

THE PARTICIPANT

PITZER COLLEGE COMMUNITY QUARTERLY

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NOTING THE CLOSE OF A _____ YEAR GOOD FAIR BAD

On the second floor balcony of Fletcher Hall, overlooking the platform, the musicians were warming up. An unconventional group for the occasion, they were the 12th st. Mini band, which is a jazz group, Professor Lewis J. Ellenhorn, who played the saxophone, and Guy Carawan, folk singer and guitarist.

At 4 p.m., the procession of 91 robed seniors and about 40 members of the faculty, administration, and trustees, moved westward toward the platform, and the sun.

The occasion was the seventh commencement, held June 6 in Scott Courtyard, at which Pitzer observed two "firsts."

Three males were among the 91 graduates. After five years as a college for women, Pitzer became co-educational last year.

And a female speaker addressed the gathering.

As early as January, the Commencement Committee, headed by Shelley Scott Molton, began hammering out plans for music, speaker, and robes, (to wear or not to wear them.)

Mrs. Sylvia Mead, marine biologist, botanist, aquanaut and Los Angeles Times Woman of the Year, 1970, was chosen as speaker. She is also the daughter-in-law of Mrs. Giles W. Mead, founding member of the Pitzer Board of Trustees.

Barely into her third decade, the prominent marine biologist was recently honored for her work on TEKTITE II. The ambitious oceanographic research program was conducted 50 feet below the surface of the Caribbean, off the Virgin Islands, and involved survey and data-gathering on undersea animals and plants.

She also received the Conservation Service Award from the U.S. Depart-

ment of the Interior in 1970, and was named Honorary Citizen by the City of Chicago in the same year. She holds the B.S. degree from Florida State University and M.A. and Ph.D. degrees from Duke University.

Her words to the predominantly female class were, "You in the white robes, is there anything you can't do except be a father and grow a beard? If you really want to?"

"I'm happy for those of you who have set your sights on something, but I'm not overly distressed about those of you who don't have a specific objective in mind at this time.

"Most people, and I am one, cannot answer with certainty what they will be doing over the next several years, but you, somehow, are expected to be able to answer this question. Presumably, you are shifting gears at this time. I hope you will be able to do something that you really like.

"I hope that each of you has an interest in something that is so deep that you will do it regardless of seemingly practical considerations."

Preceding Mrs. Mead was Professor Ronald K.S. Macaulay, who delivered the invocation, and President Robert H. Atwell.

Said Atwell, "In the last three or four years, it has become abundantly clear, to me at least, that our society is in deep trouble. Without attempting to indicate all of the evidence for that assertion, it seems evident that we have an economic system which not only promotes inequality, but which itself seems unable to sustain growth except through war and defense expenditures.

"We are, in 1971, a badly divided society which seems to have lost a lot of its self-confidence. The idea of a nation with limitless opportunities for energetic and ambitious young peo-

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Quote from Our Community

Anonymous

I still think Pitzer has one of the best commencements going, but I think we could improve, and there were signs this year that things were beginning to fray a bit around the edges.

1. *I think it a mark of collective insanity that we (the audience, that is) regularly face into the setting sun on a late Sunday afternoon as the weekend pilots buzz overhead. Cannot either time or place be shifted? The program-shielded, sun-blighted faces seemed even more strained this year.*

2. *I think we need a stronger leadership role to be performed by administration and/or faculty. In some ways it is very Pitzerish for everyone to do his own thing, and for none of us to know what the other one is going to do, but I think we have reached the limit.*

3. *I think we should keep caps and gowns, keep the music live and try to think of some form of audience participation (short of hymn singing or litany) to break up the long period of just sitting being spoken to. Maybe the whole ceremony should be at night and culminate in fireworks going off either when degrees are awarded or during the recessional. The possibilities are little short of fantastic.*

Top Spots Filled

Recent high-level administrative appointments this year demonstrate the adage that there's room at the top for top people.

On the faculty side, Albert Schwartz, Assistant Professor of Sociology, has been appointed Dean of the Faculty. (See Faculty Profile.)

