

Pitzer in the News



On Our Twentieth Anniversary

From the President to the Alumni

As we were making plans to observe our twentieth anniversary year, I was given pause by one faculty member, who said, "Looking back is just not Pitzer." Why, indeed, are we observing, after a mere twenty years, an anniversary year with the atmosphere of celebration and nostalgia such events usually connote?

We were committed, then as now, not only to the study of the social and behavioral sciences but to individualized, interdisciplinary, and creative education. The years from 1963 to 1983 were an unusual two decades, marked by unprecedented political, social, economic, and technological change. During those decades, Pitzer responded to the times. We gave serious attention to the study of the environment, solar energy, the study of the future, and psychobiology, to name but a few areas, long before these concepts became familiar.

The one tradition Pitzer established early was that of change, questioning, and innovation, thus creating a paradox. In order to be most creative in looking forward, it is necessary for us to look back, constantly evaluating the effectiveness of our program. Recognizing that growth brings change, we constantly must distinguish, as Samuel Johnson observed, between that which is right merely because it is established, and that which is established because it is right. We look back not for mere nostalgia's sake but for clarity and direction in planning our future.

In this spirit we have undertaken the celebration of our twentieth year, a year in which, for both Pitzer and the world at large, a sense of change and a search for new directions is being felt. We have much to celebrate. We have not only survived but flourished during an extremely difficult two decades. I would like to share with you some of the "birthday cards" we have received from a number of publications, including a portion of a front-page feature story which appeared in the Los Angeles Times. Its title, "Unique College: Pitzer—the Survival of an Idea," sums up Pitzer's achievement in the past two decades, and our goal for the future.

Sincerely,

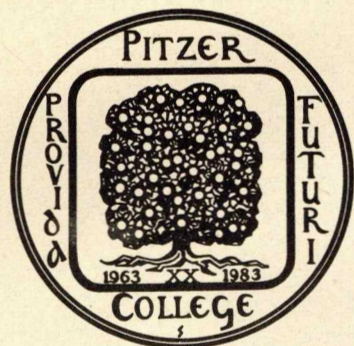
Frank L. Ellsworth

President and Professor of Political Studies

From
The Pitzer Parent
Fall, 1983



Frank L. Ellsworth cutting the cake at the Twentieth Anniversary Parade and Celebration, September 24, 1983



20th Year Celebration

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 College, Harvey Mudd, and Pitzer.

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.

Special Alumni "Birthday Card"

PARTICIPANT

The Pitzer College Magazine, Winter 1983

Volume 18, Number 2, Winter 1983

Editor: Katharine M. Morsberger

Editor's note: For reasons of space, not all items are reprinted in their entirety. Omissions are indicated by space periods.

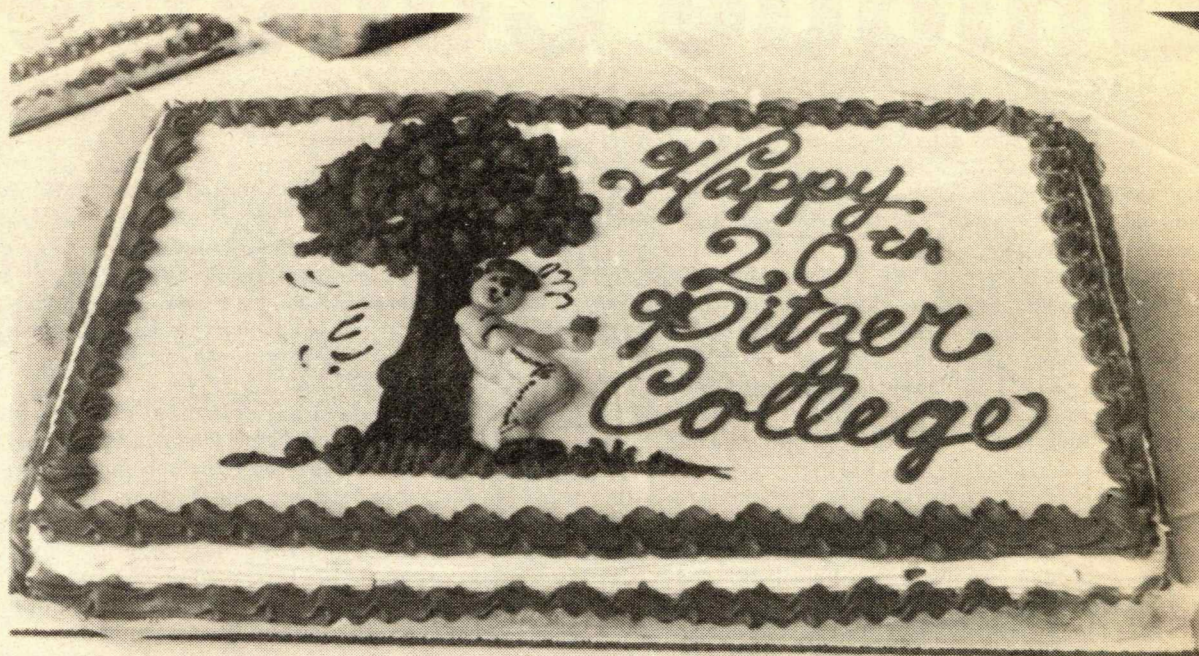
Photos of Julie Berlin by Paul Rodriguez reprinted courtesy of the *Claremont Courier*.

