
Participant

The
Pitzer
College
magazine

Fall
1979



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The Participant is planned around general themes related to education, and features articles about the faculty, students, alumni and programs of Pitzer College. The magazine is mailed on a complimentary basis to parents, alumni, and other friends of the College. The **Pitzer Participant** (USPS 970-280) is published quarterly by Pitzer College, 1050 N. Mills Avenue, Claremont, Ca. 91711. Second class permit granted by Claremont, Ca. 91711.

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Cover: Pitzer College campus

September 1964

photographed by Arthur Dubinsky

Pitzer College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

Pitzer College is a liberal arts college with curricular emphasis in the social and behavioral sciences. It is a member of The Claremont Colleges: Pomona, Claremont Graduate School, Scripps, Claremont Men's, Harvey Mudd, and Pitzer.

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From the Editor

Stuart R. Briggs is the sort of person I admire. He is multi-faceted, interesting to talk with, and talented.

A founding member of the Claremont Men's College faculty (established in 1946), he is a graduate of Brown University, a Certified Public Accountant and Professor of Accounting at CMC. He is also a ukulele player, a singer, and a poet.

He is equally adept at balancing a four-line verse or debits and credits on a business ledger.

Retiring from academe in 1974 after serving in various teaching and administrative capacities (including Dean of Students) for 28 years, he put his professor "emeritus" title aside in 1978 and returned to CMC to again teach accounting to the increasing numbers of economics majors. He found his love of teaching as undiminished as his playing of the ukulele. His new beginning was truly joyous.

The theme of this issue of **Participant** is, "A Celebration of New Beginnings." It highlights new energies directed toward long-established positions, courses, and structures at Pitzer College. I think you will agree that the following poem, written and read by Stuart Briggs to alumni of CMC and Pitzer at the recent joint Homecoming, is an appropriate and fitting introduction to this issue of the Pitzer College magazine.

The Rise of Pitzer College

It's buried now in history,
Still in my throat a lump
As I recall the passing of
The Claremont City Dump.

Located just across from Scripps,
On Mills — it was a sight,
And oh what awful burning smells
Were wafted through the night.

It was a common meeting place,
Of course, you wouldn't know,
But you would find your neighbors
there
Whenever you might go.

But all good things come to an end,
And so this one did pass,
They locked the gate, and soon the
ground
Was covered o'er with grass.

The dump lay dormant many years,
Down deep the burned out trash,
Until, like Phoenix, there arose
A college from the ash.

It was in 1963
That Pitzer there was born,
And now a lovely campus blooms
Where once all was forlorn.

A most unlikely background this
For institutes of learning,
But Pitzer's progress has inspired
And kept the home fires burning.

Forget the past; their motto is
"The future is our care",
Even though their entrance gate
Does not lead anywhere.

And so to Pitzer now a toast,
And her success acknowledge
For rising from her lowly start
To be a first-rate college.

Thank you, Professor Briggs, for sharing your knowledge with students, your poetry with alumni, and your successful new beginning with all of us.

— Lee A. Jackman

Starting at the Top

Chairman, Board of Trustees
William E. Guthner, Jr.;
Partner, Nossaman, Krueger &
Marsh; B.S., Northwestern
University; J.D., University of
Michigan;

President and Professor of
Political Studies

Frank L. Ellsworth; B.A.,
Adelbert College, Case Western
Reserve; M.E., Pennsylvania
State University; M.A.,
Columbia University; Ph.D.,
University of Chicago;

Participant: What are your goals for the next three years?

Guthner: Within the next three years I would like to accomplish certain things, or at least establish the means by which they will get accomplished. My first goal — not necessarily in order of priority — is to see our Board of Trustees strengthened. If we were to add six to ten quality trustees over the next few years, the leadership that they would bring to the college would be very beneficial to it.

What is your second goal?

To improve campus life at Pitzer. This year we created a new committee — the Campus Activities Committee — on the Board of

Participant: What intrigued you about Pitzer College to accept the offer to become President?

Ellsworth: A number of things. First, Pitzer is one of the few institutions in the country today that has the capability and, indeed, the inclination toward innovation in undergraduate education, in particular, within the rubric of the social and behavioral sciences. That inclination is evident in our traditions and in our current programs. Further, our faculty is eminently well qualified to heighten that process. Because of the possibility of innovation, many of our students come here, creating an extraordinary symbiotic relationship.

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Trustees. Trustees will, for the first time, become involved in campus life. Their involvement will dignify this effort, add some weight to it. The trustees will see to it that more money is allotted to campus activities and that more attention is paid to it by staff and administration. The new Committee will enable the process to

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Second, I was impressed by Pitzer's strong Board of Trustees. They are diverse in their backgrounds and in their contributions to Pitzer. But I cannot say that they are in that sense unique. Their commitment to Pitzer provides great promise and bodes well for the future.

Third, due largely to the fact I was raised in an academic environment, I have always been intrigued by liberal arts education and its value in shaping the lives of people. During my last years at the University of Chicago, I lived a somewhat

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Chairperson, Executive
Committee of the Faculty

Sharon Nickel Snowiss;
Associate Professor of Political
Studies; B.A., University of
California, Berkeley; M.A.,
Ph.D., University of California,
Los Angeles;

President, Alumni Association

Kathey Rupp Haas '71; B.A.,
Pitzer College

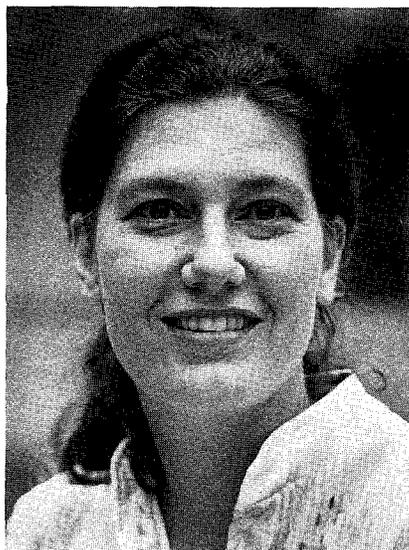
"The Executive Committee's basic job is to help things happen that make Pitzer a good college," explained Sharon Snowiss, associate professor of political studies and chairperson of the Executive Committee of the Faculty for 1979 - 1980. The Executive Committee serves as a personnel committee, making recommendations for appointment, promotion, and tenure for the

"Pitzer people get out and just go," Kathey Rupp Haas '71 characterized the Pitzer graduate. As president of the Alumni Association for 1979 - 1980, Kathey is in a good position to know. The hardest part of her job, she commented, is getting hold of alumni on the phone. After that, well, for anything from homecoming to the phonathon, both women and men not only volunteer their time, usually after a long day's work, but "are really dedicated" to following through and getting the job done.

Though Kathey is, as she says, one of the few alumni who doesn't hold down a fulltime job outside the home, she nevertheless is one of the few homemakers and mothers you're likely to encounter who carries not one but two business cards with her. One says, "Kathey Rupp Haas, President, Pitzer College Alumni Association," the other, "Mrs. Kathey Rupp Haas, Co-Chairman, Committee to Improve Site 34/975." The site in question is an undeveloped lot in the neighborhood, 10 acres of which was originally intended for an elementary school and 3 acres for a city park. Now that population figures indicate that the school may not be necessary, the neighbors are trying to persuade the city to put in the promised park and the school district to put in a grass field on the 13-acre lot. Attending City Council meetings is an "eye-opening experience," said Kathey, "and I think it's good for people to become involved."

Concern for the park reflects a strong interest in home and family: Heather, 4, and William, Harvey Mudd '71. Kathey, a psychology major, has her teaching credential and taught public school in Santa Ana, but when Heather was born she "retired." Heather is now in

preschool, and Kathey has become increasingly involved in volunteer work, both for the alumni association and in her neighborhood. "The important thing is what you're comfortable with," she commented, "and I want to be at home while Heather is growing up." Volunteer work lets her schedule her own time, and a great deal of it can be done at home. Sometimes there's even something that Heather can help with, like sealing and labeling for a large mailing. And William likes to spend time with their daughter also, giving Kathey a change of pace and a chance to become actively involved.



faculty. It also examines college-wide policies and serves as an advisory committee to the president.

Excellence of education at Pitzer sums up the basic goal of the committee. To that end, there is constant re-evaluation of procedures. "For instance," said Professor Snowiss, "in the early '70s, we changed our committees to include voting student members on faculty committees, to ensure more community government." This year, the nine-member committee, six of whose members are elected by the faculty, will examine a number of issues that, Professor Snowiss observed, "affect the entire college." The committee will begin a five-year review of the by-laws, undertake

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Reinventing The Universe

Recollections of the Founding of Pitzer College

by John W. Atherton

John W. Atherton, professor of English at the State University of New York at Brockport, was founding president of Pitzer College from 1963-1970.