Leonard H. Hildebrandt has been appointed Executive Director of Planning and Development. A graduate of Hamline University with an advanced degree from Andover Newton College, he is former West Coast Regional Coordinator of the U.S. Peace Corps, and Director of the Cooperative Education Program for the Ford Foundation Fund for the Advancement of Education. He comes from Fresno where he was director of Planning and Development for Fresno State College for the past four years.

His record includes leadership in the business and professional community as well as expertise in development programs.

To implement new admissions policies, the Admissions Office will see two new faces this year. Miss Pamela Weaver, Pitzer alumna, class of '71, has been appointed Assistant Director of Admissions.

Leonard Harper joins the Admissions Office staff as Assistant Director of Financial Aids.

There will also be a few new faces among the faculty next year, some replacing those on leave. They include John M. Goodman, Assistant Professor of Physics; Alan C. Harris, Lecturer in Hebrew; Ronald G. Rubin, Assistant Professor of Philosophy; Sandra G. Schickele, Assistant Professor of Economics; David H. Nexon, Assistant Professor of Political Studies; James P. Robinson, Assistant Professor of Psychology; Mary P. Ryan, Instructor in History; Gaston O. Daumy, Assistant Professor of Biology; Denis O'Connor, Lecturer in Art; Charles Stivers, Lecturer in Art; and Payson Sheets, Instructor in Anthropology.



Leonard H. Hildebrandt

Admissions Program

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ty and student members of the Admissions and Financial Aid Committee during the past year.

Among these is a policy encouraging applications from outstanding high school seniors or graduates seeking advanced standing, as well as from outstanding high school juniors and persons lacking the usual high school diploma (such as veterans, older students, etc.) who desire admission. A high school senior or one who has graduated with superior scholastic merit may be offered admission as a sophomore—that is, with Pitzer a graduation requirement of 24 rather than 32 courses. This will not be dependent on course-by-course credit for high school work, nor will the credit be given by examination, but rather a year's credit toward the bachelor's degree will be awarded on the basis of an overall evaluation of background and ability made on an individual basis.

Pitzer College will also allow a postponement of college for an interim year. "We have found," Duvall reported to the faculty, "that many keenly bright students no longer want to plunge into college in an educational lock-step without other kinds of experience." Alternatives include work, community service, travel, or immersion in other cultures. A student may divide his time among a series of projects, and so have refined interests to bring to Pitzer. Plans for delayed entrance are treated on an individual basis and should be developed in conversation or correspondence with the Director of Admissions.

Union Invites Pitzer

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pursue a program of independent study and research relating to economic, social, political and cultural aspects of the area.

Colloquium in Education. Twenty five students work in three elementary schools in the Pomona Valley, with each student contracting to spend at least six to eight hours per week working with small groups of children from diverse socio-ethnic-economic backgrounds.

Program in Public Policy Studies. The Program in Public Policy Studies gives students of The Claremont Colleges an opportunity to make an impact on problems in the community through research reports accompanied by policy recommendations.

Administrative Intern Program. Minority group students work with both municipal and college administrators in order to learn administrative processes.

Admissions Policies. (See article in this issue of Participant.)

Predischarge Education Program. Research is being conducted on Viet Nam veterans to determine why they are not pursuing their educations despite financial assistance available through the Federal government.

Course Scheduling Options. (See article in this issue of Participant.)

Independent Study. All students are encouraged to take a part of their academic program in this form, and may arrange it in any field by agreement between the student and faculty member.

Course Plus Program. This program makes use of workshops instead of the usual predetermined courses. They are planned by students in consultation with faculty members.

Single Governmental Body. The College is considering the establishment of a single governmental body composed of trustees, faculty, students, and administrators.

Interdisciplinary Team Teaching. For example, members of the anthropology, communications and art fields are considering a class in "Ethnographic Film-making."

CLOSE OF A _____ YEAR

GOOD FAIR BAD

(continued from page 1)

ple still has considerable validity—certainly more than for most nations of the world—but it seems a bit hollow in 1971. I have been saying for some days that the class of 1971 is graduating at a worse time in the economic cycle than at any period since the early or middle 1930's. Some view this as a temporary cyclical problem and others as more ominous.