Twentieth anniversary parade and celebration photos courtesy of

The Other Side
Wesley Tanimura '85
David DeYoung

Cover and photo on page 8
Courtesy Will McWhinney '85
Design: Lissa Heineman
Claremont Courier

Pitzer at 20



Birthdays are in the air. This is the 75th birthday year for the COURIER. And for the youngest of the Claremont Colleges—Pitzer College—it is number 20. Those of us who have been watching Pitzer develop over the past 2 decades fully realized that starting a college, and sustaining it, are no mean feats. Pitzer certainly deserves our plaudits.

It has not been easy. Pitzer began during a period of intellectual and behavioral turmoil in America. A number of colleges, said to be experimental in order to catch the fervor of the 60s, have since collapsed. Pitzer marches on even in the face of an inflationary economy which makes it doubly difficult for a school without a built-in supporting alumni group.

From the start, there was a strong feeling that Pitzer would survive the cycles of passion that usually build around historical events. The college developed its first small graduating class by recruiting students who had started school elsewhere. Football coaches do that, why not academics?

A graduate during the 1970s approached me for a job. He arrived at the COURIER in a tee-shirt, sporting an unkempt U.S. Grant beard, long hair and bare feet, and announced that he had been a major in environmental studies. He did not make a lasting impression on me concerning employment but I failed to realize he was the wave of the future. Everything but the bare feet is now standard operating procedure in the America of the 80s. Pitzer was producing students ahead of their time.

Pitzer has long cherished a unique system of democratic-town meeting system of self-government. It hasn't always been successful—democracy makes it too easy to do nothing except abdicate responsibility. Pitzies, and other collegians, always have failed to understand that they could seize political power in Claremont simply by voting. The important thing is that Pitzer has tried—the school administration, faculty and students simply have not been content with the status quo. They want to do something better,

something different, something new, something appropriate to the time. Bully for them.

All of this has been accomplished in the face of some adversity. Funds are a problem. Pitzer fights back. Then there was that color of paint which once covered Pitzer's main buildings. The students dubbed it gas-chamber green. They fought back. Pitzer has resisted the pressures of sameness, pressures that exist in all successful enterprises. It is still a site of intellectual ferment, of a diversified student body, home and heart for a spirit that seeks to replace lethargy with a refreshing drive to try and confront a strange world in imaginative ways.

Only in one significant area has Pitzer failed to reach a major objective during its 20 years of existence. Pitzer and Pomona College join forces for athletic competition against other schools in the Southern California Intercollegiate Athletic Conference. At this point, Pitzer has failed to rescue Pomona's fading football fortunes. Perhaps that will come by the 75th anniversary.

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From the *Claremont Courier*
October 12, 1983
by Martin Weinberger



Unique College: Pitzer—

"Imagine, for a moment, that it's September, 1963—20 years ago," Jane Holcombe, dean of students at Pitzer College, told nearly 700 enthusiastic students who had gathered for the kickoff of Pitzer College's yearlong, second-decade birthday party.

