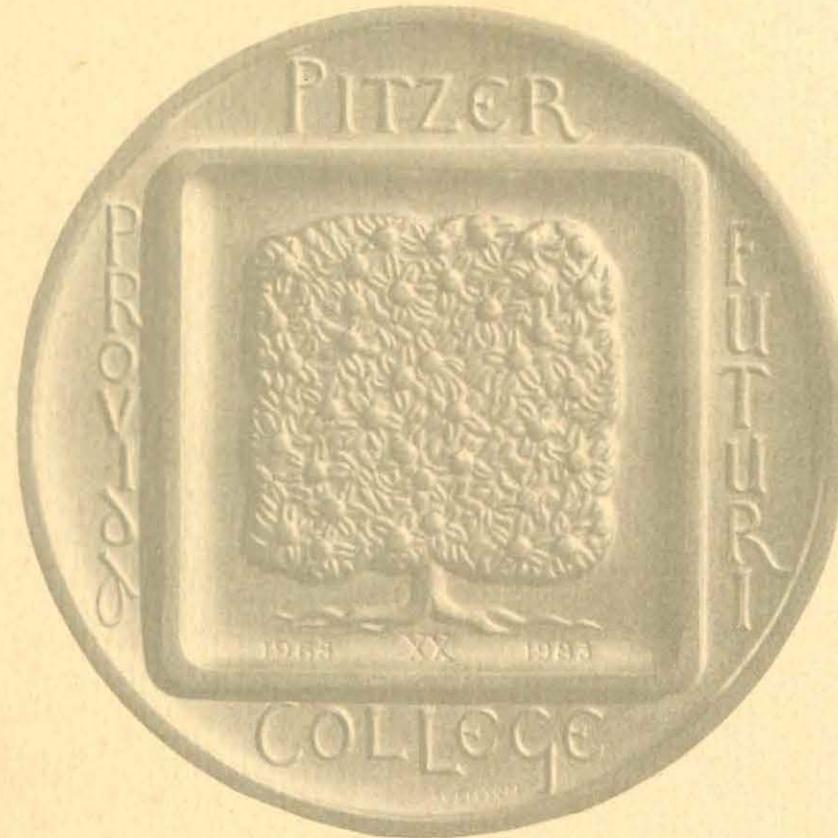


PARTICIPANT



20TH ANNIVERSARY ISSUE

Participant

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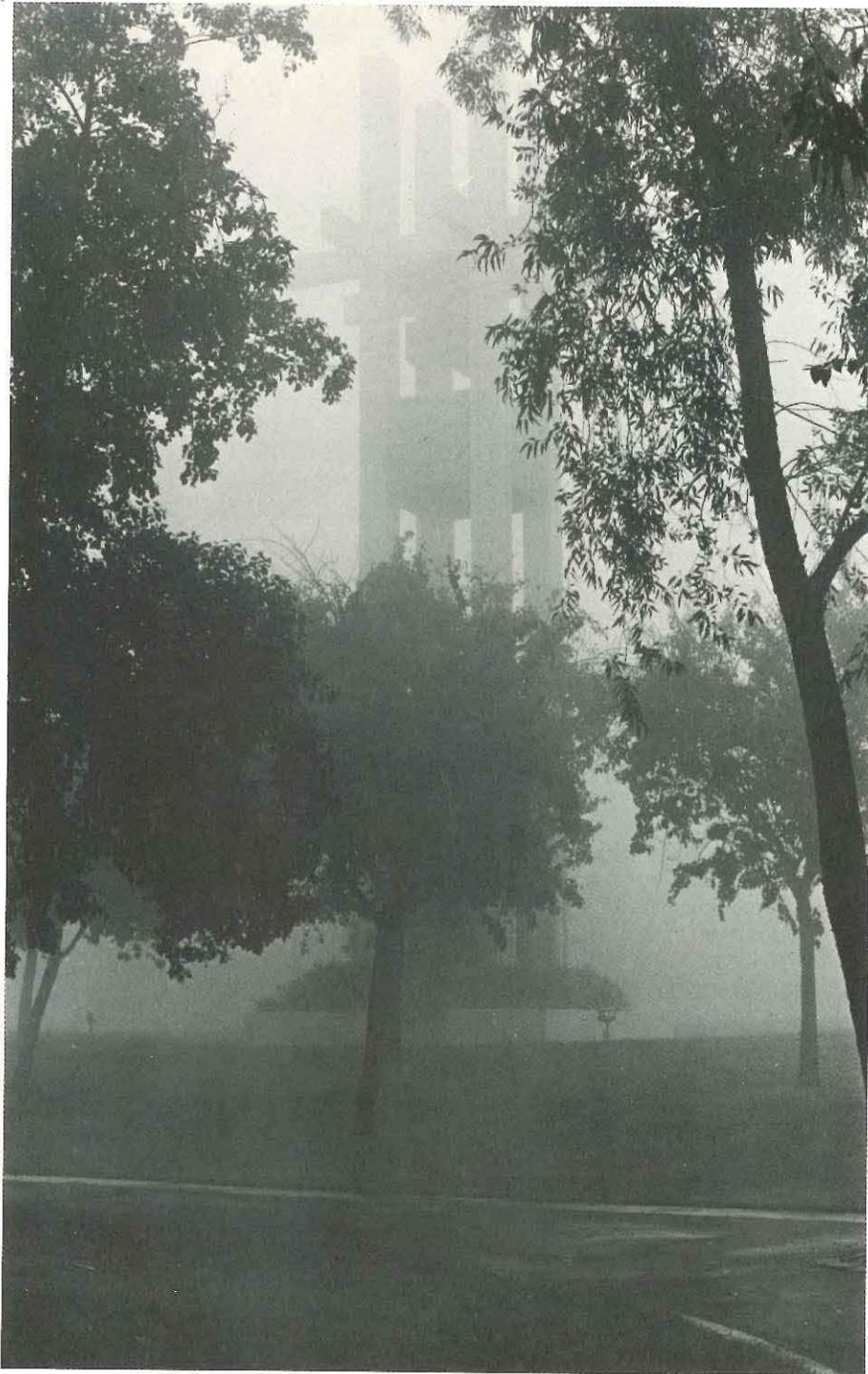
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Pitzer College is a liberal arts college with curricular emphasis in the social and behavioral sciences. It is a member of the Claremont Colleges: Pomona, Claremont Graduate School, Scripps, Claremont McKenna, Harvey Mudd, and Pitzer.

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



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INTRODUCTION

From the President

As we progress through our twentieth anniversary year, I continue to reflect on the nature of time and history. In terms of the total panorama of human history, twenty years is a relatively short time, though events in the past twenty years seem to reflect more than two decades' worth of change. In the lifetime of the individual, however, twenty years is a significant span of time. It is the age, in fact, of many of our current students. Committed as Pitzer is to the individual, twenty years is therefore a significant landmark, a logical time to pause and reflect.

Many institutions were devoted to "causes" in the 1960's and neglected to pay proper attention to the process of education. Pitzer did not. Causes come and go. What is constant is the need to provide students with a community environment complete with a diverse curriculum and a faculty with divergent backgrounds, interests, and teaching styles. Pitzer provided this environment, and encourages students to plan their own course of study. An important part of Pitzer's educational process is giving students the freedom to think, to design their own programs and to learn how to live their own lives. Encouraged by provocative tutelage and by the opportunity to participate in all phases of community governance, students address issues in the Pitzer community which reflect the concerns of society at large. In doing so there is the possibility that our students will develop the capacity to have an impact in whatever environment they are in and on any issue of interest to them.

A sparkling, wonderful feature on the first page of the *Los Angeles Times* this fall summed up the Pitzer experience in its title: "A Unique College — Pitzer, the Survival of an Idea." In this special anniversary issue of *Participant*, we recall the steps along the way to the realization of the Pitzer idea, and provide a chronology of some of the national and world events during those twenty eventful years, 1963- 1983. We also recognize the people whose contributions of time, effort, money, and concern helped in this realization.



Frank L. Ellsworth, President and Professor of Political Studies, 1979—; Trustee, 1979—

From the Editor

Provida Futuri.

From the beginning, Pitzer College looked toward the future, though always remembering that our motto in its entirety is *praeterita sciens, provida futuri*: knowing the past, mindful of the future,

To commence our 20th Anniversary issue of *Participant*, it is fitting that we be mindful of our past and honor three men without whom Pitzer College, as we know it, would not exist.

Ever mindful of the future were Russell K. Pitzer, for whom the College was named, and Robert J. Bernard, pioneer of the group plan of the Claremont Colleges and first chairman of the Pitzer College Board of Trustees. Odell McConnell, second chairman of the Pitzer College Board of Trustees and a Life Member of the Pitzer Board, continues his concern with Pitzer's future.



RUSSELL K. PITZER

Few people live to the age of 100, and fewer people establish a college. Russell K. Pitzer founded Pitzer College at the age of 85. He died in Pomona, California, on July 8, 1978, a few months short of his hundredth birthday. Born in 1878 in Mills County, Iowa, and a resident of Pomona since 1893, Mr. Pitzer was noted throughout the Pomona Valley for his philanthropic works and interest in educational institutions.

Graduating from Pomona College in 1900, Mr. Pitzer received his law degree from Hastings School of Law in San Francisco and practiced law with the late attorney Allen Nichols until 1916 when he decided to devote full time to his citrus interests.

In 1903, he married Flora Sanborn, also a graduate of Pomona College and a resident of Pomona. They had one son, Kenneth. Two years after Mrs. Pitzer's death, he married Ina Scott, and they adopted a daughter, Jean, now deceased.

In addition to his interest in the Claremont Colleges, Mr. Pitzer was a generous benefactor of many other valley institutions including Pomona Valley Community Hospital where he was an active member of their Board of Directors for forty years; Casa Colina Hospital; La Verne College; the Pomona Young Men's Christian Association; Pilgrim Place; and Pacific State Hospital.

He was one of the organizers of the Pomona Valley Telephone and Telegraph Union in 1903; served as Secretary of the Board of Trade in Pomona; was city attorney for Claremont; one of the founders of Home Builders Savings and Loan, becoming vice president in 1922, president in 1933, and chairman of the board in 1938. He was a director of the First National Bank in Pomona and was vice president of the Los Angeles Mutual Fire Insurance Company.

After purchasing his first citrus ranch in 1912 on borrowed money, Mr. Pitzer increased his land investments in the valley and at one time was reported to have owned more than 1,000 acres in the Pomona Valley plus acreage in Riverside. He was a director of Sunkist Growers, Inc. and president of the San Antonio Fruit Exchange for 30 years.