“These are not pleasant matters to dwell on on a day that is supposed to be joyful and promising. To me, however, the great reward in my association with college-age young people is that it is possible to find inner peace in the face of these difficulties. My generation was political and economic in its interests. Yours appears, at least for the moment, and for many of you, to have become disillusioned with power and money, and you have taken to beautifying your immediate physical and spiritual environment by drawing close to those for whom you care. In our zeal for power and money, many in my generation have neglected the private, the personal, the family, and our own souls. Many of you have shown me an inner serenity that I scarcely thought possible. You have taught me to slow to anger and slow to judge others, and to create within myself some inner resources to draw upon in the face of a hostile world. In a world split between extremities, you have shown tolerance; in a world of hate, you have shown love.

“I have no idea what you will do about the larger world, and it is not my function today to even suggest solutions. I only hope that you will resist the temptation that has overcome so many of us to polarize into extremes.

“My special message for you, ladies and gentlemen of the class of 1971, is to express the hope not only that you keep your tolerance and your serenity, but that you do not despair of your ability to affect the larger problems of this world. I have never fully understood the disillusionment of this generation with its ability to have an im-

pact on the course of national events. There is ample evidence to indicate that you have had a profound effect, and simply because most of the problems with which youth have concerned themselves over the past several years still exist, is no reason for despair. We have so much to do in this country, and much of it may have to be done by the time today's graduates reach the age of 30. It will not be done in the streets, or by any further splitting of this society into extremes or by massive withdrawal from public life. Change will come through the realization that the necessities which must unite us are more powerful than the fears and hates which now divide us.”

Presenting the diplomas were Board members, Mrs. Will Ward and Odell S. McConnell, past chairman.

The senior class gift was a contribution to the John W. Atherton Scholarship Fund, established last year in honor of the founding president of the College.

The benediction, delivered by Professor John R. Rodman, retiring Dean of the Faculty, was taken in part from philosopher Bertrand Russell's prologue to his autobiography. Of Russell, he said, “I think we can only gain from contemplating his example of the fusion of intellect and passion, the joining of intellectual and practical concerns, that is perhaps the fullest realization of the human possibility for a man or for a woman.”



BOX SCORE \$ \$ \$ \$ 1970-71		
Here are Pitzer College's Gift Results by purposes for 1970-71 in comparison with 1969-70.		
	1970-71	1969-70
Annual Fund	136,391	114,813
(unrestricted gifts)		
Financial Aid	214,265	162,830
Other Unrestricted Funds	141,826	54,168
Plant Funds	25,450	36,524
Endowment Funds	1,575	408
Gifts in Kind	11,776	460
Totals	\$531,283	\$369,203



Union for Experimenting Colleges Invites Pitzer

Pitzer College has been invited to join the Union for Experimenting Colleges and Universities, a national organization which sponsors the “University Without Walls” program. The program was recently funded by Ford Foundation and U.S. Office of Education for nearly one million dollars.

Membership was extended to Pitzer College for demonstrated innovation and experimentation in learning at the undergraduate level. It was the only such membership granted this year, according to Samuel Baskin, President of the Union for Experimenting Colleges and Universities.

Other participating institutions are: Antioch, Bard, Chicago State, Friends World, Goddard, Loretto Heights, Morgan State, Northeastern Illinois State, Roger Williams, Skidmore, Staten Island Community, Stephens College; New College, the Universities of Massachusetts, Minnesota, South Carolina, and Howard, New York, and Shaw Universities.

Following are some of the programs now in effect or in the planning stages which weighed in Pitzer's admission to the Union for Experimenting Colleges and Universities.

Office of External Studies. The College is expanding its off-campus work/study opportunities whereby students may combine practical experience with academic study.

Appalachian Program. The program allows students to live in the Appalachian Mountains with families and

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Course Scheduling Options Offered Students in Fall

This fall, Pitzer College will adopt a new system called Course Scheduling Options, within the 16-week semester system. Course Scheduling Options will allocate segments of time within the semester for innovation, experimentation, and development of new educational programs and activities.

One disadvantage inherent in the semester system is that the four-week period following the Christmas vacation is at best disruptive and normally unproductive. It is often difficult for both students and faculty to salvage the continuity and atmosphere of learning which was created in the preceding 12 weeks.

Under the College's new schedule, each course will be assigned an Option I, II, or III designation.