"Two months from now," she noted, "John F. Kennedy will be assassinated in Dallas...Soon...the surgeon general of the United States will issue a report linking cigarette smoking to cancer...By spring, the Free Speech Movement will have begun at UC Berkeley...President Johnson will have called for a 'War on Poverty' and the Beatles will have had their first hit record, 'I Want to Hold Your Hand'..."

To Pitzer students, some of whom were not born at the time, the founding of their tiny, alternative college in the Los Angeles suburban town of Claremont 20 years ago must have seemed, like the events that surrounded it, part of the distant past.

"I sometimes wonder what it must have been like then," said Tracy Smith, a senior from Portland. "It must have been so different..."

Certainly much has changed in the two decades since Pitzer opened its doors as the newest and the most innovative of the Claremont Colleges, a consortium of five prestigious undergraduate colleges and a graduate school at the foot of the San Gabriel Mountains.

As part of their 20-year celebration, Pitzer students, faculty and administrators are doing a great deal of thinking and talking about how they and the world have been transformed and what their institution will do to adapt to the future...

The college has no departments of the sort typically found on most campuses. Instead, the Pitzer faculty is divided loosely into broad subject areas, which makes for considerable academic flexibility. For students, there are no degree requirements, outside their areas of concentration.

Decisions on everything from course offerings to faculty promotions are made not by the administration but by a somewhat cumbersome and unwieldy "community" government composed of faculty and students.

Most students relish the freedom and the power they have. But they admit, in the words of one senior, "Pitzer

is not a place for everyone."

In fact, there are few colleges like Pitzer left in the United States.

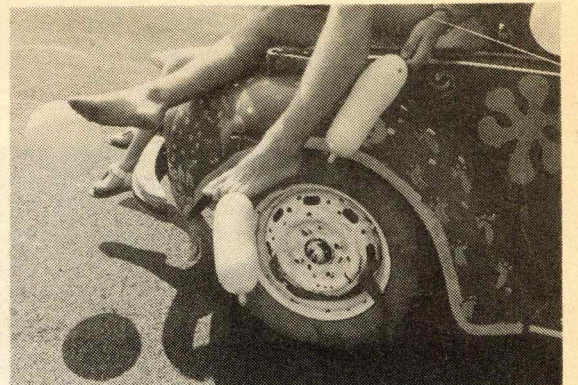
Dozens of other small, innovative colleges were built in the 1960s by educators who had become disenchanted with the so-called "multiversity"—large, impersonal systems that had come to emphasize advanced research at the expense of undergraduate education and prescribed programs at the cost of student initiative. But before the decade was over, many of the most promising experiments had died.

Pitzer has just begun the first systematic survey of those that are still in operation. But what is already clear is that the best known of them can be counted on one hand: Old Westbury and the Empire State Colleges at the State University of New York, Goddard College in Vermont, Hampshire College in Massachusetts, Evergreen State College in Washington...

Why did Pitzer survive when so many others failed or at least so altered themselves as to be almost unrecognizable?

There are as many theories as there are people at the college.

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survival
of an
idea



"The one thing you can say at Pitzer is that there is rarely agreement on anything...even on who and what we are," said Werner Warmbrunn, a professor of history, who went to Pitzer from Stanford nearly 20 years ago. "That's the essence of the place. That's the glory of Pitzer."

Frank Ellsworth, who has been president for the last five years and who has had a long history of involvement with experimental education, contends that Pitzer survived, when other failed, because it was not "issue-oriented."

"Many institutions were devoted to 'causes' in the 1960s and neglected to pay proper attention to the process of education," he said. "Causes come and go. What is consistent is the need to provide students with a community environment complete with diverse curriculum and a faculty with divergent backgrounds and teaching styles. Through this process each student learns how to think and act independently by participating in the process, encouraged by provocative tutelage, while addressing issues in the community which reflect the concerns of the society at large."

Another part of Pitzer's success, Ellsworth and others say, has to do with the Claremont system itself.

Modeled after Oxford University in England, the Claremont Colleges offer the advantage of a small, liberal arts education with the library and other resources of a medium-sized university...

There are many people at Pitzer, including the president, who do not intend to let Pitzer's unique heritage slip away quietly.

