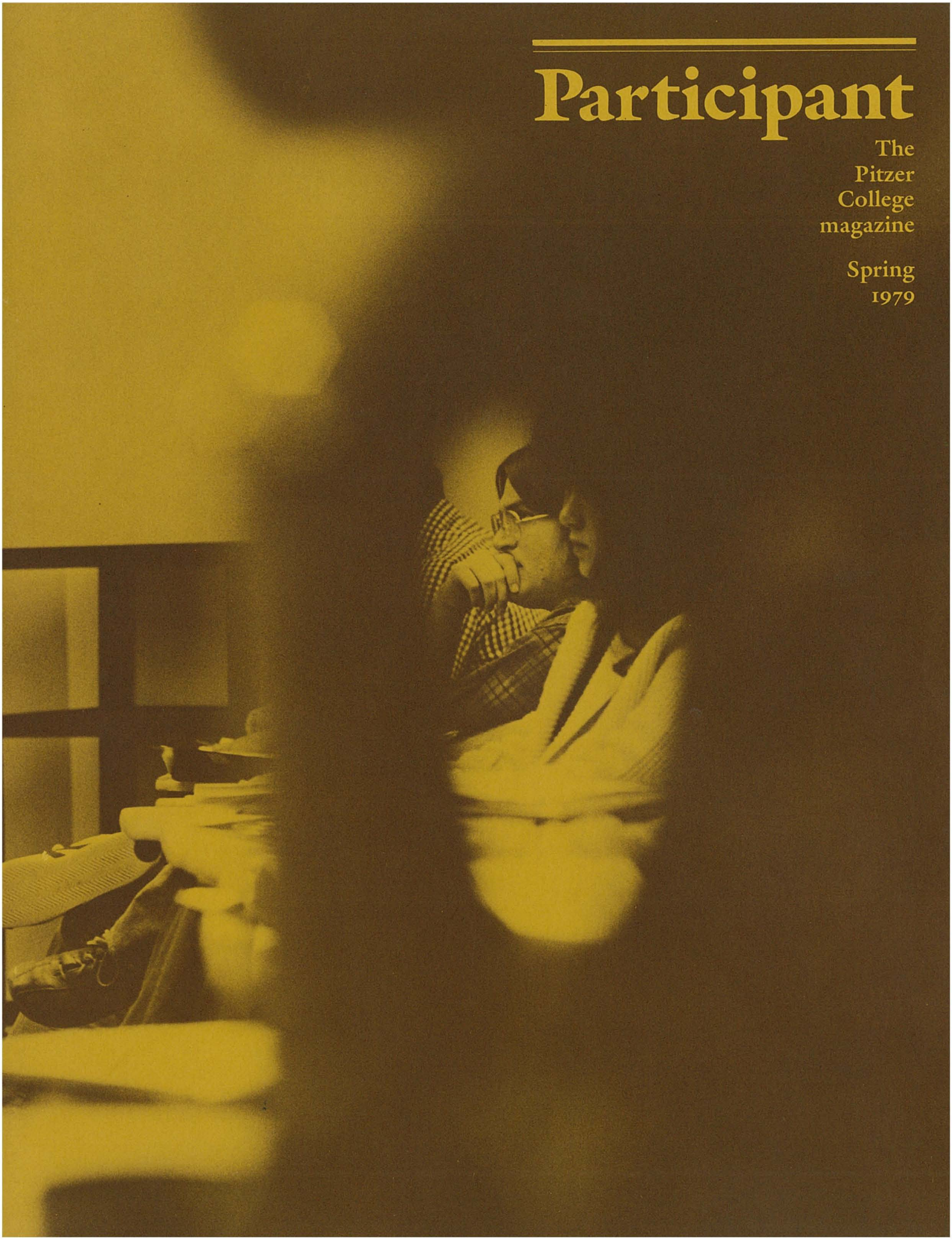

Participant

The Pitzer College magazine

Spring 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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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

If I were asked to compile a list of words which best describe Pitzer College, diversity would surely be one of the first I would include. Diversity is, I believe, one of Pitzer's most valuable assets. ■ Outsiders observing a faculty meeting might disagree. They might well conclude, after hearing a lengthy discussion of an issue, that the Pitzer faculty would be hard-pressed to agree on anything. ■ That assumption on the observers' part would be a crucial error. ■ The Pitzer faculty, while differing on some things, agree on one central and important issue: that Pitzer College, through its faculty and curriculum, continue to provide a quality education for students. ■ The fact that the faculty sometimes disagree on the best approach to use in order to accomplish this, is not as important as the fact that they agree upon the issue. ■ This issue of *Participant* focuses on the campus and explores the diversity which makes Pitzer a unique place. ■ Pitzer's diversity is its strength and its strength is undeniable. ■

Lee A. Jackman

A Liberal Education at Pitzer: Unity in Diversity

by

Katharine M. Morsberger

& Patsy H. Sampson

Patsy H. Sampson, Dean of Faculty and Professor of Psychology at Pitzer College since 1977, collaborated with Katharine M. Morsberger, publicity writer, on this article.

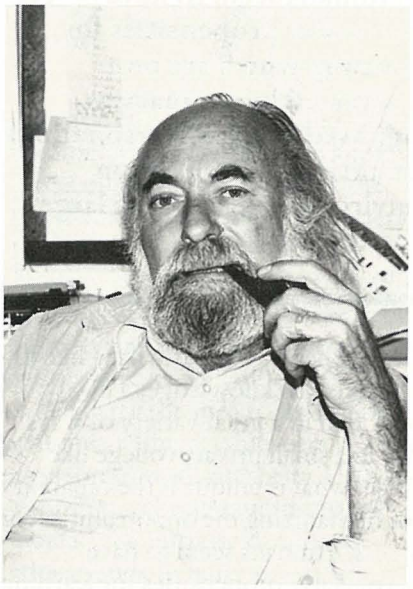
There is no single definition of a liberal education at Pitzer, where faculty members hold viewpoints which differ in almost every dimension and where the curriculum which results from these viewpoints changes and grows in important ways every year. Each spring all the courses proposed for the next academic year are discussed by the entire faculty, and are sometimes hotly debated in an atmosphere which itself illustrates well the essence of a liberal education.

In fact, if you asked Pitzer's faculty questions like "What is a liberal education? What can a college do to encourage this? How structured should Pitzer become? What should the general education or core curriculum be?" you would be likely to have almost as many shades of opinion as there are members of the faculty. Consider the responses of four faculty members when asked these questions.

Carl Hertel, professor of art and environmental design, BA, Pomona College; MA, Harvard University; MFA, Claremont Graduate School.

"A liberal education? An education through which the student becomes aware of the immensity of the world around him/her and acquires the tools to engage in a life of learning in that world. In a sense the liberal education is one which recognizes that there is no definitive body of knowledge which adequately 'describes the world,' rather it is one which accepts a dynamic image of the world and man's role in it."

"You attempt to teach students to think, and to be sensitive in that thinking and continually open to new questions, answers and experiences, to learn to investigate



the world and man in it. You need maximum content between students and teachers."

"Historically, the liberal education has been one which liberates. Operationally this purpose has been pursued in a great variety of ways, but it is entirely possible that none of these efforts have been wholly successful."

"If by 'structure' we mean such things as distribution requirements, I don't think it's possible to postulate requirements that *every* student should be required to fulfill at a given point in time."

"One of the things which typifies consciousness in this part of the century is that 'we' are becoming increasingly aware of how much we

do not know; or to put it another way, as is often the case in an individual's development, we seem to culturally be entering a period in which we question both the validity and scope of what had seemed like 'the truth' about ourselves and our world. One of the results of this phenomenon is the disappearance of the lines between traditional disciplines. I doubt we know precisely what this really means as far as the institutionalized acquisition of knowledge is concerned."

"If by 'structure' you mean guidelines and options provided as curricular tracks to assist students through an increasingly bewildering body of knowledge, then I am for it."

"Humans seem to have particular propensities for learning which are best addressed by intimacy as opposed to the depersonalized qualities of the learning environments at many larger institutions."

"A college provides what I like to call access to knowledge. This is provided in a great variety of ways, but in a small private college like Pitzer what is unique is the capability for humanizing the opportunities for access. Humans seem to have particularly propensities for learning which are best addressed by intimacy as opposed to the depersonalized qualities of the learning environments at many larger institutions."