Prior to his appointment as president of Pitzer, Dr. Atherton served as dean of the faculty and professor of English at Claremont Men's College. During his tenure as president of Pitzer, the faculty grew from 13 to over 50 members, the student body from 150 to 650, and the campus was completed as it stands today.

Going to Brockport in 1970 as Chairman of the English Department, Dr. Atherton also has served as Dean of Humanities and as Dean of Liberal Studies at the university. During 1976-77, he was Fulbright Lecturer in American Literature at the University of Malta.

A poet and the author of several short stories and articles, his work has appeared in the Saturday Review, New Yorker, Yale Review and various anthologies. A graduate of Amherst College, Dr. Atherton received his doctorate from the University of Chicago.

What was it like, at the beginning, at the birth of Pitzer College? First, let's try to remember the exciting, challenging, and ominous era in which we began. An assassin in Dallas had destroyed the American symbol of youth and hope. Powerful stirrings in the South, and in many Northern cities, foretold the coming violence in Newark, Selma, and Watts. Just as our first class was coming to Pitzer, Katherine Towle, Dean of Students at the University of California, Berkeley, closed the campus "to all student political action." President Johnson and British Prime Minister Alec



Douglas-Home had recently endorsed "each others' policies in Malaysia and South Vietnam." And, on Sunday, September 20, 1964, in Claremont California, the first students were to arrive at Pitzer College.

Pitzer was built of dreams and firmly rooted in the Claremont village dump. Born from a mystical union of the Claremont Colleges, masculine CMC and Harvey Mudd, feminine Scripps, grandparents Pomona and the Graduate School, the unborn infant drew its earliest nourishment from the cast-off detritus of generations of Claremont citizens. The big yellow bulldozers leveling the mounds for Scott and Sanborn Halls turned up bedsprings

and babybuggies, old rubber tires and Lydia Pinkham bottles — all the effluvia of the early pioneers underlay the educational hopes of the wonderchild who came to transform the world.

We certainly weren't short of expectation. Our Claremont family had plans for us — we were to be the Scripps of the social sciences, we were to turn out female economists who would be fit brides for CMC politicians and Harvey Mudd engineers, we were to be a polite and respectful new child and not unduly disturb our gracious grandmother Pomona — but, like most healthy infants, we soon began to kick with our own desires. We thought a new college with “an emphasis on the social and behavioral sciences” had a mandate to change the universe. So our own dreams rose with the others from the kitchen-middens of Claremont; another, fairer Troy on the great mound of academia.

6

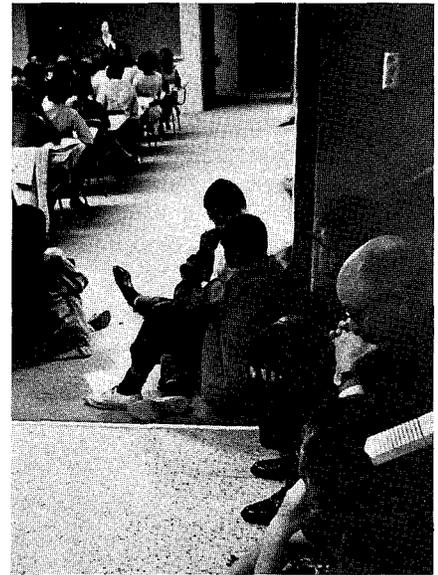
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George Benson and Robert Bernard had the beginnings well underway by April, 1963, when I was invited aboard. When I told Ginny that I was to be president of Pitzer College she looked at me as doubting my sanity. Well, a wife's premonitions are often pretty accurate, and though I hadn't quite lost my mind, Pitzer certainly changed our lives, as well as many

others. But we didn't have much time to spend thinking about it — at once we were both so busy we barely had a chance to wave to each other as we rushed from trustee meetings, to the architect's office, to the airport. And, naturally, we brought our own special dreams and aspirations and added them to the others as Pitzer College began to take shape.

Out of this heady atmosphere certain ideas began to crystallize. I think now, as I try to recover the taste and flavor of the time, the key words were “participation” and “community.” In one sense to seek participation was to make a virtue of necessity. In another sense the idea reflected a deeply held conviction from our shared experience in American education. There was, of course, everything to do, to be done all at once and immediately. We planned, after weighing all the risks and opportunities, to open the doors for instruction in September, 1964. That meant we had just five months over one year to complete, furnish, and landscape Scott and Sanborn, recruit a faculty, round up an entering class of pioneering Pitzer students, plan an entire four-year curriculum, find friends, donors, and new trustees, and, finally, raise enough money to keep the place solvent for at least another year. So we had to have participation whether we liked it or not: everybody had to do something of everything. The trustees wanted to help with the curriculum; as the faculty came along they wanted a hand in suggesting new trustees; everybody wanted to redesign the buildings and give advice to Ted Criley and Fred McDowell, the architects; and, of course, when the students arrived they wanted to start over completely, happily pointing out flaws in the curriculum, faculty, trustees, campus plans, and the president.

I think now, as I try to recover the taste and flavor of the time, the key words were “participation” and “community.”



But as we began our planning year from the two little offices in Pitzer North on the CMC campus we discovered all over again that though participatory democracy is untidy, and that serious consultation takes time, energy, and patience, the rewards were worth the effort. After all, George Benson and Bob Bernard did have some experience in starting new colleges, Russell Pitzer did have some wisdom in finance, Dorothy Avery, Carol Harrison, and Ginny Atherton worked miracles with landscaping and furnishings, and, as we soon discovered, there was no lack of helpful suggestions — even dire prophecies — from all our old friends in the other Claremont colleges.

than we thought it possible to know.

So we began our education, determined to make Pitzer a distinctive and stimulating liberal arts college where everyone — trustees, faculty, administration, students — would be intimately caught up in the enterprise. And at once we discovered what the Wilson Lyons, the George Bensons, the Joe Platts had known all along — that our main role would be to serve as mediators of conflicting and disparate dreams. We all knew we were going to be a liberal arts college for women, with that “special emphasis on the social and behavioral sciences.” But just what did that mean? Some trustees envisioned a walled cloister of diligent young nuns studying accounting; many parents, we soon discovered, fondly dreamed of another Sweetbriar to turn their unmanageable daughters into gracious debutantes; and, as you can well imagine, our actual flesh and blood young ladies, when they arrived, dreamed of casting off the chains of convention and expanding

And, naturally, we brought our own special dreams and aspirations and added them to the others as Pitzer College began to take shape.

their personalities in the heady atmosphere of freedom. As you can see, working with all these groups of eager participants, Ginny and I had our hands full attempting to prevent participation from descending into embroglio.

Yet, somehow, by June of 1964, we had most of our original faculty. Steve Glass in Classics, Charlotte Elmott in Educational Psychology, Lee Monroe, in Anthropology, Ruth Monroe in Social Psychology, George Park in Sociology, Emilio Stanley in Political Geography, Werner Warmbrunn in History, Valerie Levy in English, Esther Wagner in French, Dan Guthrie in Biology were all full-time Pitzer

I recall vividly a euphoric moment in an early board meeting, before we had engaged a single faculty member, when I outlined *my* ideas for the Pitzer curriculum — a wonderfully detailed course of study right through four years and one hundred and twenty credits to a triumphant B.A. degree. There was a moment of what I hoped was admiring silence, then Fred Hard, president of Scripps and a member of the board, remarked dryly, “That’s all very nice, but I rather suspect your faculty will have something to say about *that*.” He was right. They certainly did.

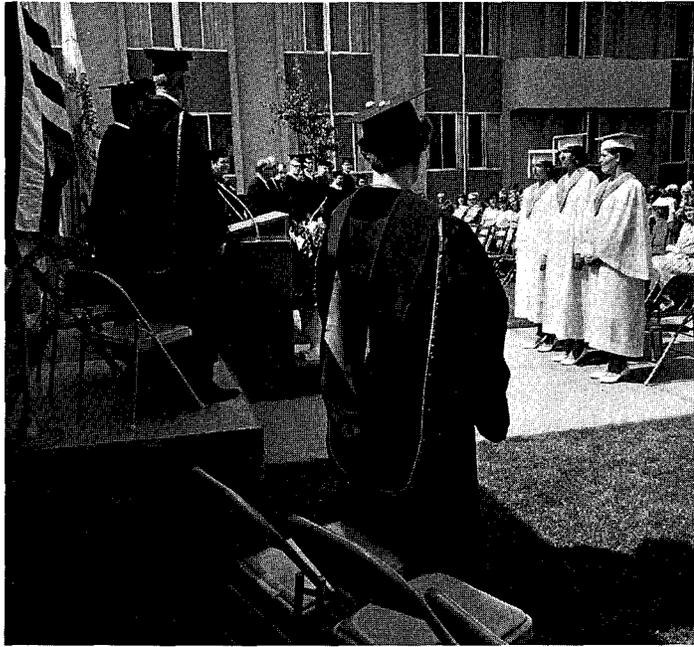
But despite such a plethora of helping hands and admirable advice, Scott Hall and Sanborn Dormitory rose from the dry brush, rubble and old pot shards; Roger Holden and Odell McConnell joined the board; Charlotte Elmott, Bill Frenaye, and Madeline Frishman formed our administrative nerve center; the experienced admissions office at CMC under Emery Walker put together our fine first catalogue and began to spread the good news about Pitzer throughout the land; Tom Jamieson designed our orange tree seal and Steve Glass gave us our motto — *Provida Futuri* — and Ginny and I had a most illuminating time at the meeting of the Seven Sisters in Mt. Holyoke, where we talked with Sarah Blanding and Mary Bunting and learned more about the disadvantages of educating women

appointments. We arranged an initial planning conference in June, 1964, where, together with participating members of the other colleges, we worked out faculty organization, began to define our educational goals and objectives, and started to sketch an initial curriculum. It was then I recalled Fred Hard’s remark, “I think your faculty will have something to say about *that*,” with a bitter pang as I quietly discarded my inspired academic program.

