain an appreciation of the major areas of thought and research now developing in the field. The class format will be made up of lectures (some), readings, and reports. Some of the major topics to be examined are historical changes in viewing the child, early experience, the results of deprivation, early individual differences among newborns, types of socialization, development of self concept, parent-child relations, and cognitive styles. Prerequisites, at least one of the following courses plus an additional course in social science: Psychology 55, 70, 86, 131, 140, 149, 165, or 185, or consent of the instructor. Enrollment limited to juniors, seniors, and graduate students. Spring Semester. m. 2:45-5. Mrs. Munroe.
- 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 the instructor. Fall Semester. m. 2:45-5. Mr. Albert.
- 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 sciences courses and consent of the instructor. Mr. Albert. (Not offered in 1969-70)
- 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 sense will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisites: Psychology 10 or consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mrs. Kovar.
- 172 **Psycholinguistics** (See Linguistics 172) Mr. Macaulay. (Not offered in 1969-70)
- 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 dy-

- namics 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 the instructor. Fall Semester. m. 7-10. 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. Prerequisites: Psychology 91 or consent of the instructor. Spring Semester. th. 2:45-5. Mr. Wolter.
- 186, 187 **Fieldwork 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. Prerequisite: Consent of the instructor. Psychology 10, 49, 124, 131, 175 should be completed or taken concurrently. Both semesters. Time arranged. Mr. Levitt.
- 190 **History and Systems of Psychology.** A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures and the development of psychology as a field. Half-course, second half of Spring Semester. w. 2:45-5. Mr. Ellenhorn.
- 197 **Pro-Seminar in Psychology.** This course is intended to allow discussion and integration of the more important hypotheses and data within various areas of psychology. The aim is (1) to keep the student up-to-date in the various fields of psychology and (2) to assist her in achieving an overview of psychology as a science and as a field of knowledge. Prerequisite: senior standing and psychology concentration. Half-course, first half of Fall Semester. w. 2:45-5. Mr. Ellenhorn.
- 198, 199 **Seminar in Independent Study.** This course is intended to give the student first-hand experience in locating meaningful problems within the literature, formulating and developing testable hypotheses and designing relevant data-collecting procedures. Both semesters. Time arranged. Mrs. Kovar.
- 235 **Group Processes.** Graduate course. Consent of the instructor. Fall Semester. m. 7-10. Mr. Ellenhorn.

See also catalogs of Claremont Men's, Harvey Mudd, Pomona, and Scripps Colleges.

RELIGION

See: **Anthropology 58**, Religion and Worldview. Fall Semester. m.w. 1:15-2:45. Mrs. Levine.

Political Studies 115, Religion and Politics. Mr. Marquis. (Not offered in 1969-70)

Sociology 111, Sociology of Religion. Spring Semester. m.w. 2:45-4.
Mr. Caporale.

Intercollegiate Courses:

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

Courses available at Claremont Men's College:

Philosophy and Religion

- 111 Current Problems in Christian Ethics. Fall Semester. t.th.s. 9.
Mr. Kucheman.
120 Modern Judaism. Fall Semester. t. 1:30-4. Mr. Beerman.
159 Faith and Reason. Spring Semester. Mr. Henry.
197 Philosophy of Religion. Fall Semester. m.w.f. 10. Mr. Roth.
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Courses available at Pomona College:

Religion

- 1 The Biblical Heritage. Both semesters. m.w.f. 10. Mr. Whedbee.
2 Issues in Religious Thought. Both semesters. t.th. 1:15-2:30. Mr. Voelkel.
3 Religion and American Culture. Fall Semester. m.w.f.9. Mr. Housley.
50 Eastern Religious Traditions. Spring Semester. Mr. Dornish.
51 Western Religious Traditions. Fall Semester. m.w.f. 11. Mr. Dornish.
102 The Development of Hebrew Religion. Spring Semester. Mr. Whedbee.
106 Contemporary Theology. Fall Semester. t.th.s. 10. Mr. Voelkel.
110 Mahayana Buddhism. Fall Semester. w. 1:15-3:05. Mr. Dornish.
111 Studies in Buddhism: Zen in the Twentieth Century. Spring Semester.
Mr. Dornish.
120 Studies in Biblical Interpretation: Interpretations of the Prophetic Literature. Spring Semester. Mr. Whedbee.
121 Studies in Theology: Revolutionary Ideology and Christian Belief.
Spring Semester. Mr. Voelkel.
122 Studies in Religion and Culture. Fall Semester. f. 1:15-3:05. Mr. Dornish.
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Courses available at Scripps College:

Religion

- III-158 Patterns of Religious Thought. Spring Semester. Mr. Geerken.
IV-126 Seminar in Christian Origins. Spring Semester. Mr. Hamerton-Kelley.
IV-128 The Theology of Paul. Fall Semester. m. 3:15-6. Mr. Hamerton-Kelley.
IV-129 The Johannine Literature. Fall Semester. w. 3:15-6.
Mr. Hamerton-Kelley.
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Courses available at The School of Theology:

By special arrangement with The School of Theology at Claremont, certain courses there may be taken by qualified Pitzer students with consent of the instructor.

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

- 1 Introductory Russian. Fall Semester. m.w.f. 10 and arranged. Mr. Rand.
 2 Introductory Russian. Spring Semester. Mr. Rand.

Courses available at Pomona College:

- 50 Intermediate Russian (Reading). Fall Semester. m.w.f. 1:15. Mr. Ulitin.
 60 Advanced Russian. Spring Semester. Staff.
 101a, b Introduction to Russian Literature. Both semesters. m.w.f. 2:15.
 Mr. Ulitin.
 192 Reading and Research. Both semesters. Full or half-course credit. Staff.

SOCIAL SCIENCES

- 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. Mr. Marquis and others. (Not offered in 1969-70)
- 150 **Appalachia: A Survey of a Depressed Area.** A field study course touching on economic, social, political, and cultural developments in the Appalachian region. There will be the opportunity to observe first-hand different kinds of communities and diverse life styles. Current Appalachian problems will be studied as well as attempted solutions including government and private programs. In addition to having basic reading materials and seminars in the field, students will be placed in various program situations or with families. Students taking this course will also be involved in independent studies—probing in more detail and depth some aspects of Appalachian life. Prerequisite: Consent of both the instructor and advisor. Course fee: \$100. Fall Semester. Mr. Carawan.

- 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 on-going 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 acting programs in relation to these problems are encouraged to enroll. Students will be awarded graded or non-graded credit from one-half to two courses are arranged. Prerequisite: Consent of the instructor. Meetings by arrangement throughout the year. Mr. Caporale, Mrs. Bell, Mr. Ellenhorn, and Mr. Johnson.

See also courses listed under anthropology, economics, political studies, psychology, and sociology.

SOCIOLOGY

- 25 **Man and Machines** (Introductory). The social consequences of the development of technology are examined in this course. A brief survey of the history of technology will be given, but major emphasis will be on the manners in which men have restructured their lives and thoughts during periods of technological change. The ideological responses to rapidly evolving technological systems, ranging from Luddism to Technocracy, will also be examined. Both semesters. Fall Semester, m.w.f. 10; Spring Semester, m.w.f. 9. Mr. Volti.
- 30 **Sociological Perspective on Industrial Society** (Introductory). 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 and 1 hour arranged. Mr. Johnson.
- 35 **Urbanization: A Sociological Approach** (Introductory). A cross-cultural examination of the city with special emphasis on the processes of urbanization in the emerging "third world." Fall Semester, m.w.f. 9. Mr. Goodwin.
- 40 **Perspectives in Sociology** (Introductory). An examination of humanistic and scientific approaches to the study of human society with emphasis upon perspectives represented in contemporary sociological writings. The major concepts, concerns, and methods of sociology are introduced in the context of a discussion of its aims and achievements. Fall Semester, t.th. 1:15-2:30. Mr. Schwartz.
- 41 **Who Gets the Goodies? A Study of Class and Caste in American Society** (Introductory). The course begins with a descriptive study of American social classes as sub-cultures within a larger dominant culture. The distinctive world views and life-styles of these sub-cultures will be studied. The class system will be studied. The class system will then be analyzed as a system of power in which some "have" while others "have not" the various prizes offered: wealth, respect, influence, self-esteem, etc. Finally, we will investigate the sub-culture of the major "minorities": Black and Mexican-American, and discuss the extent to which the relationship between these groups and the dominant racial groups constitute a

- caste rather than an "open-class" system. Spring Semester. t.th. 10 and 1 hour arranged. Mrs. Bell.
- 91 **Statistical Methods for the Behavioral Sciences.** (For description, see Psychology 91). Fall Semester. t.th. 2:45-4. Mr. Wolter.
- 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 the instructor. Mr. Johnson. (Not offered in 1969-70—see Sociology 181.)
- 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 non-Western religious movements and established religious organizations will be used to illustrate and evaluate the theories. Spring Semester. m.w. 2:45-4. Mr. Caporale.
- 112 **The Politics of the Middle Class.** As America becomes a predominantly "middle class" society, crucial political divisions between the "traditional" classes (blue collar, white collar, professional, "old upper") diminish in importance relative to divisions developing between sub-groups within the middle class. In this course we will re-evaluate some of the accepted theories about political behavior in the light of this new phenomenon and try to identify some of the variables associated with different political positions within the middle class. Prerequisites: At least three social science courses and consent of the instructor. Fall Semester. t.th. 10 and 1 hour arranged. Mrs. Bell.
- 115 **Power and Change.** Problems in the political economy and social structure of the advanced industrial society in relation to power, conflict, and change. Prerequisite: Introductory Sociology or Political Studies and Introductory Macroeconomics. Spring Semester. t.th. 2:45-4. Mr. Johnson.
- 120 **Communities and Utopias: A Sociological Approach.** The community will be interpreted within the context of industrialization with an aim toward identifying the Utopian conceptions of such thinkers as Comte, Spencer, Marx, Veblen, Durkheim, Weber, Tonnies, Cooley, Redfield, Parsons, Tolstoy, Faulkner, Eliot, Huxley, Orwell. Prerequisite: One course in sociology or consent of the instructor. Spring Semester. m.w.f. 10. Mr. Goodwin.
- 122 **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 explora-

tion 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. Prerequisite: Current or previous experience working with poverty/minority youth. Spring Semester. t.th. 1:15-2:30. Mrs. Bell.