"We do not intend to go the way of Harvard in forcing general education requirements down students' throats," Ellsworth said, referring to a recent trend in colleges to return to a core of basic curriculum requirements for graduation.

"Here, students choose what they want to study. That's part of our education, giving students the freedom to think, to design their own programs and to learn how to live their own lives."

Likewise, students are equally determined not to let the pressure for higher standards spoil Pitzer's record of at-

tracting students from diverse social, economic and racial groups...

Although Warmbrunn does not think the trend toward conservatism is all bad, he has his own idea of how to maintain Pitzer as a vital and exciting institution.

"I have, not totally in jest, suggested, like Jefferson, that every 20 years we ought to disband the institution, spend one year to replan it and then start out as a new institution. Something needs to be with these places to have a sense of renewal and moving on.

"What we are doing now, maybe for the first time, is finding our way of moving on...I hope, I trust, because of Pitzer's unique history, we will do a better job than others seem to have done."

From the Los Angeles Times
October 10, 1983

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by Anne C. Roark

Times Education Writer

Some expressions, past and present, of the idea that survived—

Open Letter from the President

Like many who have read this, I, too, am a newcomer to Pitzer. While not classified as a "freshman" or even a "student," I think that a blurring of the customary distinctions between students, faculty, and administrators, may be one of Pitzer's characteristics. At least I was attracted to Pitzer in part by the possibility that it might be trying to be a "community." In a world polarized by generation, racial, credibility, and many other kinds of gaps, the possibility of a college being a community is perhaps naive, but certainly exciting. Whether the Pitzer community is something real or just fiction will depend largely on what you and I and our associates do.

A word about some of the more specific attractions of Pitzer to one contemplating coming here. Pitzer is a new college founded in 1963, and consequently it is more free to innovate and experiment than more established institutions. The faculty is young, and I think you will find a sense of excitement in the approach to the subject matter. Indeed, Pitzer's emphasis on the newer social and behavioral sciences reflects youthfulness in outlook.

You will be able to take advantage of the fact that Pitzer is one of The Claremont Colleges, which affords you the opportunity of taking courses in other colleges and the use of central facilities and services, such as the Library, the Counseling Service, and the Health Center, which are of a quality that a small college such as Pitzer could not alone support. The diversity of the Claremont group and the fact that a single college can preserve its own sense of community while taking advantage of central services and cross-registration are important to all of us.

Since I will be coming to Pitzer from a very large institution (The University of Wisconsin), I am eager to know as many students and faculty members as possible. While this will require considerable initiative on my part, I hope that you will also drop by and see me, whether or not you have anything in particular on your mind.

Good luck and welcome to Pitzer.

1970

From the *Pitzer College Bulletin*
Volume 8, Number 1, September, 1970

by Robert H. Atwell
President 1970-1978
Pitzer College

Great Expectation: College fantasies vs. realities

We approached several seniors and a few alumni from the various colleges and asked them to tell us how their four years of Claremont education has stood up to what they thought or what they were told that it would be like. *Collage* makes no claim that they are representative of the overall feeling of the students at the five colleges. Our sample is far too small for that. We did try, however, to get as wide a range of attitudes as we could. In order to facilitate this goal, we gave each writer the option of signing his or her contribution or of submitting it anonymously.

"The Pitzer spirit of concern for human beings and for the world in which we live is expressed in a program which offers a solid foundation of traditional courses, combined with innovative and interdisciplinary courses, focusing the values of the past on the world of the present and future."

—from a Pitzer College advertising brochure

After looking at the expectations that I had of the school, I realize that Pitzer has been everything I thought it could be.

Perhaps the single most important reason for my coming to Pitzer was its size. Having been a product of small



Open Letter from the President

To all young women interested in joining an exciting new college devoted to exploration and discovery in the social and behavioral sciences and liberal arts we at Pitzer College extend a cordial invitation. Our great new experiment in mapping man's achievements in the past and planning intelligent social goals for his future may be for you.