We met day and night — literally — in the Faculty House mostly, and, with agendas and ideas, with debate, polite and impolite, with argument and with affection, in sub-committees, in plenary sessions, over lunch and ice-tea, between martinis and hors d’oeuvres, before breakfast and after midnight we designed a new college. Participation? You said it. Board members sat in, occasionally frightened, more often exhilarated. George Benson, Bob Bernard pitched in, were indispensable. Hal Painter, Catherine Lowe from CMC worked and advised on registration and scheduling. Dave Davies meshed us into library resources and admonished us on book budgets. Jack Hartley lifted a corner of the veil over the operations of the central business office. And, all the while, hovering over the proceedings was

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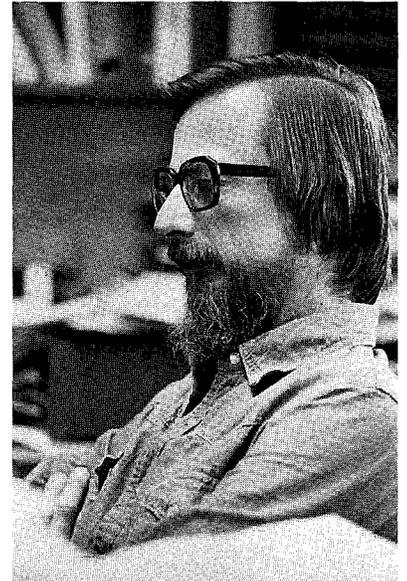
A Celebration of New Beginnings: A Pitzer Photo Essay



From 3 graduates to 129: Pitzer's first and
fifteenth commencements.



Albert Schwartz, 1966, 1969,
1976, 1979, previous page:
Instructor in Sociology and
Assistant Professor of
Sociology; right and far right:
Albert Schwartz, Associate
Professor and Dean of Faculty,
and Professor of Sociology.



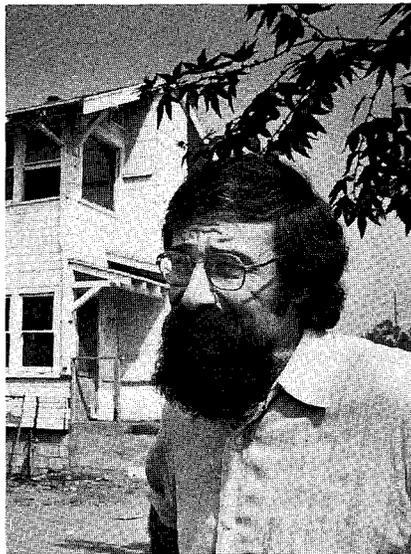
Above left, Ann Yates
(Stromberg), Assistant Professor
of Sociology, 1974; left, Ann
Stromberg, 1977. Right, John
Rodman, 1969 and 1977: Associate
Professor of Political Studies and
Dean of Faculty, and Professor of
Political Studies.

There's No Place Like Home

by Barry Sanders

Barry Sanders, associate professor of English at Pitzer, received the B.A. from the University of California at Los Angeles and the M.A. and Ph.D. from the University of Southern California. Before coming to Pitzer, he taught at California State University, Northridge, and at Southern Illinois University. Long interested in the Arts and Crafts Movement in America, Professor Sanders is now working on a biography of Gustav Stickley, whose handcrafted furniture is characteristic of the period. Professor Sanders has also edited The Craftsman: An Anthology, a book of selections from Gustav Stickley's magazine, published by the Peregrine Press of Santa Barbara and Salt Lake City, Utah. He has recently published an article, "Gustav Stickley: A Craftsman's Furniture" in American Art & Antiques.

An expert in the restoration as well as the history of the furniture, Professor Sanders is now at work restoring the Mission furniture for the Grove House, a gift to Pitzer from the Enid and Crosby Kemper Foundation of Kansas City, Missouri. Assisting him is Dave Svenson, Pitzer New Resources student in art.



The Arts and Crafts Movement attempted to revolutionize the decorative arts in America from 1876 to 1916. Though its philosophy was derived from Carlyle and Ruskin, the Movement turned to William Morris for its aesthetics and politics. And while Arts and Crafts design theory touched all of the household and decorative arts — ceramics, metalwork, furniture, needlework, leather — it most visibly affected domestic architecture, and most notably in southern California.

Here, warm weather and clear skies permitted bold experiments in indoor/outdoor living, and created a new kind of house: the California bungalow. Typically, the California bungalow was intended for middle class, suburban families, who were interested in simple, functional, but comfortable living. In fact, the bungalow was originally a rest house. In the early 1800s, the Indian government built rest houses along its major highways as an aid for travelers. They were thatched roofed, temporary houses, with low silhouettes, surrounded by verandas. In Hindustani, these bungalows

were called *bangla*, "belonging to Bengal," which name the British corrupted to "bungalow."

Borrowing from the European designs of M. H. Baillie Scott and Charles F. A. Voysey, the bungalow quickly became popular, low cost housing for Americans from the turn of the century to approximately 1920. The houses are characterized by simple, boxlike shapes, low-pitched roofs, usually built on an intimate scale, and finished in clapboard, board and batten, occasionally brick, but most typically in redwood shingles. In most cases, foundations, chimneys, and pillars were constructed of indigenous river stones or boulders. Interiors were a paean to wood: walls, floors, beams, cabinets, sconces, were all hand-crafted of fir, or redwood, or quartersawn oak.

Wood was supposed to suggest naturalness, the porch openness. Even the floor plan of these new bungalows reinforced conviviality. *Rehab Right*, a useful book for anyone restoring houses (published by the City of Oakland's Planning Department), describes the plan of the California bungalow:

If informality is a corollary to naturalness, then the floor plan of the bungalow is another expression of the ethic. The formal entry hall of earlier styles is discarded entirely in favor of the front porch. The front door opens directly into the living room, which itself spills directly into the dining room. The space is so free flowing, that the dining room is used more for "living" than "dining" and the bedrooms are within earshot of the living areas. Privacy can be hard to come by.

During the Arts and Crafts period, bungalows were usually furnished with Mission furniture: straight-lined, hand-crafted, solid and functional pieces of oak furniture. Today, the best of that furniture, built by Gustav Stickley and his brothers, commands high prices in fancy New York galleries. Gustave Stickley described his furniture this way: "I tried to make furniture which would be simple, durable, comfortable, and fitted for the place it was to occupy and the work it had to do. It is constructed on primitive lines, and planned for

comfort, durability, beauty, and expressing the spirit," but there was a strong desire during the period to talk about houses and furnishings as political statements of an aesthetic utopia — of the sort that William Morris described — where simple living, comfort and convenience were the promised goals.