Option I classes will run for 12 weeks with the following four-week Project Period devoted to class-related readings. The arrangement will allow students to read more in depth about a subject *after* they have been introduced to the subject, and after they have gained a sense of what is involved.

Or the Project Period may be devoted to projects related to the specific course, such as experiments, surveys, or other types of field work. The student will first acquire the background, feeling for the work, expertise in some necessary techniques, and then have the opportunity to “put it all together.”

Option II classes will run for 12 weeks. Since they are equivalent in content and scope to those running for 16 weeks, they may meet more often, and reading assignments may be accelerated. Under Option II, the four-week Project Period will be devoted to a Special Project. Special Projects are not necessarily related to a specific course, but are intensive directed studies, some involving field work away from the campus and may be taken for half credit or one credit. One such project is described in the 1971-72 college catalog as, “Two weeks of intensive directed reading and discussions devoted to North American Indians of a particular area, chosen by the student, followed by actual field work in that area. Work to culminate in a project report, incorporating the results of readings, discussions, and readings and research.” Other projects may be symposia and intensive foreign language training.

Under Option III, classes will be of the traditional 16-week duration and usually followed by examinations. Of necessity, many courses will fall into the last category—courses taught within interdisciplinary programs, the Joint Science program, certain language courses, and courses taught by Pitzer faculty at The Graduate School.

Pitzer's system of Course Scheduling Options within the semester will be under constant scrutiny by the students and faculty as well as the Project Period Committee which will administer the program, initiate grant requests for programs, and provide evaluation and reports for the Curriculum Committee.

While the majority of the Pitzer faculty favored adoption of the system because it offers freedom, flexibility, and opportunity for experimentation and pilot projects within the framework of the semester, it must be tested on the Pitzer campus.

Robert S. Albert, Professor of Psychology, and an early advocate of course scheduling options, said, “Pitzer has never been and is not likely to ever be a college where anyone tells us we cannot do something. The only institutional guideline that I am aware of, and this is most imperative, is that whatever the plan is, it must be directed toward helping the student acquire a better education than he otherwise would get either without the plan or at some other college.”

FACULTY PROFILE: ALBERT SCHWARTZ

Come September, Al Schwartz will be Dean of the Faculty.

Just looking at him, the title, "Your Deanship" wouldn't come to mind. Perhaps fortunately, he is not immediately recognizable as a Dean of the Faculty. There's no formidable "academic bearing," no facade. He has a front line tackle body, reddish blond hair, and in casual clothes topped by a corduroy jacket and homespun tie, he can often be found in a friendly gathering of students and fellow professors.

He says of his recent appointment to the position, "The thing I find especially comforting is that people here know who I am. The person they chose for the job is the person I am, not a person that I must become."

Al Schwartz was the unanimous choice of the Deanship Search Committee, appointed to fill the vacancy created by John R. Rodman's resignation. The faculty and administration wanted him, and so did the Board of Trustees.

Not that he campaigned for the position. In fact, his casual response to being considered for the high-ranking position led a fellow colleague to comment facetiously on "the strewn bodies which lay in the wake of his ruthless grab for power."

Al Schwartz is himself. And comfortable about it. "I have nothing to lose. People have nothing to lose by being themselves—and so much to gain."

Albert Schwartz and Pitzer College first got to know each other in September of 1965. He was a young sociologist, and his wife, Suzy, was a counselor. At that point, meetings at the College were frequently marked by high-decibel, emotional discussions and decision-making. Al's contribution, in the tumultuous, vocal Town Meetings usually came after others had had their say, and invariably began with a few quiet, thoughtful words which could lead the impatient person to wonder, "Why doesn't he get on with it?" The impression could happen, but his philosophy is, "There's always time to say what you have to say."

Suzy says, "He eases into things, and somehow, everything that needs to be said *does* get said." His ability to pull together divergent views, and his perceptive humor have saved many a 'hot' meeting.

Pitzer, at its present stage of development, needs Albert Schwartz. A man in touch with all areas of the College, he has ideas which he would like to put into effect, and he recognizes those of others. "I see a need to develop into concrete and coherent programs the many good ideas which get tossed around at the College. Sometimes these ideas seem to move in opposite directions. I believe I may have some talent for pulling things like that together."