- 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. Prerequisites: Two courses in sociology. Mr. Schwartz. (Not offered in 1969-70)
- 133 **Peasant Society.** An examination of the economic structure, life style, and power relationships found in peasant societies both past and present. The transition from peasant to industrial society will be discussed at some length. Spring Semester. m.w.f. 11. Mr. Volti.
- 139 **Deviance.** Consideration of major sociological and social-psychological approaches to the study of deviance. Special attention will be given to an examination of such matters as the role of rule-makers, in the creation of rule-breakers; the "normality" of deviance; and the social and social-psychological uses of "disturbing" persons and conduct. Prerequisite: One course in sociology. Fall Semester. t.th. 2:45-4. Mr. Schwartz.
- 142 **Sociology of Occupations.** A sociological analysis of the major occupational groups found in industrial society, with particular emphasis on the life styles and political orientations characteristic of each occupational group. Special attention will be given to the similarities found in societies with different cultures but equivalent technological systems. Spring Semester. m.w. 2:45-4. Mr. Volti.
- 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: One course in sociology or consent of the instructor. Spring Semester. t.th. 1:15-2:30. Mr. Schwartz.
- 150 **Bureaucracy and Social Change.** This course will be devoted to an analysis of Kafka's assertion that, "a revolution dies and leaves nothing but the scum of its own bureaucracy." The functions of bureaucracies in rapidly changing societies will be examined, with particular emphasis on the entrepreneurial activities of bureaucrats. Fall Semester. m.w. 1:15-2:30. Mr. Volti.
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of the social theories of Marx, Weber, Durkheim, Kant, Pareto, Mosca, and Michels. Prerequisites: Two courses in sociology or anthropology, or consent of the instructor. Spring Semester. m.w. 1:15-2:30. Mr. Goodwin.
- 175 **Social Psychological Theories in Sociology.** The course will focus on the theoretical and methodological problems in understanding the relationships between personal identities and social settings. The course will examine the social psychological writings of such persons as Kant, Hobbes, Locke, Kropotkin, Weber, Cooley, Thomas, Mead. Prerequisites: Two courses in sociology, anthropology or psychology, or consent of the instructor. Fall Semester. m.w.f. 11. Mr. Goodwin.

- 181 **Industrialization and Social Processes.** 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. For advanced students with backgrounds in economic development, social change, or area studies. (This course can be substituted for Sociology 108 which is not offered in 1969-70.) Fall Semester, m.w. 2:45-4. 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: Four upper-division courses in sociology and consent of the instructor. Spring Semester. t. 7:30. Mr. Schwartz.
- 198, 199 **Urban Research and Community Involvement.** (For description, see Social Science 198-199.) Both semesters. Meetings by arrangement throughout the year. Mr. Caporale, Mrs. Bell, Mr. Ellenhorn, and Mr. Johnson.
- 270 **Industrialization and Social Processes II.** Graduate course. Consent of the instructor. See Claremont Graduate School catalog. Fall Semester. t.th. 2:45-4 and w. 7:30-9. Mr. Johnson.

Intercollegiate Courses:

Sociology

- 60CC Sociology of the Mexican-American. Fall Semester. t.th. 10.
Mr. Sena Rivera.
- 90CC Mexican-American Social Problems. Spring Semester. t.th. 10.
Mr. Sena Rivera.

Courses available at Pomona College:

Sociology

- 105 Sociological Research. Spring Semester. Mr. Herman.
- 107 Criminology and Penology. Fall Semester. t.th. 9. Mr. Herman.
- 110 a, b Race and Ethnic Relations. Both semesters. m.w. 2:15-3:30.
Mr. Hesslink.
- 115 Urban Sociology. Spring Semester. Mr. Hesslink.
- 130 Political Sociology. Fall Semester. t.th. 1:15-2:30. Mr. McPherson.
- 140 Social Organization. Fall Semester. w. 1:15-3:05. Mr. Herman.
- 153 Social Movements. Spring Semester. Mr. McPherson.
- 154 a, b Modern Social Theory. Both semesters. m.w.f. 11. Mr. McPherson.
- 161 Social Stratification. Fall Semester. t.th. 2:40-4:05. Mr. Hesslink.
- 194 Social Organization of a Region. Spring Semester. Staff.

*Courses available at Scripps College:***Sociology**

- III-163 Social Structure and Individual Behavior. Fall Semester. m.w.f. 2:15.
Mrs. Thompson.
- III-164 The Socialization Process in Family. Fall Semester. m.w.f. 11.
Mrs. Thompson.
- III-165 Social Stratification. Spring Semester. Mrs. Thompson.
- III-166 Comparative Sociology. Spring Semester. Mrs. Thompson.

SPANISH

In the interest of providing more flexible placement in lower-division courses in Spanish, Pitzer, Claremont Men's, and Scripps Colleges have agreed to a combined lower-division foreign language program. Pitzer students normally enroll in courses at their own college. They will be placed at Claremont Men's College or Scripps College only when the level of work needed is not offered at Pitzer.

- 1, 2 **Introductory Spanish.** 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. de Sheldon. Course 2: Fall Semester, m.t.w.f. 8, Miss Ibarra; Spring Semester, m.t.w.f. 8, Mrs. de Sheldon.
- 53 **Intermediate Spanish.** Continued intensive practice of basic skills. Grammar review. Readings in literature. Given every semester. Laboratory arranged. Fall Semester: two sections: m.w.f. 11, Miss Ibarra; m.w.f. 11, Mrs. de Sheldon. Spring Semester: two sections: at Claremont Men's College, t.th.s. 9, Mr. Koldwyn; at Scripps College, m.w.f. 1:15, Mr. Read.
- 54 **Advanced Spanish.** Refinement of basic skills through study of literature. Given every semester. Laboratory arranged. Fall Semester: at Claremont Men's College, t.th.s. 10, Mr. Koldewyn. Spring Semester: m.w.f. 9, Miss Ibarra.
- I-114 **Analysis of Structure in Spanish.** Scripps College. Prerequisite: Spanish 54 or equivalent. Both semesters. Fall Semester: m:w:f: 10. Mrs. Lamb. Spring Semester: m.w.f. 10. Mr. Read.
- 116 **Nineteenth Century Spanish Literature.** Claremont Men's College. Prerequisite: Spanish 54 or consent of the instructor. Fall Semester. m.w.f. 12. Mr. Corey.
- 120a, b **Survey of Spanish Literature.** Pomona College. Prerequisite: Spanish 51b or equivalent. One year course. m.w. 1:15-2:30. Mr. Ricapito.
- I-150 **Latin American Short Story.** Scripps College. Prerequisite: Spanish 109 or equivalent. Spring Semester. m.w.f. 11. Mrs. Lamb.
- I-155 **Spanish Masterpieces of the Middle Ages.** Scripps College. Prerequisite: Spanish 54 or equivalent. Fall Semester. m.w.f. 10. Mr. Read.

- I-156 Latin American Novel to 1930.** Scripps College. Prerequisite: Permission of the instructor. Fall Semester. m.w. 1:15. Mrs. Lamb.
- 159 Latin American Novel Since 1930.** Claremont Men's College. Prerequisite: Spanish 109 or equivalent. Spring Semester. t.th. 1:30. Mr. Koldewyn.
- 171 Seminar: Theater and Society in Contemporary Latin America.** Works of outstanding playwrights such as Salazar Bondy, Triana, Azar, Pinera, etc., with emphasis on new trends combining social commitment with experimental literary techniques in the last two decades. Prerequisite: Consent of the instructor. Spring Semester. t. 7. Mrs. de Sheldon.
- 173 Literature of a Selected Latin American Country.**
 A. Mexico (See Spanish 173CC for full description.) Prerequisite: Consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mrs. de Sheldon.
 B. Argentina. (Not offered in 1969-70)
 C. Brazil. Scripps College. Prerequisite: Consent of the instructor. Spring Semester. m.w. 1:15-2:30. Mrs. Lamb.
 D. Chile. (Not offered in 1969-70)
 E. Colombia, Ecuador, Peru. (Not offered in 1969-70)
 F. Cuba. (Not offered in 1969-70)
- 173CC Seminar: The Literature of Mexico.** Mexican literature with emphasis on contemporary works. Prerequisite: Consent of the instructor. Fall Semester. m.w. 1:15-2:30. Mrs. de Sheldon.
- 185a, b Modern Spanish Literature.** Pomona. Prerequisite: Spanish 60 or equivalent. Year course. w. 7. Mr. Young.
- 192 Reading and Research.** Pomona. Prerequisite: Consent of the instructor. Both semesters. Time arranged.
- I-195 Senior Seminar.** Scripps. Spring Semester. Staff.

Intercollegiate Courses:

Spanish

10-11CC Spanish as a Native Language: Level I. Basic concepts of language for use in oral and written communication. All course work in Spanish. Intended primarily for students who already have some familiarity with the sound of Spanish. Both semesters. m.w.f. 1:30. Miss Ibarra.