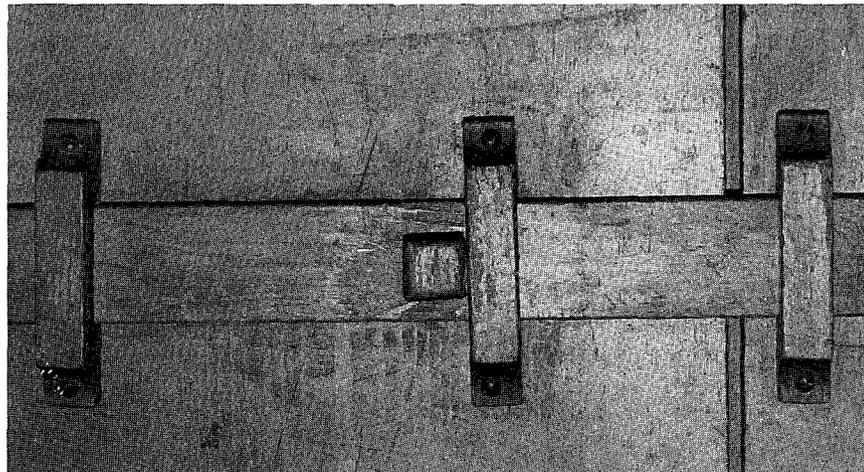
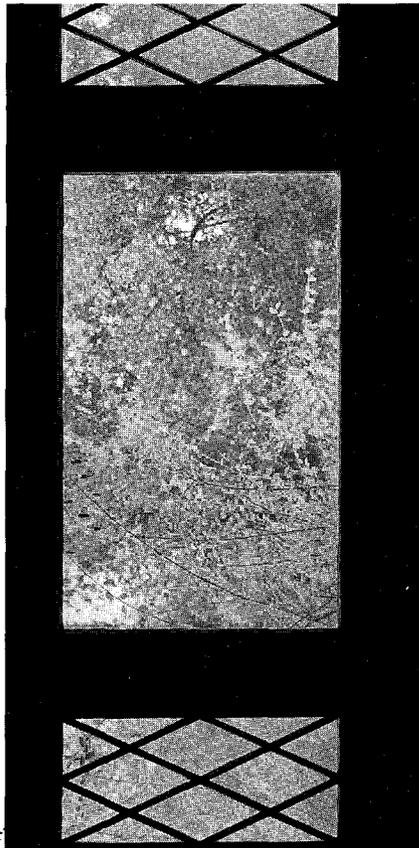
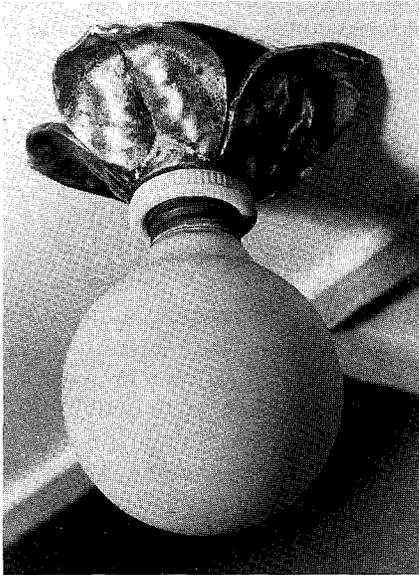
The bungalow pointed the way. And, after the land boom in California, larger bungalows pointed the way. Bungalows grew to two and three stories, built on large plots of land. The Grove House is an example. Two stories, 4500 square feet, surrounded by orange trees, it reflected the taste of the growing citrus industry in this valley. C. A. Hoops built his grove house in 1902 using stones for his foundation, chimneys and columns that he found in the area. He used redwood shingles on the exterior and the roof; and inside he used fir trim butted against hardwood floors. An elaborate fireplace was cut from quarry stone which, according to Ruben Meisch the restoration

contractor, would be impossible to reproduce today — "you just couldn't find the craftsmen." Wainscoting is fir, cabinet hardware hammered copper, while the lighting fixtures utilize hammered brass.

The Grove House will be restored with Mission furniture. Some of it is made by Gustav Stickley, some by his brothers, and the rest by other manufacturers of the furniture during the Arts and Crafts period. If all goes well, the Grove House will be ready for use in mid-November. It will have a coffee house, a women's center, a small library, a reading room, a photography gallery, and lots of room for sitting and talking or just dreaming in rocking chairs, around tables, in Morris chairs, in the living room, out on the porch, or in one of the upstairs rooms.

Moving a house is not a big deal. Lots of people do it. But most schools don't. Necessity has, however, over the years given birth to some pretty good ideas. Without a large endowment, Pitzer College has had to dream up some crafty

II



Examples of the Arts and Crafts aesthetic. Sculpted ceiling fixtures; large, well-placed windows; simplicity and utility in the door catch; oak flooring, steamed and curved around the landing.

solutions. And, if the sixties can be described as a time when we let it all hang out, we are during the seventies being forced to stuff it all back in. And now we're cinching our belts tightly around it. The ME generation may have to give way to the RE generation: to re-cycle, re-store, re-use, re-furbish, re-strict, all out of necessity. Old buildings, long vacant, are being re-defined and re-used. The Grove House is a fine example of craftsmanship in the service of an easy, relaxed way of life during the early part of this century. It is being re-vivified for that same use ■

Emery Walker, tolling the fateful bell of admissions acceptances — seventy-five, ninety-two, we're running ahead, we'll go over a hundred, will Sanborn Dorm be ready?

All through that summer the questions kept coming, new problems kept arising. Ask Ted Criley when the carpet will be down. Where's that curriculum committee report on the "Fifth Course"? Who the devil's going to teach *that*? Give it to Ruth Monroe. Good Lord, Laird Paving just called, they can't lay the parking lot until September 5th. Why don't the trustees approve those dormitory hours? Who asked them to in the first place? Harvey Mudd is desperate, wants to put ten extra engineers in Sanborn. Somebody ask Charlotte if we have any rooms left. Who can we persuade to finance dormitory number two? Good idea, we'll put Roger Holden on the building and grounds committee.

Provida Futuri. Mindful of the Future. In that lovely first year we were all so busy in the present building the future that we forgot we ever had a past:

Why on earth does Lee Monroe insist on offering that course in Sexual Deviancy? No, we can't possibly hire you to instruct in ceramics, we're emphasising the *social sciences*. Try Scripps, just across the street.

Then, by some miracle, almost the day after Laird Paving rolled the last steaming strip of asphalt in the Sanborn parking lot, the eager and expectant class of '68 arrived. Our challenging invitation to come and build the future at Pitzer had brought us one hundred and fifty-three excited participants from sixteen states and five foreign countries — from California to Massachusetts, from Sweden to Uganda. They arrived on Sunday, and willing young men from Harvey Mudd, CMC, and Pomona carried in suitcases, scanned the field for future prospects. We started orientation with a service in the College Church, most reassuring to parents. Then, after a last lunch with their daughters, we sent the parents home, lonely and nervous. Finally, that Sunday evening, tired but jubilant, we closed with a buffet supper including faculty, administration, and students — a family affair to get acquainted for Pitzer year one. Our students had come: Pitzer was alive.

By the end of the first week our students had registered, started classes, exhausted Ruth Monroe with questions about that "Fifth Course," and filled our assembly room in Scott Hall for the first Town Meeting. There, in a marvelous atmosphere of anticipation, innocence, idealism, and general pandemonium we set about organizing the college, restructuring The Claremont Colleges, reforming the government of the United States, and improving the universe. We began by eliminating the president's parking space, and ended the first night's session by reinventing (with vast improvements) liberal education. Participation! Learning went on everywhere, everybody got an education — even the faculty, which was quite an achievement. Louise Beaudette, Anne Wilcox, and Werner Warmbrunn rediscovered the unique governmental principle of checks and balances. Louise and

Anne wanted freedom for the students and responsibility for the faculty; Werner wanted power for the faculty and restraints on the trustees; none of them wanted the president to have anything — even a parking space.

Provida Futuri. Mindful of the future. In that lovely first year we were all so busy in the present building the future that we forgot we ever had a past. But, like the orange tree that Harriet Crosby presented on behalf of the student body, our roots drew strength from the accumulated experience of The Claremont Colleges, and from those early pioneers who produced orange blossoms from the rocky soil that lay beneath the Pitzer campus. And, on that bright June day when we graduated Marlene Bates, Katherine Gibbs, and Nicole Scheel to the wise words of poet James Dickey, their very own choice of speaker, we knew we hadn't only a future to be mindful for, but that we also had a past to be proud of ■

Introduction to the Social Sciences: Twelve Years and a New Beginning

by Lucian C. Marquis

Lucian C. Marquis, professor of political studies, has taught at Pitzer since 1966. He came to Pitzer from the University of Oregon, where he taught for twelve years and was Director of the Honors College. While at Oregon, he originated and taught Introduction to the Social Sciences, co-taught by anthropologists, psychologists, sociologists and political scientists.

Professor Marquis graduated from Black Mountain College in North Carolina, noted for its stress on creative writing and the arts. He attended the Institute of Political Studies "Cesare Alfieri," University of Florence, and has the M.A. and the Ph.D. from the University of California at Los Angeles.

In 1960, he received the University of Oregon distinguished teaching award, and also in that year was a Fulbright Senior Lecturer at Exeter, England. For five summers, he taught at the Graduate Institute in Liberal Studies, St. John's College, Santa Fe, New Mexico. In 1965-66 and again in 1970, he was Fulbright Senior Lecturer at Turin.

"I'm fortunate," commented Professor Marquis, "to have been both teacher and student abroad."

Current research interests for Professor Marquis include politics and literature, Italian politics, and developing courses dealing with both humanities and the social sciences.

In 1978-1979 he taught a course in the Mediterranean world. In addition,

Professor Marquis is, he says, "getting back to writing short stories," some of which he had published earlier in the Yale Review and other periodicals.