"Additionally, at a college like Pitzer we have the opportunity to grow as a whole, that is, all of the constituencies learn and grow together as opposed to the entropic and sometimes pathological, fragmented, and specialized growth characterizing the 'life' of larger institutions. In simple terms I think that the college possesses the potential for a qualitative differential which far outweighs the quantitative advantages which large institutions obviously possess."

"I resist the notion that a 'core curriculum' actually exists in any static sense. Like many artists I am at ease with a rather high level of ambiquity. This is derived out of familiarity with the so-called creative process in making art which (among other things I am sure) concerns itself with relationships as much as individual components."

"As a pedagogue I see learning as an intrinsically creative behavior. What distinguishes human creativity as I view it is its communal aspects. All of the rhetoric about individuality and creativity aside, I think communicability and shared consciousness epitomize human endeavors."

"What should be emphasized in institutionalized education is the current planetary nature of our situation. That is, relating should be encouraged at the level of the planet rather than on, for example, merely the level of the dominant culture in which we find ourselves."

"Specifically, this infers that a truly liberal curriculum provides opportunities for awareness and knowledge 'beyond culture' (to steal a phrase from Edward Hall) and opens up increasingly greater possibilities for relating. This is, of course, anti-classical; more Celtic than Greek, but as I view it, relevant to our particular time and place."

"The fear of 'chaos' is what drives some to a pseudo-religious belief in what both contemporary science and art tell us is an arbitrary and limited commitment to the idea that there is a common core of specific so-called subject matter that students must familiarize themselves with at a specific time and place."

"Since an institution is obligated to rationalize its existence, I suppose it may be necessary to stipulate that one know his or her materials. In short, what is it to be human? Being human we tend to specify a widely differentiated image of ourselves through many individual and cultural behaviors."

"We also seem most able to see ourselves through knowing 'others.' I think we do this fairly well at Pitzer without distribution requirements, that is, see (learn about) ourselves through seeing (learning about) 'others.' "

Ronald K. S. Macaulay, professor of linguistics; MA, University of St. Andrews in Scotland; PhD, UCLA.

What is a liberal education?

"I'm not sure I know. That's a very hard question. I find it quite a dilemma. The conflict is between specialization and generalization. There should be a central focus, a center of expertise from which one can branch out. This approach gives one a more organic view of the world. I'm rather skeptical of collecting unrelated bits of information in the hope of putting them together into a coherent whole."

"The problem of specialization — becoming too narrow — troubles me less than the problem of generalization — the lack of coherent knowledge about anything."

"I would like to think that someone who is educated can enjoy both humanities and some kind of scientific investigation, both discovery and aesthetics. I don't see them as incompatible or diametrically opposed."

"A liberal education ought to do two things for a student. It ought to give the student the satisfaction of learning something that is hard, useful in a long-range sense, very worthwhile, and not necessarily something the student would do of his/her own accord, such as a foreign language, music, mathematics. The

learning process may not be totally agreeable, but the satisfaction is in the mastery. Secondly, a liberal education ought to instill a sense of pleasure and excitement in exploring a subject for its own sake, something the student is eager to work on without the pressure of external rewards or coercion."

"I often worry that these two goals are not kept distinct. I don't think we provide enough discipline in the one direction or allow enough freedom in the other."

"It's important, too, that the student should leave college with something of lasting value. The *worst* thing is for a person to say, 'Well, I did that in college,' dismissing the subject, so to speak, from his/her life."

"We all try to do too many things and do not do them sufficiently intensively. Perhaps we should revise the concentration of requirements, not just in the area itself, but also adding specific courses in related disciplines."

"All this is influenced by my own background of highly specialized education. But I went back as an older student, which is why I also value opportunities for breadth and choice."

"The kind of flexibility we have at Pitzer is good for the most part. By adding a *tiny* bit of structure, we could be more effective in helping students to make choices."

"It's important, too, that the student should leave college with something of lasting value. The *worst* thing is for a person to say, 'Well, I did that in college,' dismissing the subject from his/her life."

"Probably we ought to group the curriculum in three or four major groups and require a few courses from each. I wouldn't want to return to the traditional groupings. That didn't serve the purpose in the past and wouldn't now. What I'd like to see is a classification based on a methodological approach: perhaps the study of human beings, of the physical world, of aesthetic responses, of abstract systems. It wouldn't be easy. My own discipline — linguistics — could for example fit into many areas: abstract systems, psychology, sociology, anthropology, language, science. But I think it would be worth trying."

Inge Bell, professor of sociology: BA, MA, PhD, University of California at Berkeley.

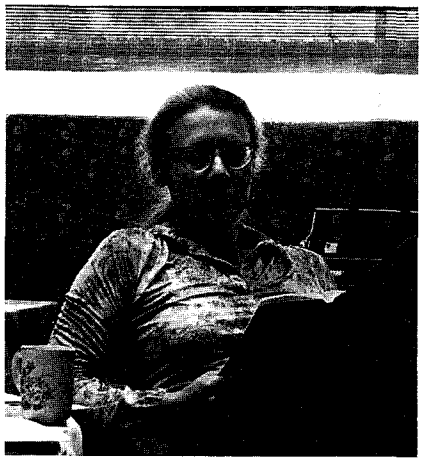
"A liberal education? In some sense, the liberation of the human being, in terms of liberating him from the belief system and rules that society has laid on him. That's very contradictory, in a way. A liberal education is often the laying on of more belief systems and rules. To the extent that it does that, it is a failure."

"To carry the idea to its logical extreme, a liberal education is to free a person from all authority. Up to the age of 18, we're all taught propaganda. The purpose of a liberal education is to undo this. I still remember a history assignment, two books, one a history of WWI from the German point of view and one from the Allied point of view, assigned without comment. At that point, I'd been under the impression that 'if it's in print it's true, because all authors are authorities.' I sat there in the library comparing those two books, and slowly being forced to see that at least *one* of them had to be wrong."

"A person comes to college 'whipped into shape.' Competitive, cheerful, respectful to authority, willing to work in all courses — even if they're a waste of time. College needs to show him a mirror so he can choose if he really wants to be that person."

"What I like about Pitzer is what we hear about our graduates: they have their own opinions, and they think they can move a bureaucracy. I'm very satisfied with this result of Pitzer's approach."

"Perhaps our biggest failing in the so-called liberal education is that we are absolutely fixated on the reading and writing intellect. You can get credit for writing a paper on farm workers, but not for organizing them. Granted, it's difficult to give credit for education that is not reading and writing. But we need to educate not just the intellect, but the whole person. An educated person needs practical experience and contact with different social environments."



"We often seek knowledge at the expense of wisdom, which is really self-knowledge. Krishnamurti put it well: 'It may very well be that because one reads so much of what others have said that one knows nothing about oneself, what one actually is, and what is actually taking place in oneself.' "

"Pitzer isn't as bad as most. I think some self-knowledge and wisdom are being taught, but I'd like to see more. You *can* learn these to a certain extent in the classroom. Literature can be education about life and not merely learning schools of criticism. Anthropology can teach one how one is shaped by one's own culture."

"I feel this way because there is plenty of knowledge in our society but a shortage of emotional health. There's a shortage of capacity for self-acceptance, love, joy, serenity — an emotional shortage. Knowledge will not cure it."

"We should get rid of structure, do away with 32-class requirements — in fact, do away with classes. The classroom situation inhibits education. Everyone comes prepared to take notes and not become involved. *Real* learning usually takes place outside of class. There's not time for students and professors to undertake projects they're excited about."

"I'd like to see as a graduation requirement simply a dossier of the student's best work, judged by a committee. I'd like to see requests for courses, or discussion of certain books come from the students."

"I'm talking about general, liberal education. Vocational education *has* to be structured. The trouble is, we mix them up. A liberal education should have nothing to do with exams and deadlines. They contradict the goal. A professional education has to have requirements and examinations for competency."

"As a result of this confusion, we try to make the liberal arts look 'scientific' and 'professional' — which they definitely aren't."

"Distribution requirements are a holdover from 150 years ago when a BA was supposed to know his whole culture. Now knowledge has become too vast. We need to show the student how to solve problems, think about society, let students move from their own interests and their own realities. It's ridiculous to put an 18-year-old in four or five courses, pulled four or five ways. Interest *may* be kindled in new subjects, but a lot of energy is wasted."