50-51CC Spanish as a Native Language: Level II. Advanced practice in written and spoken use of Spanish. Introduction to some Mexican and Chicano literary works and newspapers. All course work in Spanish. Intended primarily for students who already have some familiarity with the sound of Spanish. Both semesters. m.w.f. 3:30. Staff.

SWAHILI

See Black Studies.

PHYSICAL EDUCATION

Physical Education at Pitzer College focuses upon the understanding and application of the fundamentals of movement through a wide variety of activities such as exercises, recreational skills, sports, and dance.

A basic goal of the physical education program is to help each student develop an intelligent, flexible program of activity based on individual needs and interests. An additional objective is to aid the student in relating the study of human movement to other disciplines and understanding 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.

For male students enrolling in 1970, Pitzer College expects to offer an expanded physical education program.

Opportunities for recreation and competition on an intramural level are made available throughout the year in such activities as bowling, softball, sailing, skiing, volleyball, etc. In addition Pitzer participates in intercollegiate competition in badminton, basketball, bowling, softball, tennis, and volleyball.

Activities

Instruction for the beginning to advanced student is available in the following activities:

Archery	Gymnastics	S.C.U.B.A.
Badminton	Hockey	Tennis
Basketball	Ice Skating*	Track and Field
Bowling	Judo*	Trampoline
Dance	Riding*	Volleyball
(Folk or Modern)	Softball	
Fencing*	Swimming and Diving	
Fitness	(Synchronized Swimming,	
Golf	Life Saving, Water	
	Safety Instructor)	

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

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 the physical education faculty.



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 students must be registered at least four semesters of their college years at Pitzer; it is expected that the final two semesters will be spent in a close working relationship with the faculty in the student's field of concentration. For other graduation requirements see pages 34-39.

Evaluation. The final grade of a student in each course is determined by the instructor and is based on class performance, written work, and/or 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 the 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 point 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 students whose records indicate an inability to regain within a reasonable length of time a grade average which will qualify them 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. Students should consult their faculty advisors during pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including a study list, and has paid 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 classification as a senior.

Enrollment in Courses Offered by other Claremont Colleges. Academic interchange among the undergraduate colleges and the graduate school provides 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. First semester freshmen normally register for their entire program in their college of residence. Exceptions may be made in fields of study not available in the student's own college. During the second semester, freshmen may register for one course outside their college of residence.

B. Sophomores may register for one course per semester outside the college of residence.

C. Juniors or Seniors may register for one-half of their total program in any one semester outside the 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.

Intercollegiate courses designated by the letters "CC" or "G" affixed to the course number are counted as Pitzer courses.

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

"Dorm life is where I've made my most important changes."



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 the 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. Regularly enrolled students who find it necessary to withdraw or who wish to delay their education for one or more semesters should file a notice with the Registrar. A student deciding to withdraw after January 1 or May 1 forfeits the \$100 tuition fee.

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 Dean of Students and approved by the Academic Standards Committee. 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, the Registrar should be informed 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, application may be made 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 describing tentative plans for the period of the leave, including effective dates. It should be endorsed by the student's advisor. 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,

students should obtain permission from their 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 individuals fail to exercise discretion in personal affairs or fail to respect the rights of others and to live up to their obligations of the community, they will be counseled, privately and sympathetically. If they persistently fail to adjust themselves, it is presumed that they are 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.

Residential 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.

Off-Campus Housing: Since the student population at Pitzer has grown more rapidly than expected, provisions are established for a student to gain off-campus permission. The student petitions the Inquiry and Research Committee and is granted permission only if there is not adequate space in the residence halls.

Married students need not petition for off-campus permission. Students whose families live within a 10-mile radius of Claremont need not petition to the Committee if they wish to live at home. Both married students and those wishing to live at home should contact the Dean of Students Office about their plans.

Because of the common concern of the Claremont Colleges for encouraging and supporting non-discriminatory housing practices, the Administrative Coun-

cil, composed of the six college presidents, has passed a new off-campus housing policy. This policy becomes active in the fall semester 1969, and will affect only those students who will be renting off-campus housing in Claremont and the surrounding communities.

The Claremont Colleges do not condone racial discrimination in housing. It is the policy of the Colleges that students will not be permitted to live in housing where the practice of racial discrimination has been proved. An intercollegiate committee of students, faculty, and an administrator deals with cases of alleged discrimination in student housing.

Any housing accommodations rented or leased by a student of the Claremont Colleges must be listed with the housing office located in the central business office. Such listing is accomplished when the property owner or his agent (landlord) signs the Statement of Non-discrimination and the form is then filed with the housing office. It is the responsibility of each student living off-campus to verify that a pledge is on file for his landlord prior to registration. A student's registration for the term in question shall be deemed incomplete without the acceptable housing listing. Deliberate falsification of address to subvert this policy shall be grounds for suspension.

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, application may be made 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. Vehicles belonging to students residing off campus may use the parking lot assigned. Campus curb parking is reserved for visitors and maintenance vehicles during the day.

Upon registering the vehicle the student receives a booklet of information, and is responsible for abiding by the regulations contained therein. Drivers must

"If it's going to be liberal, damn it, let it be liberal. Don't insist that everyone live in a dormitory. That's not what a liberal place does."



at all times, both on and off campus, exercise particular care and consideration for the safety of themselves and others, and must comply with the State and local traffic laws.

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. Payment for them is a responsibility of the individual student. Health Service care is available through the school year with the exception of scheduled Christmas and Spring vacations.

Each academic year that students are in residence they are 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.



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different."*

FACULTY

Robert S. Albert, Professor of Psychology, 1965. B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University. Assistant Professor, Boston University, Emory University, Skidmore College; Associate Professor, University of Connecticut; Consultant, Boston State Hospital; Research Associate in Psychology, Harvard Medical School and Massachusetts Mental Health Center. (On leave Spring Semester.)

John W. Atherton, President and Professor of English, 1963. B.A., Amherst College; M.A., Ph.D., University of Chicago; LL.D., (honorary), MacMurray College and Amherst 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.

Carol Barko, Assistant Professor of French, 1969. A.B., University of California, Los Angeles; doctoral candidate, Stanford University. Teaching Assistant, Stanford University.

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.

James B. Bogen, Assistant Professor of Philosophy, 1967. B.A., Pomona College; M.A., Ph.D., University of California, Berkeley. Teaching Assistant, Woodrow Wilson Fellow, 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 Company; 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.

Rocco Caporale, Director of Social Science Research and Special Projects and Associate Professor of Sociology, 1969. B.A., Aloisianum College, Milan; S.Th.L., De Nobili College, Poona, India; M.S.W., Tata University, Bombay, India; Ph.D., Columbia University. Instructor, Theological College, Bandra, India; Instructor, Assistant Professor, Manhattanville College; Research Associate, Institute of International Studies, University of California, Berkeley; Lecturer, Loyola University; Associate Professor, St. John's University; Lecturer, Columbia University.

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

***Marian C. Carpelan**, Lecturer in Biology, 1969. B.A., M.A., Ph.D., University of Texas. U.S. Public Health Service Post-Doctoral Fellow, Hopkins Marine Station, Pacific Grove, California; Assistant Professor, University of Texas (Medical Branch); Assistant Professor, University of California, Riverside.

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

Michael A. Contino, Instructor in Mathematics, 1969. B.A., St. Charles Seminary College; M.A., Villanova University; doctoral candidate, Claremont Graduate School; Teaching Assistant, Villanova University.

+**Stanley Crouch**, Writer-in-Residence, 1969. Tutor, EYOA, Los Angeles; writer and actor, Watts Repertory Theatre Company; Co-ordinator, Black Block Concerts, Los Angeles; poems published in *Harper's*, *Evergreen Review*, *Negro Digest*, *Blackfire* (ed. Jones and Neal).

***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, American College, Madurai, South India; Director, National Science Foundation Summer Physics Institutes in India.

Claude de Cherisey, Director, Pitzer College Semester in France, 1969. Baccalaureat, Paris; Brevet d'Aptitude a l'Enseignement de Francais Hors de France, Alliance Francais, Paris; Certificado de Aptitud, Instituto de Idiomas, Madrid; M.A., Claremont Graduate School. Instructor, Institut le Clos des Abeilles, Chateau d'Oex, Switzerland; Instructor in French, Pitzer College, 1965-69.

***Jacqueline B. Dickinson**, Lecturer in Biology, 1969. B.A., M.A., Stanford University. Instructor, Citrus College.

Robert F. Duvall, Assistant Professor of English and Humanities, 1965; Director

of Admissions, 1969. B.A., Whitworth College; M.A., Ph.D., Claremont Graduate School. Fellow of the Intercollegiate Program of Graduate Studies in Claremont, 1962-65.

[†]**John O. Dwyer**, Instructor in History, Pomona College, 1969. B.A., M.A.T., Yale University; doctoral candidate, Columbia University. Lecturer (summers), Shippensburg State College, Pennsylvania, and State University of New York.

[†]**Mervyn M. Dymally**, Lecturer in Government, 1969. B.A., California State College, Los Angeles; M.A., Sacramento State College. Teacher, Los Angeles city schools; Lecturer, Sacramento State College; California State Assemblyman, State Senator.

Samuel Eisenstein, Associate Professor of English, 1969. B.A., M.A., Ph.D., University of California, Los Angeles. Teacher, Los Angeles city schools; Fulbright Lecturer, Tokyo University of Liberal Arts; Associate Professor, Los Angeles City College.