While teaching at the University of Oregon and serving as the Director of its Honors College in the early 1960's I was very much involved in teaching a year-long course, Introduction to the Social Sciences, which was one of six required courses for students in the Honors College. The course was organized into a number of sections each taught by an instructor with a different social science specialization, but all sharing a common syllabus.

Instructors would meet once a week to discuss the readings, and these discussions, and the additional readings which we undertook to prepare ourselves, provided a continuing education for all of us. It is in this setting that I learned about Anthropology, Psychology and Sociology.

When I came to Pitzer in 1966, attracted both by its promise of experimentation and by its social science emphasis, a group of colleagues and I designed a similar course, though on a more modest scale.

"The course attempts to acquaint the students with social science as a unified field rather than with each of the social sciences as a separate field."

The purpose of the course as outlined in the 1967-68 catalogue was: ". . . 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 students 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.”

In part because of the intense teaching commitments of the Pitzer faculty, we agreed to have instructors teach in the areas of their own specialization. Thus a segment of the course dealing with Psychological concepts and methods was taught by Robert Albert and Lew Ellenhorn. One on Sociology by Russ Ellis and Dale Johnson and one on Anthropology by George Park, one on History by Werner Warmbrunn, and one on Philosophy by John Evans.

The drawback to this approach, from my point of view, was that students were with a particular instructor for too short a period of time (the word education and leisure are etymologically connected, and it takes a leisurely pace, to provide for the best kind of educational exchange). In addition, by presenting “specialists” to the class the social sciences tended to be viewed in an artificially segmented way.

For several years then I decided to teach the course on my own. From 1970-1973 Introduction to Social Science was a year-long course with a relatively small enrollment (15 people sitting around a seminar table), but it was also one of the most rewarding and successful periods of the course. The fact that a small group met two or three times a week throughout the academic year meant that a real sense of collaboration, of working together was developed. In addition, we managed (in those days when there was space in the dorms) to occupy a spare room in Holden Hall, a Social Science resources room, whose walls were covered with evolutionary charts, with the names of the great figures in the social sciences, Durkeim, Weber, Freud, Boas, and in whose shadows we discussed and ate impromptu meals together.

When the New Resources program came into being it was felt that the Social Science course would be particularly appropriate to introduce these returning students to the Pitzer program. Taught for one semester (rather than a year), the course did fulfill this purpose and also, in an interesting way, brought together students who were freshmen with returning students, a number of whom were women who, having raised a family, were now coming back to school. There were times when the generational battles were being fought out in Fletcher 104. However, the students enrolled in the course felt that one semester



was not enough time to devote to this course.

It was during this period that the College sought to re-assess its curricular direction. The Educational Policy Committee labored mightily for almost a year to produce a mouse of a report. It had been my hope that we could agree on

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some basic courses, of which the Introduction to the Social Sciences would be one, and which, while not mandatory, would give a wider and more common curricular base to students in their first two years.

It was then that I came across a recently published book by Gerald Grant and David Riesman, *The Perpetual Dream: Reform and Experiment in the American College* which was an analysis of the continuing experimentation in American education and included descriptions of programs at Black Mountain College (from which I had graduated), New College, Florida, St. Johns College (where I had taught a number of times) and the University of California, Santa Cruz.

One of the suggestions made by Grant and Riesman struck a responsive chord. Acknowledging the difficulty of staffing introductory inter-disciplinary courses they suggested that Colleges and

Universities turn toward distinguished teachers emeriti who not only by virtue of having gained a certain vision and experience, but also because they would be free of the day to day pressures which may detract from teaching would be less encumbered in devoting themselves to such an interdisciplinary course. The Faculty adopted this notion by voting to give the "Floating position" (i.e. a faculty position not assigned to any particular field group) to Introduction to the Social Sciences. We were extremely fortunate in finding Professor Walter Goldschmidt, Professor of Anthropology and Psychiatry at the

Walter Goldschmidt, visiting professor of the social sciences, is professor of anthropology and psychiatry at the University of California at Los Angeles. Dr. Goldschmidt, who holds the B.A. (cum laude) and the M.A. from the University of Texas, Austin, and the Ph.D. from the University of California at Berkeley, is the author of the well-known text, *Exploring the Ways of Mankind*. In 1976, he was president of the American Anthropological Association, and has been editor of the Association's journal, the *American Anthropologist*.

Dr. Goldschmidt's work has taken him from California to East Africa. In California, he wrote his dissertation on the town of Wasco. The result was *As You Sow*, a study of the effects of industrialized rural life, recently reprinted by Allanheld, Osmun. He then spent five years working for the United States Department of Agriculture, making a highly controversial study, *Small Business*

and the Community, which has been reprinted three times, dealing with the decline in the quality of rural life where large farms dominate the local agriculture. He investigated the culture of the Sebei in Uganda, especially the influence of the economy on the character of the people and their institutions. His latest book on them is *The Culture and Behavior of the Sebei*, published in 1976 by the University of California Press.

In 1951-52, Dr. Goldschmidt made a series of radio broadcasts, *The Ways of Mankind*, sponsored by the National Association of Educational Broadcasters and used for a number of years in classrooms across the country as well as on public radio here and abroad.

Pitzer, for Dr. Goldschmidt, is yet another new experience. "I have never taught in a really small college before," he explained. His freshman class of 20 is "just a handful" after classes of as many as 400, and he is enjoying having a great deal of student participation.

It had been my hope that we could agree on some basic courses, of which the Introduction to the Social Sciences would be one, and which, while not mandatory, would give a wider and more common curricular base to students in their first two years.

University of California, Los Angeles, as the first of such distinguished teachers. Introduction to Social Science, renamed: Self, Culture, and Society is being taught this year by Mr. Goldschmidt and by myself.

Thus, while the course has been taught many times and has taken various forms, there is a new beginning in presenting "Self, Culture, and Society" as a year-long course introducing the student to the basic concepts and methods and to some of the major works of the Social Sciences.

During the first semester, for example, students will begin the study of "culture" and of "values" by comparing the Yurok Indians of Northwest California with the Gururumba, natives of the New Guinea highlands, and with the economic ethic and behavior of Protestant sects as described in Max Weber's *The Protestant Ethic and the Spirit of Capitalism* ■

Guthner

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move faster; more will be accomplished in a shorter period of time.

And how will this affect Pitzer?

It will make the College a more exciting place — our students will want to stay here and students from the other colleges want to come here. Our campus is on the fringe of the Claremont group, we're the newest, we have the least in the way of facilities. This is just a fact of life we have to deal with. But, we are going to direct more attention to improving all of this.

Have you always had an interest in campus activities?

Yes, but in the past there was a limit to the number of things I could become involved in. The Grove House was my major involvement in campus life up to this time and I became interested in this project three years ago in response to faculty and student interest. I saw the House as an important gathering place, a symbol. That's why I worked hard on the project. I am very pleased to see it nearing completion. But we are going to improve this significantly.

What is your third goal?

To see Pitzer become more financially responsible and solvent. Although we increased the endowment significantly in the last year, our endowment must be increased much more. With inflation and costs escalating, and with the desire on my part to improve programs and campus life, more money is needed. Pitzer, like other colleges, will have some years when things will not run smoothly and we

must be in a position to survive a year or two of bad times. We need to be prepared to weather some storms.

How can this be accomplished?

One way is to improve our investment program — my fourth goal. With double-digit inflation, it really doesn't make a great deal of sense to have a flat income and no increase in the endowment through growth investments. We need to get away from the blue-chip investment. There are a great many outstanding companies in this country in which we could invest that are not General Motors or American Telephone and Telegraph. For example, I think we have some AT&T stock in our portfolio that we bought 10 years ago or more at a price that is higher than what it is selling for at this time. Now, AT&T is a great company, and it is growing, but I don't think it is keeping up with inflation as an investment.

What are the alternatives to Blue-Chip investments?

I would like to see a little more imagination in making relatively safe investments but which give us a chance to have our portfolio grow, rather than stay relatively static. This would be an indirect method of fund raising.

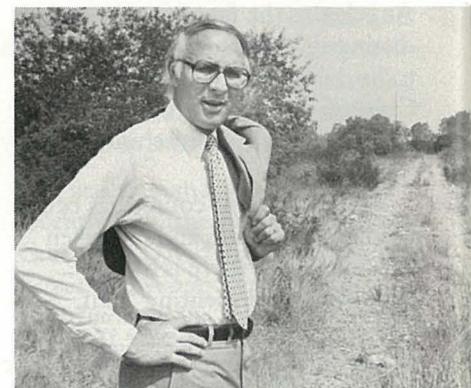
In what way?

Let's look at it this way. Our working endowment is probably around \$3 million. If we were to have that grow at 10% a year, we are talking about \$300,000 in growth, and that is a lot of fund raising. I don't know what the statistics would show, but I suspect we have had only nominal growth in our endowment. I am very interested in our investment program and, when we appointed

committees this year for the Board, we tried to make the Investment Committee one of our strongest committees.