"Ideally, the student should develop his own major. I recognize that a lot of students would be up against it — but I want to put them there. I think Pitzer gives students the opportunity to do this. Where we're weak is that a student who is not individually motivated can take a 'platter' of courses and not think for himself."

"But we need to educate not just the intellect, but the whole person. An educated person needs practical experience and contact with different social environments."

"I feel this way because there is plenty of knowledge in our society but a shortage of emotional health."

Lucian Marquis, professor of political studies, Certificate of Graduation, Black Mountain College; Institute of Political Science "Cesare Alfieri," University of Florence; MA, PhD, UCLA.

"If I sound pompous, edit it out!"

"A liberal education? I've thought a lot about it. There are a number of ingredients. The most important thing is, you teach the student *and* yourself. *All* education is two-way."

"A liberal education should teach one to *see,* rather than to *look.* I was fortunate to learn this early, in a progressive German elementary school. Most people do not *see.* One way a liberal education can accomplish this is to teach students to raise questions. If you *ask,* you are engaged in thinking."

"Specialization is the death of the liberal arts. At the heart of a liberal arts education is the ability to think, to analyze, to be articulate over a broad range of issues. What it really means is being part of a tradition. In America, we tend either to specialization or to 'knownothingness.' Students in high school read very little. They haven't read the great writers. I don't know what they read any more."

"If we are to have a civilization at all, the colleges must provide the basis for a culture that goes beyond the psychobabble of everyday. A

"A liberal education should develop a passion for ideas. What happens in the classroom is an infinitesimal part of what should be going on all the time. At this point, ideas are not really central to the life of the college. How many read beyond the assigned reading? Look at the Pitzer Handbook! As of this week, Disneyland is suggested, but not the Los Angeles bookstores, the County Museum!"

"The whole notion of curricular/extracurricular is meaningless. The conversation begun in the classroom should continue in the dining hall. It would be interesting to know the student's conception of Pitzer's intellectual climate."

"My conception of the liberal

education is conventional. I see it as being in touch with one's cultural heritage, for which one needs to know history, literature, science, politics, music. Just having requirements is not the answer. We need to have a common core. The field group requirements don't do this. Does European history give one a grasp of natural science? The requirements must make sense."

"It's possible for students to go through college and never to have heard of Dante, Machiavelli, Sophocles, let alone read or studied them. One can read *The Possessed* and apply it to the Red Brigade in Italy, understand how scientific discovery comes about by reading *The Double Helix*. One could cover the whole range of Western culture, taking off from de Rougemont's *Love in the Western World*."

"Specialization comes later. A liberal arts education is not intended to turn out bloodless and narrow specialists who can't ask the right kinds of questions."

"You can't read everything. But you can understand the great ideas and modes of expression of Western culture. It's necessary to start somewhere, and the best place is with oneself and one's own culture. There are students who have never heard an opera or seen a play."

"Maybe I'm fighting a totally rearguard battle. There is, of course, disagreement among the faculty as to a common intellectual language. And our culture has been fragmented, a process which began in the late nineteenth century. I'm not sure one can coalesce it all again, but to be educated we at least need to know what happened."

"I realize the disillusionment with reason and the importance of irrationality and the dark forces at work — witness Freud, Jung, Celine, Conrad. Nevertheless, I object to 'I feel, rather than I think,' and the current emphasis on self."

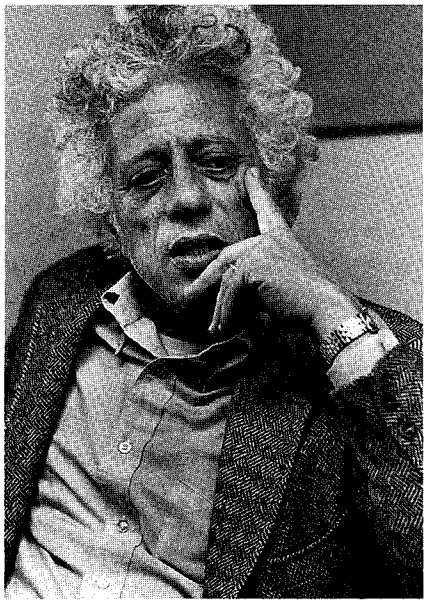
liberal arts education is a matter of seeing, analyzing, comparing, questioning, of moving out of a parochial background. It is ultimately to understand oneself and be able to express oneself in an articulate way. It is to be able to speak and write clearly and eventually to act, to transform the world."

"That's a very high ideal. Pitzer *could* do it. A real liberal arts education *does* happen here from time to time. What is lacking is an agreement in what the community ought to consist. We've tried to do this in freshman seminars but the difficulty is that it has been an *ad hoc* experience. We need more of a coherent vision and less of 'let everyone do his own thing.' "

"A liberal arts education is a matter of seeing, analyzing, comparing, questioning, of moving out of a parochial background. It is ultimately to understand oneself and be able to express oneself in an articulate way."

■ Some common threads, however, run through this complex and varied discussion: the paradoxes of joy versus discipline; toughness versus encouragement; competence in a specialty versus breadth and perspective; independence versus community of ideas; original, non-traditional approaches versus training in the traditional use of resources; areas of competence versus the planetary approach; training of the intellect versus training of the whole individual. And overall, the questions of how one deals with constantly expanding and changing knowledge and how one discovers and meets the real needs of students.

Bert Meyers, Poet and Teacher



Bert Meyers, a Professor of English who taught at Pitzer College since 1967, died April 22 of cancer. Bert was a widely respected poet in addition to his teaching career. Born in Los Angeles in 1928, and devoted to poetry from an early age, he travelled and supported himself by working as a printer's apprentice, ditch digger, warehouseman, house painter and picture framer. Largely self-educated, he was admitted to Claremont Graduate School in 1964 without any college credit or a high school diploma and received his M.A. there in 1966. Without a Ph.D., he was granted tenure at Pitzer in 1973 on the recommendations of his students and colleagues.

■ Bert's poetry has been widely published in journals and magazines. He published three volumes of poetry —*Early Rain* (1960), *The Dark Birds* (1968) and *Sunlight on the Wall* (1976). Three other volumes are forthcoming —*Windowsills* (1979), *The Wild Olive Tree* (1979) and *The Blue Cafe* (1980). Of the manuscript of *The Wild Olive Tree* poet Denise Levertov has written: "Opening at random the manuscript . . . I found on every page something that gave me pleasure, that spoke to my mind, my senses, my imagination." With Odette Meyers, Bert published one volume of translation —*The Lord of the Village* from the French of François Dodat (1973). A further volume of translation of Dodate, *The Childhood of the World,* is pending publication. Bert's books are available from: Hugh Miller, Bookseller, 216 Crown Street - Room 506, New Haven, CT 06510.

■ Bert's wife, Odette, is a translator and teaches at The Claremont Colleges. They have two Children — Anat, 20, and Daniel, 18, both of whom have inherited their parents' love of art and poetry and both of whom are Pitzer students.

■ In 1966, as he began his teaching career, Bert wrote:
"My plans are to teach on the college level. I would prefer teaching undergraduates. . . . More than merely instructing students in the appreciation and history of literature, I would like to use my experience and my education to make the study of literature one of many ways in which a young person can develop a philosophy of life. For young people especially, literature can have the character of a dialogue; it can, aside from its other pleasures, provide them with a way of talking about life with people for whom living has been a profound experience."

■ A memorial fund to benefit Israeli poets through translation, publication, readings and other ways has been established in Bert's name. Contributions may be sent to: The Bert Meyers Memorial Fund, % Rabbi Ben Beliak, McAlister Center for Religious Activities, The Claremont Colleges, Claremont, CA 91711.

Homecoming, 1969

1

My father was a tender man
whose blue eyes would overcast
by noon. Every dusk
he floated home
in the soiled wind of his clothes.

I flew to the ceiling in his arms.
The silverware sang
and the bright room
rolled like a train
climbing its ladder through the dark.

Today, he lies in a bed
near strangers, nursed
by a needle, dissolving a spoon.