At Pitzer College you will not only take an active part in designing your own education through discussion, research, and experiment, but you will be part of the Claremont Colleges, the most unusual and distinctive collegiate community in the United States. This means that from the outset you will have close classroom, extracurricular, and social contacts with men and women at Claremont Men's College, Harvey Mudd College, Scripps College, and Pomona College. You will dine at Collins Hall on the Claremont Men's College campus; you will share in the Scripps College dance and athletic program; and you will have art, music, and drama available to you through exchange with Scripps, Pomona, and the Claremont Graduate School. Though you will have the excitement of pioneering in education in a small, new, residence college, resources and experience normally found only in a university will help make this intellectual adventure well-equipped and meaningful.

At Pitzer College you will find your professors and counselors eager to work with you individually to plan a program of study to fit your interests and ambitions—whether you prefer to investigate man's past through history or cultural anthropology, explore his present institutional or personal potential through biology, sociology, or psychology, or begin to make a contribution of your own to man's creative achievement in art, music, and literature. And, most important, running through all your studies at Pitzer will be a constant evaluation of your new knowledge through philosophy and religion, the faiths and ideals which alone give man's efforts significance.

At Pitzer College you will be invited to embark upon an original intellectual enterprise, not merely sit in the classroom as a passive spectator. We believe that a liberal education in the very highest sense can come only through the close individual cooperation of faculty and students, and we intend to make this ideal a reality for all of us at Pitzer College.

by John W. Atherton
President 1963-1970
Pitzer College

From the *Pitzer College Bulletin*
Volume 1, Number 1, September 1963

1963

schools throughout my life, it was important for me to go to a small school, so that I could get to know the people who I would be living with for four years. The idea of the Pitzer Community, the bond that ties all students at Pitzer together, has pleased me greatly.

Secondly, Pitzer has provided the academic challenges that I was looking for. However, it has done so without fostering a sense of cut-throat competitiveness, which seems to be a characteristic of larger schools. I have furthered my education and prepared myself for graduate school without the weight of competition on my shoulders.

I have enjoyed my years at Pitzer. I have seen the school grow as I have grown myself and I hope that I have left some sort of mark on it. It has certainly left its mark on me.

—Victor Rivera, Pitzer senior

Since my arrival at Pitzer, I've found my expectations changing a great deal. Before entering the college, I tended to equate quality education with a university's resources, prestige, and ranking in *The New York Times Selective Guide*. I no longer find these criteria adequate.

Pitzer is certainly not the biggest or the most prestigious

college, but it has provided me with a uniquely challenging academic experience. Without the luxuries of a long history and large endowments, Pitzer has made quality teaching the basis for its reputation. This emphasis, in turn, has led students to take a true interest in what they are being taught. As a result of this commitment between the faculty and the student body, the educational process is remarkably successful at Pitzer.

In answering the question, "Has Pitzer met my original expectations?"; I would have to say no. It has, however, given me new and, I believe, better ideas about what makes an education valuable. Pitzer has taught me how to learn rather than what to learn. It has also created and encouraged interests rather than quelled them. With these new criteria in mind, Pitzer deserves a ranking among the best.

John McTeague, A Pitzer senior

From *Collage*
The Student Newsmagazine of
The Claremont Colleges
November 15, 1983
By Chris Miller

Rolling with the changes



Pitzer and Julie Berlin celebrate their 20th birthdays

Pitzer College and Julie Berlin were infants together. This year the college and the young woman will celebrate their 20th birthdays—together.

In 1963, a piece of literature on the newborn women's college stated questions which faced the young institution. The questions were prefaced with this observation:

"We have wanted—and rightly—to have each of our young women become a happy, effective wife and mother. We have failed, however, to recognize the technological changes that have made this task infinitely different and less time-consuming than it was a generation ago. We have failed, too, to analyze the effects of the changing life span of women and results of early marriage and childbirth which leave most women with long years to fill productively and creatively after the major child-bearing and child-rearing years are over. We have failed to point up the ways in which women may engage in professional careers while successfully fulfilling their roles in the home."

Twenty years later, Pitzer College and Julie Berlin are aware of the choices. The oldest of 7 children and the only daughter, Julie has seen what it takes to be a wife and mother. She is the product of a time that has evaluated and reevaluated the role of women in society and has made her choice. Julie is working towards her bachelor's degree in psychobiology from Pitzer College and plans on pursuing her Ph.D. as a speech pathologist.