How do you see yourself implementing change at Pitzer?

Well, I view myself as a kind of energizer. I try to get more input from our trustees and administration and, hopefully, get them to agree with me on the things that I think we need. If I'm wrong, they can redirect me. I enjoy working with our trustees and with our top administrative people in areas where we can put our heads together and then work hard to accomplish the goals that we set.



How do you see Pitzer changing in the next few years?

Primarily through the efforts, experience, training, and energy of Frank Ellsworth. A lot will be accomplished for Pitzer by Frank and I am delighted to have the opportunity to work with him. Many of his interests and desires for the College coincide with my interests and desires and, as a result, I'll probably get a lot of credit for his

achievements. But, changes which will come to Pitzer in the next few years will not be because of me, but through the efforts of Frank Ellsworth.

You have discussed your goals for the next three years, but what would you like to accomplish during 1979-80?

I would like to do something for our faculty in the areas of program support and salaries; this is greatly needed. I would also like to see us do something with the six or seven acres that lie between Mead Hall and Claremont Boulevard. I'd like to see some athletic facilities developed, assuming that other people on campus agree. Right now that area is becoming one of the principal entrances to the campus and it is unattractive. I would like to improve the appearance for people coming to campus and, at the same time, provide some athletic facilities for our students. Currently there are almost none. Obviously we can't build any great athletic facilities in the next year, but we can begin the planning, and if we raise some money for it this year, that would be a very good start. By the end of two or three years, who knows, we might really have something.

If you had only one thing you could accomplish during your term as chairman, what would you like that to be?

I would like for Pitzer to become more financially responsible, because if that happens, a lot of the other things will simply fall into place. It is impossible to operate a private college on a shoestring, and it is absolutely ludicrous that a college with Pitzer's standing and capabilities is doing just that.

Last year we saw the taxpayer revolt in Proposition 13. This means there is going to be less tax money available for scholarships and financial aid. We have to be in a position to pick up some of the slack. There is less government money available for research and programs. If Pitzer becomes more financially responsible, it will not only survive, but will significantly improve and will continue in its position as one of the better, small liberal arts colleges in the United States.

You spend a lot of time assisting the college. What do you enjoy the most from your involvement with Pitzer?

My association with our faculty. They're young, very bright, have a lot of good ideas and are fun to be around. I think I am very fortunate because I get a great deal of enjoyment out of being associated with Pitzer and the Frostig Center where I feel I am accomplishing something for others. It is just as easy to have a good time, get something out of life, while accomplishing something for others as it is to be involved in simply making yourself happy through creature comforts; I'm doing just that and having a great time ■

Ellsworth

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schizophrenic existence. My administrative duties kept me largely at the Law School with occasional assignment in the College. On the other hand, I was teaching in the College, enjoying the students, and increasingly involved in the issues concerning the liberal arts. I came to realize that my interests were essentially at the undergraduate level. Thus for the time being, I wish to devote my energies to a less schizophrenic existence, at least in the structural sense.

You are involved in administration and the liberal arts at Pitzer. Why are you not living a schizophrenic existence here?

My administrative energies at the Law School did not allow me to play a major role in shaping the academic program. This was for two reasons: the curriculum in law schools was established by Christopher Columbus Langdell at Harvard in the late 19th century and has remained essentially the same, except for an occasional minor wrinkle. Secondly, the other major element in effecting change, the appointment of faculty, is done at the major law schools by the law faculty. As a non-lawyer, I was understandably out of the action in those basic areas. At Pitzer I believe I can play a role in directing my administrative energies toward matters of central concern to the institution, the faculty, and our students.

How do you see change coming about at Pitzer?

Through careful leadership, the faculty, and the Pitzer system of government. We are one of the few colleges that allows students and faculty a major role in the policies that affect the body politic. I want to support and to encourage that process. On the other hand, we must acknowledge that our system produces tensions, which I hasten to add are not necessarily bad. The process of creativity can be exhausting. We need to recognize there are costs because of our system. For example, we are finding that more and more of our students are

not interested in participating in the governance of the College as they were in the early years of the College. Their areas of interest in governance are shifting. Many students are more concerned in getting an exciting education than in serving on committees — a priority I, of course, applaud. There are other areas of extracurricular concern and thus the students and their relation to the College is constantly shifting. Likewise, with the extraordinary amount of self-imposed governance, the faculty are detracting themselves from far more important things which only they can do; for instance, teaching. It seems to me the community has to look more carefully at the things being done by the faculty that could well be done by the administration. Like Edmund Burke, I would propose to identify and correct the peccant parts and not rebuild the foundation. To maximize administrative effectiveness and efficiency is one of my major objectives. In doing so I would hope to “release” faculty to turn to other matters of greater concern to them. Since any significant changes in governance must come from within the community, my role is to encourage thoughtful, orderly, yet

exciting movement toward change.

Do you anticipate curricular changes?

The notion of change in curriculum is central to Pitzer’s *raison d’être*. It brought Pitzer into being, it sustained the College through its early years, and it is our major strength now. I cannot forecast the particulars of curricular change which will be in place five years hence. What is important is that we must always be addressing the possibility of curricular innovation — not simply to effect change for the sake of change, but to explore the potential of legitimate yet bold curricular change. It is this vital process which makes Pitzer, Pitzer. One of my major responsibilities is to encourage support, and give direction to that process.

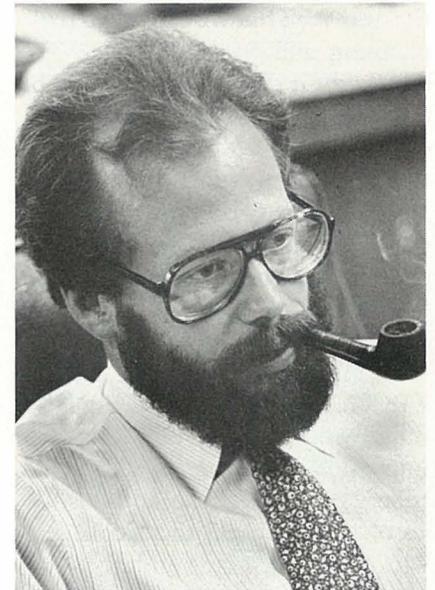
What issues involving curriculum need to be addressed at Pitzer?

Pitzer has a diverse curriculum which from year to year changes, often quite significantly. We offer students a strong and diversified curriculum, yet I am not convinced that we have thought out carefully enough the potential, if not necessity, of common educational experiences for our students before they sample our

delightful intellectual smorgasbord. I am not talking about the desirability of transplanting the Chicago’s core curriculum which Harvard and others are doing. Nor am I talking about the necessity of a “general education” where students take first this course and then read certain books in order to become “well educated.” This is a good moment in our history for Pitzer to step back, look at itself with respect to our fine tradition of curricular concern for the individual students and ask what kinds of educational experiences we can think of that will help introduce our students to the world of ideas, in particular to the social and behavioral sciences. It is an appropriate question to pose and a good challenge for our faculty and students.

Who is going to help you with that?

The lead must be taken, as it has in the past, by the faculty. Our students



quality of the student life at Pitzer, particularly with regard to recreation facilities. We need to look more carefully at what faculties and programs we have on our own campus, what we should have at Pitzer, and to strengthen those things which touch upon the extracurricular life of our students. We need to make every effort to assure that the residence halls provide the proper atmosphere for students which will provide them both privacy and the means for respecting the privacy of others.

Objective number three involves the question of size and composition of the College. In addressing the question of size, one has to look at the qualities we are looking for in our student body. For example, should we have more New Resources students? There is strong evidence indicating a growing demand for this program. The New Resources men and women do very well at Pitzer, and we do something that is demonstrably very good for them. Their academic performance is higher than our regular students. Should we, perhaps, reduce the size of our traditional student body? Should we look for substantially different kinds of students, should we establish new programs? The question of size and composition also relates to the faculty. Are there shifting trends already in place that would require different, additional faculty resources? Should our faculty grow? Decrease? These are very important questions which need to be addressed.

How do you perceive the changing role of President of a liberal arts college?

The role depends on the particular college and president. It seems to me that a president cannot be president, dean, counselor, development officer, provost, dean of students, and director of residence — a short list of major administrative assignments. Put another way, a president cannot be the philosopher king. He cannot do what everyone wants or expects him to do. Given the many demands on a president, it is imperative that the president decide what he can do well, establish

likewise have traditionally been major stimulants for the faculty. The faculty has the privilege, opportunity, and the excitement to do as they please in creating our curriculum. That is the way it should be. But I also think we have the responsibility of looking at the larger whole — that is our collective student body both present and future. What can we do that will not in any way diminish our present strengths which will enhance the educational experiences of these men and women who turn to us for shaping of their values and their perspectives in relation to the world of ideas and the world around them?