Russell K. Pitzer (1898-1978),
founding Trustee, 1963-78;
Honorary Chairman of the Board,
1963-78

"He was a man of vision and committed to carrying out those visions," commented Robert J. Bernard, president emeritus of Claremont Graduate School and long-time friend of Mr. Pitzer. "Russell Pitzer was instrumental in establishing Claremont Men's (now Claremont McKenna) College and Harvey Mudd and of course founded Pitzer College. He personally provided the money for the first two buildings on the Pitzer campus and has continued to support the college through its growing years."

Vice chairman of the Board of Trustees at Claremont Men's College after its incorporation in 1946, Mr. Pitzer also served on the Board of Fellows of the Claremont Colleges. Both he and his wife, Ina Scott Pitzer, were active members of the Pitzer College Board of Trustees with the founding of the college in 1963, although both at that time were in their eighties.

"Russell K. Pitzer was one of the giants of the Claremont Colleges," observed Robert H. Atwell, president of Pitzer College from 1968-1979. "He was committed to the Group long before the founding of the college which bears his name and his boldness in establishing Pitzer was simply another step in a long commitment to these colleges. American higher education exists because of persons like Russell Pitzer. He has set a high standard for generations to come."

ROBERT J. BERNARD

Robert J. Bernard (1894-1981),
founding Trustee, 1963-78;
Chairman of the Board, 1963-67;
Honorary Doctor of Humane
Letters degree, 1978; Life Member,
1978-1981

Robert J. Bernard's distinguished career at the Claremont Colleges spanned a period of forty-six years, beginning with his appointment as assistant to President James A. Blaisdell of Pomona College in 1917, and concluding with his retirement from the presidency of Claremont University Center in 1963.

Robert J. Bernard was born in Collinwood, Ohio, on February 6, 1894. He spent his early years in Denver, Colorado, and studied briefly at Colorado College in Colorado Springs before moving to California in 1914. Entering Pomona College as a



sophomore in 1915, he graduated in 1917 with a major in English. He was elected to Phi Beta Kappa his senior year. Two months after graduation he began working for President Blaisdell, and in December of that year he married Gladys Hoskins, Pomona College class of 1919.

In 1925, he filed the articles of incorporation marking the establishment of Claremont Graduate School and the beginning of the Claremont group plan. He was secretary of Claremont Colleges — the antecedent of Claremont University Center — from 1925 to 1959, administrative director and then managing director of the group from 1942 to 1959, and finally served as president of the newly named Claremont University Center and Graduate School from 1959 to 1963.

During his years of full-time service at the Claremont Colleges, Mr. Bernard participated in the founding of four colleges: Scripps College, Claremont McKenna College, Harvey Mudd College, and Pitzer College. He also chaired the Bridges Auditorium Events Committee for thirty years, helped to found the Blaisdell Institute for Advanced Study of World Cultures and Religions, and was founding director of the Honnold Library Society.

In addition to his central role in developing the group plan at Claremont, Mr. Bernard devoted much time to public service. He was a founding member of Town Hall in Los Angeles and the Los Angeles Board of World Affairs Council, chairman of the Los Angeles County Charities Commission, vice-chairman of the Citizens' Relief Commission, Los Angeles County, director of the Southern California Symphony Association and the Hollywood Bowl Association, and president of the Claremont Chamber of Commerce and the Claremont University Club.

Following his retirement, Mr. Bernard continued to serve the Colleges by participating on numerous boards and committees. In 1981, his book, *An Unfinished Dream: A Chronicle of the Group Plan at The Claremont Colleges* (Castle Press, Pasadena), describing his sixty years of involvement with the Colleges (spanning his years as a student, through his retirement years), was published.

He died on June 9, 1981. In September, 1981, the Pitzer College Board of Trustees established in his memory the Robert Bernard Academic Scholarship Fund.



Odell S. McConnell, Trustee, 1964-78; Chairman of the Board, 1967-70; Honorary Doctor of Humane Letters degree, 1978; Life Member, 1978—; Chairman of the Board Emeritus, 1984—

ODELL S. McCONNELL

Odell S. McConnell, distinguished legal counselor, civic leader and philanthropist, is a third-generation lawyer. Born in Helena, Montana, he is the grandson of Judge Newton W. McConnell who served as Chief Justice of the Territory of Montana Supreme Court, having been appointed to that position by President Grover Cleveland. His father, Odell W. McConnell, was also a successful attorney who formed a law firm in Helena, Montana, which was noted throughout the West.

Mr. McConnell lived in the state of Montana until his mid-teens when he enrolled in Lawrenceville, an acclaimed preparatory school located near Princeton University in New Jersey. Upon graduation from Lawrenceville, he entered Yale University where he was active in debate and served as captain of Yale's highly successful debate team. He became a member of Delta Sigma Rho, the national forensic fraternity; was a member of the Yale ROTC, joining the Yale Naval Training Unit, and was affiliated with Beta Theta Pi, the national social fraternity.

During World War I, he took a leave of absence from Yale to enlist in the Navy, received the rating First Class Quartermaster, and served on the USS *Itasca II*, a submarine chaser. He subsequently attained the rank of lieutenant commander in the U.S. Naval Reserve during World War II.

After the Armistice was signed, Mr. McConnell returned to Yale, graduating in 1919 with an A.B. degree. He then enrolled in Harvard Law School where he continued his successful academic career and graduated with the degree Doctor of Jurisprudence.

Mr. McConnell is a member of the California State Bar Association, the Los Angeles County Bar Association, and the American Bar Association. He is admitted to practice in all California courts and all federal courts, including the Supreme Court of the United States.

In addition to developing a very successful private law practice, he has given his longstanding and untiring attention to a variety of philanthropic and civic projects.

McConnell Center



His work on behalf of the Hathaway Home for Children resulted in securing the 322-acre De Mille ranch in Tujunga, California, a gift from Cecelia De Mille Harper and other trustees of the Cecil B. De Mille estate. The Children's Village of the Hathaway Home for Children was built on the property.

He has served as chairman of the Board of Trustees of Immanuel Presbyterian Church; on the Executive Board of Boy Scouts of America, Los Angeles Area Council, and as a trustee for the Hospital of the Good Samaritan and the Hathaway Home for Children. He currently serves as a member of the Advisory Committee of the Los Angeles YMCA, and as a patron of the Music Center of the Performing Arts.

Working with Virginia Robinson, a client of his, Mr. McConnell was instrumental in securing her eight-acre estate in Beverly Hills for the Los Angeles County Arboreta system. The property, which includes an impressive residence and abundant tropical gardens, is an important addition to the County Arboreta system.

His love of plants, flowers, and gardening is evidenced in the home in which he has lived for 33 years, which was purchased from Mrs. John Barrymore. Its gardens and greenhouse which surround the swimming pool boast colorful native and tropical plants. His interest was further developed by serving as a trustee of the Men's

Gardening Club of Los Angeles, Descanso Gardens, and the California Arboretum Foundation.

His involvement with and commitment to academia has been equally impressive and significant. He has served as a trustee of the College of Wooster in Ohio, and currently serves as a member of the University Board and the Pepperdine Associates at Pepperdine University. He is the benefactor of the Odell McConnell Law Center at Pepperdine, which was dedicated in 1979, and was the recipient of an honorary Doctor of Laws degree from that institution.

Mr. McConnell's involvement with Pitzer College began in 1964 when he accepted an invitation to become a member of the Board of Trustees. Active on all major committees of the College, his energetic leadership and creative ideas quickly led to his election in 1966 as the second chairman of the Board of Trustees, a position he held until 1970.

When the College sought to construct a student center, Mr. McConnell came forward as the primary benefactor of the new building. McConnell Center, named in his honor, was dedicated in 1968. The building includes a student dining hall, living room, the Harry Buffum Founders Room which was provided through a gift of Mr. McConnell's long-time friend, Mrs. Norman Chandler, as a tribute to her brother, and the Frederick Salathé Atrium which was donated by Mr. Salathé, a close friend and client of Mr. McConnell's who subsequently served as a trustee of Pitzer College.

Odell McConnell involved many individuals in the Pitzer enterprise. In addition to his work as Board Chairman, he brought onto the Pitzer Board of Trustees new and enthusiastic members who supported the new college and made provisions for its future. His diligent work with friends resulted in major bequests for the College endowment, including gifts from the estates of Harry and Virginia Robinson and from Frederick Salathé.

In recognition of his dedicated service to the College, and in appreciation for the more than \$1 million dollars he brought to Pitzer, he was awarded an Honorary Doctor of Humane Letters degree in 1977, and was elected a Life Member by the Board. As an additional tribute to his many accomplishments on behalf of Pitzer, the Board of Trustees unanimously and enthusiastically elected him the first Chairman of the Board, Emeritus at its meeting held on January 10, 1984. ■

McConnell Center



CREATION

1963-1968

For everyone who was there during the creation of Pitzer College, from its founding in 1963 to the graduation of its charter class in 1968, it was a special time — five years laced with a good measure of ambiguity and periods of exasperation and bewilderment but balanced with a persistent and sometimes heady exhilaration and excitement. While it probably didn't flash across the minds of many involved then, it was a somewhat preposterous idea — taking a 20-acre plot of arid land pocked with rocks and weeds and implanting upon it the seed of a fresh, new educational idea, without even so much as a topographical map as a guide.

Certainly, the environs had an established academic tradition — four other undergraduate colleges and a graduate school. And the stature and stability of these institutions gave comfort to the first benefactors of the new college. But, in the words of one early appointee to its faculty, "There didn't seem to be any real game plan; from the beginning, the college was an idea of only human comprehension."

That phrase, "of only human comprehension," holds the key not only to understanding Pitzer as an institution but in compiling a history of it. Reduced to human terms, such a history becomes somewhat capricious — because people, as they move through time and space, are just that. Thus, the description of Pitzer's first 20 years is appropriately grouped in segments around each particular president's style and contribution.

Enter the people then — who can best be described, from the vantage point of time, as an incongruous group in orientation and background, ranging from liberal to conservative, from unorthodox to traditional, from undisciplined to bridled, from migratory to settled. The only common denominator of this diverse band of pioneers was the will to see it happen, to bring an amorphous idea into reality . . . and a leader who seemed to delight in the creative tensions that came from this strange human mixture.

Pitzer was built of dreams and firmly rooted in the Claremont village dump . . . the cast-off detritus of generations of Claremont citizens . . . underlay the educational hopes of the wonderchild who came to transform the world.



