



THE PARTICIPANT

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Atwell Arrives

OUR MAN HAS COME TO DINNER

Pitzer College will begin the fall term with a new president, and from early indications, his administration will be marked by warm, easygoing, progressive, outspoken and tough leadership.

The Presidential Search Committee, concluding a year-long quest for a successor to founding president John W. Atherton, appears highly satisfied that its unanimous recommendation resulted in the appointment of Robert H. Atwell as president of Pitzer College. The team of faculty, students, trustees, and administrators had screened more than 200 potential candidates before recommending to the Board of Trustees that Atwell could best guide the College during this phase of its development. Announcement of the appointment was made May 26, following a special meeting of the Board.

Atwell, 39, is Vice-Chancellor for Administration at the University of Wisconsin, Madison, and will bring to Pitzer a strong background and expertise in budgetary and other administrative matters. The Pitzer post marks

Atwell's first with a private institution. Prior to his appointment at the Madison campus, he was involved in budget analysis and legislative review for the U.S. Bureau of the Budget in areas of housing, urban problems, higher education and medical research. For the National Institute of Mental Health, he was instrumental in setting up community mental health centers and in the writing of President John F. Kennedy's special message on mental health and retardation.

He has also conducted intensive studies of the economic position of Pakistan and Afghanistan as part of the background for U.S. government development lending policy to those nations in 1960.

Atwell received the B.A. degree in political science from the College of Wooster in Ohio and the M.P.A. degree from the University of Minnesota.

In addition to the presidential appointment, Atwell, as Professor of Public Administration, will teach a freshman seminar, "The Politics of the University." At the Wisconsin campus, he taught an experimental interdisciplin-

"It would comfort me to know that college presidents go through crises or periods of anger and despair and that these crises match those of their students in sincerity and passion."

Paddy O'Brien, senior

ary undergraduate seminar, "The University as a Political Institution," and shared in teaching a graduate seminar in "Governmental Budgeting."

Following the presidential announcement, Atwell joined the Board of Trustees for its final meeting of the year, June 2. On earlier visits to the campus, one with his wife, Elizabeth, he met informally with students, faculty members and administrators, as well as officials of the other five Claremont Colleges.

The June 2 visit included an afternoon press conference attended by representatives of local and metropolitan newspapers. During the conference, Atwell stated that he was attracted to Pitzer partly because of its relatively small size. "The large public institutions are trying to stamp out 4,000 graduates at a time," he said. "Size has gotten away from them. Many students graduate without knowing any professor well enough to get a letter of recommendation for a job." The Wisconsin campus enrolls a student

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Preview of Our Man's Preview of Pitzer College

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body of 35,500 students as compared to Pitzer's 650.

Among Atwell's other statements at the conference were these:

Financial Aid — "I am very interested in financial support for minority groups, and I think this college has done a remarkable job in this regard. I hope it will continue and even increase."

Student Loans vs. Student Grants — "People of middle income could be called low risks on loans. Most of them won't have any trouble 'making it.' But a minority group student who may be from a school that hasn't prepared him as well as a suburban school is assuming quite a risk in taking out a loan to go to college. So you have a perverse arrangement. The one who can least afford the risks and burdens of a loan is the one who must assume them. This does not contribute to the equalization of educational opportunities."

The College and Social Reform — "I hope that private colleges will assume a leadership role in social reform during the next decade. The desire of students to understand the system and learn how to change it will get private schools into the thick of social reform. They want to engage in off-campus activities leading to social improvement."

"If colleges are doing their job, they are on the 'cutting edge' of social problems, and consequently, it is inevitable that colleges will sometimes do things the taxpayers won't like. And if colleges must be held accountable to the taxpaying public, they cannot fulfill their educational role. A private college, unlike a publicly-supported institution, does not face quite as acutely the problem of reflecting the wishes of the taxpayers."

Student Participation — "Student voice should be reflected in all facets of college affairs. The Town Meeting system of making decisions at Pitzer sounds downright exciting. Campus protests would likely continue across the country even if the Indochina conflict ended tomorrow. Students are also deeply concerned about poverty, pollution, and other social issues."

Faculty Political Views — "I don't think a person's political views should be relevant to whether he gets hired or fired or promoted. These actions should be determined on the basis of academic merit by academic people."