And I imagine coming to him
suddenly, like a song, a son.
I'd bring him to a town
where everyone he cries for now
(wrapped in the bed's thick bandage)
would rush to shake his hand.
He drinks and drinks the meadowlark,
he smoothes a stone's grey hair.

But he stinks, he's a huge bib
from breakfast, lunch, his pants.
A loose scab, a rotten cornflake,
clings to his lip.

2

There are mouths so cold
the salmon-colored tongue
leaps without a sound;
lonely ditches where a broken dove
mourns day and night
in the vacant lot we call a face.

Men, at the mercy of their parts:
grime in the skull, despair
corroding the rainbows in their wires.

3

My home was a watercolor
I left in the rain . . .

Tonight, the crickets ring and ring,
nobody answers;
the shadow of men are looking for blood.

Someone has stepped
on the classical face of the moon.

Dawn comes, a gradual
mountain of ashes.

4

The mocking-birds, those joyful books
that opened in the sky,
then closed their pages in a tree,
awake and go mad,
chewing the bones of their old songs;
and the flies, such tiny fenders,
batter themselves in the air.

5

My head's a beach full of footprints.

6

I stay among these ruins,
a tired nail trying to hold
an image on a wall that flows away.

The Dark Birds

The dark birds came,
I didn't know their name.

They walked in Hebrew on the sand
so I'd understand.

They sang, the sea flowed,
though no one made a road.

I shivered on the shore
when the water closed its door.

Then as I felt the birds return
to me like ashes to an urn,

and sunlight warmed the stones,
fire undressed my bones.

Lullaby

Go to sleep my daughter
go to sleep my son
once this world was water
without anyone.

We Called Her "Mother Pitzer"

by **Sally McGreevey '76**

Sally McGreevey was born a Connecticut Yankee but grew up in North Hollywood, California. She graduated from Immaculate Heart High School in the Spring of 1972 and was admitted to Pitzer that Fall. After two years in Claremont, she qualified for the Pitzer Rome Studies Program. When she had completed that, she took a semester off to experience Europe and the Middle East. She enrolled at Duke University and worked extensively with novelist-in-residence, Reynolds Price. She received her B.A. cum laude in 1977 and was admitted to the Writers' Workshop at the University of Iowa. There she has been studying, teaching and working on a novel. She will receive her Masters degree in May, 1979.

Beginnings are very important. Take birth, for example: if I'd been born to my parent's neighbors, the Korcheck's, and had all the same friends, climbed the same trees, I still wouldn't be the same today. I am where I came from and thus, when I'm happy with what I've become, I give my mother a lot of credit. I feel the same about Pitzer. We even called her "Mother Pitzer," and I laid the foundations for the goals that sustain me now on one of her grassy mounds, under the clock that sometimes sang "America the Beautiful."

I remember the beginnings of my beginnings at Pitzer. My parents sat close together on the thin bed, sharing a coke. My mother was stalling, leaning back on her arm, talking.

"This room is awfully cramped," she said.

"This is a college," my father reminded her.

My father was quiet and prone, waiting for the right moment to interrupt and make the break. I felt like a cancer patient being left at the hospital — the doctor had told my parents to go home and get some sleep, but my mother wouldn't leave my side, and my father was too worried to stay.

"We're going to hit the traffic if we don't leave soon," he said.

"I'll be all right," I said, unconvincingly. I opened the window to avoid their eyes. For this first time, I was protecting them. "There's a nice view."

My mother stood up slowly. "Call if you've forgotten anything. No, better let me call."

"We'll call," my father said, kissing me quickly.

"You take care of yourself." My mother was trying to be stern. She embraced me, and then my father led her out the door.

I stared out the window trying to decide what to do, trying to get used to the fact that I could do anything.

I wasn't exactly tossed out of the nest, but I *was* suddenly faced with freedom. Pitzer gave me some time to misuse my freedom, but it wasn't long before I was coaxed into directing time for thought. I wasn't bullied into answering academic questions, and my questions were often answered with questions:

"What should I take?"

"What are you interested in?"

I learned, however, from my own answers and grew with the accomplishment of my own choices. I learned from my teachers, and they let me learn from myself.

Mother Pitzer's apron strings were extremely long. She had high expectations, but they weren't structured by requirements and

She tossed the puzzle and the reward in my lap, encouraged me to figure it out, and shared in a piece of the reward.

curves. All her expectations were tempered by her highest expectation, and that was individual achievement.

She tossed the puzzle and the reward in my lap, encouraged me to figure it out, and shared in a piece of the reward.

Mother Pitzer's quiet, steady nourishment gave me the courage to venture far from the nest. I went to Rome, with her help, and saw what everyone called "The Pitzer Potential." The learning atmosphere that Pitzer seeks to create was complete. We saw the paintings we had read about, we spoke the language we had studied, we talked with people from each of the many political parties as we deciphered their political system and watched it fail, we traced Caesar's steps, we learned how to handle excited Italians on crowded buses, we shared

each other's courage and accepted each other's idiosyncrasies and we discovered together that we could survive the strange world very well.

After Rome and a semester of travel, I spent two years at a southern university.

"You sure you want to do this?" My favorite Pitzer professor asked me.

"It's different."

"It sure is. There are lots of southern belles," he warned me.

"I've never seen one."

"Let me know what you think."

My first day at Duke University I parked my car in the "F" lot, about half a mile from the registrar's office. I trudged across the fields with my destination always in sight. The giant stone quadrangle, with spires and flags, was awesome at a distance. I learned later that the design was a copy of an important eastern school, and they had even ignored the natural building resources of North Carolina, in favor of eastern stone.

When I entered the quadrangle I felt under-dressed and outlandish — like a parrot among swans. Clean-cut boys played football on the long lawn that stretched between the buildings, and their friends sat on high benches that lined the tasteful cobblestone walk. I was impressed by the buildings and ignored the fact that they were fraternity houses until I heard one of the brothers on the benches, say: "I give her a seven," as I passed.

"She's a six."

"Eight."

"Five."

I stopped and stared at the boys in shock. I wanted to say something daring and pointed, but they were already busy rating two other girls, a ten walking with a four. I felt more like a foreigner than I had ever felt in Rome.

The registrar's building had bars on the windows. I stood at the crowded counter. The woman behind the counter, small, busty and blonde, ignored me in favor of the young men. When there were no more men to choose from she said, curtly:

"What do you need?"

"To sign up for classes."

"Freshman?"

"You can't sign up until the last day of drop-add."

"Will I get my classes?"

"Don't count on it."

I was too weak to get angry. I stood in the office staring at the bulletin board crammed with lists of courses I could no longer enroll in, comparing them to the long list of requirements my stern advisor had piled on top of my other forms. When I overheard a handsome man who called himself a transfer student enrolling for classes while the busty registrar reminded him to keep it to himself, I decided to go see my dean.

My dean was a woman, which surprised and pleased me. I was ready for some comfort and reassurance, but she took my questions and complaints and treated me like a spoiled child. "What if every student in this University wanted special attention?" She concluded with the following words of encouragement: "If you can't cut the mustard, I suggest you drop out now."

I rose to the challenge with the left-over confidence from my years with Mother Pitzer, but my learning was tainted with resentment. From day one, I resented the bureaucratic maze I had to follow, or be chastised as a spoiled child. There was a new definition of maturity; personal choice and self-direction were childish and I was rewarded only when I hummed along with the rest of the cows, from A to B to C to diploma. I read books, I wrote papers, I was even strong enough to take classes I had already taken in another form, and I never felt the feeling I had come to love at Pitzer, encouraged — the movement from personal choice, to self-discipline, to accomplishment. I got A's for the work I felt I had compromised, and looks of bewilderment when I stretched beyond the limits of class discussion and dared to include personal interpretation in my papers. There were some teachers who honored another code, but I always felt they didn't belong there.

My respect for my beginnings at Pitzer was heightened and more clearly defined by my experience at Duke. I understood that Pitzer's goals and her academic atmosphere had grown out of an understanding of the limitations of traditional higher education. Her founders had been herded toward their diploma, too, and they wanted to define and offer an alternative — an alternative learning experience that offered freedom and the tools to mold that freedom into accomplishment. Pitzer encouraged choice, self-discipline, creativity and self-defined, self-executed growth. Her academic attitudes did not limit learning. Traditional education limits the growth of the student by making absolute, mass, decisions for their students. The herded cow simply follows, believing that it is getting somewhere important, but never asking why, or how. Pitzer, on the other hand was a good mother. She complemented my strengths, pointed out my weaknesses, and never encouraged me to do anything without asking why. And she gave me the time to answer.