Of the faculty, whom he obviously admires and respects, he says, "I believe that people here have a variety of strengths, and people ought to be encouraged to use the strengths they have, to explore in themselves the kinds of things they can bring to the College. I want to continue to provide and expand the opportunities for untapped talents to surface."

The search for the right person for Dean of the Faculty continued for several months. A dozen candidates, inside and outside the College, were considered for the Deanship. Robert S. Albert, Professor of Psychology, who chaired the committee, said, "It was a difficult choice, because we had a number of first-rate people whom we believe could do the job well."



Al's name continually emerges in response to such questions as "What faculty member was most helpful in guiding your undergraduate experience at Pitzer?" Although he will continue to offer one course, "War-time Life in the United States: 1940-45," his contact with students in the coming year will likely be limited.

Born in New York, Al entered the world at the tag end of a close, friendly family of three sisters and one brother.

He earned the B.A. degree at Hunter College before being drafted for service in Korea. Upon returning he earned an M.A. from Ohio State University, where he has completed course work and examination requirements for the Ph.D. in sociology.

Prior to coming to Claremont, Al was an Education Specialist for the U. S. Army, a Market Research Analyst for Lever Brothers and a Teaching Assistant and Research Associate for Ohio State University. At Pitzer, he has also been Vice-Chairman of the Faculty Executive Committee.

He is an avid sports fan and a restaurant and theater-goer. A little over two years ago, he and Suzy adopted a six-week old boy, Aaron, and plan to adopt others.

Being a sociologist, a teacher, a Dean of the Faculty, a husband and father are all part of Al Schwartz being Al Schwartz, successful person.

His wife of 11 years says, "He's really nice to live with."



Admissions Program And Staff Expand

"The Office of Admissions and Financial Aid, with the addition of new personnel, is working on several areas of interest to fulfill the inter-related goals of diversity and quality in the student population at Pitzer," according to Robert F. Duvall, director of the program. Working with him will be Miss Pam Weaver and Leonard Harper.

Harper is a graduate of Pasadena City College and of La Verne College, with a B.A. in sociology. He has recently been Assistant Director of the Center of Educational Opportunity and an Admissions Officer representing the five undergraduate Claremont Colleges.

Miss Weaver is a graduate of Pitzer College, class of '71, with a B.A. in psychology. She has been a member of the President's Advisory Commission and has worked on the formation of The Alliance, a College support group. Miss Weaver will add to Pitzer's outreach for the most excellent prospective students, speaking to them, their families, and to other alumni on the basis of her recent experience at Pitzer.

Duvall, Harper, and Miss Weaver are making plans to visit schools across the country. School visits and personal interviews will be complemented with five one-day conferences for counselors, principals, and others on the campus. These meetings will be cooperatively sponsored by The Claremont Colleges.

Additionally, Duvall is working with Louise Beaudette, Alumni Chairman, class of '68, to arrange for a published list of Pitzer Alumni correspondents who will write, call, receive calls from, and generally make themselves known to prospective students. "This outreach will be new for Pitzer," said Duvall. "It ought to increase greatly the effectiveness of our contacts, and our way of working will be informal and, we hope, creative, in the best Pitzer spirit."

The staff will also put into effect new policies formulated by the facul-

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CALENDAR HIGHLIGHTS

Sunday, July 11

Conference, American International Academy. (three weeks)

Sunday, July 18

Conference, Peat, Marwick, Mitchell and Company, Certified Public Accountants Training Conference. (two weeks)

Sunday, August 15

Conference, (same as above.)

Saturday, September 18

Orientation luncheon for "New Parents". Founders Room, McConnell Center, 12 noon.

Saturday, September 18

Orientation activities for new students. (five days)

Tuesday, October 5

Meeting, Board of Trustees. Founders Room, McConnell Center, 10:00 a.m.

Friday, October 15

General Meeting, Parents Association, with luncheon following. 10:30 a.m. (place to be announced)

Friday, October 22

Opening Session, Academy Lecture Series and luncheon. Founders Room, McConnell Center, 12 noon.

Thursday, September 23

Fall semester classes begin.

Parents Map Calendar

Here is the calendar of parents events on campus next year so that Pitzer families can make their plans well in advance:

Saturday, September 18, 1971

Orientation Luncheon for "New Parents" (Coincides with the day entering students move into residence halls).