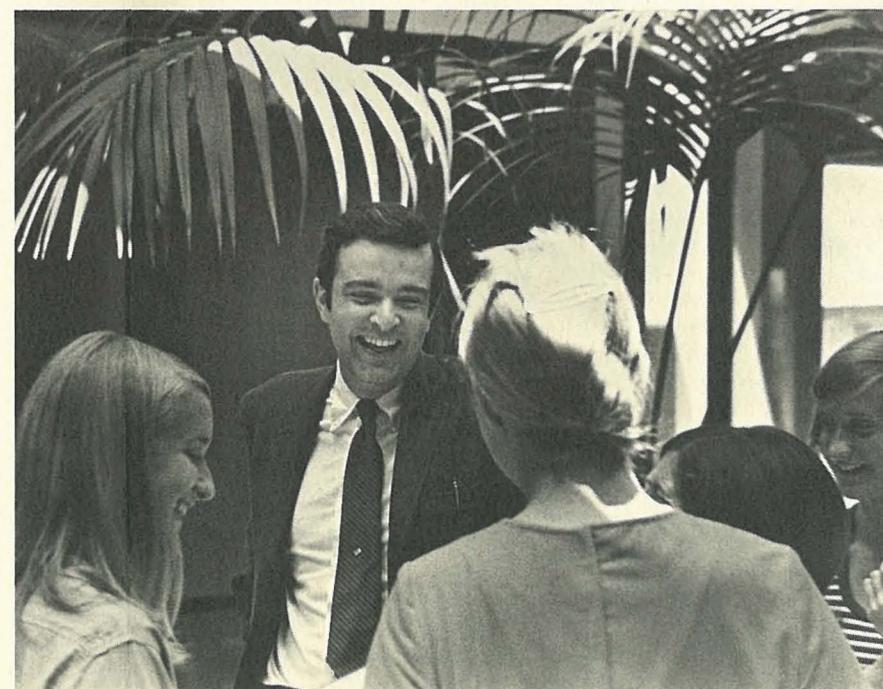
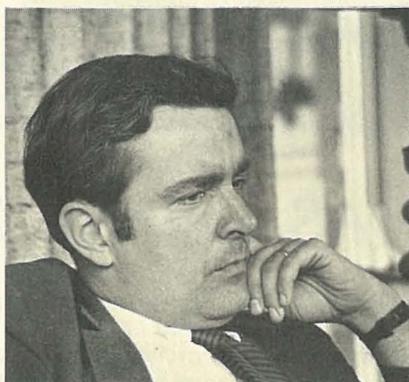
And that should include students."

Police on Campus — "I think the use of police should be a last resort and not the first step."

In conclusion, Atwell said, "Usually at conferences like this I am asked why we don't fire the football coach. One very appealing thing about this place is that there're no big-time athletic activities."

"College is getting to be a game of pronouns, one side is Us and the other is Them. It's encouraging to know that at Pitzer we still think in terms of the individual."

Puzle Bonner, senior



HONORS FOR SEVEN YEARS' LEADERSHIP

WHEREAS

John W. Atherton, scholar, teacher, poet, first president of Pitzer College, has directed Pitzer College with wisdom and sensitivity,

has fostered the growth of genuine community endeavor by the reasoned and articulate guidance which engenders the respectful attention of his colleagues,

has nurtured the swift progress and positive direction of the College by gentle prodding, intelligent restraint, and sagacious forbearance,

has by an admirable evenness of temperament and abundance of humor relieved the destructive tensions by which all colleges are beset,

has been, in short, the most substantial force for the survival of a new and vibrant college in times inimical to the establishment of new institutions, enjoys the full esteem of the academic community of Pitzer College as president and friend,

the Executive Committee of the Faculty therefore unanimously recommends to the Board of Trustees of Pitzer College that the honorary degree, Doctor of Humane Letters be conferred upon John W. Atherton at the commencement exercises of Pitzer College, June, 1970.

The moving tribute, presented by

Board Chairman, Howard D. Williams, was followed by a standing ovation by the thousand-member audience at the sixth commencement of the College, June 7, 1970.