View of the Pitzer Campus, 1962



Howard D. Williams (1893-1977), Trustee, 1967-73; Chairman of the Board, 1970-73



Elise G. Mead (1896-1977), founding Trustee, 1963-1978; Honorary Doctor of Humane Letters degree, 1969



Harry Buffum (1895-1968), founding Trustee, 1963-68

(l to r) George C. S. Benson, founding Trustee, 1963-65; President of Claremont Men's College (now Claremont McKenna College), 1963-65; William Frenaye, Assistant to the President for Development and Director of Student Aid, 1963-69; Esther Wagner, professor of French, 1964-67; Charlotte Elcott, professor of social psychology, 1964-67; Dean of the College, 1964-67



John W. Atherton, first president of Pitzer College, 1963-70; Trustee, 1963-70; President Emeritus, 1970—; Life Member, 1978—, with a model of the campus

John W. Atherton, professor of English at the State University of New York at Bridgeport, was founding president of Pitzer College from 1963-1970. Prior to his appointment as president of Pitzer, Dr. Atherton served as dean of faculty and professor of English at Claremont Men's (now Claremont McKenna) 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. A poet and the author of several short stories, Dr. Atherton has had his work published 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.



Out of this heady atmosphere certain ideas began to crystallize. I think the key words were "participation" and "community." In one sense the idea reflected a deeply held conviction from our shared experience in American education.

... as we began our planning year from the two little offices in Pitzer North on the CMC campus, we discovered all over again that 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 furnishing, and ... there was no lack of helpful suggestions — even dire prophecies — from all our old friends in the other Claremont colleges.



To assume the presidency, he had only to walk across the street from one of the established undergraduate colleges, where he was dean of faculty and, to the surprise at least of his former colleagues, proceed to break all tradition by choosing not to make the new college in his own image.

Yet, the founding president, John W. Atherton, who is described variously now as “an enigma,” “an idealist,” “essentially a poet,” made an indelible impression upon the institution — ironically because he chose not to impress his own personality upon it, thereby establishing one of Pitzer’s few “traditions,” one that has persisted with each succeeding president. The result was that everyone, in a sense, felt as if he or she were running the place — from students to faculty to staff to trustees (and even, in some measure at least, parents of students who were literally paying most of the bill through tuition).

What some call the “core” or “soul” of Pitzer College began to form then — through a kind of wild and wonderful participatory democracy, called community government, a sharp departure from traditional college governance where important issues are solved on high.



This process of community government surfaced in a variety of settings, in interminable and often volatile faculty meetings, in town meetings, even at some trustee meetings. And astonishingly, the idea that “everybody has a piece of the action” actually worked, anticipating and serving the needs of the era in which it was born.

To say that our world — from campuses to city streets to seats of government — was in a state of unrest in the 1960s is an understatement of enormous proportions. Fires of fervor for all kinds of causes and a fury aimed mainly at “the establishment” raged everywhere, erupting in assassinations, riots, confrontation, conflict on an ever-accelerating scale. And how well this one small college, in its infancy, fit the needs of those times, offering an education (then for young women only) that focused on the better understanding of mankind and operating within a process of government that eschewed authoritarianism by allowing every voice there to be heard equally and fully.

Not that the educational program was not the central concern and interest of Pitzer College in its early years; participation in governance was seen only as one part of the entire educational experience, a concept recognized by the Western Association of Schools and Colleges, which gave Pitzer College a three-year accreditation in early 1965.

Yet, somehow, by June of 1964, we had most of our original faculty. Steve Glass in classics, Charlotte Elmott in educational psychology, Lee Munroe in anthropology, Ruth Munroe 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 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. 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.



Pitzer College Founding Board of Trustees, 1963: First row (l to r) Elise G. Mead, Elise Mudd Marvin, George C.S. Benson, Russell K. Pitzer, Robert J. Bernard, Dorothy Durfee Avery, Carol Harrison, Byrd

Wallace Martin; Second row (l to r) Harold B. Pomeroy, William W. Clary, Frank L. Pellissier, Jr., George G. Stone, Harry Buffum, Frederick Hard, George H. Whitney



Pitzer College's first anniversary dinner, February 21, 1964 (l to r) Robert J. Bernard, Elise G. Mead, Roger C. Holden, Ginny Atherton, (Mrs. John W. Atherton)

Registration (l) Ann Maberry, Registrar, 1964 —

Certainly, various aspects of the college were clearly defined, through its articles of incorporation and by the development of its curriculum reflecting the strengths of its young faculty. This quote from the 1965-66 catalog reveals the balance of approach that faculty hoped to achieve then, which set the course for the future:

“ . . . there was never any intention to depart from the fundamental principles of education in the liberal arts . . . to which The Claremont Colleges have always been devoted but . . . long deliberations culminated in intense enthusiasm over the possibilities of a curriculum in which emphasis would be placed on such fields as anthropology, biology, psychology, economics, government, sociology, and the other social sciences — the examination of man and his inter-relationships with other men.”

And this added insight:

“ . . . the faculty have shown a strong disposition to experiment with curriculum, without abandoning their basic commitment to the liberal arts and to the emphasis on the social and behavioral sciences.”



Roger C. Holden, Trustee, 1963-68;
Vice Chairman of the Board,
1964-68



Dorothy Duffee Avery,
founding Trustee, 1964-66



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 of 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 and scanned the field for future prospects.

Professor Jacqueline Martin,
associate professor of Romance
languages, 1965-69, in the classroom



Early Town Meeting, John W.
Atherton, seated, center, on stairs



. . . the first Town Meeting . . . 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.

The use of such a phrase as “the examination of man and his inter-relationships with other men” sounds discordant now, especially when applied to the educational program of an all-women’s college. And the reasons given at that time for its being for women only sound facetious and even patronizing now (from casting females in their traditional career roles to a wish to help achieve a numerical balance of men and women in the Claremont Colleges). This decision to be a unisex college, however, was short-lived. Along came the forces propounding equal opportunity — affirmative action, NOW, and the ERA movement — that logically — even ironically — meant that men, too, had an equal right to a Pitzer education. And with the strong argument, led by faculty and some students, that men and women on campus would “normalize” the educational setting, the college became coeducational in 1970.



Werner Warmbrunn, professor of history and first faculty member hired, 1964—; Lee Munroe, professor of anthropology 1964—; David R. Hooker, Consultant in Audio Visual Systems, 1964-67



George H. Whitney, founding Trustee, 1963—, with his wife Isabel Whitney



Paralleling the growth and development of curriculum and personnel was the establishment of the physical plant. In a somewhat uncharacteristically measured cadence, Pitzer’s building program proceeded practically on schedule, from only one classroom-office building (Scott Hall) and one dormitory (Sanborn Hall) at the beginning of its first year of instruction, September, 1964, to the opening of the fall semester, 1967, when the facilities needed for the eventual full complement of students and faculty were virtually built.



Pitzer’s First Commencement
June, 1965
James Dickey, speaker; Robert J. Bernard, Chairman of the Board of Trustees; John W. Atherton, President of Pitzer College; James Joseph, Chaplain of the Claremont Colleges, 1969-70; Trustee, 1970-77; Class of 1965: Marlene Bates, Katherine Gibbs, Nicole Scheel



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 that we hadn’t only a future to be mindful of, but that we also had a past to be proud of.

All quotations in this section are from John W. Atherton, “Reinventing the Universe: Recollections of the Founding of Pitzer College,” PARTICIPANT, Fall 1979.

But the college was deeply in debt — sorely in need of endowment funds, not only to share the weight of educational costs and financial aid to students (now carried mainly by tuition), but to help in other areas as well. Even with the generosity of its chief benefactor and namesake, Russell K. Pitzer, and others who followed, federal loans were still needed to complete buildings, and Pitzer had to rely on the paternal interest of the central coordinating institution, Claremont University Center, for certain services in the form of loans that had to be repaid. This made Pitzer less than a full partner in the Claremont Colleges and, as “the new kid on the block,” it had to suffer through the effects of an inevitable pecking order.

This did not, however, deter Pitzer from carrying through its mission. Those present from the beginning attest to an awareness that the college as a collective unit was “doing something right.” There was a sense that, though painful and insecure as it sometimes was, they were privileged to be a part of a process of creation that could never be repeated in time and place . . . a valid feeling undoubtedly shared by every pioneer in history. ■



Ruth H. Munroe, professor of psychology, 1964—; Associate Dean of Faculty 1984—



Lewis J. Ellenhorn, professor of psychology, 1966—



Albert Schwartz, professor of sociology, 1965—; Dean of Faculty, 1971-77; Special Assistant to the President, 1982-83

Pitzer's first Student-Faculty Retreat, Ice House Canyon

“If you pursue your interests and stay in school long enough, you might eventually get a doctorate **DEBORAH DEUTSCH SMITH** laughs pleasantly. Her interests encompass special education and she has pursued these all the way to the chair of the Department of Special Education at the University of New Mexico. A 1968 graduate of Pitzer, she received her Master's degree from the University of Missouri at Columbia and her doctorate from the University of Washington at Seattle. She has been teaching at the university level ten years, the last seven at the University of New Mexico.

A prolific writer, she has published two books. The first, published in 1981, is *Teaching the Learning Disabled* and the second book, *Effective Discipline*, was published in January of 1984. In addition, among numerous journal articles and book chapters, Smith has published programs for teaching arithmetic to children (*Computational Arithmetic Program*) and a series called the *Peabody Picture Collection*, a kit used for pre-school, primary and intermediate children.

Pitzer is a special place for her. She feels that Pitzer got her involved, encouraged her to be a critical thinker and allowed her to be an individual doing individual things.

Having finished a term on the Alumni Council, Smith continues to be enthusiastic about Pitzer. “Pitzer is a unique and important place. It has to be fostered and encouraged to expand. The choices in higher education are lessening. Small colleges will continue to have difficulty offering numerous quality, unique programs. A place like Pitzer can't exist in the public sector. There are too many students to allow for freedom of exploration and expression experienced by students at Pitzer. I'm a firm believer in alternatives. Pitzer is a wonderful alternative.

Smith pauses for a thought and says, “Pitzer is a place for exploring one's interests.”



Deborah Deutsch Smith '69

TRANSITION

1968-1973

When the charter class of Pitzer College departed in an orange-and-white-robed recessional at Commencement 1968, it was as if a curtain had come down on the first act of a psychodrama. The campus as backdrop provided appropriate scenery for the actors in the play, in which protagonists were many, villains were few, and audience approval was gratifying.

Nevertheless, President Atherton was wearying of his role as director of a volatile cast of players, and as producer, charged with the responsibility of finding the funds to ensure that the show would go on.

There were reasons for rejoicing, to be sure, for many of the human goals originally set had been reached by 1968 — a gradual growth in student body size and of a caliber worthy of a quality institution; a student/faculty ratio that approximated those at the other Claremont Colleges; a continued commitment to financial aid for every deserving young person; a vigorous effort to support the admission of minorities and their new programs; and the beginnings of a well-conceived community debate that would result in a decision to admit men on the same basis as women in 1970. And, as a vote of confidence in these accomplishments, the Western Association of Schools and Colleges gave the college a five-year accreditation in 1968.