. . . they wanted to define and offer an alternative — a learning experience that offered freedom and the tools to mold that freedom into accomplishment.

The herded cow simply follows, believing that it is getting somewhere important, but never asking why, or how.

A "Typical" Pitzer Student?

A "Typical" Pitzer Psychology Major?

By
Katharine M. Morsberger

Katharine M. Morsberger has been publicity writer for the Office of Communications since 1977. In addition to her work at Pitzer, she does free-lance writing and reviewing and occasional teaching in her specialty, science fiction.

The assignment: find two students, one of whom came to Pitzer with academic and professional goals well in mind, one of whom had no idea what he/she might want to do. It seems a simple and clear-cut distinction in the abstract, but the difference between the "directed" and the "undirected" student seems more apparent than real as one talks with individuals. Rather, each student seems to have his/her own unique gyroscope, a sense of individual strengths, weaknesses, and talents. What Pitzer offers is an academic program geared to accommodate individual directions and abilities. And interviews with three psychology students show the diversity that can exist within one major field.

Kris Russell knew when she was in high school in Seattle, Washington, that she was interested in psychology and a career in one of the helping professions. She heard about Pitzer through Julie Mower, Associate Dean of Admission, who visited her high school, and she liked the idea of experiment and growth. In fact, she said, it sounded like an "ideal atmosphere." It seemed like a logical continuation of a family environment that had encouraged all four daughters to ask questions, grow, strive, and also stressed the importance of education. "I always knew that there was more knowledge to be gained."

At Pitzer, "Within two hours," Kris said with a big smile, she knew that she was in an inspiring place. Her main interest remained psychology, but she gravitated back and forth between psychology and music, a natural enough interest since all her family sing and play musical instruments. "Music has always been a very important form of expression for all of us." Kris has studied cello, voice and piano, and has been in the Four College choir, both the large choir and the chamber choir, a smaller, selected group. But she took no courses in music: "it was always just something that I *did*."

She also found psychology more challenging, and rapidly became interested in a specific area, student personnel and counseling. Kris has been an RA since her second semester freshman year, and has also worked for the Dean of Students' office. She has assisted Karin Meiselman and Lewis Ellenhorn in research, and is currently doing her own research in gerontology and the psycho-sociological effects of aging, death and dying and as a result has developed an interest in physiological psychology. "About my junior year, everything started to come together. I began to see an inter-relatedness within all areas." Counseling and Physiological psychology are both attractive, she finds.

Though she's applied to graduate school, she sees herself with a variety of options to pursue. "I know I wouldn't be satisfied doing just one thing." She anticipates doing graduate work in counseling, psychology and gerontology, or experimental physiological psychology. And if graduate school doesn't work out? There are other options, one of which is to do graduate work at the Piaget Institute

in Geneva, Switzerland. Kris spent a semester in Rome with Pitzer's External Studies Program, so foreign study is not all that foreign an idea. And there is also the possibility that singing could go from "something she *does*" to something she does for a living. "The opportunity for that is there, too."

What was her most valuable Pitzer experience? The ability to grow, the opportunity to explore a variety of experiences. "I wonder sometimes if I'd be the same individual had I gone somewhere else. But I am confident I'd be basically the same individual, but perhaps without the multitude of experiences, both personally and intellectually." Rome, for instance, gave her insight into another culture and the diverse ways in which people live. One of the important things about Pitzer, she found, was the "chance to challenge one's strengths and the freedom to explore the areas in which you are weak. If you don't see and attempt to understand the weaknesses, you become stagnant — they're the things from which you grow."

Or take Michelangelo's *Prisoners,* . . . "They're unfinished and finished at once, with the figures striving to emerge from the blocks of stone." . . .

I've spent four years being 'sculpted.'

Kris has kept a journal for eight years. The analogy she'd used in her journal for understanding the purposes of strengths and weaknesses was that of a rock. They all have weak points in them and are able to be split, revealing the years of growth and change. If you smooth away some of the rough edges, you still have two very firm and usable pieces. The talents are shown in the smoothing away of the rough edges. If you chip away too much it can be destructive; there has to be an equal balance. Or take Michelangelo's "Prisoners," she went on. "They're unfinished and finished at once, with the figures striving to emerge from the blocks of stone." She grinned. I've spent four years being 'sculpted.' 'Finished' is a relative term." But she does know that her major strength is her ability to interact with and listen to people, which is why the areas of counseling and student personnel remain the liveliest options among all her interests. "I want to encourage people to look into themselves and appreciate themselves."

Kris' multiple interests are reflected in her living quarters. She has the RA's double style room, which houses a bed, a table, a desk, a bike, a sink, a small refrigerator, a number of plants, books, posters, and prints, and a collection of bears and set of Raggedy Ann and Andy. "Everyone is entitled to the child in them." There's a collection of porcelain tea sets, art books and museum posters, and a bowl of camellias on the desk. It all has a homelike, welcoming atmosphere. "Every so often it appears to be cluttered and full of so many things," she said, "but it wouldn't be a clear reflection of *Kris* without it."

Peggy Levenstein came to Pitzer with very definite goals in mind, but prior to transferring to Pitzer, she'd done some exploring first. She knew, from her senior year at Dana Hall School in Boston, that she wanted clinical psychology. Courses in psychology and child development made her "dream of going to Europe to study with Piaget." More significantly, as field work for a study in institutionalism, she worked on wards at Medfield State Hospital, a mental institution, one afternoon a week, along with prisoners who were working as paraprofessionals. "It was a terrible strain, but rewarding, and I decided then that I wanted to go into clinical psychology."

Peggy knew about Pitzer at the time, but having just spent two years in a small school (500 girls) she felt that she needed a different experience. And Pitzer also seemed a long way from Dayton, Ohio, where her family was living. So she went to Northwestern, which has an extensive psychology department. But because it was so large a school, classes were crowded and she did not get all the courses she wanted.

Then, during her freshman year at Northwestern, her family moved to Los Angeles, "and I knew after one visit to Southern California that I wanted to go there." After a semester at UCLA, near home, she realized that she was ready for a smaller environment again. But what prompted her decision was not only Pitzer's size, but many course offerings, involvement with faculty, and emphasis on field work. "After all, I'd been away from home in large cities since my junior year of high school. I was ready to settle down and what I found at Pitzer was very attractive."

How has it all worked out? "Academically, I couldn't be happier." She is so involved in psychology-related activity, that she has "no time to breathe." "I had to take some initiative, but that's all it took." In her first semester, Peggy took a course with Deborah Burke at Pomona. She became interested in researching the psychology of the

pre-menstrual syndrome, and, in studying it, learned how to do research and write a professional paper. The initial results of the study were presented at the Western Psychological Association annual meetings last year, with Deborah Burke as senior author; this year, Peggy, as senior author, will present the new results. Peggy stresses that it's very important to have someone who knows the field teach you the right way to submit work.

"It's ironic," Peggy commented with a smile, "that I'm so involved in research when I'm interested in clinical work, but I knew I would have to go to graduate school, where research is important. I also knew that the kind of individualized program Pitzer offers would prepare me better than anything else." The competition for places in clinical work," she explained, "is almost as competitive as it is for medical school." So I needed to be in a place with freedom to let me shine and show what I can do, and Pitzer allowed me these opportunities."

"The competition for places in clinical work . . . is almost as competitive as it is for medical school. So I needed to be in a place with freedom to let me shine and show what I can do."

It's not all academic work with Peggy. She enjoys the diversity of people at Pitzer and has made many friends. "I work hard here, but I also play here. I have a suite that keeps me on my toes." She socializes at meals and coffee hours, and enjoys the freedom of being able to spend a weekend in Los Angeles now and then. Her room in her suite at Mead is a good portrait of Peggy — neat and down to the essentials, but individual and lively all the same. She's chosen "spring" colors — brights pastels. On the walls, there are an embroidered and appliqued elephant and walrus, which her father sketched and her mother made, and a colorful afghan and pillows. Above the bed is a Picasso poster, a hand holding a bunch of flowers.