Friday, October 15, 1971

General Meeting, Parents Assn. 10:30 a.m. program followed by luncheon.

Wednesday, January 12, 1972

Annual Dinner, Parents Assn. 6:00 p.m. with program following.

Friday, March 17, 1972

Parents Assn. Fashion Benefit, 12 noon luncheon and program.

Saturday, May 6 or 13, 1972

Annual Meeting, Parents Assn. and Parents Day, 10:00 a.m. to 2:00 p.m.

Special invitations to each event will be mailed three weeks in advance of date, with the program described in some detail.

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Community Notes

- **Sandy Pipp**, junior at Pitzer College, was invited to present a paper at the Annual Conference of the Western Psychological Association this spring. The paper, based on Miss Pipp's research, is a psychological study of the activity levels in infants. Her advisor, Dr. Cynthia Siebel, Assistant Professor of Psychology at Pitzer College, terms it "one of the best infant studies I've seen in a long time. It's well-controlled and experimentally sound, and has a potential value to the area of infant research."

- An article by **Irving J. Spitzberg, Jr.**, Assistant Professor of Philosophy and Social Institutions, will appear in a fall issue of *The Journal of Higher Education*. The title is "Current Federal Financing of Higher Education and a Proposal."

- **Agnes Jackson**, Associate Professor of English at Pitzer College and the Black Studies Center, has been awarded a life appointment as Associate of the Danforth Foundation in St. Louis, Missouri. She shares the appointment with her husband, Harold, of the Southern California School of Theology. On leave from the College this year, Mrs. Jackson is engaged in full-time post-doctoral studies at Claremont Graduate School through a fellowship from the Society for Religion in Higher Education. She is also a former Danforth Graduate Fellow and holder of a Southern Fellowships Fund Award.

Her critical essay, "Stephen Crane's Imagery of Conflict in *George's Mother*", appeared in *Arizona Quarterly*.

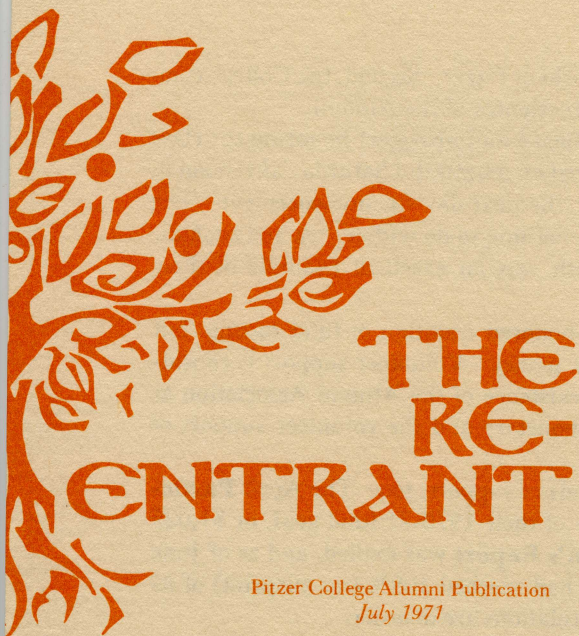
- Mead Hall has been granted a citation of excellence by *American School and University*, an architectural journal. The annual College and University Conference and Exhibition, which it sponsors, is held in Atlantic City, New Jersey.

The residential building, named in honor of **Mrs. Giles W. Mead**, founding member of the Pitzer College Board of Trustees, was designed by the architectural firm, Criley and McDowell of Claremont. The firm has designed seven of the eight buildings on the Pitzer College campus.

- **John W. Atherton**, founding president of Pitzer College, was named President Emeritus and an honorary member of the Board of Trustees. The announcement was made by Howard D. Williams, Chairman.

In accepting the honor, Atherton, who led the College through its first six years, said, "I am happy to accept both of these awards from the Board, because of the great sense of privilege I had as first president of the College, and the deep sense of gratitude I owe to the members of the Board of Trustees and to Mr. Russell Pitzer for the support and encouragement they gave during the first critical years of the institution."

He is now Chairman of the English Department at State University of New York, Brockport.