Much has happened in 20 years. Perhaps still the "black sheep" of the Claremont Colleges (Pitzer remains without required curriculum outside the area of concentration), the fledgling women's college is now coed and well establish-

ed. Baby Berlin, meanwhile, has matured into an attractive, soft-spoken young woman who knows what she wants.

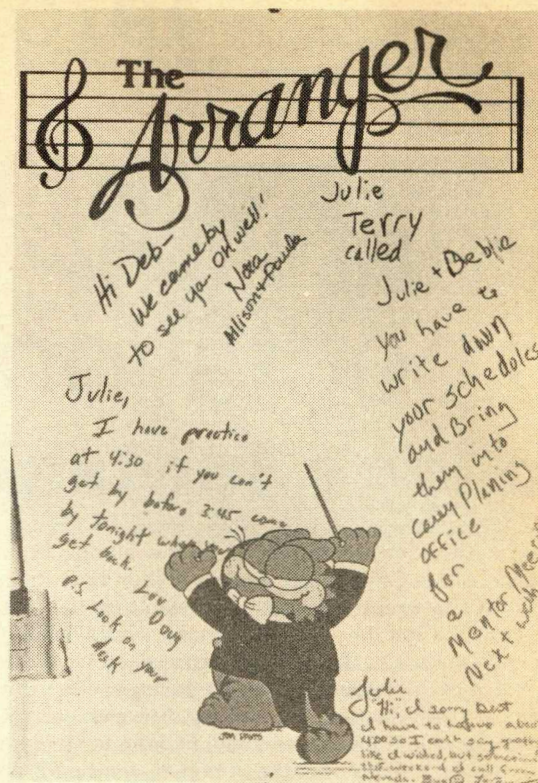
Her first day at Pitzer, Julie walked into her advisor's office and said, "This is what I want to do...What do I have to take?" Her second year at Pitzer is barely underway and Julie is already at first semester junior level—well on her way to graduation.

Why psycho-biology? Why speech pathology? "I have a little brother who has speech problems," explains Julie. "I talked to his doctor and became interested in the field—it fit what I wanted perfectly."

Why Pitzer? As a national merit scholar and excellent student, Julie had her pick of colleges. "I looked at Stanford, UC Berkeley and UC Santa Barbara, but Pitzer was the only small private college with the curriculum I wanted and no general course requirements outside the major." For a student such as Julie, with definite plans, being able to concentrate on courses in her field and not worry about general requirements works out well. Says Julie, "This way I can get ahead because I don't have to worry about physical education or math."

Julie takes the school motto to heart. *Provida Futuri*. She translates it from the Latin: Mindful of the Future.

"You're put in charge of planning for your own future," she explains. "You decide how fast or how slow, what you want to take and when you want to take it. At Pitzer you're put in charge of how you want to run your life—from the beginning."



Just another school day

Julie runs her life something like this:

Awake at 6:45, Julie makes it to breakfast as the doors open at 7:30 a.m. That gives her 20 minutes to consume some solid food, grab a coffee to go, and barely make it to her 8 a.m. class. Chemistry. Julie explains that fortunately her chemistry teacher is a morning person whose vim and vigor help a little to make up for her lack thereof.

Her statistics course begins at 9. She attends a 3-hour seminar on early childhood education on Wednesday afternoons, a 2½ hour seminar on cognition on Mondays, and a course in perception on both days.

The grand total, including classes and labs, adds up to 24 hours of class per week and 14 hours of homework. But that's not all.