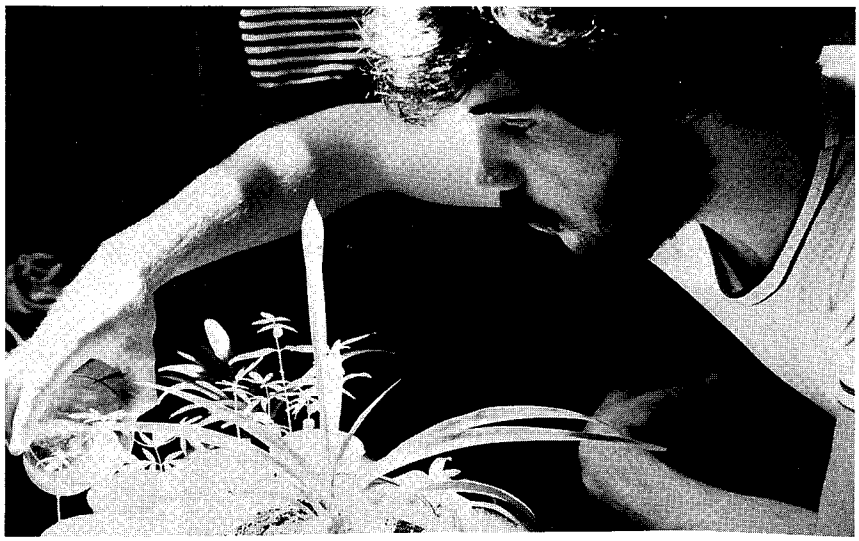
"Remember, I've been living in dorms for years, and have gotten it down to the essentials along the way. But that poster I've had since my senior year of high school." Also permanent residents are stuffed animals, "Quackers," a cheerful yellow duck, and "Tiger." " 'Tiger,' " she said, "I've had since I was five. He'd be thrilled to make it into the PARTICIPANT. He's been with me everywhere."

Doug Garant has an even broader spectrum of interests, from psychobiology to poetry. In high school, he thought of himself primarily as a science-oriented person, frankly looking at fields that would be lucrative. He considered becoming a Spanish bilingual chemical engineer, perhaps for a petroleum company in Venezuela, but when he began seriously looking at colleges, he wasn't at all convinced that he wanted to spend five or six years preparing for something he wasn't sure he wanted to do.

When he chose a college, he found Pitzer's "attitudes and ways of dealing with learning" to be "comfortable." Much of his research in high school had been psychobiological in nature, and he kept moving in that direction, even though he was not sure until his sophomore year exactly what his major would be. "Even now, I'm not really sure what I'm going to do with it." The field is wide open, ranging from psychological to biological to pharmacological emphasis. Doug's major is a double one — psychobiology and human biology. He's interested right now in doing research for a company, but finds the academic calendar increasingly appealing, and might prefer research for a university.

Just what does a psychobiologist do? "Everything between clinical psychology and biology," summed up Doug. There's the biological basis for psychological disorders and vice versa, how the brain functions, biochemistry, and "almost all you read about what's done to rats." Basically it's working with the relationship between how the mind works and how the brain works. "What really interests me," he finished, "is that it's hard science applied to social science."

Here at Pitzer, he has worked with Constance Atwell and James Baker. Patsy Sampson, who is herself very interested in psychobiology, is his adviser. Last year Doug did an independent study with Phil Bear, a senior, in work with methodone, studying addicted rats and their offspring, finding that the offspring of addicted rats were more likely to be retarded. Doug made up the behavior tests for the rats at an age equivalent of human puberty. They looked at the biochemistry of the rat brains, as well as the DNA, in order to find how healthy and how many cells there were. The logic behind it, he explained, is "if this happens to rats, it's not likely to be good for you, either." Work with the human brain is more difficult, ordinarily being restricted to people with known brain damage.



Doug is also interested in literature, language, and art, but says that, for him it's important to know he can do well. "In the laboratory, you can see if something works. With ceramics, you can see if you're doing a good job." But he reads widely, as his bookshelves attest. Herman Hesse, Castaneda, Alain Fournier's *Le Grand Meaulnes,* John Fowles, Camus, science fiction. Did the latter come first, or his interest in science? They sort of grew up together, Doug explained. "Remember, I grew up just as the space age was beginning. A lot of science fiction was suddenly becoming real. And then there was Sputnik, and the emphasis of science education in the schools." And all his reading reinforces his interest in the relationships of social science and techonology. "That's another reason," he added, "that I like Pitzer. Here there's emphasis on the relationship of sciences and art."

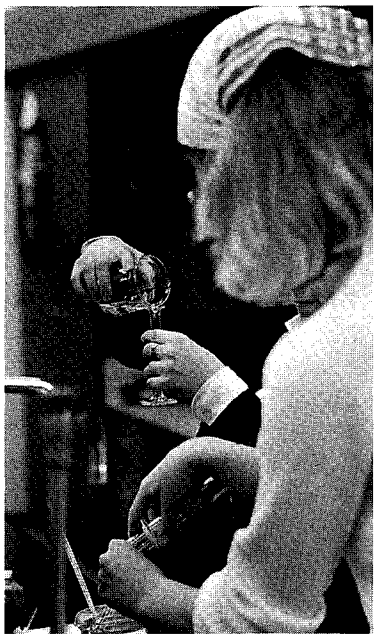
"Remember, I grew up just as the space age was beginning. A lot of science fiction was suddenly becoming real."

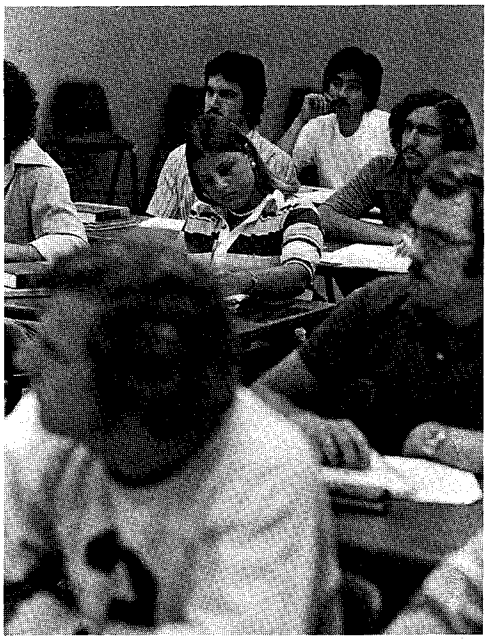
"If I had it to do all over again, my major would be literature and philosophy," he speculated. Doug recently published some poems in Pitzer's paper, *The Other Side.* His room reflects both scientific logic and artistic diversity. The mattress is on the floor, Japanese style, "better for the back," and the bedside table is an upside-down laundry basket, which returns to its original function one day a week. "Why waste space with it?" Besides the books, including, of course, science and psychology books, are posters, from badger and elk in a canyon to a Pitzer poster, from an album cover, "Close to the Edge," to photos of Mt. Everest and of earth seen from the moon, from the unusual perspective of Antarctica and Africa. An album cover hangs over the bed, a huge 15th-century Japanese print, with the inscription, "I am moving all day and not moving at all. I am like the moon underneath the waves that ever go rolling."

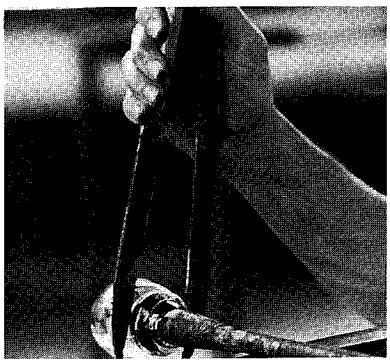
That seems to sum it up. "I still don't know what I want to do, and in the past year I realized I may *never* know what I want to do." Do you really *need* to know what you want to do? A good question, agreed Doug. Some people have problems with settling down, others with accepting change. What we need now, he said thoughtfully, is to provide roles for all sorts of people. Right now we're in a time of change, in which the conventional notion of choosing a career in high school and pursuing it until retirement, is being challenged by other models as people change careers successfully. Successfully. That may be the key word. A diverse career or even an occasional failure need not mean, however, that one is lacking in self-understanding, direction, or motivation.