OPEN LETTER FROM THE ALUMNI ASSOCIATION: YEAR ONE

As the Graduation of 1971 becomes impression and memory, the Pitzer College Alumni Association is experiencing the close of its first academic year of full-time operation. There are many impressions, memories, and thoughts associated with this first year. The first that comes to mind is, "What is an Alumni Association?"

Actually, there is no *one* definition. There are as many definitions of "Alumni Association" as there are colleges and universities. And every educational institution must develop and decide upon its own.

With this in mind, the Pitzer Alumni Committee (entirely volunteer) set out last October to determine its own answer. The closest the Committee has come to defining itself is its statement of purpose: "An organization with the ability to do things for the benefit of the entire Pitzer Community—the Alumni, the Trustees, the Administration, the Faculty, the Students." It is also the Committee's intention that the Association will continue "the Pitzer Spirit" of 'sounding-off!', of involvement, of sharing, as well as utilizing all available resources of the Alumni and the College to achieve this purpose.

The Alumni Committee's achievements during 1970-71 constitute a minor miracle.

The Committee saw as its first responsibility: communications to and from the Alumni. An accurate, reliable system had to be established whereby Alumni would know what the Committee/College were doing and thinking, and the Committee/College would know what the Alumni were thinking and doing. Several solutions emerged.

First, was the birth of **The Re-Entrant**—the Alumni insert in **The Participant** and the foundation for an Alumni magazine. Second, was the birth of the **Alumni Directory**—containing the most accurate address listings known at the time of publication (with continual up-dating through **The Re-Entrant**). Third, the fundamentals of a system have been established through which (1) all correspondence from Alumni will receive attention, (2) an attempt will be made to rediscover "lost" alumni before they *do* become lost. And, finally, "Alumni news" cards are now included in every issue of **The Re-Entrant**.

The second major responsibility provides opportunities for Alumni to meet others interested in Pitzer College. To this end, the Association sponsored two events during the year, the first, a two-day conference on campus, during which

THROUGH THE LEAVES

'68 *Suzanne L. Silverman* is teaching high school art while working on her master's degree in fine arts at Claremont Graduate School.

Marney Ehmke is now Mrs. Arne G. Dokka, 800 West First Street, No. 2208, Bunker Hill Towers, Los Angeles, Calif. 90012.

Carole C. Lucan is working with the California Department of Corrections as a parole agent for women narcotic addicts in the Pomona, San Bernardino, Riverside area. Address: 5655-1/2 Denny Ave., N. Hollywood, Calif. 91601.

Susan Norwick Laufer was married June 28, 1970 and is living at her same address. She worked as a fourth grade teacher in a black Oakland ghetto last year and is active on the County Volunteer Bureau as a member of the board of directors.

'69 *Robin Brett Kadz* and her husband, John, now out of the army, is playing first cello in the Calgary Philharmonic and teaching at the University of Calgary. They have an eighteen-month-old son, Brett John Kadz, born January 12, 1970. New address: 8708 33 Ave. NW, Calgary, Alberta, Canada.

Carol Flint Yeager teaches fourth grade in South Pasadena. Her new address is 1700-1/2 Huntington Dr., Alhambra, Calif. 91801.

RE-ENTRANT
July, 1971

ALUMNI NEWS CARD

My new name/address is listed below.
News about me/others: _____

Reactions to Alumni Committee Ideas:

Signed _____
(maiden name: _____)

Class of _____ Address _____ Zip _____

Telephone _____

Susan Hall Patron is attending Immaculate Heart School of Library Science in pursuit of a master's degree. New address: 812-21st St., Apt. D. Santa Monica, Calif. 90403.

Margaret Yao married Howard William Crusey, Jr. Her new address is 75 Lawrence Ave., Lodi, New Jersey 07644.

Mrs. Michael Lieberman (Gayle Breitbard) is now living in Germany as of August, 1969. New address: Thomas Mann Strasse 10C, Langendiebach, West Germany.

Linda Rees Gerber lives in New York City with her husband, Jim, who has one year's service in the U.S. Coast Guard. They plan a three to five month trip to Europe.

Rebecca Zavitz has just returned from a vacation in the Far East. She has been substitute teaching at the secondary level in addition to caring for her young daughter.