The 104 seniors who were awarded the Bachelor of Arts degree, named a scholarship fund in his honor and invited him to deliver the commencement address. The title, "Pitzer College: A Hologram in 1970." Said Atherton, "A hologram is an image that presents different aspects from different points of view. Like the original object itself, a hologram changes its appearance as the viewer sees it from a different angle of sight. I would like to attempt a verbal hologram, and look at Pitzer College from several points of view, each of them apparently valid, but each of them different because each of them is partial. Taken together, they may round out our image of the College, and suggest what is essential to Pitzer and what is peripheral.

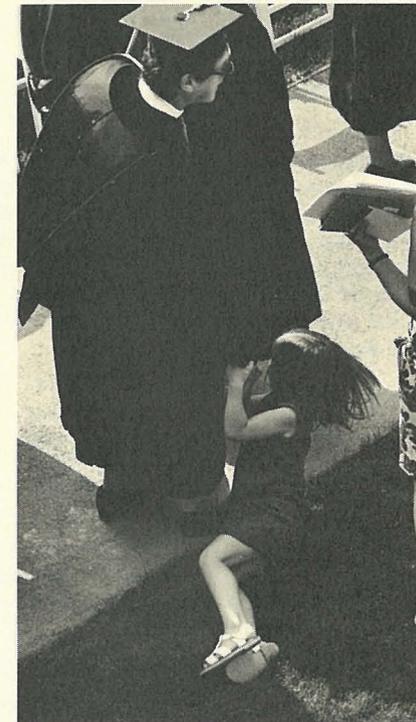
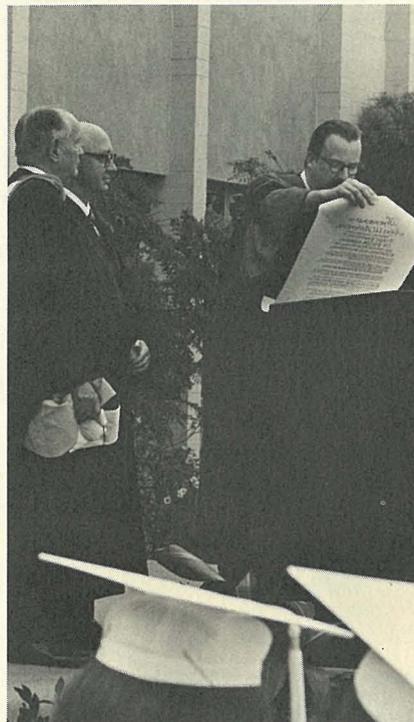
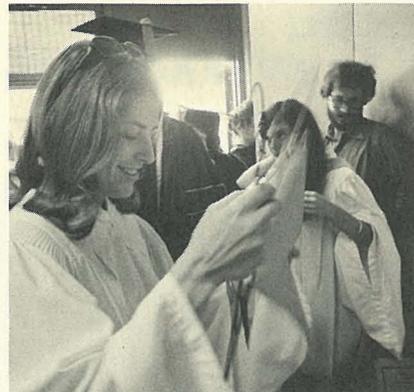
"If Pitzer's brief life has shown us anything, it has shown us that genuine education — education that can bring concerned intelligence to bear on the ever-present forces of bigotry, racism, ignorance and repression — it has shown us that genuine education can only occur in an open community which encourages free inquiry and stimulates individual development and social responsibility. And we have

learned, too, that Community Government, the responsible participation of all of us in our educational decisions, is not an *end* in itself, but an indispensable *means* toward achieving and maintaining our real objective — an academic community guaranteeing freedom of inquiry and the responsible pursuit and promulgation of truth.

"Yet, as you and I attended classes, voted in meetings, participated in teach-ins, and attended rallies on our several campuses, it became increasingly clear that not everyone agreed that colleges and universities ought to remain free and open societies, or that all members of such communities ought to be participants. What unites the enemies of any open society is their doctrinal rectitude and their messianic moral fervor.

"As students at Pitzer, you and I have heard these seductive siren songs urging us to vote away our freedom and responsibility at the imperative of a moral obligation or the threat of naked violence. Clearly, the extreme right and the extreme left see Pitzer College, from their selective vision, as a weapon to be used either to maintain some cherished vision of the status quo, or to commit its minds and resources to an equally doctrinaire utopia. Both sides alternate threats and blandishments to capture free institutions.