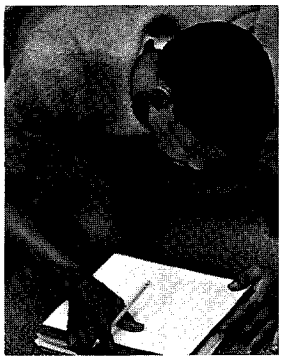
■ Doug may well carry Pitzer's diversity with him when he graduates, as may Kris and Peggy, who each in their own way have a diverse and flexible outlook and a realistic self-assessment. It's not so much that students don't have it together, but, having it all together, aren't quite sure where to put it. Pitzer provides room to explore individual potential, a program to challenge the individual's talents, rather than simply providing another set of boxes into which the individual may not fit.

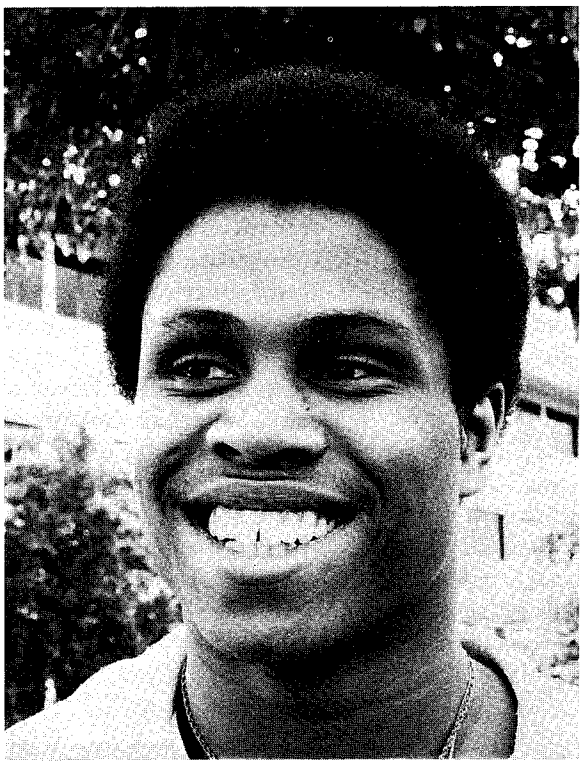
Diversity: A Pitzer Photo Essay

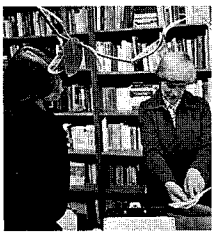


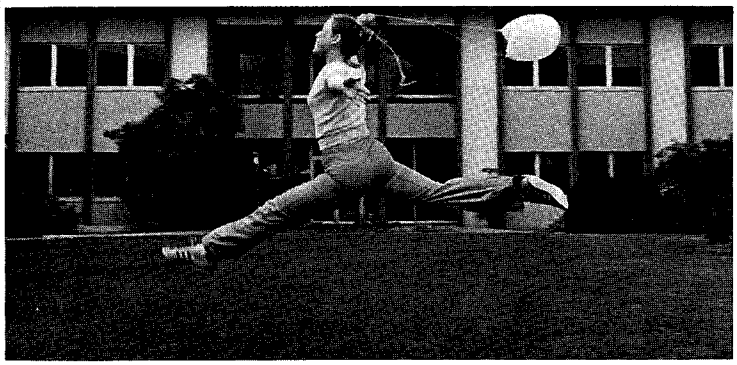


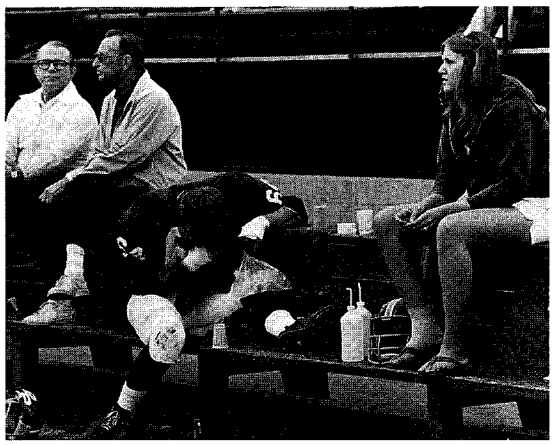






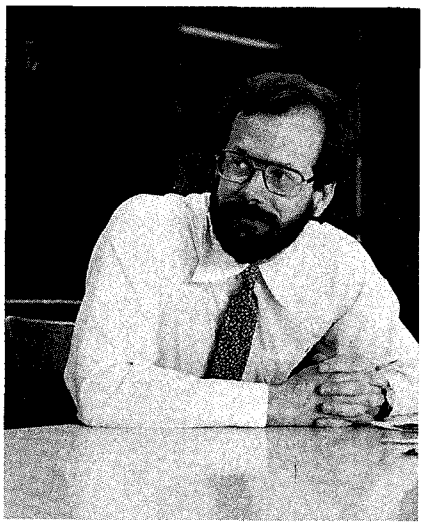






Participating

by **Colleen J. Commentz**



Left to right: Frank L. Ellsworth, Richard Holbrooke, Ronald K. S. Macaulay, David Furman

Dr. Frank L. Ellsworth, assistant dean of the University of Chicago Law School, will become the third president of Pitzer College on July 1, 1979.

Announcement of Dr. Ellsworth's appointment was made by **Eli Broad,** chairman of the Pitzer College Board of Trustees. Of the appointment, Mr. Broad said, "Frank Ellsworth's vigor, imagination and leadership, combined with his proven ability to administer, teach and fund raise, will advance Pitzer College in important ways during the challenging decade ahead."

In addition to his role as assistant dean at the University of Chicago Law School, Dr. Ellsworth was a faculty member in the Collegiate Division of the Social Sciences. Prior to his work at the University, Dr. Ellsworth was professor of literature and director of special programs at Sarah Lawrence College.

He received his undergraduate degree from Adelbert College, Case Western Reserve University; the M.Ed. from Pennsylvania State University in the history of higher education; the M.A. in literature and languages from Columbia University; and the Ph.D. in history of education from the University of Chicago.

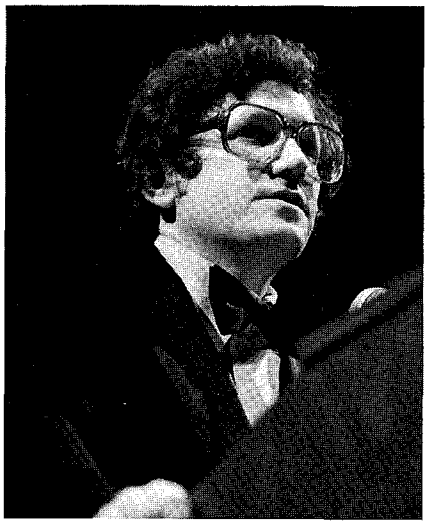
Thirty-five years old, he is married and has one daughter.

Dr. Ellsworth succeeds Robert Atwell who resigned as president on September 1, 1978 to become vice president of the American Council on Education in Washington D.C.

James B. Jamieson, vice president of the college and professor of political studies, was appointed acting president by the Board and has served in this capacity since Mr. Atwell's departure. Mr. Broad stated that the college was fortunate to have had a person as capable as Dr. Jamieson as acting president and acknowledged the outstanding job he did on behalf of Pitzer College.