What do you see as the challenges facing Pitzer during the next five years?

We need to make every effort — indeed, it is a priority — to increase substantially our financial resources. In doing so, there are some priorities that are appropriate. First, the necessity of identifying and obtaining major funds to strengthen the faculty. The faculty is our major asset. In a significant and substantial sense the promise of Pitzer's future is in the hands of this talented group.

Second, we must improve the

limited priorities, and then make certain that he has created, and encourages, the mechanisms elsewhere within the college to do the other things that have traditionally been expected of the president. Finally, given the complexity of the task, it is increasingly important that the president devote as much energy as possible to long-range planning and objectives. In many ways, that is the most important and difficult part of the job.

What should students expect from their education at Pitzer?

They should expect the most rigorous, the most demanding educational experience available and not necessarily in the traditional mold. The Pitzer tradition readily documents that students can learn quite effectively through incentive. They should expect to be ever present in an active role in the learning process. They should expect that what they are asked to consider in class may be things that they could not even conceive of when they entered the class. There should be constant surprises, constant demands. Whatever they perceive as learning is not enough; whatever they perceive as something they have

learned should simply be the next step in realizing that there is more to learn. Outside the classroom they should also find surprises and demands which will help them define their values. They should expect a supportive and educational atmosphere in the residence halls. They should expect many support services like career counseling, recreational activities, and extracurricular "happenings." They should find friends. Above all, they should expect that their perspectives of themselves should be strengthened and occasionally sharply changed.

When the history of Pitzer college is written, what would you like it to say about the Ellsworth era?

As an historian, I have some trouble with that question. But, putting aside that philosophical problem, this is a particularly ripe time for Pitzer to play a very special role. Certainly this is an appropriate time for Pitzer to look at the social and behavioral sciences curriculum and ask what legitimate innovations can occur in undergraduate education that will introduce our students to the world of the social and behavioral sciences and provide them with understandings which will bring measurable and unmeasurable satisfactions in their lives after Pitzer. I would hope very much that the written record of the Ellsworth years would observe that Pitzer was an institution that realized that it could do pioneering curricular changes within the social and behavioral sciences, but beyond the realization, did something. Beyond the "introductory" level, we could continue to implement strong inter-disciplinary programs. The current program in Solar Energy and the proposed one in Film Studies come to mind. We must do more in the computer area and in organizational studies.

Second, these are important years for making major advances in what we provide our students outside the classroom. It is time Pitzer had more facilities for its students. I would also like to see this as a time when career counseling becomes an integral part of the college, providing our

students with an understanding of the options available as they determine what they will do after Pitzer. I would hope the record would show that we were able to create more uniformly the proper ambience in the Residence Halls. For many students the majority of education about themselves and of others takes place there. Thus in the area of student services, I would like the record to show that Pitzer realized it was time to make major moves for our students and did so.

Third, I would like these to be years that made a major growth in the endowment and the capital of the College. Last year, if we put together the monies raised by all of The Claremont Colleges, the figure is approximately \$27 million. That figure would place The Claremont Colleges among the top 10 or 15 institutions in the country. If one simply looks at what occurred in inflation last year, and the basic needs of the Colleges, it was not enough. For Pitzer to flourish, to do what it can and must do, these are years when we have to — we have no choice, we have to — make substantial additions to the College's endowment and to provide for the future.

Finally, I would hope that the

record would note that Pitzer came into full focus as a full partner in making major contributions to the Claremont cluster.

Did you have any surprises after arriving at Pitzer?

Yes, the students. During the visits I made to campus during the presidential search, which were hurried, I had selective views of students. What I saw I liked, and that is not to be misunderstood. But, in terms of the informal contacts with students, seeing students as they really are, I do not think I saw that much. It has been a great surprise, and indeed, a delight for me, to realize that the large majority of students we have here are very fine people. As I go about my daily tasks — as I see students on committees, or talking in the Pit, or when I see students mobilizing in a residence hall corridor with a van ready to assist faculty during the recent forest fire — I see students who can be compassionate, serious, yet fun-loving. It makes me much happier to be here, sensing that the students are good folk, that they belong here; and whatever I am doing is really for a good cause, the students and those who will follow ■

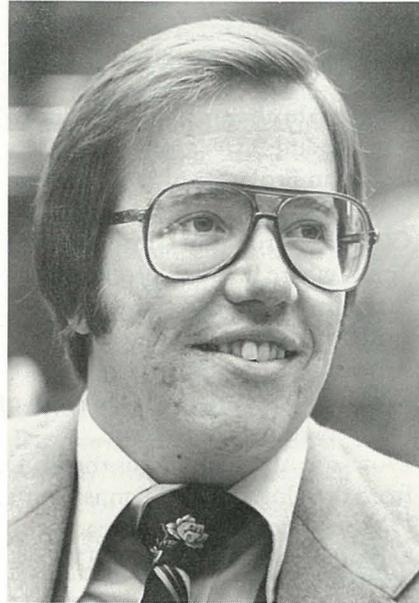
Participating

The election of two new members to Pitzer's Board of Trustees has been announced by William E. Guthner, Jr., Chairman of the Board of Trustees, and Frank L. Ellsworth, President and professor of political studies. Beginning three-year terms this fall are **Eugene P. Heytow**, Chairman of the Board and Chief Executive Officer of the Amalgamated Trust and Savings Bank in Chicago, Illinois, and **Don H. Reuben**, senior partner in the Chicago law firm of Reuben & Proctor.

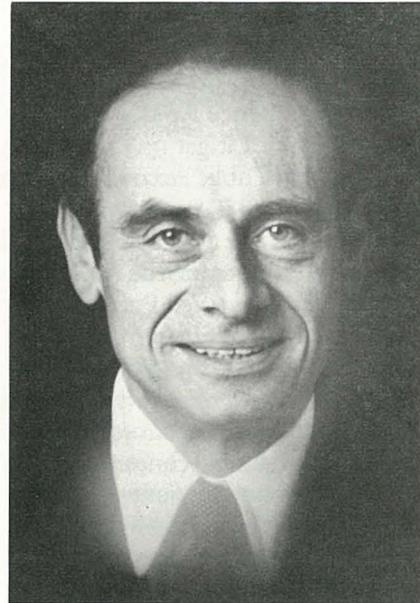
Mr. Heytow also serves as vice chairman of the Board of the Metropolitan Bank and Trust Company, vice chairman of the Board of the Metropolitan Bank of Addison, Illinois; and chairman of the Board of the Oak Brook Bank,

Oak Brook, Illinois. A graduate of Harvard College, Heytow received his law degree from the University of Chicago. He served two terms as president of the Harvard Club of Chicago, and is a member of the National Committee on Schools and Scholarships of the Associated Harvard Alumni. In addition, he is a member of the University of Chicago Law School Development Council, general chairman of the State of Israel Bond Campaign for Chicago, and a former treasurer and director of the YMCA Central Community College.

President Ellsworth commented, "Mr. Heytow's strengths as an attorney, businessman, and philanthropist will enhance the leadership of the Board significantly. His particular perspective of the



*Right, Bruce Ross
Far right, Don H. Reuben
Below, Eugene P. Heytow*



College, as a parent of a Pitzer student, will be invaluable."

Mr. Reuben received his B.S. and J.D. degrees from Northwestern University, and is a member of numerous professional organizations, including The American College of Trial Lawyers, The International Academy of Trial Lawyers, and the Fellows of the American Bar Foundation. He serves as a member of the Board of Trustees of Northwestern University; The Citizens Board of University of Chicago; Chicago Committee of The Chicago Council on Foreign Relations; Legacy Committee, National Multiple Sclerosis Society;

Board of Directors, United Cerebral Palsy Association of Chicago; The Children's Memorial Hospital Council; and the Board of Directors, Lincoln Park Zoological Society. Mr. Reuben has previously served as Special Counsel to the Governor of the State of Illinois; Special Assistant Attorney General to the Attorney General of the State of Illinois and, from 1968-70, was Special Master, U.S. District Court, Northern District of Illinois, Eastern Division.

President Ellsworth observed, "Mr. Reuben is one of the leading First Amendment lawyers in the country. He brings to the Pitzer Board of Trustees an impressive professional and civic background. His wide-ranging involvement in many areas of the law and education will benefit the College significantly. We are indeed fortunate to have Mr. Reuben join our Board."

A new member of the Board of Trustees is **Bruce Ross**, an independent Litigation Consultant. A Certified Public Accountant since 1975, Mr. Ross is a member of the California State Society of Certified Public Accountants; the American Institute of Certified Public Accountants; the Pitzer College Alumni Association Board; and is Co-chairman of the Alumni Annual Fund. He graduated from Pitzer in 1972 with a double concentration in psychology and accounting.

"Actually, I started litigation consulting while a member of the Management Advisory Services Department of Price Waterhouse and Co.," he commented. "That is where I gained the necessary experience to go into litigation consulting on an independent basis."