Lewis J. Ellenhorn, Associate Professor of Psychology, 1966. B.A., M.A., Ph.D., University of California, Los Angeles. Haynes Foundation Fellow, Assistant Professor 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.

[†]**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, National Science Foundation Summer Institute; Assistant Professor, Associate Professor, University of Toronto, Canada.

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, Hayward, University of California, Davis. (On leave Spring Semester.)

Arthur Feraru, Associate Professor of Political Studies, 1965, and Research Associate, Office of Institutional Research, Claremont University Center, 1968. B.A., Long Island University; M.A., Columbia University; Docteur en Droit de l'Université, Université de Lyon, France. Consultant on Education in Korea, Unesco; member, Unesco/UNKRA Educational Planning Mission to Korea; Special Assistant to the Executive Vice-President, Institute of International Education; Dean of the College, Adelphi Suffolk College; Director, Exchange of Persons Programs, Institute of Advanced Projects, Center for Cultural and Technical Interchange Between East and West, University of Hawaii; Dean of the Faculty, Pitzer College, 1965-68.

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.

Glenn A. Goodwin, Assistant Professor of Sociology, 1969. B.A., State University of New York; doctoral candidate, Tulane University. Teaching Assistant and Instructor, Tulane University; Visiting Instructor, Louisiana State University; Assistant Professor, Wayne State University, Michigan.

Nancy Moore Goslee, Assistant Professor of English, 1967. B.A., Smith College; M.A., Ph.D., Yale University. Teaching Fellow, Yale University.

Helene Grange, Instructor in French, 1969. Baccalaureat Philosophie-Lettres with Honors, Lycee Paul Bert, Paris; Diploma, Institut des Langues Rebraiques, Paris; Certificat d'Etudes Litteraires Generales, University of Paris; M.A., Claremont Graduate School. Supervisor in French high schools; teacher in French colleges; Instructor, Scripps College; Instructor, Temple 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.

***Daniel A. Guthrie**, Associate 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, Art Gallery, Mt. San Antonio College; Director, Scripps Art Galleries, 1966-67.

***Lou E. Holloway**, Assistant Professor of History, 1969. B.A., Tougaloo College, Mississippi; M.A., University of Denver. Carnegie Corporation of New York Fellow, Carnegie-Mellon University; Rockefeller Foundation Fellow, Wesleyan University; Instructor, Morehouse College, Georgia; Assistant Professor, Grambling College, Louisiana; Visiting Professor, Franconia College, New Hampshire. (On leave 1969-70.)

****Elia M. Ibarra**, Instructor in Spanish, 1969. A.A., Imperial Valley College; B.A., M.A., doctoral candidate, University of California, Riverside. High school teacher, Baja California; Teaching Assistant, Teaching Associate, University of California, Riverside; Instructor in Spanish, University of Redlands.

***Martin O. Iiere**, Associate Professor of Economics, 1969. B.A., Fourah Bay College, Sierra Leone; M.A., Ph.D., University of Freiburg, Germany. Tutor, St. Edwards Secondary School, Sierra Leone; Lecturer, University of Nigeria; Senior Manager, Eastern Nigeria Development Corporation; Acting Director, Institute of African Studies, University of Nigeria; Director, Michelin (Nigeria) Ltd.

⁺**Agnes Moreland Jackson**, Associate Professor of English, 1969. A.B., University of Redlands; M.A., University of Washington; Ph.D., Columbia University. Danforth Graduate Fellowship; Southern Fellowships Fund Award; Instructor (summer), Atlanta University; Instructor, Spelman College, Atlanta; Assistant Professor (summer), University of Redlands; Instructor, Assistant Professor, Boston University; Assistant Professor, California State College, Los Angeles.

James B. Jamieson, Vice-President for 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.

^{*}**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.

Suzanne M. L. Klein, Assistant Professor of French, 1969. Diploma of Bachelor's degree, Lycee d'Orleans, France; B.A., M.A., University of California, Los Angeles; doctoral candidate, University of California, Irvine. Teaching Assistant, University of California, Los Angeles; Chairman, Modern Languages, Marymount High School, Los Angeles; Associate in French, University of California, Irvine.

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, Pennsylvania State University; Visiting Assistant Professor, Mills College.

⁺**Phillip Koldewyn**, Assistant Professor of Spanish, Claremont Men's College, 1964. B.A., Brigham Young University; M.A., Ph.D., University of California, Berkeley. Teaching Assistant, Instructor (summer), University of California, Berkeley; Group Director, Experiment in International Living, Mexico, France, Spain.

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 Herman School, Massachusetts.

Lorna M. Levine, Instructor in Anthropology, 1969. B.A., School of Modern Languages, Trinity College, Dublin; Diploma in Social Anthropology, B.Litt., Oxford University.

Herbert Levitt, Professor of Psychology, 1969. B.B.A., College of the City of New York; M.S., Ph.D., University of Massachusetts. Psychology Practicum, Massachusetts State Hospital and Guidance Clinic; Psychology Internship, La-Fayette Clinic, Michigan; Post-Doctoral Fellowship, University of Wisconsin Medical School; Instructor, University of Massachusetts; Instructor, Assistant Professor, University of Wisconsin Medical School; Associate Professor, South-

ern Illinois University; Associate Director, Claremont Colleges Counseling Center, and Associate Professor, Claremont Graduate School; Associate Clinical Professor, University of Southern California Medical School.

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 and Assistant to the Dean, School of Music, Baylor University.

+**Ronald W. Lopez**, Lecturer in History and Director, The Claremont Colleges Mexican-American Studies Program, 1969. B.A., San Fernando Valley State College; M.A., University of California, Los Angeles. Writer-Editor, Control Data Corporation; Supervisor, Wolf Research and Development Corporation, Dynallectron Corporation; Tutor (summer), Upward Bound Program; Counselor, Student Counseling Center, University of California, Los Angeles.

Ronald K. S. Macaulay, Associate Professor of Linguistics, 1965. M.A., University of St. Andrews; graduate studies, University College of North Wales, Bangor. Lecturer, British Institute, Lisbon; British Council Lecturer, Association Argentina de Cultura Inglesa, Buenos Aires. (On leave Spring Semester.)

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. (On leave Spring Semester.)

***Margaret J. Mathies**, Associate Professor of Biology, 1965; Associate Dean of the Faculty, Scripps College, 1969. B.A., Colorado College; Ph.D., Western Reserve University. Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College.

***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).

Sheryl F. Miller, Assistant Professor of Anthropology, 1969. B.A., Occidental College; M.A., Ph.D., University of California, Berkeley. Research and Teaching Assistant, University of California, Berkeley; National Science Foundation and Ford Foundation Fellowships.

⁺⁺ **Carlos Munoz, Jr.**, Lecturer in Political Studies, 1969. A.A., Los Angeles City College; B.A., M.A., California State College, Los Angeles. Research Assistant, Lecturer, California State College, Los Angeles.

Robert L. Munroe, Associate Professor of Anthropology, 1964. B.A., University of California, Berkeley; Ph.D., Harvard University. (On leave Fall Semester.)

Ruth H. Munroe, Associate 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. (On leave Fall Semester.)

John E. Murphy, Instructor in Political Studies, 1968; Assistant to the Dean of the Faculty, 1969. B.A., Sacramento State College; doctoral candidate, Claremont Graduate School. Instructor, Sacramento City College; Lecturer, Claremont Men's College.

⁺ **Boaz Namasaka**, Instructor in History, 1968. B.A., University of California, Santa Barbara; M.A., doctoral candidate, Claremont Graduate School. Tutor, Los Angeles High School, Project Open Future Program; Graduate Assistant, The Claremont Colleges.

Sharon H. Nickel, Instructor in Political Studies, 1969. A.B., University of California, Berkeley; M.A., doctoral candidate, University of California, Los Angeles. Research Assistant, Science and Technology, Inc.; Post-Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.

Joyce L. Norman, Assistant Professor of Physical Education, 1965. B.S., M.S., University of California, Los Angeles; graduate studies, California Western University, San Diego State College, California State College, Los Angeles, Claremont Graduate School. Instructor, California Western University.

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, Nevada; 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.

⁺⁺ **Manuel Ramirez**, Associate Professor of Psychology, 1969. B.A., Ph.D., University of Texas. Field Assessment Officer, Peace Corps, University of California, Davis; Clinical Psychologist, Community Mental Health Clinic of Yolo County, California; Assistant Professor, Sacramento State College; Assistant Professor and Research Associate, Rice University; U.S. Public Health Fellow.

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, Associate Professor of Political Studies, 1965; Dean of the Faculty, 1969. B.A., M.A., Ph.D., Harvard University. Assistant Professor, Harvard University; Social Science Research Council and Rockefeller Foundation Fellowships.

Ronald Scales, Assistant Professor of Philosophy, Claremont Graduate School, 1969. A.B., University of California, Riverside; M.A., Brown University; doctoral candidate, University of California, Irvine. Teaching Assistant, University of California, Irvine; Teaching Associate, University of California, San Diego; Woodrow Wilson and NDEA Fellowships.

Albert Schwartz, Assistant Professor of Sociology, 1965. B.A., Hunter College; M.A., doctoral candidate, Ohio State University.

***James Sena Rivera**, Lecturer in Sociology, 1969. B.A., University of California, Berkeley; doctoral candidate, University of California, Los Angeles. Senior Research Associate and Western Center Projects Administrator, The Neumeyer Foundation.

Barbara Shapiro, Associate Professor of History, 1966. B.A., University of California, Los Angeles; M.A., Ph.D., Harvard University. Assistant Professor, Occidental College.

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.