In keeping with the philosophy of community governance, the president himself appointed a representative search committee in early 1969 and then gracefully stepped aside to let it carry through its mission of finding his successor.



Laud Humphreys, professor of sociology, 1972—, and students



John R. Rodman, professor of political studies, 1965—; Dean of Faculty, 1969-1971; John D. Sullivan, professor of political studies, 1979—; David R. Hooker



James B. Jamieson, professor of political studies, 1965-83; Acting President, 1978-79; Executive Vice President, 1979-83 and Jane Ward (Mrs. Will Ward, Trustee 1964-72)



Lucian C. Marquis, professor of political studies, 1966—, in the classroom



Stephen L. Glass, professor of classics, 1964-78; John A. McCarthy Professor of Classics, 1978—



Commencement, 1970

In the committee's private deliberations and in its search for candidates, it was apparent that the new president would have a pragmatic bent. This was indeed a salient characteristic of its final choice. Robert H. Atwell, most recently vice-chancellor for administration at the University of Wisconsin, Madison, assumed the presidency in 1970.

Here is a composite portrait of Atwell as recalled by some of his colleagues, both administrators and faculty members:

"He really established Pitzer's financial footing on solid ground in a tough-minded way by asking the right questions."

"He came at a very useful time and established our fiscal responsibility of running a tight ship. This was needed, but it had one adverse effect — the faculty stopped asking for more, stopped being sufficiently expansionistic."

"He was a tactician, a realist, strong in management skills, who also began to reform the composition of the Board of Trustees by engaging active businessmen — in keeping with the needs of the college at that time."

"He was hired to be a good budget man and he was. As to style and as a person, he resembled an overgrown farm boy, and his ploy was naivete, a kind of wide-eyed innocence and amused delight with the place, especially in finding that the faculty and students here were so approachable. These personal qualities of his were endearing, and this place changed him, as it did all of us."

Frank L. Ellsworth, Pitzer's incumbent president, who inherited the imprints of both presidents sharing Pitzer's second five-year span, sees the contrasts in their qualities as enriching Pitzer in its development:

"When I discovered that both John Atherton and I chose to quote the same two men — Plato and Edmund Burke — in separate speeches, I knew we shared a kindred spirit, and therefore I feel a continuity here with him. In contrast, the inheritance from Bob Atwell is quite different. Through his realistic yet sensitive budgetary skills, he helped the college move ahead in very difficult times, so that I inherit from him a more pragmatic pattern of influence. But even with the divergent styles of Atherton and Atwell, the effect of their influence on the college bears out what I think I knew long before I arrived — that the role of the president as academic leader here is not sharply defined; we are only one of many, many voices articulating our educational mission."

To me the governance of the College is an often overlooked and highly important element in the unique Pitzer style. . . . Pitzer is not, as many institutions are, a collection of principalities known as departments, bound together by a heating plant and parking lots. . . . Part of the difficulty in our national life and part of the cause of the corruption of power we see around us is that the body politic is so large and the problems so complex that even more power has gravitated toward ever fewer numbers of people who are less accountable to the body politic. We must find new ways of giving people a voice in the decisions which affect their lives. . . . Pitzer is to me a model of responsible and accountable self-government on a manageable scale.

*RHA speech at the Hyatt Regency Hotel
June 9, 1974*

Robert H. Atwell



Scott Hall

The natural charm with which EMILY STEVENS draws you into a pleasant conversation is only a hint of her total charisma. Stevens, a 1971 graduate of Pitzer, is deputy city attorney with the Los Angeles City Attorney's Office. She works in the Airport's division representing the Board of Airport Commissioners.

The aspect of Stevens that Pitzer nurtured is that whenever she is inclined to take the "easy route," her sense of adventure in exploring new opportunities emerges. "Good things come with taking chances," says Stevens. After she graduated from Pitzer, she decided that she would go to the Graduate School of Management at the University of California at Los Angeles. The program at UCLA accepted people with various academic disciplines and introduced them to the general principles of business.

After a year, she began to think about her pending business degree. For whom would she work and in what sort of environment would she be working?

She envisioned herself working with a small group of people like a group of lawyers; wanting time and business flexibility . . . much like that of a lawyer. So, in 1972, she enrolled in the law program at UCLA and four years later she emerged with a Juris Doctor and a Master's degree in Business Administration.

These days, Stevens spends her "hobby time" playing with her two children; a son, 4, and a son, 1. She puts her efforts into balancing her time and energy between work and home. Wayne, her husband and also a lawyer, is very supportive. Even with her flexible schedule, Stevens sighs, "I just wish I had more time to spend with my family."



Pellissier Mall

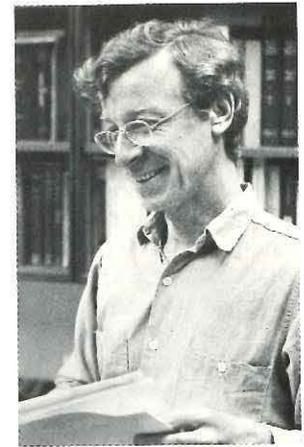
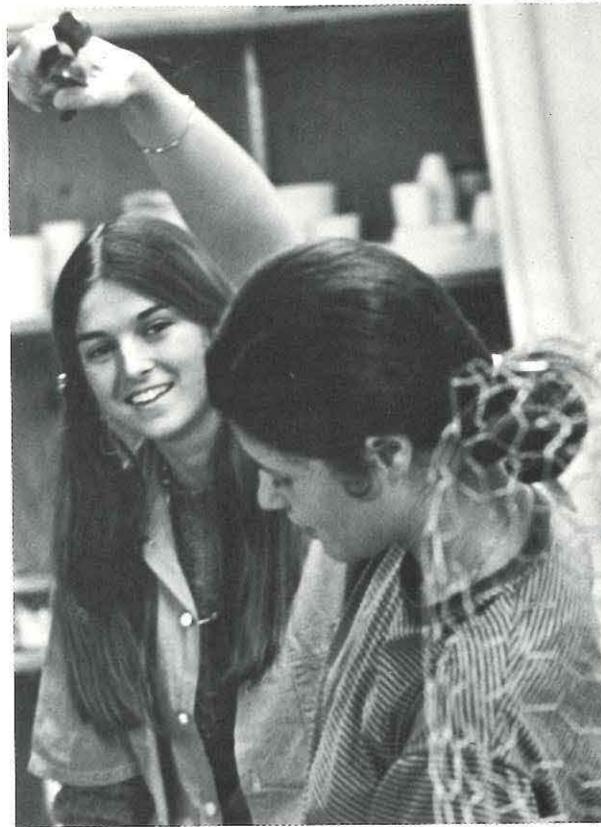
Emily Stevens '71

The founding board, which began preliminary planning for the new college as early as 1962, was essentially put together by the late Robert J. Bernard, who had been closely associated with the late Dr. James A. Blaisdell, founder of the Claremont group plan, since 1917. Bernard was instrumental in building the founding boards for both Claremont Men's (now McKenna) College and Harvey Mudd College. While there was no enormous status to be gained personally by serving on Pitzer's original board, there were other rewards, similar to those shared by founding faculty, staff, and the first-entering students, of building something from nothing.

What President Atherton inherited as a founding board he tried to ameliorate with a leavening of others to whom he could successfully articulate the kinds of needs the young college had. President Atwell, immediately considered a fiscally sound administrator by the board he inherited, attempted to bolster it with the active, younger business person who represented some of the newer wealth in Los Angeles and elsewhere.

To his credit — and with the obvious approval of trustees — he was able to balance the 1971-72 college budget, the beginning of a string of such balanced-budget years, broken only in 1976-77, and during a time of increasing inflation and a recessionary economy.

The changing character of the Board in 1973 reflected the changing temper of the times — not only at Pitzer College but the world around it. ■