He has set up management information systems for manufacturing and professional firms, the accounting system for a public transportation service, audited a variety of manufacturing, banking and non-profit organizations, and helped design a partially computerized sales and receivable processing system and inventory control.

A resident of Diamond Bar, he serves as Chairman of the Board of the Diamond Bar Swim and Racquet

Club and, before his election to the Board of Trustees, served as alumnus member of the Pitzer College Board of Trustees Director of Development Search Committee.

President Frank L. Ellsworth said of Mr. Ross's election to the Board of Trustees, "it is a pleasure to welcome Bruce Ross to the Board. Both his professional capabilities and his alumnus' knowledge of Pitzer will contribute a great deal to the Board and thus to the College."

Pitzer this fall welcomes a number of faculty members — some new, some returning, and some visiting.

Roger Abrahams joins the Scripps College and Pitzer College faculties as Kenan Professor of Humanities and Anthropology. He comes to Claremont from the University of Texas, where he was a professor in the departments of English and Anthropology; Director of the African and Afro-American Research Institute; and Chairman of the Department of English. Professor Abrahams holds the Ph.D. from the University of Pennsylvania. On the Pitzer campus, he teaches "Folklore in Context" and "The Performer in Culture."

Janet Anderson, who is teaching "A Short Natural History of Art," is

completing her Ph.D. at the University of Texas. She is a member of the Board of Trustees of the American Folklife Center in Washington, D.C., and previously was a legislative assistant to Senator Mark O. Hatfield and assistant to Nancy Hanks, Director of the National Endowment for the Arts.

Walter Goldschmidt, Visiting Professor of the Social Sciences, is Professor of Anthropology and Psychiatry at the University of California at Los Angeles. Professor Goldschmidt, whose Ph.D. is from the University of California at Berkeley, is the author of a number of books, including the well-known anthropology text, *Exploring the Ways of Mankind*. He joins Lucian Marquis in teaching our new, two-semester course, "Self, Culture, and Society: Introduction to the Social Sciences," designed to provide a unified introduction to all the social sciences.

Odette Meyers, Visiting Assistant Professor of Comparative Literature, is teaching "Women Poets of the World," "Women Poets of the Americas," and "Surrealism" this year. A native of France, she received her Ph.D. from the University of California at Riverside. With Bert Meyers, she has translated two volumes of François Dodat's poetry, *Lord of the Village* and *The Childhood of the World*. At present she is working on an introduction to sixteenth and seventeenth century women poets for an anthology to be published by MacMillan, translating Bert Meyers' poetry into French, and

continuing research on women poets and surrealism, her major specialties.

Richard Smith, who received his Ph.D. from the University of California at Santa Barbara, taught at Ohio State University and California State College at Bakersfield before coming to Pitzer. In addition to teaching Calculus I at Pitzer, he is a Postdoctoral Fellow at the Mathematics Clinic of The Claremont Graduate School.

John Raphael Staude, Visiting Associate Professor of Sociology, holds two doctorates, one in European History and one in Psychology, and has completed several years' training in Jungian psychotherapy. He teaches two courses this fall: "Historical Sociology: Understanding Personal and Societal Transformations" and "The Greying of America: Towards a New Image of Aging."

Alice Love, '73, joins the Pitzer Office of Admission staff this fall as Admission Officer. Ms. Love did graduate work and also held a variety of teaching and administrative posts, including admission, and did graduate coursework at Alaska Methodist University in Anchorage, Alaska, before returning to Pitzer.

As an admission officer of the college, she will travel throughout the United States, visiting high schools and interviewing prospective students.

"As a Pitzer alumna, I'm delighted to be returning to the college as a member of the Admissions Staff," Ms. Love said. "I look forward to conveying the enthusiasm I have from my own Pitzer experience to prospective students and families, and to becoming part of the process which will decide Pitzer's character and direction in the years to come."

In June, the **Harry G. Steele Foundation** of Newport Beach announced unrestricted grants of approximately one million dollars to Pitzer and to six other independent colleges.

A Foundation spokesman declared, "In keeping with its long-established interest in the smaller independent college's important role in the American education system, the Foundation has in the past made scholarship grants to these colleges. This year, it was concluded that unrestricted endowment was essential because of the present and future difficult times the independent colleges face.

The Harry G. Steele Foundation was established in 1953 by Grace C. Steele in honor of her husband, an industrialist, scholar, and humanist. In the years since its establishment, the Foundation has placed special emphasis on higher education and the humanities, and has supported health, welfare, and international activities through Project Hope. Trustees of the Foundation include **Nick Williams**, who has been a trustee of Pitzer since 1971.

Other colleges receiving the grants include Pomona, Scripps, Claremont Men's, and Harvey Mudd of The Claremont Colleges group and Occidental College in Los Angeles and Mills College in Oakland.

Your comments on articles published in Participant are invited. Letters should be sent to Editor, Participant, Pitzer College, Claremont, California 91711. Letters are subject to editing.

You get an "A+" for your work on the *Participant*. I've seen three issues, but my absolute favorite is the Spring 1979 issue (Diversity at Pitzer). I was particularly fascinated by the four views of what a liberal education should be.

Your *Participant* has caused me to fall in love with Pitzer, and the challenges to be found there. In my book, this tells me that you and your staff are doing an outstanding job. Congratulations!

Bob Gaines
401 Gernert Ct. #2
Louisville, Kentucky 40217

I just received my latest copy of the *Participant*, greatly enjoyed scanning it, and was prompted to do what I've intended to do for some time — write to you. Congratulations on an excellent job. I think you have made the *Participant* into a more consciousness-catching piece.

Robert F. Duvall
Assistant Dean for Development
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Haas

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Plans for the alumni association this fall include "a look at where we've been," and looking ahead to new goals and challenges with a new president of the college. One important goal is to involve more alumni in planning events. Plans for this year include the phonathon, the Academic Excellence Award, a possible San Diego theatre night, baseball game, Hollywood Bowl event, a three-colleges homecoming (Pitzer, Scripps, and Claremont Men's), and consideration of another reunion. "We really shouldn't let it go too long." Kathey observed of the latter, "Once every three or four years would be good timing." But, for the Alumni Association, there are "lots of possibilities" and "no precedents."

One event in particular Kathey wants to stress is the academic seminars. A possible topic is career-changing alumni, who have been concerned with the "success-failure" labels. "We define success as going up a particular ladder," said Kathey. "Pitzer people aren't set in a mold — I think it's time to recognize growth and change as being as important as success — if not an alternate definition of success."

Previous academic seminars which have included Frank Nathan on "Estate Planning," Rudi Volti and Judy Jennings Treas '69 on "Inside China: The Sleeping Giant Aroused," and Dorothea Kleist Yale on "Women's Rights: Germany and Other Industrialized Nations," were very well attended. Kathey would like to see more opportunities available for contact with the faculty. She found that through the seminars she got to know faculty whose courses she had not been able to attend on campus, and would like to see an Academic Seminar type weekend for the Alumni Association. For one of the major challenges facing the Alumni Association, she emphasized, is to keep up with Pitzer now — contact with new faculty, new ideas, and getting a sense of what the class of '80 or '84 is like ■

Snowiss

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evaluation of retirement and sabbatical policies, and work on the establishment of grievance procedures.

The committee will also confer with the committees on curriculum, budget, and admissions on determining the optimum size of the college. There is also consideration of plans for the long-range use of the 20 acres north of campus.

"Uppermost in our minds in all these plans is how to best meet the needs of the students," Professor Snowiss summed up.

The committee itself sounds like a full-time job, but Professor Snowiss is of course also teaching and involved in research. Her main research interest is contemporary political philosophy. Her concerns range from basic epistemological questions to redefinition of politics and the relevance of the nation-state system. At a recent meeting of the American Political Science Association, Professor Snowiss presented a paper on the subject, "The Ambiguities of Ethics and Politics in the Contemporary World." For a forthcoming collection of essays she is writing a chapter on the philosophical and political implications of euthanasia.

This fall Professor Snowiss is teaching a class, "The Year 2000: Utopia or Oblivion?" In it, she will attempt to examine the different ways in which people are projecting the future and the major issues confronting the next generation, such as resource scarcity, genetic engineering, and what, indeed, constitutes a "utopian" community. Reading for the course will range from social sciences and political philosophy to some science fiction and works such as Castaneda's, which deal with individual consciousness. The course is designed to "provoke imaginative responses and raise questions." Spring semester, Professor Snowiss will be teaching Modern Political Theory and, with Harry Senn, associate professor of French, a

course in Contemporary French Literature and Politics.

It will be a very busy year for Professor Snowiss, and as she talks about her work, from the issues the Executive Committee will be confronting, to her own special interest, and especially to her work in the classroom, an energy and enthusiasm about what she is doing are very much in evidence ■