+**Helia Alpuche de Sheldon**, Instructor in Spanish, 1967. B.A., M.A., California State College, Fullerton; doctoral candidate, University of California, Irvine. Research, National Archives, Mexico City; Cataloger, 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, Cypress Junior College, California State College, Fullerton.

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

Irving J. Spitzberg, Jr., Assistant Professor of Philosophy and Social Institutions, 1969. B.A., Columbia University; B. Phil., St. Catherine's College, Oxford; LL.B., Yale Law School. Tutor, St. Catherine's College; Assistant, New York City Commission on Human Rights; Research Assistant, Yale Law School.

****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.

***Jon M. Viegel**, Assistant Professor of Chemistry, 1968. B.S., University of Washington; Ph.D., University of California, Los Angeles. Research and Teaching Assistant, University of California, Los Angeles; visiting faculty, University of California, Los Angeles.

Rudolph R. Volti, Instructor in Sociology, 1969. B.A., University of California, Riverside; M.A., doctoral candidate, Rice University. Reader and Lecturer, Rice University; Tutor, VISTA Project.

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, International Center, Stanford University; Academic Assistant to the President, Pitzer College; Abraham Rosenberg Fellowship, Stanford University; Federal Republic of Germany and Asia Foundation study grants; 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, Research Center for Mental Retardation, Pacific State Hospital, California; 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. Committee on Advanced Studies, Oxford University, and Cyril Foster Fund research grants; fieldwork 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.

+Faculty teaching in the Intercollegiate Program of Black Studies.

++Faculty teaching in the Intercollegiate Program of Mexican American Studies.

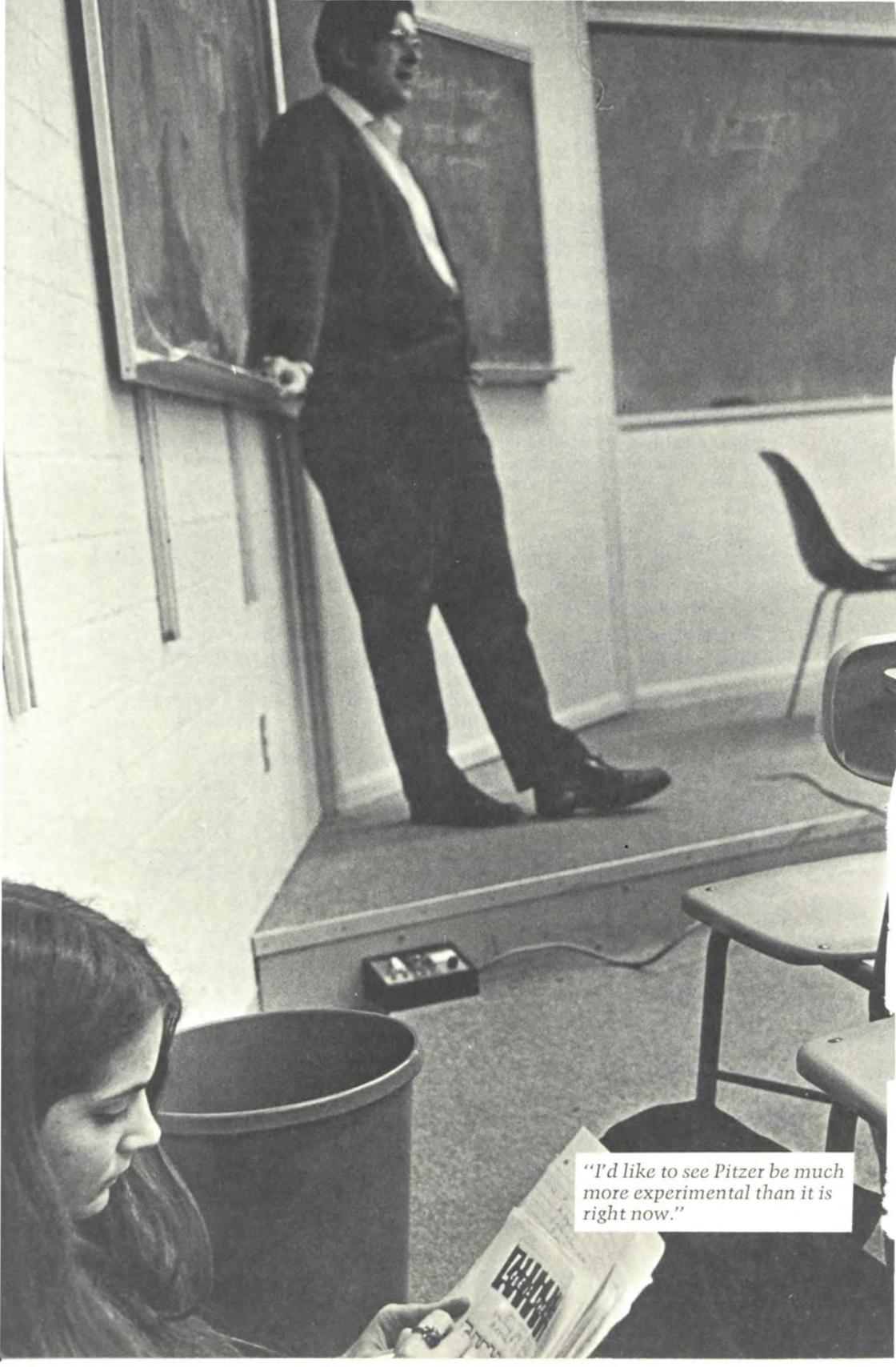
Ford Teaching Interns

Valerie Ackerland, Psychology. B.A., University of Puget Sound; M.A., doctoral candidate, Claremont Graduate School.

Paul A. Marsh, Political Studies. B.A., Humboldt State College; M.A., University of Southern California; doctoral candidate, Claremont Graduate School.

Michael E. Moody, History. B.A., Hastings College; doctoral candidate, Claremont Graduate School.

William C. Warne, Jr., Art. B.A., California State College, Los Angeles; M.F.A. candidate, Claremont Graduate School.



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ADMINISTRATION

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

John W. Atherton, President and Professor of English, 1963. (See Faculty).

***Louis T. Benezet**, Acting Director, Human Resources Institute. Ph.D., Columbia University. President, Claremont Graduate School and University Center.

Virginia Brock, Editor of Publications and News, 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**.

Rocco Caporale, Director of Social Science Research and Special Projects, and Associate Professor of Sociology, 1969. (See Faculty).

***Myron G. Chapman**, Physician, 1964. Ph.D., B.S., M.D., University of Chicago.

***Donald K. Cheek**, Director, Black Studies Center, Human Resources Institute, 1969. B.S., Seton Hall University; M.S.W., Fordham University; Temple University doctoral candidate. Vice President of Student Affairs and Lecturer in Social Psychology, Lincoln University.

***Elizabeth Cless**, Director, Center for Continuing Education, 1966. B.A., Radcliffe College.

Phillip Cleveland, Television Engineer, 1969. B.A., California State College at Los Angeles.

Robert F. Duvall, Director of Admissions, 1969, and Assistant Professor of English and Humanities, 1965. (See Faculty).

Mary Ellen Eichelberger, Assistant Director of Admissions and Financial Aid, 1967. B.A., Pomona College; Admissions Assistant, La Verne College.

***Darryl Dean Enos**, Director, Center for Urban and Regional Studies, Human Resources Institute, 1969. B.S., Sacramento State College; Ph.D., Claremont Graduate School and University Center. Director of the Community Study and Service Center of Sacramento State 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. Corp., Office Products Division, Riverside.

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

***William R. Gann**, Director, Program of Special Directed Studies, 1968. B.M., University of Missouri; M.S., California State College at Los Angeles. Consultant to U.S. Office of Education for Upward Bound. Chairman of Collegiate Relations, California Scholarship Federation.

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

***Bert D. Hammond**, Assistant Director for Admissions and Community Relations, The Center for Educational Opportunity, 1967. B.S., Ohio State University; M.E., Cornell University; Teacher, Oxnard High School; Executive Director, Project Open Future, Claremont.

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

***James A. Joseph**, Chaplain of The Claremont Colleges, 1969. B.A., Southern University; B.D., Yale Divinity School; Assistant Chaplain, The Claremont Colleges 1964-67; Associate Director Irwin-Sweeney-Miller Foundation, Columbus, Indiana.

***Ronald W. Lopez**, Director, Mexican-American Studies Center, Human Resources Institute, 1969. B.A., San Fernando Valley State College; M.A., University of California at Los Angeles.

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, Co-ordinator of Educational Resources, 1966. Secretary to Chairman, Humanities Division, University of Louisville; Co-ordinator, Talking Books, American Printing House for the Blind; Secretary to the President, Scripps College.

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

John E. Murphy, Assistant to the Dean of the Faculty, 1969, and Instructor in Political Studies, 1968. (See Faculty).

***Edgar C. Reckard, Jr.**, Director, Center for Educational Opportunity, and Dean of the Board of Preachers, 1958. 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 and Chaplain, Westminster College and Brown University; Chaplain, The Claremont Colleges.

John R. Rodman, Dean of the Faculty, 1969, and Associate Professor of Political Studies, 1965. (See Faculty).

Susan Schwartz, Counselor, 1966. B.A., Mills College; Resident Counselor, Ohio State University; Director of Guidance, Columbus Urban League; Assistant Dean of Women, Ohio Wesleyan University. Chairman of Counselors, Pitzer College.

Bylle Kae Snyder, Assistant Dean of Students, 1969. B.A., Lindenwood College; M.A., New York University School of Education.

Betsy Barrett Stanton, Director of Alumnae, 1969. B.A., Pitzer College; Assistant to Director of Admissions and Alumnae Secretary, 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.