Robert S. Albert, professor of psychology, 1965—



Dedication, McConnell Center, 1968



Diana Malan, Dean of Students, 1966-77

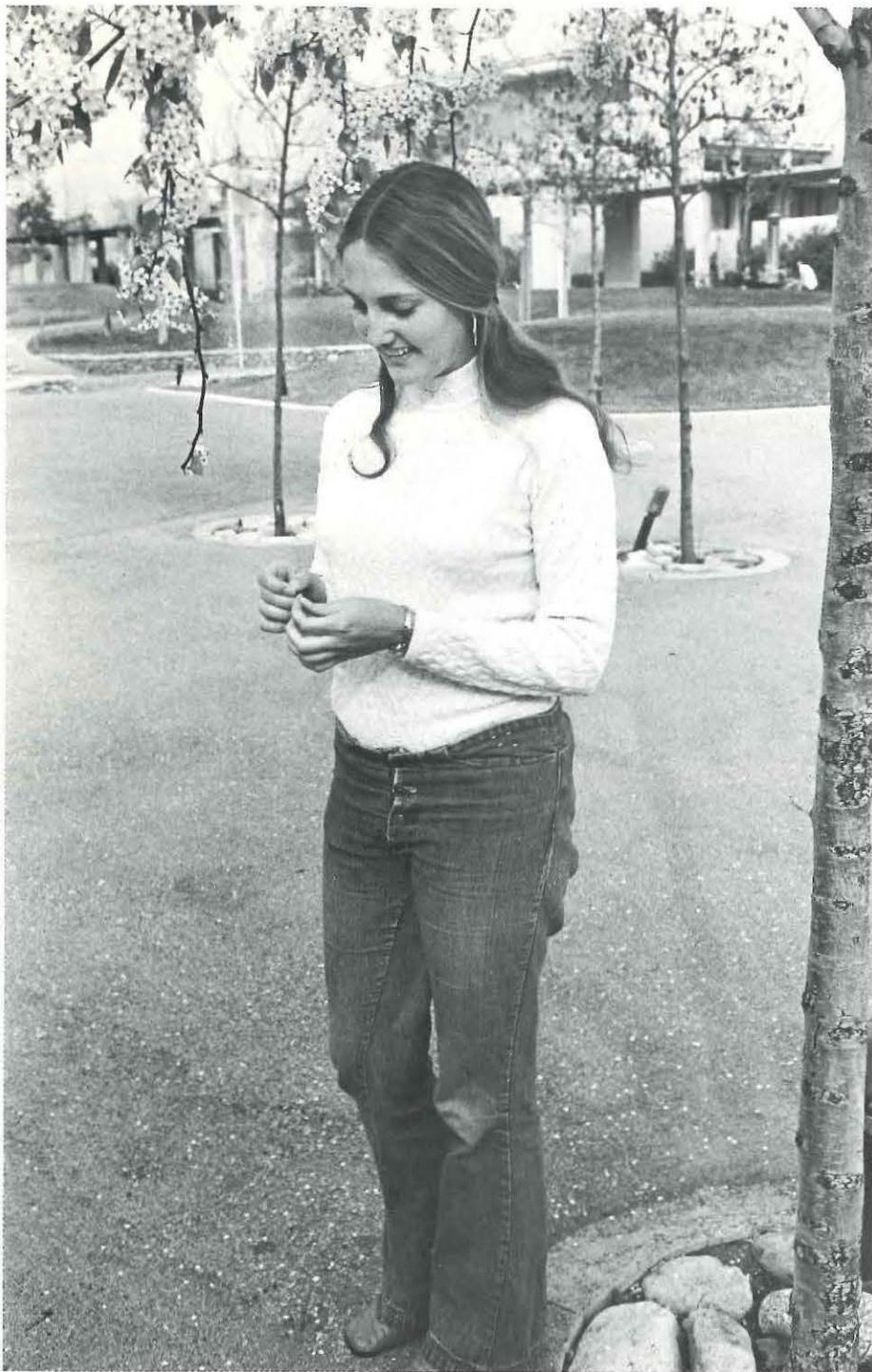


Kenneth S. Pitzer, Trustee 1966-78; Life Member 1978—



W. Russell Ellis, instructor in sociology, 1966-69





Bonnie Burn '76, artist, macrame hanging, McConnell Center

JOYCE KANEDA '74 polishes her rose-colored glasses with confidence because the pragmatic world is a place for optimism. Kaneda is a senior manager with the accounting firm of Peat, Marwick, and Mitchell.

According to Kaneda, the accounting world is a demanding business. "You have to be independent, questioning, assertive, and you have to be a self-starter." Pitzer allowed her to nurture these qualities and she maintains that Pitzer allowed her to question authority.

At the time she entered Pitzer as a freshman, the Cambodian war was raging. "Many of the upperclassmen were upset at the (war) situation and as a result they questioned authority in their immediate environments." She feels that the combination of the world situation and the questioning environment her peers created at Pitzer helped her develop an aspect of her personality that allows her actively to seek answers with which she can be satisfied.

Joyce found that at Pitzer, people had strong personalities in different ways and they liked each other for their individuality. Pitzer gave students a methodology with which they could find answers to their questions.

Upon graduation from Pitzer, she went to work for the Stanford Business School where she obtained her Masters degree in Business Administration.

Joyce likes accounting because it gives her the independence and flexibility she likes. She realized early that her career would have to have varied tasks and opportunities to work with different people, and accounting fit the bill.



Joyce Kaneda '74

CONSOLIDATION

1973-1978

By 1973 the frenetic pace of the growing years, sometimes described as a 24-hour marathon session, a kind of group exercise in introspection, had subsided. Pitzer as a total preoccupation, based on a perceived necessity, had now become more of a normal responsibility shared by faculty, staff, and students.

The willingness on the part of both faculty and students to experiment was still very much alive, but there was a more perceptible framework, necessitated not only by limited funds but also by the realization that what happened there academically had to have a more acutely practical application to the outside world.

This marching to a new beat on campus paralleled what was happening around it. The volatility of the '60s and early '70s — when more time and energy were spent, and most say justifiably so, on trying to eradicate the injustices in society than on formal training — had given way to a settling down period. Because of economic necessity, both the College and its students were beginning to see the important relationship of academics to a student's future. Also, more and more of Pitzer's graduates were choosing to attend graduate and professional schools.

From the perspective of one professor of psychology, who has 19 years at Pitzer to draw upon, "Pitzer hasn't changed all that much, especially in being student-oriented, in giving them the opportunity to set their own course and placing lots of responsibility on them. But unlike the earlier years, they now have a certain pessimism — about getting jobs. They are glad to be where they are and they are continually questioning the relationship of what they are doing here to the real world.



Robert H. Atwell, second president of Pitzer College, 1970-78; Trustee, 1970-78; Life Member 1978—

Robert H. Atwell, executive vice president of the American Council on Education, served as president of Pitzer College from 1970-1978. Before coming to Pitzer, he was the Vice Chancellor for Administration at the University of Wisconsin. He received his B.A., in political science, from the College of Wooster, Wooster, Ohio; his M.A. in public administration from the University of Minnesota, and completed additional graduate study in political science. The American Council on Education, of which Mr. Atwell is second top official, is composed of institutions of higher education and national and regional educational associations. It represents higher education before Congress and the executive branch of the federal government, undertakes studies of current problems in higher education, disseminates information to members and administers a wide range of programs for its member institutions.

(l to r) Harold Pomeroy, founding Trustee, 1963-77 and Jill Ford Harmon '66



Patsy Sampson, professor of psychology and Dean of Faculty, 1977-81



Bert Meyers (1928-1979), poet and professor of English, 1967-79



Muckraking and the Public's Right to Know Conference, 1976



“But I am convinced that we do a good job in a way not many do. The evidence is in our alumni, with whom I’m very pleased. They do not all go into the same things; they are fallow for two or three years and then find what they really want. That’s what we always hoped would happen. I’ve always said that if a student can last here the first two years — with all the responsibility placed on him or her — then in the last two years he or she will get a first-rate, distinctive education with the ability to use initiative to make the right choices.”

One development during this time period — a program called New Resources — sharply illustrates how the temper of the times and the new president’s desire to find ways to broaden Pitzer’s base of support, and to seek an increased number of students from a diversity of backgrounds, fused into a going and growing enterprise.

In an administrative reshuffling, he separated out budgetary/financial matters from the vice-president’s responsibilities and charged him with finding creative ways to build new, peripheral programs. So, “in an effort to meet the special needs and problems of post-college-age students,” the college inaugurated the New Resources program in the fall of 1974.

By virtue of their backgrounds, age differential, and work and family experience, the New Resources students brought a new dimension to the educational and intellectual life of the college. And the college accommodated their atypical situation by devising flexible scheduling and developing New Resources courses, for example, in philosophy and the social sciences. In some cases, these students were able to undertake an experiential learning project, based on their past experiences and earning up to four courses of academic credit.

With this highly successful departure from a traditional-age student body, other peripheral programs, particularly for non-degree students, began to be developed, notably those in English as a Second Language (ESL) and a variety of summer programs. (By 1982-83, some 1,200 non-degree students from ages 6 to 75 were in such programs, bringing \$250,000 in added income to the college.)



Commencement 1974
Harry Reasoner (Beth '75 and Jane '77), Trustee, 1973-77;
Commencement speaker, 1975



Ronald K. S. Macaulay, professor of linguistics, 1965—; Dean of Faculty, 1980—; Vice President for Academic Affairs and Dean of Faculty, 1984—; Acting Director of Admission, 1984—



Barry Sanders, professor of English, 1972—; Assistant to the Dean of Faculty, 1982-83; Dave Svenson '82, son of John Svenson, designer, 20th Anniversary logo



The Grove House (then Zetterberg House) in its original location on Harrison Avenue



JOHN MOSCOWITZ graduated from Pitzer in 1975 and is now Rabbi of Temple Oheb Shalom in Baltimore, Maryland.

After leaving Pitzer, he spent a year in San Francisco working for *Ramparts* magazine and, in 1976, he entered Rabbinical school at Hebrew Union College in Los Angeles. His first year as a rabbinic student was spent in Jerusalem. He subsequently served as a Rabbinic Intern at Leo Baeck Temple in Los Angeles, and Student Rabbi at the University of California, Santa Barbara Hillel. While finishing Rabbinical school in New York, John served as Rabbi of a small congregation in Staunton, Virginia, and as Rabbinic Chaplain at the Sloan-Kettering Memorial Hospital in New York.

Moscowitz finds the Rabbinate fulfilling. "The task of a Rabbi," he says, "is to articulate and explore the questions which confront and challenge Jews — as members of the Jewish community and as a part of the larger society. I find that the opportunities I have to study, teach, counsel, and work with people extremely rewarding."

"As I think back on my experiences at Pitzer, I realize that I was most influenced by several professors who taught me the importance of questioning, and the value of thinking critically about the world. These lessons have been invaluable to me and have continued to be a part of what I do with my life."

And now Rabbi John Moscovitz is sharing the lessons he learned at Pitzer with others.

People in academia have a kind of self-deprecating habit of referring to ... "the real world." I use the term myself but I would like to get away from it. This will have been an unreal part of your life only if it had no effect on you while you were here and if it doesn't influence your behavior in the future. ... it is unreal if it means nothing to you. What I think I like least about the "real world" cliché is the implied lack of self-respect or self-confidence.

*Mid-Year Commencement
December, 1977*

At its best, a liberal arts education at Pitzer College is not about specialization as much as it is about reasoning and synthesis. It is not so much about useful skills as it is about learning how to learn. It is not so much about technology as it is about human values. It is more about the subtleties of careful analysis than the simplifications of political and religious rhetoric. It is, in short, about leadership. It is not accidental that a very high proportion of our national leaders have had a liberal arts education. ... So I look for a very bright future for those strong colleges, like Pitzer, which cling to their tradition and insist on excellence.



Harvey J. Botwin, professor of economics, 1967—, accepting the Pitzer College Alumni Association Academic Excellence Award, 1981, for teaching excellence. This award recognizes excellence in teaching, in research, and in service to the Pitzer community. Other recipients include Ronald K. S. Macaulay, teaching innovation, 1977; Michael Goldstein, teaching excellence, 1978; Allen J. Greenberger, teaching excellence, 1979; Carl H. Hertel, community service, 1980; Lucian C. Marquis, teaching excellence, 1982; Ruth H. Munroe, student-oriented research, 1983; James A. Lehman, teaching excellence, 1984.