Laurel Weight Quady's new address is 9550 Fremont. Apt. D-2, Montclair, Calif. 91763.

Connie S. Berkeley was married September 4, 1970 to Louis Stanton Francke of Philadelphia, Pa. The couple is now living and working in San Francisco.

Alice E. Meier is in her final year at Boston University for a master's degree in music. She is also teaching piano to very young children. In August she gave a piano recital and will give another before graduation. New address: 1455 Commonwealth Ave., No. 615, Brighton, Mass. 02135.

'70 *Leslie Storey Struble's* new address: 3030 Fairmont Blvd., Riverside, Calif. 92501.

Barbara Berman is working on her elementary teaching credential at the University of San Francisco and hopes to go into teaching in a bilingual program. New address: 1817 California 2B, San Francisco, Calif. 94107.

Irene Halouchko Harwood leads a group at the Los Angeles Center for Group Psychotherapy. She is also working toward her master's degree in social work at UCLA.

Victoria Weber married Juan Hamilton and is living in West Brattleboro, Vermont.

Alumni were brought up-to-date on the world of Pitzer. Second, the College community was briefed on "outside world" experiences of the Alumni.

The other event was the June 5th, "Open-House-Kegger" honoring the class of 1971. Approximately 125 people gathered on a beautiful Saturday afternoon to enjoy cold cuts, beer/wine, and celebrate the next day's Commencement. The Alumni have made it clear that they want nothing to do with a "tea and cookies, social club-like Association" and June 5th was an excellent example of their alternative.

The third responsibility is the time-honored tradition of fund raising, but with a twist: it does not necessarily mean money. Volunteer support is considered just as valuable. Besides, the very existence of the Alumni Association at present depends entirely upon both the monetary and the volunteer support of Alumni.

There seems to be plenty of both kinds of support, too. The April **Participant** reported Alumni had reached 33% of their 1970-71 fund goal, or \$1,025 towards \$3,000. In April, the **Chairman's Report** was mailed, and as of June 10th, the 1970-71 Alumni Annual Fund had reached 108% (no misprint) of its goal—\$3,232.00. Without doubt, congratulations are in order.

The fourth responsibility concerns the representation of Alumni opinion to the College's decision-making bodies. Committee members, when possible, utilized the Pitzer "community-involvement" concept to attend important and/or informative meetings of the College Community, reporting back to the full group.

The major accomplishment in this area was the appointment in April of Miss Lynn Harris, class of '70, to the Pitzer Board of Trustees. Nominated by the Alumni, Lynn became the second Alumna/Trustee, joining Mrs. Jill Ford Harmon, '66, a Board member since 1967.

It has been a year of accomplishments for the Alumni. Somehow, they suffered insecurities, disillusionments, frustrations, and came out smiling. This "very dedicated group of young women," as they were recently described, can deservedly be proud.

But, what about next year?

The Alumni Committee has already discussed the financial outlook for 1971-72. This, at best, will be only slightly better than 1970-71's . . . or, next to nothing.

Faced with this dilemma, and the belief that the Association must continue to develop and broaden its functions to become a viable, 'being', part of Pitzer College, the Alumni Committee has decided upon two simultaneous plans of action for 1971-72.

First, every effort will be made to maintain the preliminary framework and standards established during 1970-71. To lose ground now could spell the end. Also, attempts will be made to expand existing functions and to embark upon new ones.

Second, the Committee will make a special effort to obtain additional funds (public or private) to maintain the above plan, as well as to allow for the continued development of the Association and the staff necessary to oversee its operation.

The situation is not as grim as it may appear. There is no doubt that the Committee can maintain the essentials of the past year's volunteer effort.

The Committee strongly feels, however, that this is not a time for the Association to stand still. It is founded on a loyalty built equally upon what the College can do for its Alumni (a new idea for most Associations) and upon what the Alumni can do for the College.

They believe it is time for Pitzer College to acknowledge and benefit from the diversity and willingness of its Alumni, just as the Alumni recognized and supported the ideals of a Pitzer education in the past and this year.

The Alumni Committee believes it is time for moving ahead, for joining together in behalf of a mutual interest—Pitzer. And they intend to work in this direction, which is, after all, their definition of "Alumni Association."