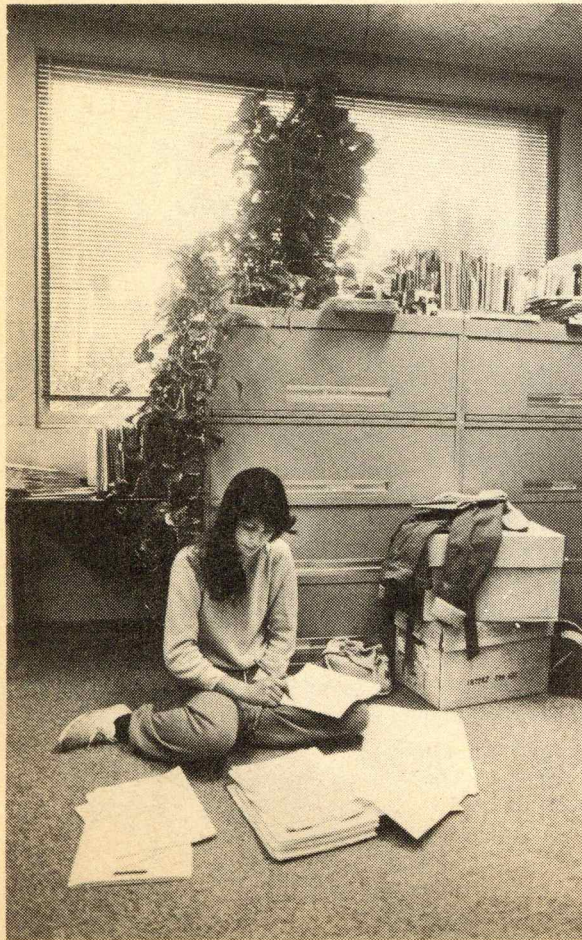
Julie attends Pitzer completely self-financed. Loans, scholarships and grants pay her bills. So does a little something known as "work study." As part of her financial aid package, Julie works part-time in the development office, makes the omelettes in the school cafeteria on Saturday and Sunday mornings and mans the salad bar every

day—Friday through Monday. "There are benefits," she points out; eating on the 10-meal plan, work in the cafeteria helps pad her diet.

Just as Julie begins to talk in excited tones about a new opportunity (it seems one of her professors has recommended that she apply for a job in which she'd be trained to administer neuro-physiological tests on schizophrenic patients), she's interrupted from the hall. She explains that the 2 young men waiting outside need her signature on a proposal that she insisted they rewrite.

A proposal? Probably something for a psychology experiment. She returns to explain the proposal and her role in student government. As an elected member of the College Council (an administrative body composed of students and faculty), she was working on a proposal to insure that student representation would not be diminished in the process of proposed structural changes.

A demand for rights? Student activism? A throw-back to the 60s? No. Julie Berlin and Pitzer College are just coming of age.



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By the *Claremont Courier*
October 12, 1983
By Josephine DeYoung



Pitzer Facing the Future



A reassessment and revision of Pitzer's governance system appears to be the foremost issue facing Pitzer in its 20th year. Beyond innovative changes in the governance system, there are three other critical issues before the College, including questions concerning curriculum, the search for a new Dean of Faculty, and the commencement of a campaign to increase Pitzer's endowment.

After the accreditation team from the Western Association of Schools and Colleges visited Pitzer in the fall of 1982, it suggested that a substantial change be made in the governance system. In the past, there has been a tendency towards proliferation and expansion of the committee system rather than towards centralization. At present, the Executive Committee is moving to reconstruct the governance system by making the communication between committees more efficient and by minimizing misunderstandings and conflicting recommendations.

There is a desire to get the administration to take a more active role and to participate in the give and take of governance. The Executive Committee also hopes to make the system more efficient by condensing and combining several of the overlapping committees...

The accreditation team did not suggest instituting general education requirements but rather finding some way of certifying that graduates of Pitzer have had a liberal arts education. According to Ronald Macaulay, Dean of Faculty, "It's impossible not to get a liberal arts education at Pitzer since

there are so many courses to choose from." Furthermore, "in principle, general education requirements may seem good, but in practice, they are often ineffective."

Contributing to the ineffectiveness of general education requirements is a decrease in enthusiasm in the professors who teach apathetic students, who unwillingly take required courses.

The remedial courses offered Pitzer for freshmen who need other work on basic skills have roused discussion within the Curriculum Committee and considerable debate within the College Council. The committee and council are addressing the question of whether credit should or should not be given towards a liberal arts degree for basic high school courses such as math or writing. "Remedial courses," claims Dean Macaulay, "should not be given for credit, but support should be given in areas where a student feels he or she is lacking."

The late issue facing Pitzer in its 20th year is the enlargement of our endowment, currently at \$21 million. This is sharply in contrast of Pomona's endowment fund with assets over \$100 million. President Ellsworth expresses eagerness and excitement in the possibility of increasing Pitzer's endowment in our 20th year.

From *The Other Side*
Pitzer College Student Newspaper
by Justin Thomas
October 28, 1983

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