Robert H. Atwell

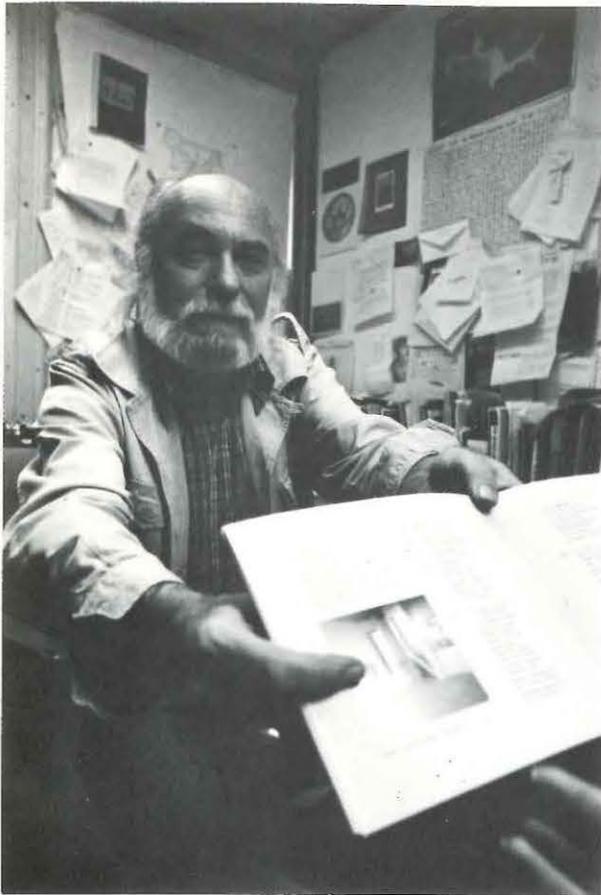


Eli Broad, Trustee, 1971-84; Chairman of the Board, 1973-79; Life Member, 1984—



*"Keeping the Faith"
Conference, Pitzer College
February 1, 1984*

John Moscovitz '75



Carl H. Hertel, professor of art and environmental design, 1966—

Albert Wachtel, professor of English, 1974—



In the eyes of the law, the College is a corporation and the trustees are its owners. The term "trustee" is generally used in private colleges rather than "director" as in commercial operations and that reflects, among other things, the concept that the role of the trustee is not so much directing the corporation as holding the institution in trust. Nonetheless, all legal authority vests in the Board of Trustees; others share that authority only by specific delegation, or, as in the case of Pitzer, by the Board's approval of faculty by-laws which provide for internal mechanisms of governance. The Pitzer Board, unlike most college boards, arranges for governance more than it governs. Perhaps its most important role in arranging for governance is its responsibility for the appointment of a President. . . . Board members tend to be people who have been quite successful in their own endeavors. . . . they have ideas and they want to have an impact on an institution.

"On the Role of Trustees"

Edith Piness, Trustee, 1974—

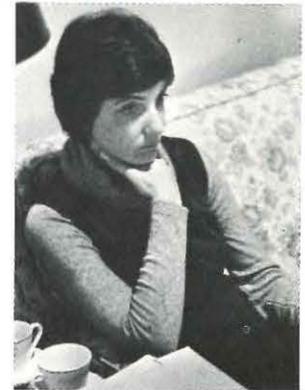
While it was recognized by the faculty, and by President Atwell himself, that he came with no great educational vision for the college, he was able to use his considerable management skills to steer his "tight ship" through the troubled waters already roughed up by the impending hard economic times everywhere. His steady-handed steering kept the ship on a fairly even keel for eight years, and that course became his chief legacy to the next captain at the helm, Frank L. Ellsworth. ■



To me the governance of the College is an often overlooked and highly important element in the unique Pitzer style. . . . Pitzer is not, as many institutions are, a collection of principalities known as departments, bound together by a heating plant and parking lots. . . . Part of the difficulty in our national life and part of the cause of the corruption of power we see around us is that the body politic is so large and the problems so complex that even more power has gravitated toward ever fewer numbers of people who are less accountable to the body politic. We must find new ways of giving people a voice in the decisions which affect their lives. . . . Pitzer is to me a model of responsible and accountable self-government on a manageable scale.

*RHA Speech at the Hyatt Regency Hotel
June 9, 1974*

All quotations in this section are from Robert H. Atwell.



Vickie E. Selk, 1971—; Treasurer and Treasurer of the Board, 1977—; Vice President for Administration and Treasurer, 1984—

Constance Atwell, professor of psychology, 1967-80 (second from left) and Robert Atwell, at farewell party, 1978

MATURATION

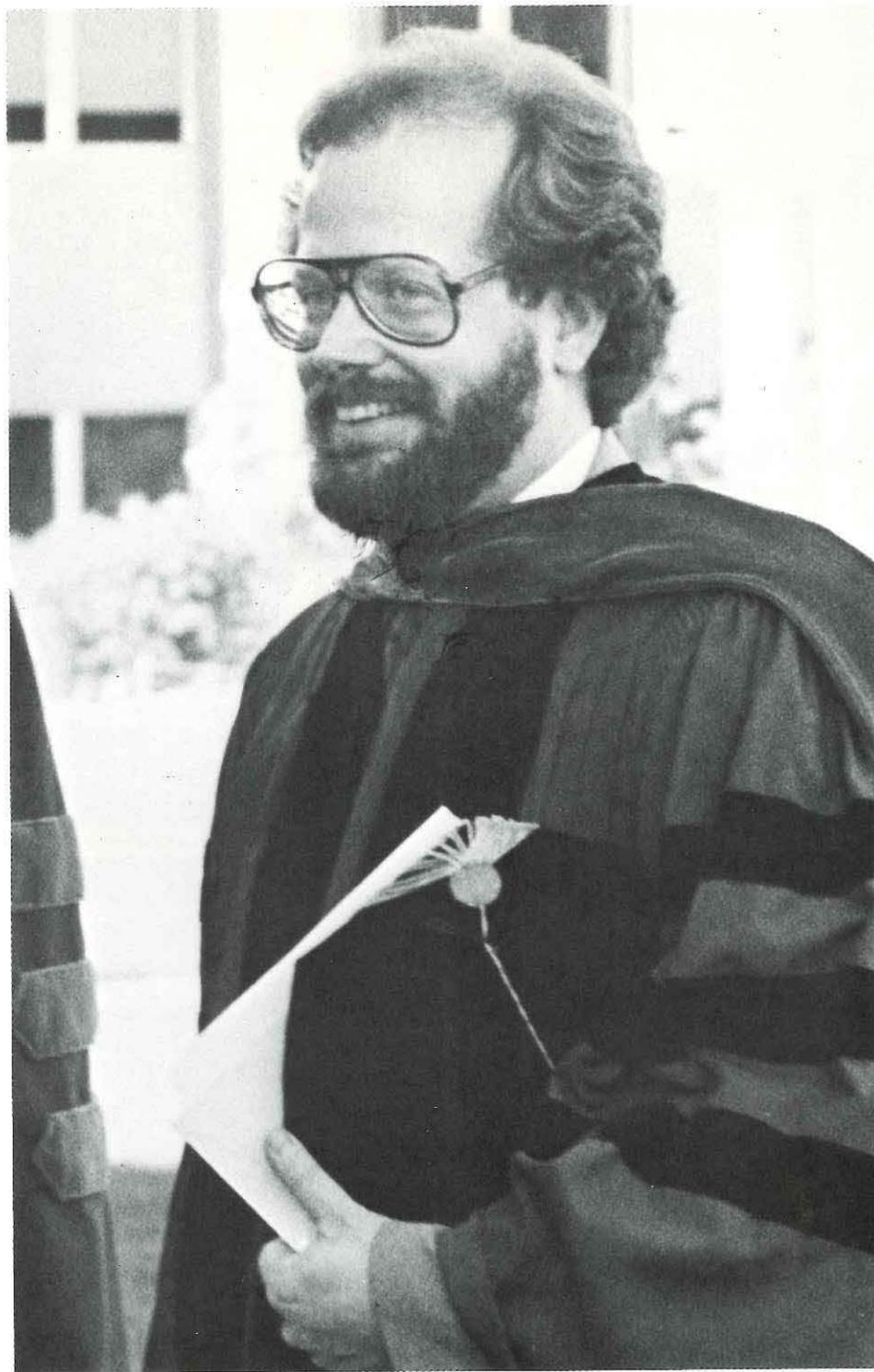
1978-1984

While it is generally recognized that at Pitzer the president is but one of many voices articulating and influencing its educational mission, the resignation of one and the appointment of another does signal change, simply because the entire exercise of searching for a successor places the institution in the position of agonizing over its needs and direction.

So it was in 1968 and again in 1978, when Robert Atwell decided to resign and accept the vice-presidency of the American Council on Education, effective that fall. With Vice-President Jamieson serving as interim president during 1978-79, a second presidential search committee sharpened its focus on "the way it was" and tried to define the college's future through the character of the unknown person it sought for the third president in an era when Pitzer was coming of age.

In the words of one search committee member, "We were seeking more sophistication, someone out of the womb of the college who could serve as an outside critic."

In cosmic terms, fifteen years is a paltry span, but in terms of the life of an institution, it represents maturation — not only the maturation of the academic program of the college but its responsiveness to the changing needs of society.



... The literature and imagery of all peoples are rich with imagery of the road of life ... The endless road, the potential of freedom, excitement, challenge, mystery and choice, has appealed to many writers, readers, and listeners ... The element of choice is crucial. The road before you during your Pitzer years is complete with excitement, challenge, and mystery. As you choose, the world of ideas can take on new meaning as your perception sharpens of yourself and the endless flux of things which pass through your lives.

In closing I would like to read a poem by Bert Meyers, a beloved member of our community. I did not have the privilege of knowing Bert but I commend his poetry to you. The bitter-sweet of life, to which we all must respond, characterizes his expression. But on this evening, one which is particularly special for me as I confront my Freshman year at Pitzer and the road that lies before me which includes all of you, I find comfort, challenge, and beauty — as I hope you will too — in Bert's poem "Stars Climb Girders of Light."

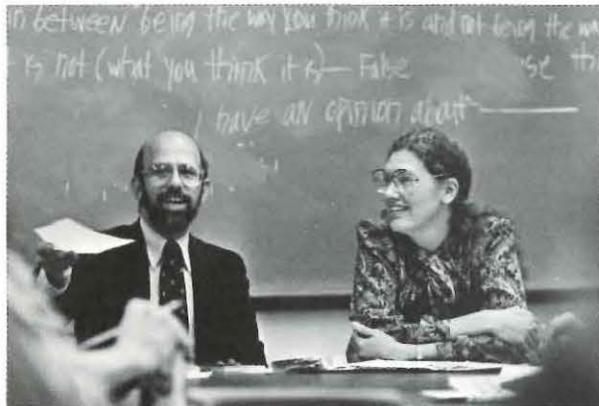
*Stars climb girders of light.
They arrange themselves
in the usual place,
they quit before dawn,
and nothing's been done.
Then men come out.
Their helmets fill the sky;
their cities rise and fall
and the men descend,
proud carpenters of dew.
Man brief as the storm,
more than five feet of lightning,
twisted and beautiful.
Man made like his roads
with somewhere to go.*

Welcome to Pitzer.