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

*Joint Appointment with other Claremont Colleges.

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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.

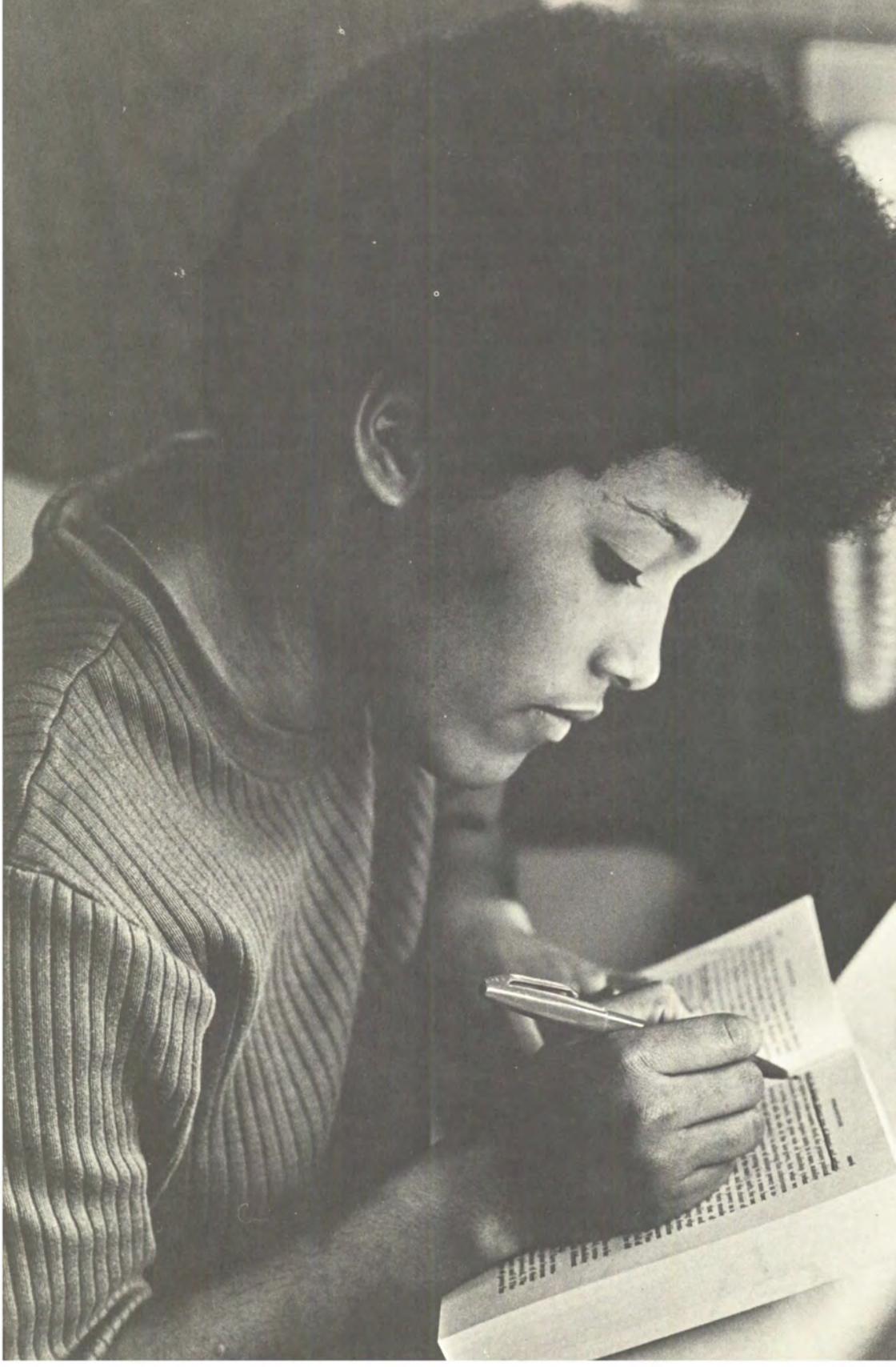
The following is a list of these organizations according to the date of their founding with a brief description of their purposes and goals:

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 projects—landscaping the College, and providing scholarship and library funds.

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. Two orientation meetings for members, on campus in the Fall and Spring.

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



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Claremont; Heidi Schwyzer, *Raton, N.M.*; Mickie Shapiro, *Winnetka, Ill.*; Susanne Sheahan, *Ojai*; Elizabeth Shirley, *Whittier*; Cheryl Sigler, *Pomona*; Victoria Spear, *San Marino*; Judith Stainbrook, *Pasadena*; Fay Strickland, *Claremont*; Joan Stuphen, *Santa Barbara*; Susan Tanner, *Fallbrook*; Iris Terry, *Claremont*; Barbara Thompson, *Little Rock, Ark.*; Virginia Tubbs, *Claremont*; Betty Umland, *Claremont*; Carole Ulmer, *Arcadia*; Martha Van Lier, *Miraleste*; Anne Vogel, *Hillsborough*; Catherine Wallace, *West Covina*; Victoria Weber, *Brunswick, Maine*; Laurel Weight, *Chino*; Marcia Whitley, *Arcadia*; Elizabeth Williams, *Uganda, East Africa*; Linda Witwer, *Lynn, Mass.*; Dorothy Wolgemuth, *Champaign, Ill.*; Margaret Yao, *Claremont*; Jo Deane Zalay, *West Covina*; Becky Zavitz, *Upland*.

Class of 1970

Lynne Allyn, *Venezuela*; Henrietta Alva, *Whittier*; Lorraine D. Asher, *San Francisco*; Laurel Babeaux, *Pasadena*; Shelley Bernardo, *Redwood City*; Clare Bly, *Riverside*; Daphne Ann Bowen, *Pasadena*; Jeri Brittell, *Monterey*; Susan Ann Brock, *Bellevue, Wash.*; Elizabeth Ann Brown, *Los Angeles*; Joanne Marie Butera, *Lancaster*; Leslie Butterfield, *Portland, Ore.*; Melinda Byrd, *Brawley*; Janet Caffardo, *Pomona*; Sally Caldecott, *Oakland*; Lupe M. Calzada, *Upland*; Margaret E. Carothers, *Livermore*; Cynthia Combs, *Tulsa, Okla.*; Sheilah Cooper, *Los Angeles*; Leslie Dashew, *Santa Monica*; Ellen Detry, *Los Angeles*; Marilyn Domnitch, *Great Neck, N.Y.*; Carolyn Emigh, *Seattle, Wash.*; Lynn Feher, *Modesto*; Susan Friedman, *Beverly Hills*; Lynn Melanie Harris, *Los Angeles*; Margaret Rose Hartley, *Santa Barbara*; Monica Heilbron, *San Diego*; Valeria Hodges, *Grosse Pointe, Mich.*; Melissa Holmes, *Pasadena*; Kathleen Ann Howell, *Albuquerque, N.M.*; Kathleen L. Howell, *Claremont*; Ann Rosalie Hudelson, *Salinas*; Nancy Huntoon, *Jackson, Miss.*; Claudia L. Hyder, *Denver, Colo.*; Sue Innerarity, *Midland, Texas*; Carolyn Johnson, *New York City, N.Y.*; Jennifer Kircher, *Seattle, Wash.*; Francie Kleiner, *San Marino*; Linda Knowles, *Montclair*; Jeanette Koberg, *Downey*; Betty R. Koo, *New York, N.Y.*; Kathryn Ellen Kapil, *Phoenix, Ariz.*; Priscilla Lambert, *Montclair*; Tamar Lane, *Los Angeles*; Marilyn Lester, *Port Hueneme*; Barbara Loeb, *Meridian, Miss.*; Camille Lombardo, *La Crescenta*; Daryl Macdonald, *Arcadia*; Sherry Mack, *Claremont*; Mary Ann MacNulty, *San Diego*; Cecelia Neumann Macy, *Montclair*; Karen Mann, *San Marino*; Nancy Louise Martin, *Boulder, Colo.*; Clara Masquelier, *Mahopac, N.Y.*; Corene May, *Oakland*; Melaine McCann, *Tacoma, Wash.*; Marian McDevitt, *Portland, Ore.*; Alana McGuire, *Brea*; Karen Robbins Meub, *Atherton*; Nerice Moore, *San Francisco*; Virginia Moritz, *Claremont*; Victoria Mortensen, *Torrance*; Allyn Nelson, *Claremont*; Susan Nemer, *Hillsborough*; Margaret Newton, *Laguna Beach*; Virginia Nichols, *Arcadia*; Janet Norman, *Gars, Ind.*; Wylma Nunnalley, *San Jose*; Laurin Ober, *Riverside*; Susan O'Brien, *Claremont*; Margarita Ortiz, *Phoenix, Ariz.*; Rebecca Perkins, *Providence, R.I.*; Gina Pickering, *Encino*; Susan Price, *San Diego*; Susan Putnam, *La Canada*; Cornelia Reynolds, *Pasadena*; June Reznikoff, *San Diego*; Mary Jane Roberts, *Woodside*; Susan Robertson,