"A useful psychological theory of
(Continued on Page 5)



Sign of Times

Distribution Requirements Bumped

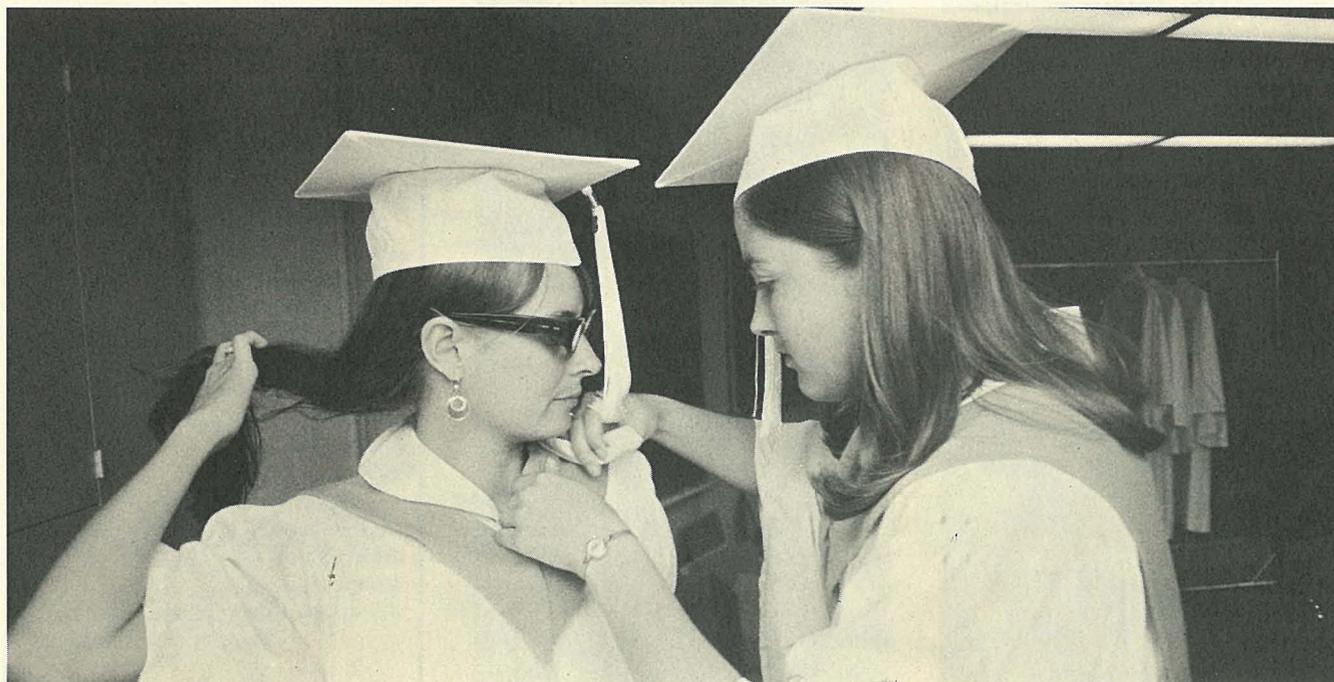
The Pitzer College curriculum, responding to a changing social climate and needs of today's students, underwent further evolution during the past year. For the first time in the seven year history of the College, distribution requirements were abolished. In the past, such requirements included a specified number of courses in the social sciences, history, humanities, natural sciences, English, foreign language, Freshman Seminars and Independent Study.

States the 1970-71 catalog, "Because the Pitzer faculty holds a rich variety of views on the nature of education and of knowledge, Pitzer College does not impose any 'general education' requirements beyond the Freshman Seminar." The change is effective with the fall term.

Lest it appear that Pitzer students may have it easy, it should be said that each of the concentrations offered at Pitzer have requirements respective of that area of study. Independent Study continues to be strongly encouraged, "to develop students' ability to plan and execute projects of their own conception."

A concentration new to the social and behavioral sciences-oriented Pitzer curriculum will be environmental studies. "... our increasingly serious environmental problems can be understood and resolved only by citizens and professionals who combine an understanding of the scientific and technological dimension of environmental problems with a grasp of human behavior."

Eleven new faculty members, six of whom teach in the areas of social and behavioral sciences, will join the teaching staff in the fall.