*Student Orientation
September 3, 1979*

*Frank L. Ellsworth
President and Professor of Political
Studies
Inauguration Day
February 7, 1980*

Psychology, at the heart of Pitzer's curricular emphasis, affords a good example of the College's maturation. In 1965-66, psychology included such courses as introduction to psychology, social psychology, child development, adolescence to adulthood, human motivation, statistical techniques for the behavioral sciences, psychology of mental illness, psychoanalytic theories of personality, and small group structure and process — a total of nine Pitzer-based courses. In contrast, in 1982-83 psychology offered 22 Pitzer-based courses, three field work courses, and five seminars. In addition to some courses with titles and content similar to those in 1965-66, there were courses in Black identity, psychology of the Chicano, biological basis of sex differences, the psychology of work, and organizational and industrial psychology — representing a social awareness that had a direct link to the professional and personal preparation of students in the '80s.



Allen J. Greenberger, professor of history, 1966— and Sharon Nickel Snowiss, professor of political studies, 1969— team-teaching Political Thought: East and West, Spring, 1983



Daniel A. Guthrie, professor of biology, 1964—

So how does one convey that special ambience which makes Pitzer Pitzer. The one certainty for me as I ponder the imponderable is that people are at the heart of Pitzer.

*Pitzerfest
June 10, 1983*

Landscaping Grove House
Fall, 1980

TIMOTHY SCHIFTER '80 is enthusiastic about his career. "My job offers a challenge to my talents." He is vice-president of LeSportsac, a family-owned business.

Schifter believes that Pitzer provided him with the broad liberal arts background necessary for business management. "Running a business requires more than just number crunching. It's public relations, product development, personnel management, foreign travel and countless memos, letters, and meetings. Most importantly, it's ideas. Only a liberal arts education can prepare you for all of this".

After graduating from Pitzer, Schifter began working for LeSportsac managing three stores on Long Island. Soon he was promoted to Franchise Director, in charge of coordinating the advertising and merchandising of 27 stores. His responsibilities now also include overseeing product design and international licensing.

As for pleasure, Tim is constantly mixing his work with entertainment. "Currently I am overseeing a licensing agreement with an Italian company. On trips to Rome I spend 5 days working and 2 seeing old friends from the Rome program." He enjoys sailing to the Caribbean, going to museums and the theatre, and spending long weekends in Southampton. "I also have kept up with my Pitzer friends, Steve Lindseth, Doug Rose, and Shahan Soghikian," Schifter says, "We talk on a regular basis."

What is Tim's advice for graduating seniors? "Start looking at options early and take everything from glass blowing to economics. The broader your background the better!"



Timothy Schifter '80



For an even clearer look, the evidence of maturation can be seen through the eyes of Frank Ellsworth as he recalls his visits here before he became Pitzer's third president in 1979 and by members of the re-accreditation committee of the Western Association of Schools and Colleges during their official visit in October 1982.

Frank Ellsworth liked what he saw. And to understand that, we need to look at his background:

"I was born into the liberal arts tradition and never left it. Early on, I became curious about the different approaches that could be made to liberal learning. I deliberately chose a small college (Adelbert) in a large university (Case Western Reserve) for my undergraduate work, a large state university (Pennsylvania) for one master's and an Ivy League school (Columbia) for the second, and a serious, rigorous, vibrant university (Chicago) for my doctorate.

"But in between my second master's and doctorate, I paused from degree-earning because I was impatient for action."

The pause was for more than a year on the faculty at Sarah Lawrence College. "What I liked there," he said, "was the diversity of students and the essential role a talented faculty played in a non-traditional approach to education. What I didn't like was the lack of safety nets — structure — to balance the need for both independence and security. After leaving, I was intrigued by how an institution can provide appropriate structures to maximize the opportunity for freedom of choice and decision-making on the part of the students.

"Naturally, I was attracted to the position at Pitzer because of its reputation and the formidable assets, both financial and educational, of the Claremont group. But much more than that, I found a creative and imaginative faculty and challenging students that together made this a place where I felt we could find some answers to how to make a structured/unstructured community compatible and workable."

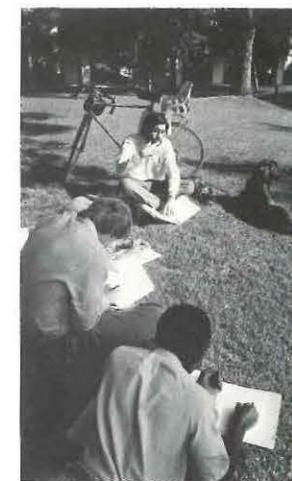
The word "community" that so characterized Pitzer's beginning years persists, not only in the president's concept of the college but in the strong impressions obtained by the WASC re-accreditation team.

There cannot be, for me, an escape from the explicit and implicit influences of the liberal arts. Deeply ensconced in the Vatican Museums are seven rooms dedicated to the seven traditional liberal arts. Stumbling upon them, as I scurried to the anticipated beauty of the Sistine Chapel, I was quite simply overawed. Over 450 years old, these marvelous rooms, painted and decorated under the direction of Caravaggio, defy articulation. But what is quite clear is the visual articulation of the traditional definition of the potential of the liberal arts: that is, the liberating force that lies within each of us. That notion of self-liberation is as vital now as it has been since the origin in the Middle Ages of the liberal arts as a structure for higher education.

*Student Orientation
Fall, 1983*



Clockwise: Frank L. Ellsworth in his office



Homer D. C. Garcia, assistant professor of sociology and Chicano studies, 1982—, with sociology class, Fall 1982



... visiting campus, April 1979. (l to r), Gary Kates '74, visiting lecturer in history, 1978-79; Joseph Mark, Dean of Students, 1978-80; Julie Graham Mower '70, Associate Dean of Admissions, 1973-79

... at home with his print collection ... at lunch in McConnell Center with (l to r) Carrie M. Johnston '81, Andrew T. Heytow '82, and Karen Sontag '80

What ought an educated person know? Is there a common denominator? It is not, I suggest, the substance of any educational experience which allows us to become what we can become. When one strips away the many functions of an educational experience found either in the classroom or the world at large, one discovers the process which we call self-understanding — a process which is not dependent on any particular structure, or common core of knowledge, expressed conventions, or requirements of experience. . . . To be free of convention in all pursuits in life, which is what I am suggesting is necessary in our pursuit of alternatives, is not to spurn it, but not to be deceived by it. To be free from convention is to be able to use it as an instrument instead of being used by it.

*"To Propose Alternatives"
Young Presidents' Organization
October 9, 1982*

CHRIS GONZALEZ '79 is candid about expressing his feelings about each stage of his life. "Right now I'm in a state of transition and feel that I should have taken some time off after graduating from Pitzer to re-collect myself." Instead, Chris elected to go straight to medical school after graduation. "Don't get me wrong. I'm glad that I am where I am, but I think everyone should take time for themselves." Gonzalez is finishing medical school at Columbia University and plans to do an internal medicine residency in Southern California.

While a student at Pitzer, he spent most of his time at the Joint Science Department, the Pitzer, Claremont McKenna, and Scripps joint science facility. Originally, he came to Pitzer as a dance major but graduated with a degree in chemistry. "In spite of of changing to a science major, at Pitzer I had the opportunity to pursue my dance interests and in fact was encouraged by my professors to do so." Gonzalez has only the highest praise for the teaching at the Joint Science Department. "The atmosphere at the Department was relaxed yet rigorous and the teachers' emphasis was on teaching, more so than on research." Gonzalez says that the teaching was of the highest quality because of the individual attention that he received while a student at the Department. He says he has not found the same caliber of teaching since leaving Pitzer and the Joint Science Department.

Chris feels that one of the better things about Pitzer was being able to design much of his academic program. "At Pitzer, getting a broad education is one's own responsibility; part of the Pitzer experience is realizing this."



Margaret J. Mathies, professor of biology, 1965—



Jane Holcombe, Dean of Students, 1980—; Vice President for Student Affairs and Dean of Students, 1984—



Christopher Gonzales '79



Giles W. Mead, Trustee, 1978—; Chairman of Pitzer College Board of Trustees, 1981—

Beverly W. Palmer, associate professor of writing, 1976—; Assistant to the Dean of Faculty, 1982-83, and Barbara J. Beechler, professor of mathematics, 1967—

After graduating in May, 1983, **MARTHA QUINTANA**, in her '64 Ford Fairlane, with no plans whatsoever went in search of something to do.

"In college I always knew what the next step would be, so I wanted to remove myself from a routine and see how I'd react if I didn't know my next step," Martha said.

She has been working in advertising at the International Film Bureau in Chicago for the past five months. She soon plans to return to her home in Taos, New Mexico to work in the community before entering law school.

Being in the "real world" was not the shock that college students expect, Martha realized. "There really aren't any illusions here. The only thing you have to fear is yourself. You create the world that you perceive, and if you are comfortable with yourself, your place in the real world is a natural one," she said.

What else does a philosophy student contemplate, given these revelations about life beyond the Ivory Tower? "Last week I was sitting in the park eating my lunch when I noticed a man nearby talking to his shoe. Had I seen the same thing a year ago, I would have called it absurd. People at Pitzer think about absurdity a lot. Then I decided that absurdity is one's confrontation with the unknown self. If one is willing to learn about aspects of self, the world becomes a lot less absurd. At least the man in the park had a friend that would listen to him — there's nothing absurd about that."

Pitzer nurtures that development of self by encouraging creativity, and for this Martha feels a deep sense of gratitude. "Every time I had an idea, there was always someone there to support it," she said. "I feel secure in the 'real world' having gained a positive self-identity at Pitzer."

Martha Quintana '83 has been named a Coro Fellow for 1984-85. She will work in the Los Angeles area.



Martha Quintana '83

LEE DANZIGER pensively looks across the room of the Grove House and smiles his twinkling, slightly crooked smile. "What statement do I have? Please get involved and have an opinion." Through his music and art, Danziger strives to get his get-involved-form-an-opinion message across.

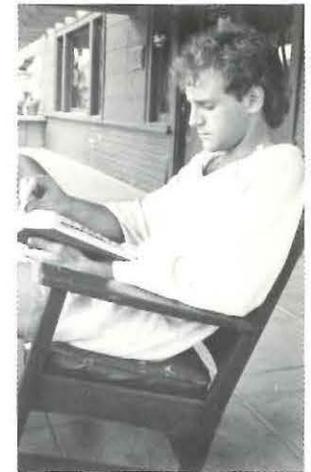
Danziger '84 is an art and literature major from Albuquerque, New Mexico. He plays bass guitar in the Pitzer band, "Still Life," and does multi-media art work.

"There is so much silliness and absurdity in the world and people's thoughts aren't allowed to roam. My artwork attempts to get people to search their feelings for the right words," says Danziger. "My art is like T.S. Eliot's. I mask personal cynicism with wackiness. I like to relate art to literature. Art is images relating to segments or segments relating to each other." Danziger talks about the control he has over his artwork. "Art is personal interpretation. A squiggle could mean happiness to one person and death to another."