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Class of 1971

Lee Appleton, *Elgin, Ariz.*; Deborah Adler, *Whittier*; Ann Barysh, *New Milford, Conn.*; Emilie Bassett, *Whittier*; Betsy Beebe, *Portland, Ore.*; Susan Beers, *Montclair*; Susan Benedict, *Chestnut Hill, Mass.*; Carolyn Bergson, *Bellevue, Wash.*; Janet Besson, *Los Altos*; Linda Bishop, *Ventura*; Patricia Blosten, *Highland Park, Ill.*; Janet Blum, *Sherman Oaks*; Elizabeth Bonner, *Hillsborough*; Mary Boyce, *Huntington Beach*; Alice Bremer, *West Covina*; Katherine Broadbent, *Rochester, Maine*; Susan Brown, *Pittman, Nev.*; Marian Bruce, *Beaumont, Texas*; Pamela Burge, *Los Angeles*; Carol Burpee, *Doylestown, Pa.*; Leslie Carne, *Los Angeles*; Linda Campbell, *Lexington, Ky.*; Linda Catron, *Woodside*; Diane Clark, *East Palo Alto*; Margo Covington, *Ellensburg, Wash.*; Susan Cropsey, *Pasadena*; Ann Cumberland, *Santa Maria*; Kathleen Dannreuther, *Tucson, Ariz.*; Harriet Davenport, *Redlands*; Margitta Dietrick, *Los Angeles*; Lisa Dollar, *Belvedere*; Diantha Douglas, *Chicago, Ill.*; Lucretia Drane, *San Jose*; Cynthia Easton, *Kerman*; Eileen Edmundson, *Dana Point*; Alice Elliott, *Montclair*; Jean Ellis, *Upland*; Mablean Ephriam, *Los Angeles*; Krista Ericson, *Hillsborough*; Laurie Findlay, *Bronxville, N.Y.*; Peggy Fridstein, *Glencoe, Ill.*; Ilona Frieden, *Los Angeles*; Nancy Friedman, *Los Angeles*; Judith Friess, *Palos Verdes*; Linda Freeman, *Tokyo, Japan*; Patricia Gram, *Pasadena*; Betsy Gregory, *Laguna Beach*; Phyllis Greig, *Glendora*; Gayle Gubman, *Tarzana*; Heidi Hadsell, *Berkeley*; Sharon Hare, *Wayne, Pa.*; Kathleen Hartman, *Los Angeles*; Christine Harestad, *Palos Verdes*; Cheryl Harzler, *Arcadia*; Michele Heimsoth, *San Mateo*; Marie Heiple, *Upland*; Regan Heiserman, *Chicago, Ill.*; Yvette Jackson, *Los Angeles*; Karen Hilfman, *Fair Lawn, N.J.*; Diane Johnson, *Hillsborough*; Coral Hoffman, *Covina*; Barbara Horosko, *Seattle, Wash.*; Nina Huebsch, *Beverly Hills*; Cheryl Hunsinger, *Arcadia*; Mary Iosue, *Los Angeles*; Anne Johnston, *Pasadena*; Elene Kallamanis, *Los Angeles*; Lisa Kasle, *Menlo Park*; Judith Kettenhofen, *Pomona*; Carla Kimball, *Montclair, N.J.*; Marjo Koch, *Arcadia*; Laurie Knox, *Lake Oswego, Ore.*; Barbara Kolk, *Sea Cliff, N.Y.*; Mary Kushner, *Portland, Ore.*; Carole Kuyama, *San Diego*; Andrea Lappen,



"I think I was sort of disappointed in the complex. I don't think it is as easy as it's made out to be in the catalog to get courses at other colleges."

Pacific Palisades; Ann Latta, Pacific Palisades; Susan Lebo, San Francisco; Lisa Lieberman, San Diego; Elaine Livengood, Aurora, Ohio; Clydie Lynn, Hillsborough; Elizabeth Macy, Mountain Back, Ala.; Jennifer Macy, Fresno; Mary Manous, Seattle, Wash.; Julie Maple, Santa Rosa; Katherine Marking, Canoga Park; Katharine Mayher, Cleveland, Ohio; Kristen Mendenhall, Los Angeles; Mary Midkiff, Honolulu, Hawaii; Maryly Mitchell, San Marino; Annjeannette Moore, Nairobi; 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, Bukoba, E. Africa; Linh Nguyen, Saigon, S. Viet-Nam; Mary Nyberg, Minneapolis, Minn.; Sheilah O'Brien, Lake Oswego, Ore.; Virginia Oldendorf, Fullerton; Lesley Oliver, Pasadena; Kristin Olsen, Glen Ellyn, Ill.; Leslie Oslin, Fresno; Susan Padfield, Shawnee Mission, Kan.; Lisa Paradise, Arcadia; Doren Parsons, San Marino; Georgann Pasnick, Seattle, Wash.; Alison Patterson, Glenview, Wash.; Elizabeth Peet, St. Paul, Minn.; Alicia Quarles, Los Angeles; Mary Quinn, Fontana; Elana Rappaport, Los Angeles; Virginia Rogers, Los Angeles; Susan Roth, Claremont; Kathryn Rupp, Costa Mesa; Deborah Sacks, Glendora; Ellen Savage, Palo Alto; Marilyn Scaff, Iowa City, Iowa; Donna Schmitt, Portland, Ore.; Helen Schneider, Encino; Judith Schramm, Santa Barbara; Jeanne Schroeder, Reno, Nev.; Lee Annette Scott, San Bernardino; Shelly Scott, Claremont; Elizabeth Shafrock, Burbank; Suzanne Sheldon, Los Angeles; Sharon Shettsline, Anaheim; Laura Smith, San Marino; Hattie Snell, Alexander, Va.; Diane Soash, Altadena; Patricia Spady, Milwaukie, Ore.; 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.*; Gail Tanabe, *Hilo, Hawaii*; Susan Tannehill, *Glendora*; Susan Tompkins, *Fullerton*; Cynthia Tuell, *Vancouver, Wash.*; Marguerite Tupper, *Millwood, Va.*; Jill Turner, *Lake Oswego, Ore.*; 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, Ariz.*; Pamela Weaver, *Fullerton*; Leanora Weber, *Redondo Beach*; Wendy Weeks, *Seattle, Wash.*; Constance Weller, *Whittier*; Mary Wheeler, *La Jolla*; Sara Willen, *Beverly Hills*; Carol Wise, *Upland*; Christina Woosley, *Fallbrook*; Marilyn Wright, *Berkeley*; Hilda Yumiseva, *Ecuador, South America*; Diana Ziegler, *Burbank*.

Class of 1972

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Guyton, *Woodbridge, Conn.*; Frances Hamilton, *Scarsdale, N.Y.*; Janet Hammond, *Pasadena*; Jolaine Harkless, *Los Angeles*; Katherine Harris, *Philadelphia, Pa.*; Joan Haussler, *Canoga Park*; Joanne Hayashi, *Los Angeles*; Patricia Hendrick, *Santa Barbara*; Mary Heilig, *Oswego, Ore.*; Frances Susan Heller, *San Francisco*; Alicia Hernandez, *San Diego*; Louise Hexter, *Beloit, Wis.*; Linda Hidy, *Tarzana*; Elizabeth High, *Claremont*; Willie Faye Hogan, *Compton*; Terry Holmes, *Corona*; Terry Holpert, *Tucson, Ariz.*; Bella Hopkinson, *Upland*; Mary Hoskins, *Watsonville*; Jill Hyman, *Hillsborough*; Joan Irish, *Fullerton*; Linda Jackson, *Los Angeles*; Teresa Jacob, *Portuguese Bend*; Deborah Jacobsen, *Phoenix, Ariz.*; Dorianne Jaffe, *San Francisco*; Marian Jeffery, *Oakland*; Anita Johnson, *Phoenix, Ariz.*; Jaron Johnson, *Los Angeles*; Karen Johnson, *Bakersfield*; Sally Johnson, *Westport, Conn.*; Linda Jones, *Denver, Colo.*; Frances Joseph, *Highland Park, Ill.*; Isabelle Junod, *Switzerland*; Kristin Kantor, *Los Angeles*; Diane Kapland, *Park Forest, Ill.*; Joan Karlin, *Portland, Ore.*; Melissa Kelleher, *Monrovia*; Kimi Kinoshita, *Gardena*; Nancy Klein, *Los Angeles*; Kim Klingberg, *Longview, Wash.*; Regina Knox, *El Centro*; Carolyn Kriet, *San Mateo*; Marina Kurtovich, *Mercer Island, Wash.*; Susan Lancaster, *Los Angeles*; Susan Lang, *Palo Alto*; Signa Larralde, *Fruita, Colo.*; Anne Larsen, *Pittsburg, Pa.*; Karen Lawson, *Palos Verdes*; Ellen Lecompte, *Colorado Springs, Colo.*; Christine L'Ecluse, *San Gabriel*; Karen Leech, *La Fayette*; Lark Loveday, *Arcadia*; Wenzola Lowe, *Greenwood, Miss.*; Irene Lozano, *Whittier*; Margo Lunken, *Cincinnati, Ohio*; Lynda Mahoff, *San Diego*; Francine Mandel, *Pacific Palisades*; Victoria Martin, *Beverly Hills*; Ann Matthews, *Pleasant Hills*; Mary McCandless, *Fontana*; Margaret McCarthy, *Los Angeles*; Elaine McDonald, *Anaheim*; Kimberly McDonald,



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"There is nothing else to be done; we continue bailing even if the boat must sink because we are here and we and they are humans and we all must live."