Commencement

(Continued from Page 4)

vision tells us that what we see when we examine an object is determined less by what is really there than it is by what we expect to find. And if what we expect to see isn't there, we often decide it ought to be. So with our Pitzer hologram — different angles of vision, different expectations account for the widely disparate reactions. Never before in our history has higher education been so fearfully and hopefully scrutinized, and never have we had so many conflicting reports of what is or what ought to be occurring in our academic institutions.

"Thanks to the patience, tolerance, and courage of every member of our Pitzer Community — our trustees, our faculty, and you the participating students, Pitzer is a voluntary society of free men and women who joined together in the common quest for truth, justice, and love in a world desperately in need of them all."

Guy Carawan, guitarist and Folklorist-in-Residence, played and sang "Let It Be," "Where Are You Going?" and "Ain't You Got a Right to the Tree of Life?" during the processional with the audience joining in song. Thomas Atherton, classical guitarist, and Dr. Lewis J. Ellenhorn, Associate Professor of Psychology, and saxophonist, played the recessional music.

Mrs. Diana L. Malan, Dean of Students, was asked to deliver the invocation, and Dr. Esther Wagner, the benediction. Dr. Wagner is Professor of Language Arts at California Polytechnic College and is a former member of the Pitzer faculty.

Dr. Atherton joined many members of the graduating class in wearing a black arm band to symbolize "a deep concern over the fear and tragedy that pervade our common life all over the earth."

A reception in McConnell Center followed the ceremonies.



Co-ed Now!

B+ AVERAGE FOR INCOMING GROUP

A MARKET LOSS

Can Lead to Increased Income For You and for Pitzer

The course of the stock market in the last year and a half has caused many people to think of alternative forms of investment. If you hold securities that have depreciated in value and appear to have only a limited potential for recovery, it may be to your advantage to sell them now, establish your loss as a credit against future capital gains, and invest the proceeds in an Annuity Trust with Pitzer College.

Your cash gift may then be reinvested in municipal bonds for a tax-free, five percent annual income to you and, if desired, one other beneficiary for life, after which the principal becomes a named endowment fund for the advancement of future education at Pitzer. The additional tax savings you receive from the resulting charitable deduction will go a long way toward making up your stock market loss. For further information, write The President's Office, Pitzer College, Claremont, California 91711.



Pitzer looks forward to welcoming a large and excellent freshman class in September. This exciting group of students marks the beginning of Pitzer's full change to coeducation.

There are a total of 235 students who have been accepted into the new class. Of these, 55 are men. The pattern of men who are coming to Pitzer closely approximates that of the student body in general: half of them come from California; the rest represent 12 states, from New York to Florida to Washington.

Slightly more than half of the incoming students, both men and women, indicate an interest in concentrating in the social sciences, although the humanities and the natural and physical sciences and mathematics also attract a high degree of interest. The students have grade point averages of 3.12 (B+), and College Entrance Examination Test averages in the high 500s.

Among our freshmen will be two National Merit Scholarship winners and 24 California State Scholars.

Six minority-group students will enter Pitzer as part of the Program of Special Directed Studies. And the freshman class will include 22 Mexican American and 26 Black students.

Pitzer has worked out a program of shared athletic facilities with Pomona College.

Quotes From Our Community

I've always thought we should expect as much from women and their education as we do from men. Just because they are not allowed, for a variety of reasons, most of them unfair, to take an equal role in society, is no reason why we should give them an unequal education and promote this sort of system.

They're going to hit the inequalities when they graduate, but it'll cause more bucking of the old system.

Dr. Daniel Guthrie
Professor of Biology

CALENDAR HIGHLIGHTS

Sunday, July 12

Conference,
Certified Public Accountants
(three weeks)

Sunday, July 12

Conference,
American International Academy,
"European Seminar"
(three weeks)

Friday, July 31

Conference,
California Association of Physical
Education and Recreation, Univer-
sity of California, Riverside
(10 days)

Sunday, August 2

Conference,
U.S. Department of Labor
(two weeks)

Monday, September 7

Writers' Conference
(10 days)

"An intensive workshop on practical problems. An experimental colloquium on 'the craft and sullen art' of communication."

"Emphasizing poetry, short stories, essays, and children's literature."