On the other hand, electronics get in between Danziger and his music. He does not feel that he has as much control over his music, yet he feels that music is the universal language. Music allows Danziger to express his political views.

The reason Lee came to Pitzer is that he likes the lack of distribution requirements. Choice is a tool for forming an opinion. According to Danziger, "Choice allows people to become more involved with themselves and their environments. Choice allows you to become more critical of yourself."

Danziger stops and looks across the room again. "What else do I have to say? White is my favorite color. It contains all the colors of the spectrum. That's me."



Lee Danziger '84

Kathleen Falter '83 with members of news media, panel discussion, National Issues Forum, 1983



Frank L. Ellsworth; William E. Guthner, Jr., Trustee, 1975—; Chairman of the Board, 1979-1981



Lee A. Jackman, 1971—; Director of Development, and Secretary of the Board, 1979—; Vice President for Development and Public Affairs, 1984—; (r) David Wells '79

McConnell Center



Although it is perhaps easy to be critical of the current approaches to the humanities, it is decidedly more difficult to come up with positive and fruitful remedies. Where might we turn, if we are genuinely disturbed by the state of the humanities. I would like to suggest several possibilities, admittedly incomplete . . . First, in our pursuit of a regeneration of "humane letters," is the recognition that the aim and the tradition of literature — and all of the arts for that matter — is to give, if possible, the whole experience of life — historical movements and also the individual's dilemmas in choice of values. Should not more attention be paid to the total interplay of mind and experience which does not necessarily negate the need for understanding the formal qualities of the art form in question? If the humanist believes that he or she can say nothing about the human condition or indeed the whole experience of human life as reflected in the object of study, it is a frightening situation for the human race. Where else can the student turn?

Friday Forum
October 8, 1982



Ann H. Stromberg, professor of sociology, 1973—

Sheryl E. Miller, professor of anthropology, 1969—

COLLEGIUM *Cum academiis antiquis mos sit scientiis*
 PITZERIENSE *litterisve humanioribus exultos*
Omnibus has litteras titulo iusto condecorare nos igitur
lecturis auctoritate Curatorum
salutem dicit nobis commissa

ob studia a Professoribus
approbata ad gradum

BACCALURIS ARTIUM

admisimus eique omnia iura honores

privilegia ad hunc gradum

pertinentia libenter concessimus

Cuius rei testimonio nomina

nostra die mensis

Anno Domini
et Collegii conditi

Claremonti subscripsimus

Praeses Curatorum

Praeses Collegii



“There is a special ambience here,” Ellsworth observes. “Founding and senior faculty members are very much involved, with a wonderful vested interest in the institution, and while they staunchly defend its founding principles, they are intent on translating them into the future — to reflect upon how the evolving Pitzer can sharpen its mark as it moves into the third decade. And students, though some are more conservative than even five years ago, are concerned and interested in community issues and problems. Each student has the opportunity to participate in the definition of community — in the classroom, field work, governance, and on an informal basis.”

The WASC team, noting that Pitzer’s broad participation has given the college “a sense of community seldom found in higher education,” reported: “Students live in an atmosphere marked by trust, openness, and caring . . . in which it is more important to *be* than *appear to be*. The key observation about student life at Pitzer is the integration between in-class and out-of-class life. The more usual situation is a disconnectedness between academic and personal development . . . a mistake that does not happen much at Pitzer. Students are viewed and treated as whole persons having simultaneous and integrated experiences . . . as it should be, given Pitzer’s mission . . . and much credit must go to the faculty who have not abandoned their original commitment to this mode of education.”

But like Ellsworth, the WASC team, in seeing Pitzer’s 20th Anniversary as the entry into a new phase, “one of consolidation and re-invigoration,” emphasized the need for “modification of structures and processes as well as the initiation of systematic planning efforts” — steps, the report said, that could serve “to strengthen an institution which is a unique and valuable contributor to the larger system of higher education.”

The report was a challenge to the president and the Pitzer community to re-examine the administrative structure and to initiate what has developed into a dynamic and ongoing restructuring and reorganization.

This recognition of Pitzer’s uniqueness and areas in which it needs to improve parallels the insight of trustees, some from the earliest years who, Ellsworth said, “gave me a mandate to remake and strengthen the board.”



Agnes Moreland Jackson, professor of English, 1969—

. . . in a very important sense our freedom consists in choosing. And what we choose will help us define our relationships with others, and, of single importance, our responsibilities to ourselves, others, and the community into which we were born; the community which nurtures us; and, indeed, the community which by constraining us allows us to express our freedom.

Our community at the moment for many of us is Pitzer. For the graduates here tonight I hope the community of Pitzer has posed more questions than we have answered during your tenure here; taught you to be critical, in positive and compassionate ways; to be sensitive to the world of ideas; and to be creative in your response.

You will be partaking, as well, in a community in which we all participate, the political and social order which allows us all to exercise our freedom within the restraints inherent in any society — a community not unlike Pitzer which is greater than the sum of its parts. We all, I would suggest, have a perpetual responsibility to contribute to society in proportion to the opportunities which society allows for us to exercise our freedom and to become what we can be . . .

The most important thing is for you to understand how specialized your view of the world has become and will continue to be. I would ask that you put, carefully and compassionately, your special contribution to others and our society in its true perspective.

*Mid-Year Commencement
 December 4, 1983*

Pitzer College Diploma

“One of the most pleasant tasks I have,” he said, “is to search out, identify, and bring new trustees into the Pitzer family.”

In his four years as president, he has tried hard to find people with “a genuine commitment to the notion of liberal education and to the financial well-being of the college.” Those he has brought on, he said, are younger, with access to financial sources which the college needs so urgently, and with a diversity of expertise.

Admitting that his main problem is “keeping my priorities sharply tuned, or I can get delightfully swept up in a diversity of projects,” Ellsworth repeats to himself “several times a month” the advice given him by the father of Pitzer’s founding board, Bob Bernard, before his death in 1981: “Don’t get disappointed, keep looking straight ahead, and do what has to be done as you see it.”

Such advice helps because, Ellsworth concludes, “I’m a very impatient person, and so much needs to be done — particularly finding the capital funds and endowment needed to assure the kind of quality of education the people here deserve.”

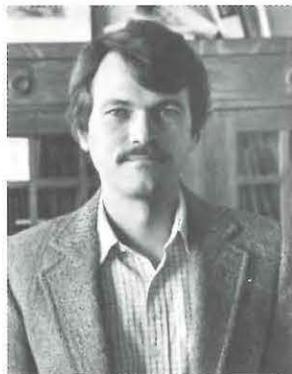
And so the arc formed by the first two decades is in place on the circle of time, and the third decade of Pitzer College begins. There is reason to celebrate, and there is work to do.

Grove House Landscaping completed, 1983



Donald Brenneis, associate professor of anthropology, 1973—

James A. Lehman, assistant professor of economics, 1981—



Paul H. Shepard, Avery Professor of Natural Philosophy and Human Ecology, 1973—



Pitzer’s foundation, the community concept, is unshaken and unshakable; the structure above it, the idea that education is of the whole person, not segments thereof, is intact; and the spirit deep within that structure, the idea that people count more than the system, is ever present. That spirit understands that where people are concerned, things cannot always be crystal clear, and it accepts that fact as the very enigma, personified by the founding president, of what life is all about.

In the words of one of Pitzer’s newer trustees, who reflects much of the sentiment of the total board, “The very fact that Pitzer students contribute to the learning process, with a high level of involvement, practically assures us that, within ten years, Pitzer alumni will begin to invest the same kind of involvement in their college — as board members. That is a well-founded hope, and it is up to us, on this board, to create the kind of environment to make this transition possible.”

By some benevolence, mysterious or otherwise, Pitzer College has always been in good hands, even though it hasn’t always known it. May it always be so. ■

S. Leonard Dart, professor of physics, 1954-83; professor of physics emeritus, 1983—



20th Anniversary Parade and Celebration
September 24, 1983



The decade of the 1980's is here. The task ahead for this community presents concerns whose resolution is unclear; issues which demand imagination and our incessant attention and energies. . . . The Class of 1984 enters next fall. The date itself is a salutary reminder of the negative promise of our complacency, rigidity, and lack of imagination in facing the challenges of our times. . . . What is the proper educational experience for students who will be spending one-half their lives in the 21st century. . . ? In our short history Pitzer has consciously and unconsciously made decisions which define our validity and which point toward our future. Within the context of the Claremont Colleges' curricular division of labor and the rubric of the liberal arts, our curriculum offers . . . in a fashion unique today to American higher education a humanistic type of social and behavioral science. . . . Descartes observed: "On what men are beginning to think today depends how they will live in the market-place tomorrow." To contribute to our students' self-development is no less important than guiding them toward an understanding of their responsibility to address critical problems in the society which gives them sustenance and meaning. To attempt less would be to negate the knowledge of our past, our tradition for innovation, and our expressed commitment to be mindful of the future. "Knowing the Past . . ." Inauguration Response February, 1980

All quotations in this section are from Frank L. Ellsworth

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Faculty and former faculty featured in the Timeline

1963

Valerie Brussel Levy, *instructor in English, 1964-66*

1964

Robert F. Duvall, *instructor in humanities, Director of Admission, Executive Director of Planning and Development, 1965-75*

1966

Ellin J. Ringler-Henderson, *professor of English, 1967—*

1968

James B. Bogen, *professor of philosophy, 1967—*
Inge P. Bell, *professor of sociology, 1968-82*
Dorothea Kleist Yale, *professor of German, 1967—*

1969

Rudi Volti, *associate professor of sociology, 1969—*

1970

Helia Maria Sheldon, *associate professor of Spanish, 1967—*
Glenn A. Goodwin, *professor of sociology, 1969—*

1971

Norvetta Williams, *Administrative Assistant, 1968—*
Harry A. Senn, *professor of French, 1970—*

1972

Leah L. Light, *professor of psychology, 1970—*

1973

Marilyn Parker, *Associate Director of Admission, 1976-83 (left)*
and Richard N. Tsujimoto, *associate professor of psychology, 1973—*

David Furman, *associate professor of art, 1973—*

1974

Susan C. Seymour, *professor of anthropology, 1974—*

1975

Linda L. Malm, *associate professor of television communications, 1975—*

1976

Peter M. Nardi, *associate professor of sociology, 1975—*

1977

Clyde H. Eriksen, *professor of biology and Director, Bernard Biological Field Station of The Claremont Colleges, 1967—*

1979

Mary Ann Jimenez, *assistant professor of history, 1978—*

1980

Abigail W. Parsons, *Director of Financial Aid, 1971—*

1982

Dana Ward, *assistant professor of political studies, 1982—*

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