Calendar

September 14,	Sunday	<i>Dinner for parents of new students</i>
September 20,	Saturday	<i>Residence halls open for all new students.</i>
		<i>Language Placement tests</i>
September 23,	Tuesday	<i>Residence halls open for returning students and new transfer students, and registration for both groups.</i>
September 24,	Wednesday	<i>Registration for freshmen</i>
September 25,	Thursday	<i>First semester classes begin at 8:00 a.m.</i>
October 3,	Friday	<i>Parents Association General Meeting</i>
October 6,	Monday	<i>Last day for entering classes</i>
October 22,	Wednesday	<i>Avery Hall Dedication</i>
October 30,	Thursday	<i>Final day for withdrawal from classes</i>
November 14,	Friday	<i>Low Grade Reports due to Registrar</i>
November 26,	Wednesday	<i>Thanksgiving recess begins after last class</i>
December 1,	Monday	<i>Thanksgiving recess ends 8:00 a.m.</i>
December 20,	Saturday	<i>Christmas vacation begins after last class</i>
January 5,	Monday	<i>Christmas vacation ends 8:00 a.m.</i>
January 22,	Thursday	<i>Last day of classes</i>
January 24,	Saturday	<i>Final Examinations begin</i>
February 2,	Monday	<i>Final Examinations end</i>
February 7,	Saturday	<i>First semester ends</i>

Second Semester

February 9,	Monday	<i>Registration for all students, second semester classes begin</i>
February 10,	Tuesday	<i>Continue registration all students</i>
February 19,	Thursday	<i>Last day for entering classes</i>
March 16,	Monday	<i>Final day for withdrawal from classes</i>
March 27,	Friday	<i>Low Grade Reports due to Registrar</i>
March 29,	Sunday	<i>Easter Sunday</i>
April 4,	Saturday	<i>Spring vacation begins, noon</i>
April 13,	Monday	<i>Spring vacation ends, 8:00 a.m.</i>
May 8,	Friday	<i>Parents Association Annual Meeting</i>
May 27,	Wednesday	<i>Last day of classes</i>
May 29,	Friday	<i>Final Examinations begin</i>
June 6,	Saturday	<i>End of Final Examinations</i>
June 7,	Sunday	<i>Commencement</i>

Fall 1970

September 18,	Friday	<i>New students arrive</i>
September 24,	Thursday	<i>First semester classes begin</i>

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*CAMPUS MAP
OF THE
CLAREMONT
COLLEGES*

CLAREMONT
UNIVERSITY CENTER

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

JOINT FACILITIES

- A Center for Educational Opportunity
- B Garrison Theater
- C McAllister Religious Center
- D Honnold Library
- E Seeley Wintersmith Mudd Memorial Library
- F Earl W. Huntley Book Store
- G Pendleton Business Building
- H Counseling Center
- I Faculty House
- J Baxter Medical Building
- K Bridges Auditorium
- L 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 Appleby Hall
- 8 Wohlford Hall
- 9 Boswell Hall
- 10 Green Hall
- 11 Bauer Center
- 12 Collins Hall
- 13 Parents' Field
- 14 Phillips Hall
- 15 Beckett Hall
- 16 Badgley Garden
- 17 Berger Hall
- 18 Marks Hall
- 19 Benson Hall
- 20 Fawcett Hall

- 21 Claremont Hall
- 22 North Field
- 23 Voit Pool and Field House
- 24 Gymnasium
- 25 South Field

HARVEY MUDD
COLLEGE

- 1 Engineering Building
- 2 Norman F. Sprague Memorial Library
- 3 Galileo Hall
- 4 Crosby Hall (Immaculate Heart College)
- 5 Science Building
- 6 Thomas-Garrett Hall
- 7 Kingston Hall
- 8 Joseph B. Platt Campus Center
- 9 Swimming Pool
- 10 David X. Marks Residence Hall
- 11 West Hall
- 12-13 Seeley W. Mudd Memorial Quadrangle and Residence Halls
- North Hall (12)
- East Hall (13)
- 14 President's House

PITZER COLLEGE

- 1 Scott Hall
- 2 Bernard Hall
- 3 Fletcher Hall
- 4 Avery Hall
- 5 Sanborn Hall
- 6 McConnell Center
- 7 Holden Hall
- 8 Pellissier Mall
- 9 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 Pearsons Hall
- 14 Holmes Hall
- 15 Edmunds Union
- 16 Smiley Hall
- 17 Memorial Pool and Gymnasium
- 18 Alumni Field

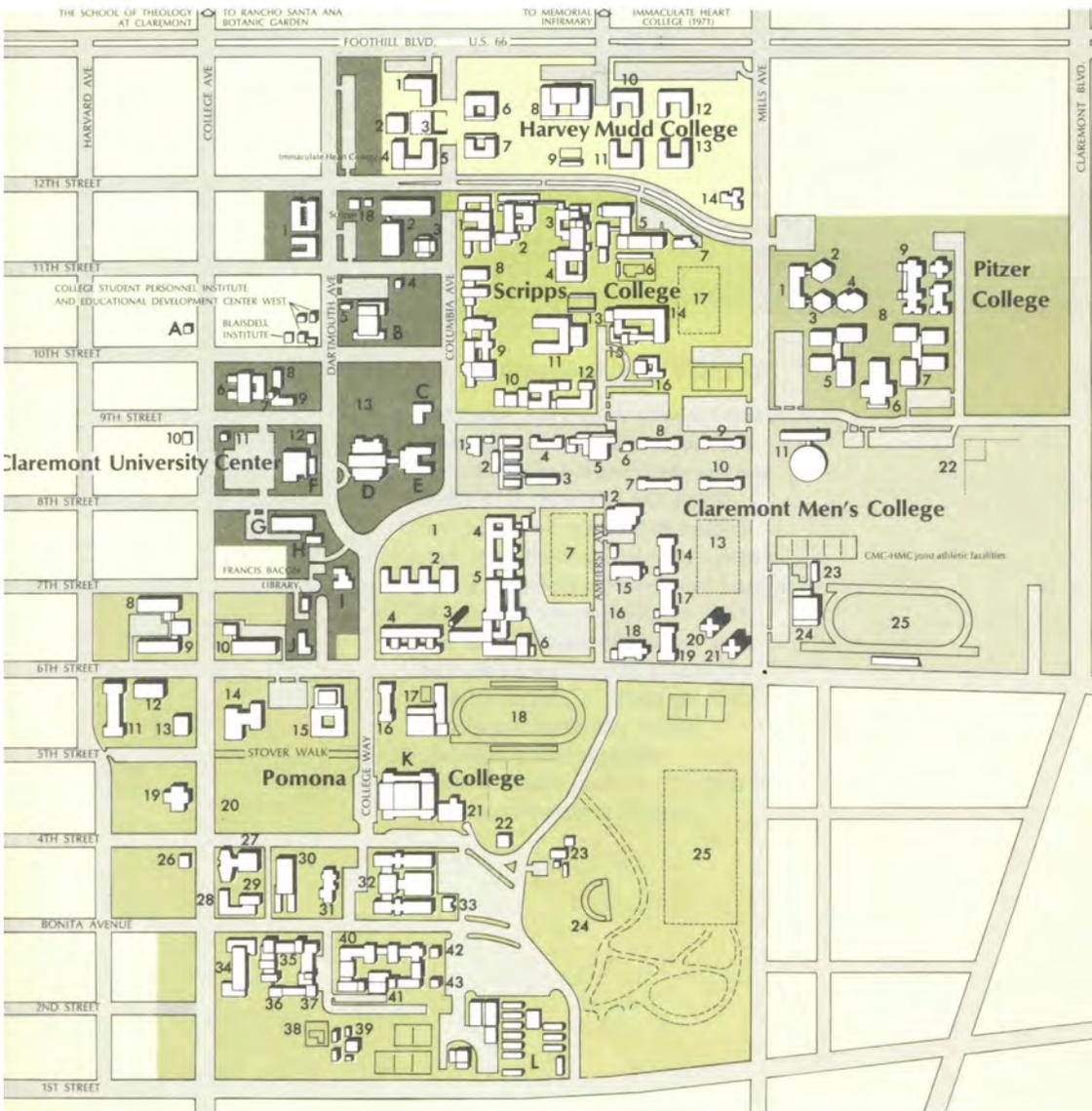
- 19 Carnegie Building
- 20 Marston Quadrangle
- 21 Renwick Gymnasium
- 22 Replica House
- 23 Observatory and Astronomy Laboratory
- 24 Greek Theater
- 25 Earl J. Merritt Field
- 26 President's House
- 27 Music Building
- 28 Montgomery Art Building
- 29 Rembrandt Hall
- 30 Bridges Hall of Music
- 31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

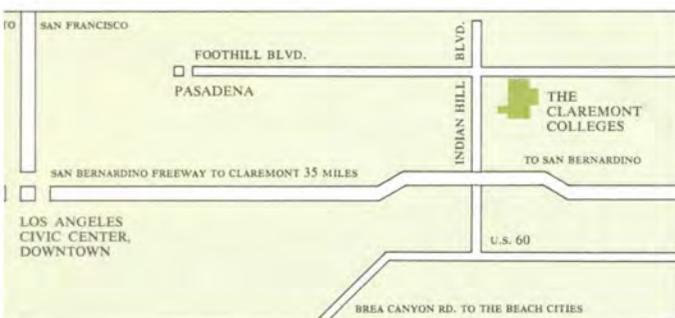
SCRIPPS COLLEGE

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

AFFILIATED
INSTITUTIONS

- Francis Bacon Library
- Blaisdell Institute
- Rancho Santa Ana Botanical Garden
- College Student Personnel Institute and Educational Development Center West





To reach The Claremont Colleges

Major highway routes to Claremont are the San Bernardino Freeway and Foothill Boulevard (U.S. 66).

From the Freeway, turn off at Indian Hill Boulevard and drive north 1 mile to Second Street, then right 3 blocks to the Colleges. From

U.S. 66 turn into the Colleges at Dartmouth Avenue. Within The Claremont Colleges a well marked driving route, "Campus Drive," directs you to each college's administration building.

Strategically located roadside maps provide detailed directions.

*Quotations throughout the catalog are by Pitzer students
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