The workshop will carry one-half course credit at Pitzer College. A core faculty from Pitzer College will give leadership for the conference. Many outstanding writers from around the country will also give readings, discuss problems of publication, and join marathon sessions on ideas and approaches. Readings and seminars will be held on the beach, in the nearby mountains, and on the campus. For further information, write Dr. Robert Duvall, Pitzer College.

Friday, September 18

Orientation Activities

Thursday, September 24

Classes begin



THE PARTICIPANT

Pitzer College, Claremont, California

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"Pass the Publications, Please"

We have talked about ways in which alumnae could help Pitzer. Money, of course, is always a need; however, an additional way is to pass on THE PARTICIPANT and other publications that you receive about Pitzer — to friends, local libraries, reading rooms (doctors, dentists, etc.), any place that may find new readers! If you have any other bright ideas or suggestions, pass them on to us.

Progress is being made on the 1970 Alumnae Directory. Also included are the names and addresses of former students who attended Pitzer for at least one year, but who did not graduate. It would be helpful if you would keep us informed of address changes for you and your friends who were Pitzer students.

Graduates of 1970 have already scattered — to new fields of interest, new homes, and new jobs. *Lynne Allyn* was married on June 14 to Luigi Marengo of Italy. *Janet Caffardo* and Stephen Yoss were married on June 20, with their reception held at McConnell Center. Janet will attend graduate school at California State College, Fullerton, next fall. *Sue Brock* will study at the University of Minnesota, taking graduate courses in education and counseling. *Joanne Butera* will attend the University of Massachusetts at Amherst, working toward a degree in education, and *Leslie Dashev* is heading for University of Michigan's School of Social Service Administration. *Carolyn Emigh* has enrolled at Johns Hopkins University, Department of International Relations. The University of California, Santa Barbara, awarded a fellowship to *Marilyn Lester* to continue her work in sociology. *Nancy Martin*, the recipient of a National Science Foundation award, will attend Harvard University for advanced study in biology, following her August wedding to Greg Hinkley. *Sue Nemer's* advanced study in counseling and guidance will be undertaken at the University of California, Santa Barbara. *Virginia Nichols* will work toward the M.B.A. degree at the School of Business Administration. *Jean Waldron Trull*, who earned honors in history, will work toward the M.A. in history at U.C.L.A. *Lilly Tso* will study medical technology at the Yale-New Haven Hospital, and *Genie Yaryan* will work toward the M.A. in creative writing at the University of California, Irvine. Attending Claremont Graduate School in the fall, are *Linda Knowles*, anthropology; *Virginia Moritz*, art; *Marylynne Slayen*, education; *Mary Sartorius*, education; and *Valerie von Bergen Mulhisen*, education. *Kathy Dannreuther*, *Sue Friedman* and *Laura Stein* will work toward their elementary teaching credentials at U.S.C., and *Margie Winden* at California State College, San Francisco.

Other news comes from *Marilyn Barton*, '69, who has been teaching in Claremont. This summer she is taking an extended trip with her family throughout the United States. *Marcia Farnaday*, '68, has a baby daughter, Kathleen Ann, born last December. Her husband is working toward the M.F.A. at Claremont Graduate School, teaching a seminar in art, and coaching the C.M.C. water polo team. *Linda Gaulding*, '69, married David Church and they are living in Texas where David is a helicopter pilot for the U.S. Army. *Marsba Hunt*, '68, teaches at Madison Elementary School in Pomona and works at "The Hadarim," a folk restaurant in Los Angeles. She is a dancer, waitress, cook, and assistant manager. *Beryl Herzberg*, '69, married Larry Dreeker, and is teaching French at Arcadia High School. *Pat Shreeve*, '66, is working toward a Ph.D. at the University of California, San Diego. *Kathleen Stahl*, '68, married Bob Crokrucker in June and is studying law at the Lincoln Law School, San Jose. *Laurel Weight* and *Carole Ulmer*, '69, are teaching at Girls' Collegiate School in Claremont. *Ann Archer Davis*, '69, spent several weeks last spring on location in Utah making a film. She and her husband, Bill, live in Century City, West Los Angeles. *Irene Halouchko Harwood*, '69, is Director of Intake at the Los Angeles Center for Group Psychotherapy.