Members of the Presidential Search Committee, consisting of trustees, faculty, student and alumni representatives, who have spent eleven months in search for a new president, include **Trustee Giles W. Mead,** Chairman; Trustees **Wallace Booth, Peter Gold, Elinor Nathan** and **Edith Piness;** Alumni Association President and Trustee, **Judith Jennings Treas;** ex officio Trustee members **Robert Bernard, Odell McConnell** and **Kenneth Pitzer;** faculty members **Allen Greenberger, Carl Hertel, Sharon Nickel Snowiss** and **Werner Warmbrunn;** and student members **Lynne Canning, Tim Goodwin, Tom Lowery** and **David Wells.**

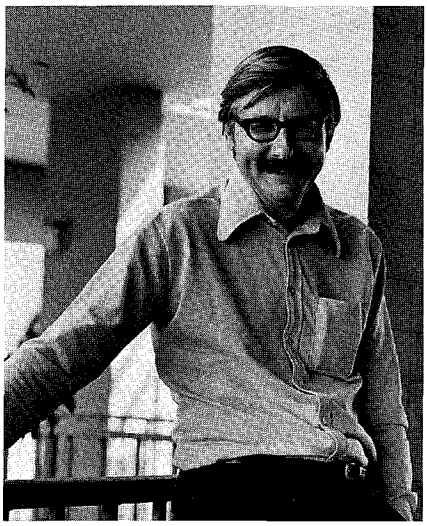
Although Leonard Woodcock, newly-confirmed ambassador to the People's Republic of China had accepted Pitzer's invitation to serve as the honorary speaker for the March 8 National Issues Forum Dinner, intense border scurries caused him to leave early for Peking, thus, leaving the Forum without a speaker only a week before the event was to take place at the Century Plaza Hotel in Los Angeles. Undismayed, however, Pitzer chairman, **Eli Broad,** put on a search within the State Department for a top official who could come to California for the $150 plate event. Their answer was **Richard Holbrooke,** Ambassador Woodcock's superior and Assistant Secretary of State for the Bureau of East Asian and Pacific Affairs, a man familiar with past Vietnamese negotiations and the formulation of our China foreign policy.

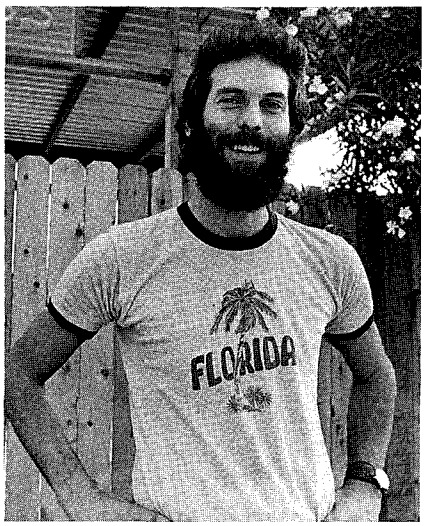


Honorary Chairman of the event was **Thorton F. Bradshaw,** president of **Atlantic Richfield**

Company. The latter company, **Fluor Corporation** and **Pullman Kellogg** of Houston, Texas served as Dinner Sponsors, underwriting the cost of the event. Other corporations participating as Patrons for the Dinner were California Federal Savings, Walt Disney Productions, Southern California Edison Company, Golden State Mutual Life Insurance Company, Kaufman and Broad, Inc., Lockheed Aircraft Corporation, Norris Industries, Occidental Research Corporation, Pacific Mutual Life Insurance Company, Security Pacific National Bank, Twentieth Century Fox and United California Bank.

Established in 1972, previous speakers for the Forum Dinner have included broadcast journalist Harry Reasoner, economist Walter Heller, former chairman of the Securities and Exchange Commission Roderick Hills, current chairman of the Securities and Exchange Commission Harold Williams, and columnist Jack Anderson.





Ronald K. S. Macaulay, professor of linguistics, will return to his native Scotland this summer to conclude a study made possible through a summer stipend by the National Endowment for the Humanities. His study, begun seven years ago, concerns the relationship between urban language and culture in Scotland. In particular, Dr. Macaulay will delve into various aspects of dialect variation including effects on feelings of nationalism or ethnic identity.

The period covered by the summer stipend will be used to collect additional recorded interviews and continue analysis of previous tape recordings. Approximately one month will be spent in Scotland and the remainder of the time in Claremont.

Since no geographical area of comparable size and population in the English-speaking world encompasses such a wide variety of linguistic usage, Dr. Macaulay's study will no doubt have implications for similar situations outside of Scotland, providing students and scholars of linguistics with valuable information on how language is formed and how it shapes culture.

Because the primary identifying characteristic of a Scotsman is his speech, Scottish varieties of English present a paradigm case of the separtist and unifying functions of language. Some of the most markedly Scottish forms of speech tend to be found at the lower end of the social class continuum. As a result, some forms of speech are stigmatized through their association with certain kinds of speakers, while at the same time, similar speech patterns from rural dialects are highly valued for their unique Scottish character.

Pitzer students will lose **David Furman,** assistant professor of art for five months next fall when he leaves for Lima, Peru to teach at the National School of Fine Arts and Catholic University. Professor Furman was recently awarded a five-month Senior Fulbright Artist Fellowship, giving him an opportunity to lecture and work in Peru, a country rich with art treasures signifying its glorious past.

Professor Furman will be involved in fieldwork and study of two sites dating back as far as 300 B.C. They are Tucume on the north coast, and Pucara, in the south east Andes, near Lake Titicaca. Each site may have been important ceremonial and religious living centers. Professor Furman will be doing a body of work in clay, in the form of a tableaux, which may give us a picture of what life/lifestyle may have been like at that time. The work will become part of the permanent collection of the National Museum of Anthropology and Archeology in Lima.

During the fall, 1978, Professor Furman was on sabbatical in Peru. He gave a series of lectures at the National School of Fine Arts in Lima; and the North American Peruvian National Institute in Cusco and the National Institute of Culture in Trujillo. His lectures dealt with the comparison and contrast of contemporary American ceramic sculpture and ancient ceramics of Japan, Korea, China, Africa and Pre-Columbian South American.

Pitzer is making substantial progress in securing financial stability and strength. During the past two years alone, the endowment of the College has nearly doubled due to a number of substantial donations. During the current fiscal year, nearly one million dollars has been contributed and an additional $550,000 is anticipated to be received prior to the end of this fiscal year ending June 30, 1979. By significantly increasing the endowment, it is hoped that a greater portion of the costs needed to educate students will come from donations, thereby helping to ease the impact of tuition costs. Since the last publication of *Participant,* a number of contributions have been made to the endowment including major gifts from the **Giles W. Mead Foundation,** the **John A. McCarthy Foundation** and **The James Irvine Foundation.**

Robert Pinnell's most recent research project conducted from the joint sciences laboratory of the Claremont Colleges has incited noted interest from chemists and scientists not only in America but across the globe. With the help of Dr. S. L. Manatt of the California Institute of Technology in Pasadena, Dr. Pinnell, Pitzer professor of chemistry, has been working with seven students from Scripps, Pitzer and Claremont Men's Colleges to discover alternate methods of synthesizing proteins in the laboratory, a process basic to the manufacture of drugs ranging from insulin to mood drugs.

The results of their discoveries were presented in the form of a paper by Dr. Pinnell before the American Chemical Society and the Chemical Society of Japan this past April. The paper was entitled "Syntheses and Flourine-19 NMR Studies of Fluorine-Containing Amino Protecting Groups and Their Use in Solid Phase Peptide Synthesis." The written aspect of the project gave students an opportunity for co-authorship of an important piece of research under the direction of Dr. Pinnell and Dr. Manatt.

Letters

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.*

The following is the Conclusion of a fourteen-page article.

So far as *Participant* is indeed "The Pitzer College Magazine," some effort should be made for insuring a balance of views and perspectives. To devote an entire issue of "The Pitzer College Magazine" to presenting, for whatever reason, a distorted and almost "Alice-In-Wonderland view" of the American corporate/business world is, in my view, to do an injustice to the college. My vision of the "academy" generally (and Pitzer, specifically) is that it is one of the last remaining institutions in American society that pursues with zeal a commitment to truth, creative thought, and critical inquiry. Corporate involvement and control, the latter of which has historically followed upon the heels of "support," can only undermine that vision. Hence my concern for what appears to be an obtrusive courtship of the "corporation" by the College, as exemplified in the Winter, 1979 issue of *Participant.*

Glenn A. Goodwin,
Associate Professor of Sociology
Pitzer College, Claremont, Ca.

[Ed. Note: *Participant* endeavors to bring balance to its readers. Balance, however, is provided in the aggregate of a year's publication and not within individual issues since each issue is centered around a specific theme. This year *Participant* has focused on educational experiences offered away from the campus (Fall 1978), the interrelationship between the campus and the corporation (Winter 1979), and diversity at Pitzer College (Spring 1979).]

Is it possible for secondary schools to receive copies of *Participant*? I've been so impressed with the last few issues; I'd love to share it with students here.

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I liked the article on the Presidential Search Committee in the Winter issue of *Participant.* Altogether, it is a very impressive issue.

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